Mental Health Impact Assessment Update

The Adler School’s Institute on Exclusion (ISE) continues to make significant progress toward completion of the Mental Health Impact Assessment (MHIA) project that began in January 2011. That project examines the U.S Equal Employment Opportunity Commission’s Policy Guidance on the Consideration of Arrest Records in Employment Decisions [915.061 (9/7/1990)].

In previous issues of this newsletter we have described the Screening and Scoping phases in detail. At this time, we are in the Assessment phase; thus, this edition will review the collection of data from focus groups, community surveys, and interviews, as well as other assessment activities taken by the ISE team, since Fall 2011. First, we will report on recent events at the U.S Equal Employment Opportunity Commission (EEOC) that pertain to the policy focus of the MHIA.

In August 2011 Lynn C. Todman, Ph.D., ISE Executive Director, provided a written policy brief to the EEOC as public comment on the question of arrest records now under review. Since that time, two important developments have occurred at the EEOC.

In September, the EEOC responded to the Peace Corps’ request for comments under the Paperwork Reduction Act (PRA) about the proposed Volunteer Application Form for its international service programs. That application form contained certain questions about whether applicants had a record of previous arrests. In its response, EEOC’s legal counsel noted that “excluding individuals from employment may disproportionately exclude African-Americans and Hispanics, thereby creating disparate impact” under Title VII of the Civil Rights Act of 1964. The EEOC then went on to observe that [1] “an arrest record is not persuasive evidence that the person engaged in the conduct alleged,” [2] “there is evidence that some state criminal record...
repositories fail to report the final disposition of arrests, which means that an applicant’s criminal history may be incomplete and may not reflect that his arrest charges have been, modified or dropped,” and (3) arrest records may be inaccurate due to a variety of other factors....”

For these reasons the EEOC concluded: “The Peace Corps may wish to consider whether its questions about arrests and charges will serve a useful purpose in screening applicants. If the Peace Corps decides that there is a need for such questions, we recommend limiting the inquiry to arrests and charges for offenses that are related to the position in question. We also recommend that the Peace Corps give the applicant a reasonable opportunity to dispute the validity of an arrest record to ensure that the Peace Corps is relying on accurate information in making its volunteer decisions.”

In a separate and unrelated case, Pepsi Beverages, formerly known as Pepsi Bottling Group, agreed to pay more than $3 million and provide job offers and training to more than 300 African-American applicants who were not permanently hired due to arrest records, even if they had never been convicted of the charges for which they had been previously arrested.

Taken together, these two EEOC matters may signal potential future strengthening of the EEOC policy guidance with respect to arrest records, which is the focus of the ISE’s MHIA. To be sure, the policy brief that we now plan to file with the EEOC, after completion of the MHIA, is likely to be well-received by that agency because it will address mental health conditions that could have been encountered by some of the applicants at both Pepsi and the Peace Corps.

Presently, we are waiting to learn whether the EEOC will amend its written guidance, which will determine whether we submit additional public comment upon completion of the MHIA.

To learn more about the MHIA project, visit: www.adler.edu/mhia

Assessment Phase

RESEARCH

One of the overarching objectives of the MHIA is to advance Health Impact Assessment as a rigorous, evidence-based practice. The MHIA Team is employing a wide range of methodological techniques and gathering data from many sources to answer the ultimate question of the influence of arrest history and the associated effects on employment on the psychosocial and well-being functioning of a disadvantaged community. To this end, the MHIA Research Committee is currently engaged in four activities: analysis of public health epidemiological data; analysis of survey and focus group data; interview of key stakeholders within the Chicago and Englewood communities; and a systematic literature review. This work will increase our understanding of the proposed EEOC policy on the use of arrest records in employment decisions regarding the mental health and well-being of Englewood residents.

OUTREACH

The MHIA Outreach Committee is supporting the project by connecting with community residents, as well as administering surveys, focus groups and interviews required to evaluate the proposed EEOC policy. The Committee is also planning Town Hall meetings in Englewood to share results of the MHIA and get feedback from residents that will inform the final recommendations. In addition, Committee members attend Englewood community meetings in order to listen to what is going on in the community. This ensures that our work is relevant to the needs and concerns of the community and continues to build relationships with local leaders and residents. The Committee is also developing a Neighborhood Perceived Safety Observational Tool to be used by residents to collect data on community safety.
The Adler School Volunteer Visitor’s Program

In September 2011, the IPSSJ launched a new initiative that matches Adler School students with youth currently serving time within the Cook County Juvenile Temporary Detention Center (JTDC). Students visit with youth ages 10 to 18 who have never received visits by family members. Providing a weekly time and place to talk allows children to benefit from the attention and reflection of a caring adult.

Children who do not receive regular visits are identified as having the greatest number of negative behaviors, serious fear of abandonment, and anxieties about their future. A November 2011 report by the Minnesota Department of Corrections concluded that the more regular visits had by inmates, the less likely they were to recidivate.

This program makes an important contribution in terms of awareness of how to create transformative experiences in the lives of youth. For decades now, young men, and disproportionately young men of color, are incarcerated in lieu of other forms of accountability. Incarceration should not be vindictive, or devoid of positive human contact and educational opportunity. The fact that the JTDC has opened its doors to Adler School students demonstrates that it welcomes opportunities for youth to voice their experiences, in hopes of leading to a pathway of healing and better functioning in the world.

Coalition to Lower Recidivism in Racine

Racine, Wisconsin, is a community that has been hit hard by job loss, with limited employment opportunities and even fewer for those residents who have criminal convictions in their backgrounds. The U. S. Department of Justice has granted the City of Racine one of 15 “Second Chance” planning grants disbursed throughout locales around the country. These planning grants are meant to take an account of all activity related to helping people successfully reenter society after incarceration.

Adler School student Elizabeth Oplatka helped the IPSSJ build a collaboration with the city and Racine Vocational Ministries, to evaluate current services and devise a plan to better service provision to reentrants from the criminal justice system. IPSSJ has been conducting interviews, working with every imaginable city department, social service agency, and city coalition to build a service improvement plan for the residents of Racine.

Coordinating services and holding strategic planning sessions with all players is necessary to tackle the true challenges for all involved. It is hoped that this plan will attract implementation funding should it become available through the Department of Justice. Regardless, the planning sessions have created opportunities for conversations and pooling of resources that show promise in serving Racine residents in obtaining resources, support, and economic opportunity to empower them to be contributing members of society.

Cook County Jail

The Cook County Sheriff’s Department, in collaboration with Cermak Health Services, has contracted the IPSSJ to conduct a series of focus groups regarding officer stress, with corrections officers within the Cook County Jail. These officers, and the way in which they experience, discuss, and respond to stress, is a focal point of inquiry to begin a larger campaign to increase wellness and functionality for both staff and inmates. Working within the jail can be extremely stressful, and relationships to the inmates, coworkers, and administrators can be a challenge to balance.

The educational stress reduction program will be implemented in the coming month with a pilot group of officers who volunteer after having participated in the initial focus group. It is hoped that ideas for climate improvement, better coping with traumatic events, and improved self-care and communication will result from this group participation.
On October 19, 2011, the Institute on Social Exclusion hosted a panel discussion titled “A Conversation: Hierarchies of Identity, Coming Out, Racism, and Colorism.” This was the first in a series of events intended to reframe mainstream LGBTQ discourse to include salient issues that confront QPOC (Queer People of Color). Historically, critical issues in QPOC communities have been largely overlooked by “mainstream” gay culture. At this gathering, participants who were self-identified as Latino, African American, Asian, and Middle Eastern shared their perspectives on what it means to be gay or lesbian.

Chastity Lord, Regional V.P. for the Posse Foundation, moderated this event. The Posse Foundation is a national organization that identifies urban public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college admission processes, and extends to these students the opportunity to pursue personal and academic excellence by placing them on supportive, multicultural teams also known as “Posses.” The event panelists included Kevin Osten, Director, the Adler School’s LGBTQ Mental Health and Inclusion Center; Coya Paz, Board Member, Amigas Latinas Chicago; Ahmad Refky, Graduate Student, Adler School of Professional Psychology; Grady Garner, Faculty, The Chicago School; and Kim Hunt, Executive Director, Affinity Community Services.

As a student fully invested in the Lesbian, Gay, Bisexual, and Transgender (LGBT) community, and one who was lucky to be on the committee that organized this panel discussion on LGBT people of color, I was highly impressed by the caliber of discussion, as well as by the diversity and openness of the panel. Panelists had a wide range of expertise flowing from their long-term work within the LGBT community. A noteworthy aspect of this discussion was the idea of recognizing one’s privilege, even if you are a part of a community that is consistently discriminated against. Despite systematic oppression, the LGBT community generally adheres to the well-established ideals and standards. Thus, even within the LGBT community, status quo standards of society at large continue to be followed by the LGBT community to its own detriment.

I find it interesting to see how many minority groups tend to follow traditional societal standards that enforce a hierarchical order which causes within-group discrimination, in addition to the out-group oppression already felt. Unfortunately, hierarchies within oppressed groups and their implications for individuals who do not meet these standards are rarely discussed openly. For many people, being able to discuss one’s own privilege, while simultaneously being treated as an inferior being, is quite a challenge. I was happy to see that the panelists for this discussion were willing to express their awareness of their own privilege and to describe how others can and are affected by such privilege.

Our school has grown. I have witnessed the Adler School’s growth in terms of size, appreciation of diversity, and commitment to addressing tough social issues that other individuals or institutions choose to avoid. A difficult discussion of this magnitude certainly had the potential to snowball into an argument in which individuals within an already severely oppressed group became even more “oppressed.” However, that was not the case with this discussion. Not only were each of the panelists able to discuss their many levels of oppression and the barriers they experience, but they were also able to share awareness of their own privileges and power with the audience.

One is left to ask: Is it too far-reaching of a dream to hope that this group of socially responsible individuals will become a microscopic representation of how our society could operate in a relatively fair and just fashion? Just imagine: Individuals from differing backgrounds, races, religions, sexual orientations, and educational levels actually coming together on a regular basis to discuss how we can all work together to make the world a more accepting place. Although that dream maybe somewhat far-fetched at this time, it appears to me after this discussion that it may not be as out of reach as I had originally thought.
Adler School Faculty and Students Participate in ‘Theater of War’

On January 18 and 25, The Goodman Theatre and the Rivendell Theatre Ensemble in association with Theater of War Productions presented A Dramatic Reading of Scenes from Sophocles’ AJAX: The Female Warrior Program. Faculty members and a student from the Adler School of Professional Psychology participated in these events. Many other students and staff members joined the large audiences that came—first to the Goodman Theatre and then to the National Veterans Art Museum—for the programs.

Designed to explore how post-traumatic stress disorder (PTSD) and suicide plague military service members, veterans, families, caregivers, and communities, the shows employed an ancient Greek play to convey a present-day tragedy. Moreover, they accomplished this daunting task by assigning formerly male roles to female characters so that the stories of modern female warriors could be told. Similar presentations have been made by the Theater of War Productions company on approximately 190 occasions around the world.

Following the dramatic readings, a panel facilitated by Willa J. Taylor, the Goodman’s Director of Education and Community Engagement, answered questions raised by attendees. Ms. Taylor has been a member of the Adler School’s Board of Trustees since November 2011. Joseph E. Troiani, Ph.D., the Adler School’s Coordinator of the Substance Abuse program and Psy.D. Military Clinical Psychology track, joined fellow military veterans Sherrod Taylor, J.D., ISE Faculty Fellow, and current doctoral student Samantha Schilling to complete the Adler School team.

At the January 25 performance, Tammy Duckworth, the former director of the Illinois Department of Veterans’ Affairs and former assistant secretary of Veterans Affairs in President Obama’s administration, also served as a panelist. Ms. Duckworth is an Iraq War veteran and a Black Hawk helicopter pilot, who lost both legs and partial use of her right arm in combat. She was awarded the Purple Heart for those injuries.

Panelists and audience members discussed a variety of psychological issues arising from combat. Panelists noted that some of those issues primarily affect individual soldiers/veterans and their families. Those matters must be addressed by mental health professionals within a therapeutic setting.

Other issues raised by the audience, however, impact the greater community of society itself. Panelists observed that those latter issues involve the social determinants of mental health, which will require public policy intervention and social change, if the deleterious effects of warfare are to be overcome.

The ISE thanks Samantha Schilling for her contributions to this article.

Sherrod Taylor, Joseph Troiani, Tammy Duckworth, and Samantha Schilling
IPSSJ hosts “Separation + Loss: Deportation Through the Eyes of Children”

On January 12, the IPSSJ held an event titled Separation + Loss: Deportation Through the Eyes of Children. A collaboration among IPSSJ, the Archdiocese of Chicago, and the Illinois Coalition for Immigrant and Refugee Rights, the event featured a panel of speakers who provided different perspectives of how current U.S. deportation policies are impacting youth and children. Panelists included education specialists from the Archdiocese of Chicago, as well as powerful stories from youth directly affected by deportation. The presentation also featured an art exhibit created by youth who have been directly impacted by deportation. These powerful works of art further demonstrated the degree to which separation from family is having a devastating impact on young people in this country.

To learn more about this event, contact us at IPSSJ@adler.edu.

Adler School Hosts Summit on Proven Approaches to Improving Community Well-Being

On Thursday, January 19, Chicago community leaders and activists joined Illinois State Senator Mattie Hunter at the Adler School of Professional Psychology’s Summit on Proven Approaches for Action Improving Community Well-Being to examine the social determinants of mental health, and to discuss approaches for improving them in Chicago’s Englewood community.

Senator Hunter described how community groups and agencies, residents, elected officials, businesses, and philanthropic organizations must come together in collaborative efforts to improve the Englewood neighborhood. Additionally, Lynn Todman, Ph.D., Executive Director of the Adler School’s Institute on Social Exclusion (ISE); Elena Quintana, Ph.D., Executive Director of the School’s Institute on Public Safety and Social Justice (IPSSJ); and Dan Cooper, M.S., M.U.P.P., IPSSJ Assistant Director, presented research and statistics on the challenges faced by Englewood residents. Other panelists included Anthony Lowery, Safer Foundation; Jacque Conway, Teamwork Englewood; Asiaha Butler, Resident Association of Greater Englewood; and Randell Strickland, moderator, Chicago Area Project.

During the summit, audience members examined Englewood’s challenges and identified methods to bring about changes in the community. Among the challenges identified were lack of trust and a code of silence among residents, feelings of hopelessness and powerlessness, and the way the neighborhood is divided into multiple aldermanic wards.

For the last few years, the Adler School’s Institutes for Social Change and its Art Therapy Department have worked with residents of the Englewood community, along with public service providers and community-based organizations, to address issues ranging from youth violence among males to women’s empowerment. The summit, hosted by the Adler School and Senator Hunter, is a first step in developing a collaborative effort to improve the community wellness in Englewood.
In this pioneering examination, Roberts lives up to the promise of her enticing title: *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the 21st Century*. Dorothy Roberts, Northwestern law and sociology professor, legal scholar, and social critic, takes on the daunting task of exploring the history of race from its invention as a tool of oppression to the materialization of racism in science in a “post-racial” era.

What is the *fatal invention*? In her journey to outline the history of race and racial science, Roberts expounds upon this notion, referring to race in the United States as an invention of the political system. Cultivated out of slavery and colonialism, it continues with the emergence of “new” racial science. Roberts describes the fatalistic qualities of the invention as inequalities at all individual, organizational, and systemic levels – across fields, institutions, and policies. Citing genetic research, law, and the social sciences, as well as interviews from relevant critics across many fields, Roberts finds support over and over for her argument (her 54-page endnote section makes sure of it) that the “post-racial” era doesn’t exist and that racism has simply evolved, flooding into areas such as science and technologies.

A decade after the Human Genome Project proved that human beings are not naturally divided by race, Roberts makes the case that emerging genetic science and biotechnologies are attempting to prove the already disproven – using race not only as a research variable and a way of classifying participants, but also as a substitute for genetic difference and biological rationale. Emerging fields of biomedicine, pharmacogenomics, personalized medicine, reproductive technologies, genetic genealogy, and forensic DNA databanks are luring scientists and American citizens into spending money on searches for genetic cures, mapping individual genotypes, improving a child’s genetic makeup, tracing ancestral roots, and incarcerating criminals.

Roberts argues that precisely because racism appears less prevalent in our society, it has gained more traction in genomic research. The result is perpetual and blind inequality as pharmaceutical companies and government endorse race-specific drug research while simultaneously allowing politicians to reject the notion that racism still exists. Furthermore, color-blind ideology, held by many Americans and deeply rooted in government policy, is escalating into more explicit forms of racism like the expansion of DNA “Jim Crow” databases, intelligence testing, and state surveillance of people of color.

Those Americans who endorse social color blindness are likely to embrace the new scientific attempt to genetically demarcate race and subsequently reject social inequities as the explanation for health disparities. Conservatives and liberals alike are at fault for buying into the new racial science and blindly having faith in the scientists conducting and special interests funding the research. Roberts reminds us that the so-called “post-racial” era ushered in by the election of President Obama doesn’t actually exist. How could it? Roberts argues that “until science is able to match therapies to each individual’s unique genome, race stands in as a convenient surrogate” (p. 156). For example, Roberts uses examples such as hypertension and breast cancer to demonstrate that racial disparities in disease are attributed to genetic difference without there ever being evidence for such difference. She criticizes the FDA for approving race-specific drugs such as BiDil, which treats hypertension, and Big Pharma companies for allowing patent laws to supersede health and inform definitions of race.

Why does all this matter? Roberts answers the question. Whether you view race as a biological category, a social construct, or reject the notion altogether – race as a natural division is part of the “already emerging biopolitics in which the state’s power to control the life and death of populations relies on classifying them by race” (p. 297). Roberts describes an America in which the already existing racial divide will continue to be widened in areas such as health, incarceration, social welfare, dehumanizing stereotypes, privatization, and punishment. Roberts cites countless examples to support her argument, drawing on infamous psychology and sociology research articles, massive natural disasters and media frenzies (e.g., Hurricane Katrina), Social Security policies, health insurance, court decisions, and other arguments made by leading intellects and critics.
In her concluding thoughts, Roberts suggests her own proposal on how to approach scientific research on human beings. Roberts calls on scientists to investigate what human beings share rather than how they differ. Indeed, the Human Genome Project already proved that human beings, regardless of race, are 99.9 percent genetically identical. Sure the 0.1 percent is meaningful, since it allows each of us to be individuals, but is that meaningful enough to endorse disparities in biomedicine, pharmacogenomics, personalized medicine, reproductive technologies, genetic genealogy, and forensic DNA databanks?

Dorothy Roberts makes several powerful contributions to fields and disciplines invested in the fight against racial brutality and the promotion of racial equality. First, she clearly articulates race as exclusively a political construct as opposed to (merely) a social construct or a naturally occurring biological divide. Second, she compellingly demonstrates a “post-racial” era typified by color-blind ideology, resulting in race as a “marketable commodity” and institutions and policies misusing science to further divide and oppress human beings. Third, Roberts demonstrates how politics and science (a field historically perceived by Americans to be objective and truthful) are perpetuating racial inequities. The result – a generation of scientists and politicians dangerously dismantling social and political reasons for health and social disparities, and attempting to rest them in “sound science.”

Roberts makes several powerful and radical arguments and, while her case against the new racial science is sound, it may be difficult for many readers to understand or, accept.

In her final in-depth analysis of race and the new race-based science, Roberts examines “the new biopolitics of race.” She makes the case that the latest scientific and technological directions and advancements have reinforced antiquated ideas about race. Who should read this book? Roberts states that “antiracist, disability rights, and economic, gender, reproductive, and environmental justice movements all have a stake in fighting the emerging racial biopolitics” (p. 312). as it poses a larger threat of utilizing science to falsely justify inequality and injustice. She calls for the rejection of unspecific and poorly constructed biological definitions of race and insists on the “radical restructuring of our society” (p. 312). How should this restructuring be accomplished? Roberts invokes skepticism and solidarity as a model for change in the twenty-first century. As citizens, consumers, or practitioners of scientific research, we can forge a moral commitment to equality.

IN THE NEWS

‘Depiction of Englewood Isn’t Fair’

In a letter to the editor, Lynn Todman, Ph.D., Executive Director of the Institute on Social Exclusion at the Adler School, recently commented on a newspaper series about Chicago’s Englewood community reported by the Chicago Sun-Times’ nationally recognized writer Rick Telander.

In essence, Dr. Todman’s letter called for balanced reporting about the Englewood community. Dr. Todman writes: “For the last six years, I have worked in Englewood, leading efforts of the Adler School of Professional Psychology to address issues such as youth violence, women empowerment and community mental health. In my interactions with residents — men, women, boys and girls — I’ve learned that there is a deep reservoir of pride in the community, of commitment to its survival and a belief in its eventual capacity to thrive. Certainly, the community has challenges; but it has bright spots as well.”

To read the commentary and other media interviews by Dr. Todman, visit www.adler.edu/news.
This poster provides a brief analysis of the Social Exclusion Simulation (SES) and its effectiveness. Simulations are an effective teaching tool for adult populations. While simulations have been utilized to address and illustrate a wide range of concepts and social phenomenon, teaching social exclusion through simulation is the novel and unique contribution of the present study. The SES is an experiential role-play exercise, which seeks to illustrate social structures and barriers, how they operate, and how they can systematically block some groups’ access to rights, resources, and opportunities required for social integration. Data collected during the SES was evaluated to test program effectiveness as a teaching tool. The study was a within-subjects repeated measures design (n = 170) and assessed participant understanding of social exclusion and structural barriers, using pre- and post-simulation self-report measures. This study evaluated 6 questions measuring which measured meaningfulness of material presented, clarity of presentation, growth in social issues conceptualization, production of new insights, ability to maintain participant’s interest levels, and overall effectiveness of the simulation. Results supported the effectiveness of the SES. Results suggest that the SES is an effective teaching tool for adult learners that facilitate the acquisition of knowledge about social exclusion (p < .001).
ISE Community Service Practicum Students

All students at the Adler School of Professional Psychology are involved with a community service project during their initial year of the clinical doctoral program. The community service project typically exposes students to a myriad of activities such as research and program development, community organizing, grant writing, and advocacy. This year, the ISE’s Community Service Practicum (CSP) students were invited to collaborate with the Institute on Social Exclusion (ISE) as they initiated the ISE’s Mental Health Impact Assessment. Please join us in welcoming our ISE CSP Students!

Melissa Prusko is a first-year doctoral student in the Psy.D. Military Clinical Psychology Track at the Adler School. She is serving a one-year commitment to AmeriCorps Students in Service, whereby she leads civic reflections on campus to help students, teachers, and the community-at-large deepen their understanding about service learning. She graduated with a B.A. in psychology from Roosevelt University. Melissa is currently a Crisis Intervention Specialist at Swedish Covenant Hospital. She is also very interested in trauma, stress, and how it affects an individual and those within the contexts that individual lives. She is a member of the ISE’s Mental Health Impact Assessment research and outreach committees; her focus is on statistical analysis.

Abby Willey is a first-year student in the Master of Arts in Counseling and Organizational Psychology at the Adler School. She received her B.A. in psychology and criminal justice from the University of Alabama. After graduation, Abby moved to Australia and spent time working on a heroine-overdose prevention program, and enhanced organizational development at a dental practice. Her clinical and research interest include working with children and adolescents in improving their overall mental health and well-being. She is a member of the ISE’s Mental Health Impact Assessment research and outreach committees; her focus is on advocacy and community engagement.

IPSSJ Event on April 5: ‘Forced Out: A Teach-in on Immigration & Incarceration’

More than 2.3 million people are held in American prisons at any given time, and nearly 400,000 immigrants are deported each year. These are the highest rates of incarceration and deportation in American history. Policies of containment and removal come at an enormous cost to communities, families, and taxpayers. The same forces are at play – prison privatization, widespread criminalization, and the politics of fear.

Join us for a “teach-in,” an opportunity for conversation and strategy-sharing among students, community leaders, and especially families impacted by these policies. By educating ourselves about our common stories and struggles, Forced Out will increase the connections among impacted groups and help to create a stronger, more unified voice for policy change across racial and ethnic identities. This teach-in will balance in-depth dialogue with concrete action opportunities. Participants will learn about more than a half-dozen current campaigns to unite our communities and advocate for change.

EVENT DETAILS
Thursday, April 5, 10 a.m. - 2 p.m.
UIC Student Center East, 750 S. Halsted
Admission is free.
To learn more about the event and to register, e-mail IPSSJ@adler.edu.
The IPSSJ welcomes Ryan Hollon in the new role of Justice Fellow

Ryan Hollon currently serves as a Justice Fellow for Adler’s Institute on Public Safety and Social Justice (IPSSJ), where he is working to reorient Chicago’s public safety systems around human empowerment and community well-being. Ryan received his Bachelor’s Degree in Anthropology from the University of Chicago in 2004. He went on to complete his Master’s in Urban Planning and Policy at the University of Illinois at Chicago, where he is currently a Ph.D. Candidate. Ryan is passionate about helping community members to become peacemakers, and recognizes that everyone has the power to get involved in public safety efforts. His primary interests are in creative community building, restorative justice, dynamic education, participatory research, storytelling and poetry.

CALENDAR OF EVENTS

January 2012

• January 18-25: Sherrod Taylor (ISE) is a panelist at Theatre of War productions presented at the Goodman Theater and the National Veterans Art Museum in Chicago, Illinois.

• January 19: Lynn Todman (ISE), Elena Quintana (IPSSJ), and Dan Cooper (IPSSJ) present at the Summit on Proven Approaches for Action in Chicago.

February 2012

• February 13: ISE hosts Social Exclusion Simulation.

• February 18: Lynn Todman (ISE) presents at a Social Service Administration (SSA) Symposium titled Social Exclusion: The Marginalization of African-Americans in Health Care, Housing, and Employment in Chicago.

• February 29: ISE hosts Social Exclusion Simulation.

March 2012

• March 2-3: Lynn Todman (ISE) presents at the American Association of Community Psychiatrists (AACP) Winter Meeting, on Mental Health Impact Assessment: A tool for advancing mental health equity and promoting population mental health in Phoenix, Arizona.

• March 14: ISE hosts Social Exclusion Simulation.

• March 22: ISE hosts Social Exclusion Simulation

April 2012

• April 5: IPSSJ hosts “Forced Out: A Teach-In on Mass Detention” at UIC Student Center East.

• April 18: ISE hosts students from Urban Prep Academies for its “Discovering Our City” program.

May 2012

• May 9: ISE hosts “The Holocaust and the Marginalization of Collective Memories.”

• May 15: Lynn Todman (ISE) presents at the Rush University Department of Preventative Medicine Grand Rounds in Chicago.

June 2012

• June 7: Lynn Todman (ISE) is the 2012 Ansbacher Lecturer at the North American Society of Adlerian Psychology Conference, presenting Social Determinants of Mental Health: A New Paradigm for Addressing Old Problems, in Atlanta, Georgia.

For information about our events and to RSVP, contact us at:
Adler School Institute on Social Exclusion (ISE):
ISE@adler.edu

Adler School Institute on Public Safety and Social Justice (IPSSJ):
IPSSJ@adler.edu
About the Institute on Social Exclusion

The mission of the Adler School’s 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 of:

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

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

About the Institute on Public Safety and Social Justice

The mission of the Adler School’s Institute on Public Safety and Social Justice (IPSSJ) is to meet public safety challenges with socially just solutions through research, education and community outreach. The vision of the IPSSJ is to create communities where all people can reach their full potential. 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.

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

- Cook County Sheriff’s Department
- U.S. Department of Justice
- YMCA

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