The Mental Health Impact Assessment: An Interdisciplinary Approach to Addressing Mental Health

Building on the momentum of our June 2010 conference “Social Determinants of Mental Health: From Awareness to Action,” the Institute on Social Exclusion (ISE) in collaboration with the Institute for Public Safety and Social Justice (IPSSJ) and several community partners have undertaken development and implementation of a pioneering Mental Health Impact Assessment (MHIA) tool.

Launched on Jan. 1 with major support from the Robert Wood Johnson Foundation and the W.K. Kellogg Foundation, the purpose of the MHIA is to ensure that public proposals—including legislative, policy and programmatic initiatives put forth by federal, state or local governments—are vetted for their impacts on the collective mental health and well-being of vulnerable communities.

Lynn Todman, Ph.D., executive director of the Institute on Social Exclusion

What is MHIA?

Our project goal is to advance Health Impact Assessment practice. Our development and implementation of MHIA grows out of already established Health Impact Assessment (HIA) practice, but advances it in two ways.

• First, it expands the HIA process beyond its traditional focus on physical health to include a focus on mental health.

• Second, MHIA expands beyond assessment of planning, land use and built-environment proposals to include a broader range of proposals—in labor, education, social welfare, public safety—relevant to the needs of disadvantaged communities.

In essence, our project will address the relative neglect of the mental health considerations in existing HIA practice.

A preventative practice, MHIA enables mental health professionals to engage in socially responsible practice by working to ensure that legislative and public policy decision-making promotes the mental health of vulnerable communities. The MHIA comprises five steps as a tool for addressing health disparities and promoting health equity:

1) The initial step is screening, marked by determining the need and value of conducting an MHIA.

2) The second step is scoping: determining the mental health impacts to evaluate and methods for analysis, and establishing a work plan.
3) The third step is assessment: a profile of existing health conditions is noted, evaluation of potential health impacts are determined, and strategies to manage identified adverse health impacts are implemented.

4) The fourth step is recommendations and reporting, as a MHIA report is developed highlighting the impact of the decision on social determinants of mental health is developed. Findings and recommendations are communicated to stakeholders and community members.

5) The final step is monitoring and evaluation, an important follow-up activity to the MHIA process.

Our expected outcomes include providing evidence-based findings and recommendations; increasing resident involvement in public decisions; broadening responsibility and accountability for community mental health; increasing awareness of the impacts of non-health decisions on community mental health; improving community capacity for research, coalition building, organizing and advocacy; increasing community cohesion and partnerships; and clarifying health equity impacts of public decisions.

Furthermore, this project will provide opportunity for community residents to engage in public decisions that impact their mental health.

Who is Involved?

Reflecting the strong multidisciplinary focus of our institutes, the MHIA project includes stakeholders representing a range of practice sectors. They include psychiatrists, urban planners, community and clinical psychologists, social workers, lawyers, and public health professionals.

In addition to ISE and IPSSJ staff, the steering committee to date includes faculty and students of the doctoral clinical psychology program at the Adler School, as well as staff from the school’s training department and library.

Steering committee members also include staff from Teamwork Englewood, Imagine Englewood–IF, the Englewood Health Clinic, Chicago Neighborhood Initiatives, the Illinois and Chicago departments of public health, the Centers for Disease Control and Prevention, Northern Illinois University, the Pew Charitable Trusts, the University of Pittsburgh and the Public Health Agency of Canada.

Why Englewood?

The first MHIA will be conducted on a public proposal with implications for the mental health and well-being of the Englewood community, a neighborhood on Chicago’s Southwest Side. Englewood residents are predominantly low-income, female, poorly educated, young and un- or underemployed.

Often, communities like Englewood are “acted upon” with public decisions that can yield unintended, unanticipated and detrimental effects on residents’ physical and mental health. As a preventative tool, the MHIA will help residents of communities like Englewood by proactively ensuring that public decisions and actions reflect a solid, evidence-based understanding of their likely effects on community mental health.

The project seeks to address both poor community mental health and the lack of community voice in public decision-making processes occurring in Englewood. For example, members of the Englewood community suffer from a wide range of risk factors for mental illness including high rates of poverty, joblessness, poor quality housing, crime and violence. Research suggests links from these determinants to mental health outcomes such as anxiety, depression, and substance abuse.

The MHIA helps to transform underserved communities, heightens awareness of social determinants of mental health, and educates community members and professionals about strategies to mitigate health disparities. It will improve community capacity for coalition building, organizing, and advocacy to take action on the social determinants of mental health through multi-stakeholder collaborations in the MHIA process.

The MHIA process will enhance also community awareness of covert relationships, hidden impacts and collateral consequences of non-health decisions and actions on community mental health. It will broaden responsibility and accountability by integrating and uncovering mental health considerations in the decision-making process.

Screening Stage

The MHIA project in Englewood is in the screening stage of identifying a specific public proposal to be evaluated for its impact on the collective mental health of Englewood residents—from among the wide range of projects, plans or policies the tool can evaluate. Examples include local, state or national policies on labor, education, incarceration or immigration; development projects regarding housing and mixed use zoning; transportation plans to modify or develop new transit stations or roadway expansions; and comprehensive or specific area plans that guide a community’s future development.

As we screen and analyze proposals for adoption for this MHIA project, we welcome suggestions for public proposals at the municipal, state or federal levels that we might evaluate for mental health and well-being impact. To share your ideas for those might be evaluated for their impacts on Englewood residents’ mental health and well-being, contact us at ISE@adler.edu or 312-662-4012.

Adler School Receives Grants from Robert Wood Johnson Foundation and W. K. Kellogg Foundation

We are pleased to announce that the Adler School of Professional Psychology has been awarded a second grant from a major foundation to develop the Mental Health Impact Assessment (MHIA) tool, intended to improve the mental health and well-being of people in vulnerable communities.

The W. K. Kellogg Foundation awarded $150,000 to the Adler School’s Institute on Social Exclusion (ISE) for the creation of the MHIA tool. In February, the Robert Wood Johnson Foundation awarded the Adler School a $250,000 grant for the MHIA project.

“The grants acknowledge the significance of our work and its implications for the mental health and wellbeing of residents in disadvantaged communities” said Lynn C. Todman, Ph.D., Executive Director of the Institute on Social Exclusion.

The MHIA will be used to help communities determine how proposed policies, laws, and other projects will affect the mental health of their community. Results and recommendations can influence how a proposed project should move forward to ensure community mental health.

“The MHIA will assist in preventing mental health-related problems before they occur, thus reducing the need to correct them afterward,” Todman said. “There is growing understanding that mental health, like physical health, is affected by social conditions.” For instance, studies show that, as compared to residents of safer and more affluent communities, people who live in communities with high rates of poverty, joblessness and violence are more likely to suffer from stress, anxiety, depression substance abuse, and other mental health challenges.

To learn more, visit the Institute on Social Exclusion or e-mail ISE@adler.edu.

DEFINING TERMS: Social Determinants of Mental Health

The Adler School’s Institute on Social Exclusion has crafted a working definition of the social determinants of mental health in accord with the position of the World Health Organization’s (WHO) Commission on Social Determinants of Health.

The WHO describes social determinants of health as the conditions in which people “are born, grow, live, work and age” and which “are shaped by the distribution of money, power and resources at global, national and local levels” (2009). These conditions are influenced by policy choices and are primarily responsible for disparities in health, according to the WHO.

Social determinants of mental health—those elements of social structure most closely shown to affect health and illness—include at a minimum:

- Income Inequality
- Food Security
- Housing Quality
- Social Status
- Violence
- Education
- Literacy
- Employment Conditions
- Discrimination
- Cultural Norms
- Social Exclusion
- Political Disadvantage
- Marginalization
- Health Systems
- Public Service Systems
Through policies, programs and resulting resource allocations, public service systems play especially important roles in shaping the social determinants of health. Relevant public service systems include those concerned with social welfare, housing, public safety, health care, justice, transportation and land use/planning. As a result, a social determinants-informed approach to address health disparities focuses on broad scale public systems reform.

The social determinants framework has been widely applied to physical health conditions such as heart disease, cancer and obesity. However, mental health applications have been far fewer. To date, there is a relative lack of unified research on how the social determinants identified above can affect mental health.

The Institute on Social Exclusion’s multidisciplinary team seeks to address this gap through programming, outreach and policy interventions.

Many communities around the world are plagued by high rates of poverty, joblessness, violence, discrimination, poor-quality housing, and limited access to services. Community members suffer disproportionately from stress, anxiety, trauma, depression and substance abuse, which in turn can perpetuate many of the original social problems.

Traditional behavioral health prevention and intervention strategies aim to effect change in the suffering individual. The Institute on Social Exclusion’s approach—with multiple levels of systems intervention—seeks to address the root causes of the distress that can affect vulnerable and disadvantaged populations and eliminate the persistent challenges that plaque underserved communities.

Social Determinants of Mental Health Conference Outcomes

Chicago’s Vacant Building Ordinance: Health Impact Assessment Pilot Outcomes

The Institute on Social Exclusion launched an "action" initiative following our conference last June to advance the practice of Health Impact Assessment (HIA) by more explicitly and deliberately integrating mental health considerations—to help ensure that public decisions and actions—legislation, policy, programs and projects—create social conditions that promote the collective mental health and well-being of disadvantaged communities.

The Institute on Social Exclusion formed an HIA Working Group of Adler School faculty, staff, students and external stakeholders to launch an HIA pilot assessing the impacts of proposed amendments to Chicago’s Vacant Buildings Ordinance (Chapter 13-12, Municipal Code of Chicago) on the collective mental health of the Englewood community.

Englewood is an impoverished African-American community located on city’s Southwest Side. The amendments’ purpose is to hold banks and other financial institutions more accountable for maintaining and securing foreclosed properties. Englewood, like many low-income communities, has been heavily impacted by the recent foreclosure epidemic.

As part of the pilot, we hosted a two-day workshop with external stakeholders including the Chicago Department of Public Health, the Illinois Department of Public Health, Englewood residents and service providers including professionals who work on housing and foreclosure issues in the community—and solicited their input into the HIA process.

Our pilot determined that the amendment if enacted would promote community mental health through its effects on social determinants such as crime and violence, public service systems, and economic growth and development. The HIA also identified a series of recommendations that would enhance the anticipated effects of the amendment on community mental health.

A policy brief documenting the HIA findings was presented to the sponsoring Chicago city alderman who invited us to share the findings in public testimony when the amendment is presented to the full City Council for a vote. To learn more information about the pilot outcomes, e-mail ISE@adler.edu.
Conference Proceedings Available

The Institute on Social Exclusion is pleased to announce the publication of “The Social Determinants of Mental Health: From Awareness to Action” Conference Proceedings. The proceedings are available on Amazon (ISBN # 978-1456324162).

The conference featured keynote speaker David Satcher, M.D., Ph.D., former U.S. surgeon general and a member of the World Health Organization (WHO) Commission on the Social Determinants of Health. It was the first conference in the United States to convene thinkers and practitioners from diverse backgrounds for the purpose of 1) understanding and effectively addressing social determinants of health and 2) exploring the ways social context impacts mental health and well-being.

For more information about the proceedings, contact the Institute on Social Exclusion at ISE@adler.edu.

How Can I Get Involved?

The Adler School Institute on Social Exclusion is creating a Discussion Forum to facilitate your involvement in the discussion of social determinants of mental health. The forum will serve as a venue for sharing ideas and information about related best practices, noteworthy events and resources. It will also serve as a tool to “launch the global movement” of interdisciplinary professionals committed to addressing the social determinants of mental health.

For more information, contact the Institute on Social Exclusion at ISE@adler.edu.

IN THE NEWS

Noise: Hard on the Ears. Hard on Health?

Chicago NBC 5 Health Editor Nesita Kwan recently interviewed Lynn Todman, Ph.D., executive director of the Institute on Social Exclusion, about the impact of toxic noise on mental health. Research suggests noise pollution can have many negative impacts, and one in five people in urban areas are at risk for mental illness.

Hazardous noise can lead to chronic stress, which impacts the body in not only a physical way but also in terms of mental health. Chronic stress can lead to high levels of cortisol, or the “stress hormone,” which is secreted by the adrenal glands during the body’s flight-or-fight response to stress. Although low levels of cortisol can have some positive effects, higher levels can be detrimental to both physical and mental health. Some of these effects include impaired cognitive performance, blood sugar imbalances and decreased bone density and muscle tissue. In some severe cases, chronic stress can lead to suicidal thoughts and even panic attacks, which may contribute to panic disorder.

Toxic noise can have many adverse effects on mental health, and can result in impaired functioning or capacity to compensate for additional stress. Even more concerning is the long list of symptoms that can be caused by hazardous noise. According to the World Health Organization (WHO), “studies on the adverse effects of environmental noise cover a variety of symptoms, including anxiety; emotional stress; nervous complaints; nausea; headaches; instability; argumentativeness; sexual impotency; changes in mood; increase in social conflicts; and general psychiatric disorders such as neurosis, psychosis and hysteria.”

It is clear that the impact of noise on mental health is prevalent, especially in urban areas, which are becoming more populated each year. As the world becomes more and more bustling, mental health becomes increasingly at risk.

See the NBC 5 interview with Dr. Todman discussing the adverse effects of noise and its impact on mental health at the Adler School Blog.
Walking in Their Shoes: The Social Exclusion Simulation

An important mission of the Institute on Social Exclusion (ISE) is not only to increase awareness of institutional barriers impairing marginalized populations’ participation in society, but also to have individuals “walk in the shoes” of these excluded individuals.

To accomplish this experiential objective, the ISE stages Social Exclusion Simulations (SES) to provide students, faculty and community members the opportunity to assume the roles of formerly incarcerated women reentering society. These women’s stories, as compiled through extensive research, serve as an example of the struggles faced by one excluded population.

The tasks mandated for the SES participants are similar to those faced by excluded populations like obtaining safe housing, steady jobs and adequate health care. SES participants also have the added tasks of visiting parole officers, engaging in 12-step programs and avoiding reincarceration.

As SES participants, Adler School students enter into the simulation unaware of how structural barriers influence resource accessibility. They feel optimistic in completing mandated tasks associated with their roles and trusting SES facilitators to help them “win the game.”

However, over the course of the simulation, they quickly become aware of the hardships of reintegrating into society through their inability to complete assigned tasks. SES facilitators’ monitoring of the participants’ movements heightens their awareness of limited time available. Extensive paperwork, long lines and confusing instructions contribute to feelings of hopelessness, helplessness and frustration.

Out of these feelings and those of diminished self-efficacy arise an acute understanding of the ways structural institutions immobilize marginalized populations by denying access to key resources. Following the simulation, an ISE debriefing and a guest speaker from Chicago Legal Advocacy for Incarcerated Mothers (CLAIM) crystallize realization of how many systems are designed to impede success, how they create negative impacts on mental health and how they promote recidivism instead of reintegration.

The debrief assists participants in becoming more cognizant of ways to address structural barriers through macro-level social change.

Many Adler students work as SES facilitators. As facilitators, they walk in the shoes of individuals perpetuating structural barriers. For example, police officer facilitators re-incarcerate participants who neglect visiting their parole officers or paying transportation tickets. Through these activities, facilitators gain a clear understanding of ways in which institutions work against vulnerable populations and continue to punish incarcerated individuals even after they have served their time.

By observing participants steal, lie and cheat during the SES, facilitators glimpse the hopelessness and frustration experienced by excluded persons and ways the system drives people to reoffend. After the simulation, the CLAIM representative’s presentation underscores for facilitators the daily struggles faced by the formerly incarcerated in obtaining jobs and stable housing. Through these observations and experiences, facilitators become better prepared to address structural barriers through advocacy for public policy change.

Through the thought-provoking and emotion-eliciting experience it offers, the SES increases awareness of how systems are organized to keep marginalized populations immobilized, and prepares Adler School students as future clinicians serving as voices of disadvantaged people. For more information about attending a future simulation, contact ISE@adler.edu.

J. Sherrod Taylor, J.D., ISE faculty fellow, lead a Social Exclusion Simulation.
ISE to pilot new urban youth mentoring program this summer

For two years, Lynn Todman, Ph.D, executive director of the Institute on Social Exclusion, has joined Adler School students and Teamwork Englewood to team up on providing an anti-violence program for at-risk youth in Englewood, an impoverished community on Chicago’s Southwest Side.

To educate youth on gun violence and its implications, Adler School students employed art therapy, journaling techniques and drawing tasks to aid the youngster in expressing their emotions. Key components of the program also included field trips and presentations from guest speakers. At the close of the program, youth participants have been able to collaborate, work in groups, express themselves through art and gain trust in others.

During the course of the art therapy program, several youth approached Dr. Todman to request mentors. Due to the desire for mentors in Englewood and expressed interest in a mentoring program, Dr. Todman and the Institute on Social Exclusion (ISE) are developing a mentoring program based on best practices that will begin as a pilot initiative in June.

The proposed program will target at-risk African-American boys from 14 to 17 years of age who live in Englewood. Individuals involved in last year’s summer program thought it appropriate for male youth in the neighborhood to receive a strong adult presence to assist in a variety of areas. Mentors can positively impact youth on many levels of self-esteem, self-concept, academic performance, guidance and emotional support.

ISE’s goal is to provide youth with the best possible mentoring program. With this in mind, the ISE is conducting a literature review of best practices for the targeted population, performing a needs assessment of prospective mentees, acquiring funds to implement the program, assembling a team of mentors and scheduling the pilot for this summer.

Research indicates positive outcomes for adolescents provided with mentoring that include greater trust in adult figures, increased self-esteem, increased self-concept and greater likelihood they will confide hopes and dreams with mentors. Programs with the greatest success are those with longevity that maintain consistency throughout the mentor/mentee relationship.

Volunteers from last year’s summer program provided information consistent with these research findings. For more information about the project, contact ISE@adler.edu.

Literature Review

Written by two epidemiologists versed in the structural and systemic issues that make a society, *The Spirit Level* offers a rich collection of data on the striking inequality between the rich and the poor in urban societies. The book provides the reader with insight into the relationship between inequality and poverty, while describing the costs that inequality holds not only for the poor, but also for the affluent. The book provides an evaluation of inequality among income and the distribution of wealth, as well as of inequality of social conditions as it relates to privilege.

Wilkinson and Pickett paint a bleak portrait of the social implications of inequality including educational decline, public safety concerns, decline in mental health and substance abuse. They indicate that when the wealth and resources of a given society are unequally distributed, the society is not functioning properly and is dysfunctional.

Furthermore, the authors note that the major social problems observed in more balanced and equitable industrial societies occur at rates as high as three to 10 times more often in less equal societies. As it relates to the distribution of wealth,
Wilkinson and Pickett show that in more equal societies the margin of inequity is reduced in a number of ways such as redistributing wealth by way of taxes and financial incentives, as well as balancing gross income before taxes to allow for a more equal distribution.

The authors also illustrate the importance of government expenditures and the gross domestic product, as the latter is closely related to the Index of Health and Social Problems in more equal countries on a global level. In essence, government spending can contribute to, or prevent, social problems in the first place—a truth widely known yet rarely accepted.

In a society where everyone benefits, no one loses. Public consciousness and developing an appreciation for not only the prosperity but also the longevity of one’s society is a necessary first step. The authors caution that valuing economic growth over addressing the disparities in health, delivery of service and distribution of resources leads to a shorter life span and increased anxiety, obesity and mental illness. Furthermore, these illnesses may cause people to look each other in a hierarchical manner, increasing the divide between social classes thus decreasing the sustainability of a society as a whole.

Finally, the authors offer inventive and prospective alternatives to rich societies’ current way of sustaining themselves, alternatives by which the masses can benefit such as democratic employee ownership. Overall, The Spirit Level touches on a need for social change that creates a more sociable and user friendly society—a society that is not a slave to consumerism and pay-offs to the highest bidder; instead, a society that understands that the whole is in fact greater than the sum of its parts.

—Reviewed by Krystal Robinson, doctoral student, Adler School of Professional Psychology

Institute on Public Safety and Social Justice Welcomes New Leadership

A new executive director and a new assistant director have been recently named to leadership of the Institute on Public Safety and Social Justice (IPSSJ) at the Adler School of Professional Psychology.

Elena Quintana, Ph.D., has been appointed as IPSSJ executive director, following a three-month national with the participation of faculty, administration, and staff of the IPSSJ and the ISE. Beginning her work with the Adler School on May 2, Dr. Quintana comes to us from the Chicago Project for Violence Prevention (CeaseFire) at the University of Illinois at Chicago, where she has been director of evaluation since 1999.

CeaseFire works with community-based organizations to develop and implement strategies to reduce and prevent violence, particularly shootings and killings. At CeaseFire, Dr. Quintana developed a hospital initiative to prevent retaliations immediately after shootings, a Chicago Public Schools initiative serving youth at highest risk, and an Iraq initiative to resolve general community conflict in Basra, Iraq. She also is the CeaseFire liaison to the Chicago Police Department.

Dr. Quintana completed her doctorate in clinical-community psychology at DePaul University and her undergraduate work at University of California–Santa Cruz. She lives in Chicago’s McKinley Park community with her family.

Dan Cooper, M.S., has been named assistant director of IPSSJ, where he works to expand the institute’s work on social justice issues in Chicago communities. He joins the Adler School from Bethel New Life, a community development corporation on Chicago’s West Side, where he served for three years as director of evaluation. He has also served in the past as an adjunct faculty member at the Adler School, teaching community psychology.

Cooper has worked with community-based organizations and coalitions throughout Chicago on issues ranging from violence prevention, youth development, and organizing and coalition building to housing, economic development and strategic planning. A Ph.D. candidate in community research and action at Vanderbilt University, Cooper holds a master of urban planning and policy from the University of Illinois at Chicago and a master of science in community research and action from Vanderbilt University.

The mission of the Institute on Public Safety and Social Justice is to promote socially just policies and practices within the justice system through research, awareness, and community outreach. The work of the IPSSJ is to analyze current public safety and security policies with regard to social justice; engage in practical field work that encourages residents and public safety officials to work together to build safer, healthier communities; and stimulate public discourse on the balance between public safety and social justice issues. For more information, e-mail IPSSJ@adler.edu.
Children at the Crossroads: The Over-Representation of African American Youth in Multiple Public Systems

University of Chicago
Feb. 19
Lynn Todman, Ph.D, executive director of the Institute on Social Exclusion, described the social exclusion framework as a way of reconceptualizing the disproportionality of African American youth in the juvenile justice, social welfare and other public services systems.

Understanding the Social Context: Perspectives on Communities and Well-Being
Forum on Mental Health Promotion and Well-Being Conference (Ottawa, Canada)
March 7-8
Todman spoke on the importance of social context and action on social determinants of health, and the process of developing indicators for positive mental health and population well-being.

Social Inclusion Action Planning
Bryan, Texas
March 9-10
Todman and a member of the U.K-based Centre for Social and Economic Inclusion are working with city leaders to develop an action plan for creating a ‘socially inclusive city.’ They will assist the City of Bryan in establishing long-term targets in areas such as poverty, housing and health, and in the development of strategies to meet those targets.

Social Exclusion and Public Education: A New Conceptual Frame for Thinking About Systemic and Structural Change
Harvard Graduate School of Education
April-June
Todman will deliver three Webinars to state superintendents of education, Harvard Graduate School partners and other key stakeholders from the Harvard ExEL program for educators on use of the social exclusion framework as a way of thinking about and driving structural change in public education.

Post-Doctorate Positions Available

The Institute on Social Exclusion (ISE) seeks a Post-Doctorate Research Associate and a Post-Doctorate Research Associate Community Psychologist to work on the Mental Health Impact Assessment (MHIA) project. This is a professional opportunity to be at the forefront of community-focused Health Impact Assessment (HIA) work that is advancing systemic change to address health inequities and improve the health and well-being of vulnerable populations.

Reflecting the strong multidisciplinary focus of our institute, the successful candidate will have opportunities to work closely with faculty, staff and graduate students from a variety of disciplines including law, public health, urban planning, clinical psychology and community psychology.

Post-Doctorate Research Associate Requirements

- Completion of a Ph.D. in public health with a strong background/concentration in social epidemiology
- Understanding of the social determinants of health, including mental health
- Strong qualitative research and analytic skills
- Experience in conducting community-based participatory research
- Strong writing and oral presentation skills
- Strong organizational skills
- Ability to work both independently and as part of a team
- Excellent interpersonal skills
- Ability to work with a wide range of stakeholders including community residents, staff at community-based organizations and government agencies, elected officials and local business people
- Experience in applying the public health literature, epidemiological studies, qualitative and quantitative models used to predict health impacts (highly desirable)
- Knowledge and understanding of Chicago politics (highly desirable)
- Knowledge about and understanding of HIA (highly desirable)
- Experience in quantitative research and analysis is highly desirable, as is knowledge of STATA, SPSS or SAS
- To learn more about the position, click here.
Post-Doctorate Research Associate Community Psychologist Requirements

- Completion of a Ph.D. in community psychology or social psychology
- Experience in conducting community-based, participatory research
- Strong qualitative and quantitative research skills
- Clear and demonstrated understanding of how social conditions impact population mental health
- Ability to work both independently and as part of a team
- Strong written and oral presentation skills
- Strong organizational skills
- Excellent interpersonal skills
- Ability to work with a wide range of stakeholders including community residents, staff at community-based organizations and government agencies, elected officials and local business people
- Knowledge and understanding of Chicago’s social, economic and political context is highly desirable
- Knowledge about and understanding of HIA practice is highly desirable
- To learn more about the position, click here.

Application Process

To apply, submit a cover letter, a resume, the names of three references and a brief writing sample to Maribel Rosario. For more information visit www.adler.edu.

ABOUT THE INSTITUTES

The Adler School Institute on Social Exclusion

The mission of the Adler Institute on Social Exclusion (ISE) is to advance social justice. We do this by working to integrate the concept of “social exclusion” into U.S. popular and public policy discourse; by helping to contextualize social disadvantage; and by advancing the idea that the point of intervention for addressing social disadvantage is its social, political, and economic context.

The work of the ISE has been made possible through generous support from:

- The American Psychological Association
- The Field Foundation of Illinois
- The W.K. Kellogg Foundation
- The Kresge Foundation
- The Robert Wood Johnson Foundation
- The Spencer Foundation
- U.S. Department of Health & Human Services, SAMHSA
- U.S. Department of Justice

For more information about the ISE, email ISE@adler.edu.

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The Adler School Institute on Public Safety and Social Justice

The mission of the Adler Institute on Public Safety and Social Justice (IPSSJ) is to promote socially just policies and practices within law enforcement and homeland security through research, education and community outreach. The IPSSJ aims to build safer, healthier communities by recognizing that safety is a fundamental component of health—both individual health and community health—and striving to assist communities in cultivating resources that alleviate public safety concerns and lead to overall community health.

For more information about the IPSSJ, email IPSSJ@adler.edu.