Restoring Justice, Restoring Communities

On January 28, the Institute on Public Safety and Social Justice (IPSSJ), in collaboration with Albany Park Neighborhood Council (APNC) and the Woods Fund Chicago, held the event “Restoring Justice, Restoring Communities: Charting a Collective Path Forward.”

The Woods Fund supported IPSSJ and APNC in their efforts to conduct interviews and focus groups with restorative justice stakeholders leading up to this event. The purpose was to explore the ways in which the collective efforts of these stakeholders could be leveraged to push for the expanded use of restorative justice practices as an alternative to punitive disciplinary measures in both schools and communities. The impetus for this project is the growing consensus among justice stakeholders that disproportionately applied zero-tolerance disciplinary policies in schools, and disproportionately high youth arrests and detention are key drivers of inequality and true injustice in Chicago.

Restorative justice practices, which seek to hold offenders accountable through community-led processes such as peace circles, peer juries, and victim-offender mediation, have shown much promise as alternatives to harsh disciplinary measures. Research has shown that restorative justice practices are effective at reducing recidivism rates, reducing school suspensions and expulsions, improving school climate, increasing victim satisfaction, and reducing the large taxpayer costs of incarceration. This is especially relevant in Chicago due to the immense challenges of disproportionate discipline and arrests of youth of color in schools, and disproportionate contact with the criminal justice system. For example, according to Illinois State Board of Education data, during the 2011-2012 school year 324 students were suspended and 29 students arrested in school each day. The majority of these were minor offenses by students of color. In fact, students of color are five times more likely than white students to receive an out of school suspension.

IPSSJ and APNC conducted interviews and focus groups with youth, organizers, and practitioners who are working to expand restorative justice practices in schools and communities. Focus groups took place in several Chicago community areas that face the greatest challenges with crime and disproportionate school discipline and youth detention. Stakeholders in many of these areas are responding by working to build restorative justice “hubs” to connect restorative justice practices with other services and resources.
Key themes that emerged from these conversations included:
• A need to think holistically and work across different systems (for example, schools and different criminal justice systems)
• A need for stronger school, government, and foundation investment in restorative justice practices
• A need to change counter-productive policies that disproportionately impact youth of color.

The next phase of this project, in partnership with APNC and the Woods Fund, will be to continue working with organizers and practitioners to enact policy changes in Chicago in Cook County that will further the use and support of restorative justice practices as alternatives to punitive school discipline and youth arrests. It is also hoped that the project will educate funders and justice stakeholders about the promise of investing in restorative justice efforts. IPSSJ will continue to develop evaluation metrics to better understand the impact of restorative justice practices in Chicago schools and communities.

Lynn Todman, Ph.D., led the ISE and its Mental Health Impact Assessment (MHIA) project at the Adler School before becoming a visiting scholar at Massachusetts Institute of Technology (MIT)’s Center for International Studies this winter. Before leaving the ISE, she was interviewed by WBEZ-FM, Chicago’s National Public Radio affiliate, about parolees living in neighborhoods with high rates of unemployment, violence, and poverty based on the ISE’s work in this area.

Dr. Todman explained that the challenges parolees face when integrating back into society often lead to patterns of anxiety, depression, and low self-esteem. Out of desperation, parolees may engage in dangerous activities that create fear and anxiety among community members. The ISE’s MHIA identified that alcohol, drugs, and sex are all ways for parolees to cope with the constant rejection they experience. The relationship between unemployment and incarceration therefore becomes cyclical, particularly because community members often cannot afford to leave their dangerous neighborhoods.

Dr. Gail Christopher is Vice President for Program Strategy at the W.K. Kellogg Foundation, a major supporter of the ISE. In her blog for the Huffington Post, she mentioned the findings of the MHIA, as she discussed challenges faced by young men of color in today’s society. Unemployment, lack of health care and education, and increased incarceration rates are some of the issues seen in higher proportions amongst this group. Specifically, Dr. Christopher discussed the increased rates of arrest among young men of color in Chicago’s Englewood community. Despite the fact that few of these arrests led to convictions, the arrests still had a negative impact on employment rates. Following the MHIA’s recommendations submitted to the U.S. Equal Employment Opportunity Commission (EEOC) during its public comment period, the EEOC began to restrict employers’ use of arrest records as a discriminating factor during the hiring process. The W.K Kellogg Foundation provided grant funding for the development of the MHIA.

For more information about the MHIA, visit adler.edu/MHIA.

IN THE NEWS

WBEZ Interviews Dr. Todman, Cites Research Examining Employment, Criminal Records, and Communities, 2.13.14

Dr. Todman, Ph.D., led the ISE and its Mental Health Impact Assessment (MHIA) project at the Adler School before becoming a visiting scholar at Massachusetts Institute of Technology (MIT)’s Center for International Studies this winter. Before leaving the ISE, she was interviewed by WBEZ-FM, Chicago’s National Public Radio affiliate, about parolees living in neighborhoods with high rates of unemployment, violence, and poverty based on the ISE’s work in this area.

W.K. Kellogg Foundation VP Cites Adler School’s Mental Health HIA in Addressing Barriers for Young Men of Color, 3.07.14

Dr. Gail Christopher is Vice President for Program Strategy at the W.K. Kellogg Foundation, a major supporter of the ISE. In her blog for the Huffington Post, she mentioned the findings of the MHIA, as she discussed challenges faced by young men of color in today’s society. Unemployment, lack of health care and education, and increased incarceration rates are some of the issues seen in higher proportions amongst this group. Specifically, Dr. Christopher discussed the increased rates of arrest among young men of color in Chicago’s Englewood community. Despite the fact that few of these arrests led to convictions, the arrests still had a negative impact on employment rates. Following the MHIA’s recommendations submitted to the U.S. Equal Employment Opportunity Commission (EEOC) during its public comment period, the EEOC began to restrict employers’ use of arrest records as a discriminating factor during the hiring process. The W.K Kellogg Foundation provided grant funding for the development of the MHIA.

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The Institute on Social Exclusion (ISE)’s Social Exclusion Simulation gives participants the opportunity to role play and experience first-hand the significant barriers that social structures impose on certain populations. Participants assume the roles of previously incarcerated women who face serious challenges while trying to rejoin society. Homelessness is one of the major barriers these women face upon release. The simulation is a way for participants to see what life is like through this perspective.

The experience reveals injustices that many realize they never truly understood before.

This spring, team members from Back on My Feet came to the Adler School to participate in one of the simulations. The national organization uses running to empower individuals who have become homeless. Its goal is for members to believe in themselves through increasing self-esteem and confidence. Back on My Feet has developed a specific path to help members achieve success, which begins with strengthening their “soft skills.” Through attending weekly group runs, they learn how to set goals and be a part of a team. After they have mastered this first step, members move on to develop “hard skills” that help them get even closer to an independent lifestyle. An impressive 75% of Back on My Feet members move on to this second step. At this point, they are coached on how to write a resume and interview. They are also provided with resources to complete their education and training.

Ideally, the skills the members learn throughout this process will lead to successful employment and permanent housing.

Executive Director of the Chicago Back on My Feet, Terri Rivera, was first introduced to the ISE simulation by one of her organization’s funders. She was impressed by how strong an impact it had on her, and decided to bring her whole team along to experience the simulation themselves. Terri believed that if her group had the opportunity to truly see what life is like for marginalized individuals, they would better relate to the homeless population their organization serves. She explained how, sometimes, those who do not truly understand that barriers exist in society will simply advise “pulling yourself up by your boot straps,” as the common phrase says. However, Terri thinks the simulation reveals how some individuals “don’t even have the boots.”

After the simulation, Terri and her team regrouped to reflect on their experience. She said there were initial feelings of hopelessness and discouragement throughout the group.

One of Back on My Feet’s board members was “blown away” and expressed feeling sheltered upon realizing how challenging life can be for some.

However, Terri’s team felt that despite the barriers, there are still ways to help. In fact, an Adler School student who is completing a Community Service Practicum at Back on My Feet and joined their group for the simulation emphasized the importance of compassionate listening. The team felt the empathy they developed from this experience will truly make a difference in their future work.

To make a donation or to learn about volunteer opportunities at Back on My Feet, visit chicago.backonmyfeet.org. To make a donation, to learn about volunteer opportunities at ISE, or for more information about the ISE’s Social Exclusion Simulation, visit adler.edu/ISE.
The Institute on Social Exclusion (ISE) continues to make progress with its Health Impact Assessment (HIA) in Pilsen and Little Village. According to Tiffany McDowell, Ph.D., Interim Director of the ISE, it is suggested that the redevelopment of Chicago’s decommissioned Fisk and Crawford power plants highlights the need for open space and access to the Chicago River. The purpose of the HIA is to assess the potential health impacts of the redevelopment on the neighborhoods of Pilsen and Little Village. It is also being used to help prevent proposed community plans from negatively impacting underserved populations there, whose opinions tend to be unequally considered by policymakers. The HIA project is being funded by the Chicago Community Trust.

On February 15, the ISE team joined Little Village Environmental Justice Organization (LVEJO) Youth Summit at The Field Museum of Chicago to hear directly from youth about their health concerns. Around 80 youth from several neighborhoods in Chicago attended the summit. LVEJO is working with schools, environmental sustainability organizations, and professionals from the STEM (science, technology, engineering, and math) fields to create an interactive educational space for young people. At the summit, youth learned about environmental justice and how to be advocates within their own communities.

HIA is a multi-step process for which the ISE team has so far completed screening and scoping steps. The team has now begun the next phase: Assessment. Once assessment concludes, the team will make specific recommendations to policy makers for these communities.

Through gathering community input in the scoping phase, the project team identified key social determinants impacting the communities of the Pilsen and Little Village with respect to open space. These key determinants include increased access to open space, employment, beautification, and recreation.

Based on discussions with community stakeholders and research the ISE team conducted, it is likely that redevelopment of these industrial spaces could potentially create jobs. The community stakeholders would like to see these jobs go to residents living in the Pilsen and Little Village communities, in addition to involving local small businesses in the process. Therefore, employment is not only a potential positive outcome of this redevelopment; it is also a factor that could result in even further positive impacts on the health of community members.

Beautification as a social determinant offers mixed outcomes for Pilsen and Little Village, according to residents. Although the positive outcomes of visual improvement are clearly needed, there are some potentially negative impacts, such as gentrification. It is possible that improving the physical environments within these communities will lead to individuals with higher socioeconomic status moving into the area. As a result, housing prices could increase and impact current community residents. Additionally, stakeholders are concerned about a loss of cultural heritage amongst these predominantly Hispanic neighborhoods if gentrification were to occur.

Leading up to the assessment phase of the HIA, the ISE team took a significant amount of time building relationships with key community leaders and organizations in Pilsen and Little Village in order to get a thorough understanding of community dynamics. This helped to inform the development of the assessment plan. During the upcoming months, the ISE team will collect quantitative data through surveys and qualitative data through focus groups and interviews with members of both communities. The goal of this step is to examine the existing conditions in these neighborhoods, and make informed predictions on impacts of the redevelopment.

The HIA is a collaborative process. As the ISE team continues to make progress with the project in Pilsen and Little Village, we are always interested in gathering input from others. To share your thoughts and ideas or to learn more about the work we do, contact us at ISE@adler.edu.
The Field: A Hip-Hop Dinner Discussion at the Adler School Led by F.L.Y. (Fearless Leading by Youth) Member Veronica Morris Moore

Observing the two-year anniversary of the death of Trayvon Martin, students, youth workers, and community members from across Chicago came together to engage in dialogue about youth and violence in our city.

The event was organized and facilitated by Veronica Morris Moore with support from the organization F.L.Y., Project Nia, the Adler School Institute on Public Safety and Social Justice, and the University of Chicago. Over 50 participants came together to watch the film “The Field: Violence, Hip-Hop and Hope,” which was filmed in Chicago featuring youth drill rappers.

Rhymefest, a Chicago community activist featured in the documentary, spoke at the event. Rhymefest is a Grammy Award-winning songwriter for his work with Kanye West. He currently works with a Kanye West charity project called Donda’s House that helps teach aspiring rappers how to write lyrics and music.

Rhymefest focused his talk on the erroneous image of drill rappers perpetrated often by white documentarians and other forces that shape media images, such as record executives and television producers. He spoke about how the image that drill rappers portray is one of being something they are not: wealthy, impervious to feeling real feelings, owning and driving luxury automobiles while they sell and use massive quantities of drugs. Not only is this generally not the case, it’s also a dangerous stereotype to spread about the overall African American experience. Being portrayed as violent, uncaring, and irresponsible are characterizations that are dangerously dehumanizing. As many YouTube drill rap clips can prove, many African American youth buy into perpetrating this fantasy image of themselves. This may make themselves feel important and invincible, and offer a creative outlet or an activity with friends. But the implications of putting messages out there can be deadly, as some local young YouTube drill rap sensations have lost their lives. Rhymefest spoke of a need for artists, including young rappers, to tap into their vulnerabilities as a way to find and transmit their true power and artistry.

Afterwards, Veronica led the group in open discussion based on the film and personal experiences. “The discussion was so challenging and authentic,” she said. Another youth ally shared, “She [Veronica] created a space where we could engage in intergenerational conversations, which is so rare.” An Adler School student shared that the space was energizing and that participants appreciated space on campus to connect with youth organizers and activists. One participant added: “The committed young people in the room who have been organizers for years have provided hope and inspiration.”

While the discussion took place, art was created at the tables in memory of Trayvon Martin and the many passings of youth due to gun violence. This one was especially touching to the work that IPSSJ is engaged in.
Student Research Assistants

A number of work study and student internship opportunities are offered at the Institute on Social Exclusion (ISE) and Institute on Public Safety and Social Justice (IPSSJ) for students to work on ongoing research, education, and outreach initiatives. Student research assistants are exposed to a myriad of activities such as program development, community organizing, grant writing, community based research, and advocacy. Information about some of our student research affiliates follow.

Matt Barrington graduated in 2013 from the Master of Arts in Counseling Psychology program at the Adler School. While Matt was completing the program, he began working at IPSSJ as a Research Assistant. After his graduation, the IPSSJ team hired Matt to work as a part-time consultant. In addition, he collaborates with the IPSSJ staff to research grant opportunities, write grants, and gather and code data. Matt has also worked on creating a manual and developing training for Adler Community Health Services students who are working at St. Leonard’s Ministries with previously incarcerated individuals. Matt has also supported the IPSSJ in researching trauma and identifying empirical bases for restorative justice.

Nicole Bishop is a second-year student in the Doctor of Psychology (Psy.D.) in Clinical Psychology program at the Adler School. She graduated with her bachelor’s degree in psychology from Michigan State University. During her two years with the ISE, Nicole has served as a mental health impact assessment committee member, editor of the Intersections newsletter, project facilitator, research assistant, and Social Exclusion Simulation presenter. Nicole is a diagnostic extern at Individual Advocacy Group where she works with patients who present with developmental disabilities and dual diagnoses. Her research and clinical interests focus on community mental health, more specifically as it relates to anger management, violence, anxiety, personality disorders, developmental disabilities, and learning disabilities.

Meredith Chambers is a first-year student in the Masters in Arts Counseling: Specialization in Forensic Psychology program at the Adler School. She is currently assisting with a Pilsen and Little Village health impact assessment (HIA) for the ISE. Meredith is also a Community Service Practicum intern at Legal Assistance Foundation of Chicago (LAF), where she assists at the Juvenile Expungement Help Desk in the Cook County Juvenile Court. This summer, she will begin her clinical internship at the Evanston Police Department within the Victims Services Program. Ultimately, she is interested in working with law enforcement assisting victims of violent crime.

Ana Diaz is a second-year student in the Masters in Arts Counseling: Specialization in Clinical Mental Health Counseling program, and helps support the work of the ISE. Through her practicum at Truman College Wellness Center, she provides counseling to students. She graduated with a bachelor’s degree in psychology and anthropology from New York University. For seven years, Ana worked in the Chicago Public Library system as a librarian before she came to Adler School. For her Community Service Practicum, she worked at MacCormac College assisting with grant writing. She began her work at the ISE in 2013 as a research assistant to former executive director Lynn Todman, Ph.D., and now assists with the Pilsen and Little Village HIA project. Last year she was the President of the Adler Sport and Health Association. Her clinical interests are the social determinants of mental health, multicultural counseling, and trauma.

Shahida Fareed is a second-year student in the Doctor of Psychology (Psy.D.) in Clinical Psychology program at the Adler School, with a concentration in primary care. Shahida is a primary care physician, and completed her medical residency at the University of Oklahoma Health Sciences Center. She has worked with the ISE for the last six months and is involved in a community outreach research project. Shahida is working at Diamond Headache Clinic for her diagnostic practicum, and will continue working there for her therapy practicum. Her main research interests revolve around somatization disorders.
Grace Jacobson is a second-year student in the Doctor of Psychology (Psy.D.) in Clinical Psychology program at the Adler School. She received her bachelor’s degree in psychology with a minor in theatre arts from Boston College. Grace has worked with the ISE for over a year by helping staff Social Exclusion Simulations. She is also the President of the Child and Adolescent Student Association and the Secretary of the Adler Student Government. Her primary area of clinical interest is working with children and families from a systemic perspective.

Mary Madrake is a first-year student in the Doctor of Psychology (Psy.D.) in Clinical Psychology program, Military Clinical Track at the Adler School. She graduated from East Carolina University with a bachelor’s in psychology. Mary has worked with the ISE since January as a part of the Social Exclusion Simulation team. She also is working on the ISE’s HIA and grant research. She is completing her Community Service Practicum at MacCormac College and will be at Adler Community Health Services for her assessment practicum. Mary is a member of the Military Psychology Student Organization and is a part of Associate Professor Marla Vannucci, Ph.D.’s research team. Her research and clinical interests include post-traumatic stress disorder, traumatic brain injury, and other combat-related trauma as well as the impact of military deployment on a soldier’s family.

Kelsie-Marie Offenwanger is a second-year student in the Doctor of Psychology (Psy.D.) in Clinical Psychology program, Child & Adolescent Track. She graduated with a bachelor’s in psychology from Rutgers University. Kelsie has worked for the ISE since January 2013. Her roles include orchestrating the Social Exclusion Simulations, conducting research, writing the literature reviews for the Intersections newsletter, and event design and production. She is currently on her assessment externship at South Campus Therapeutic Day School. She conducts diagnostic interviews and administers comprehensive batteries of cognitive, behavioral, and personality assessments to children and adolescents aged 7 to 20 who have been referred to the school for evaluations by their respective home-school districts. In the past, Kelsie was involved with a research project for Cook County’s Office of the Public Guardian, where she reviewed case files and created integrated summaries surrounding the history of children under age 9 who have been psychiatrically hospitalized more than once.

Latrice Patrick is a doctoral candidate in the in the Doctor of Psychology (Psy.D.) in Clinical Psychology program, and holds a Master of Arts in Counseling Psychology from the Adler School. She received her bachelor’s degree in psychology, with minors in sociology and urban studies from Loyola University Chicago. Latrice is a research assistant and a member of the ISE’s Mental Health Impact Assessment (MHIA) team. She is currently working on the Pilsen and Little Village Mental HIA for the benefits of developing open space in those communities. She also assisted with data collection and data analyses for MHIA in the Englewood community, addressing arrest records as barriers to employment. This fall, Latrice will begin her internship providing therapy and assessments to underserved populations at Adler Community Health Services. Her clinical interests include working with underserved populations, particularly inner city children and adolescents, juvenile offenders, and previously incarcerated individuals. Her research interests include the LGBTQ population and any community-based research.

Daniel Pillersdorf is a first-year student in the Master of Arts in Counseling Psychology at the Adler School. He received his bachelor’s in psychology from McGill University in Montreal, Canada. Over his past year’s involvement with the ISE, Daniel has served as a Health Impact Assessment Committee member, research assistant, and presenter for the Social Exclusion Simulation. He is about to commence his clinical internship working with individuals who have substance abuse issues and co-occurring severe mental illness. Daniel is also an active member of the Adler Counseling Student Association. He is currently doing research on Substance Abuse Harm Reduction and is also interested in cannabis research.

A’mie Preston is a first-year student in the in the Doctor of Psychology (Psy.D.) in Clinical Psychology Military Clinical Track. She received her bachelor’s degree in psychology and a minor in criminal justice from Baylor University in Waco, Texas. She helps staff Social Exclusion Simulations and ISE events that take place at the Adler School. Her Community Service Practicum site is “Reason to Give” in Humboldt Park. The organization helps low-income families with basic needs and also helps them find resources to assist in other areas of their lives, such as going back to school or starting a small business.
Amber Riley is preparing to graduate this summer from the Masters of Arts in Counseling: Specialization in Clinical Mental Health Counseling program at the Adler School. Amber earned her bachelor’s degree in psychology from the University of California, Berkeley. Since fall 2012, Amber has taken on the role of Research Assistant at the IPSSJ, where she has had the opportunity to markedly expand her research skills and interest in social justice. Some of the topics Amber has researched at the IPSSJ include violence prevention, restorative justice, trauma-informed care, and community capacity. She has also assisted in researching and writing grants, aiding in program evaluation, and facilitating discussion on campus about privilege and diversity. In the future Amber intends to work in the field of community psychology with a focus on youth and young adults.

Sara Sherman is a first-year student in the Doctor of Psychology (Psy.D.) in Clinical Psychology Child and Adolescent Track, at the Adler School. She earned her bachelor’s degree in psychology and French from New York University. Sara began working at the ISE this spring as a research assistant. She has been involved with projects such as the Social Exclusion Simulation, the Adler School Annual Retreat, and the Intersections newsletter. Sara is currently on Community Service Practicum at the Mental Health Association of Greater Chicago, where she teaches a health class to freshmen at Benito Juarez Community Academy in Pilsen. Next year, she will complete assessment practicum with children and adolescents in Chicago’s catholic schools through the United Stand Counseling Center. Sara was inspired to pursue a career in clinical psychology after volunteering at an orphanage school in Honduras, where she has spent part of each summer working since she was in high school.

Community Service Practicum (CSP) Interns

The Community Service Practicum (CSP) is a requirement of all first-year students at the Adler School. This experience is unique and specifically designed to expose new students to social justice issues. A non-clinical practicum with this focus starts students on the path towards socially responsible practice. The interns complete 200 hours throughout this six-month practicum.

Kaimare Laird recently moved to Chicago from Trinidad and Tobago, and is a first-year student in the Master of Arts in Counseling, Specialization in Sport and Health Psychology program. He is completing his CSP at the IPSSJ. Before moving to Chicago, Kai spent four years in Florida studying business management at the University of Tampa. He is currently part of the Adler International Student Association and is treasurer of the Adler Sport and Health Association.

Kai has assisted the IPSSJ in gathering research from target populations, conducted career workshops at the Precious Blood Ministry of Reconciliation, and has recently begun to volunteer at the Cook County Juvenile Detention Center. Kai hopes to continue gaining hands on experience and exposure working with diverse populations throughout Chicago while at the IPSSJ. In the future, Kai aims to open his private practice in Trinidad and Tobago working with adolescents and young adults.

Talvir Shahi is a first-year student at Adler School of Professional Psychology in the M.A. Clinical Mental Health Counseling program with a concentration on child and adolescents. She is completing her CSP at the ISE. She recently graduated from Loyola University Chicago with a bachelor’s degree in psychology. During that time, she was part of student organizations such as South Asian Student Alliance, the psychology club, and Loyola Refugee Outreach, and was part of the Child Memory research lab.
With many of her project tasks, she has worked very closely with community engagement and exploring opportunities for potential data collection within the Chicago communities of Pilsen and Little Village. She has directly interacted with community partners and stakeholders through meetings and emails, to gain a better understanding of their work and how collaboration can be possible. The purpose was to gain familiarity with these partners and allow accessibility to and from one another when finding ways to benefit the community as a whole.

Some goals she hopes to achieve with her CSP experience are to learn how health impact assessment (HIA) plays a role in youth development. From her time here at the Adler School, she has noticed HIA can have a significant impact on the development of youth and the directions they can be geared toward. Her favorite aspect of being part of ISE is that she can directly participate and experience neighborhoods and populations through working with them. This is because the ISE is very strong about ensuring that people understand they work with communities, rather than study them. She feels that she is gaining a vast amount of knowledge, and looks forward to how she will be able to utilize it in her future work.

**Kevin Woods II** is from the South Side of Chicago, where he grew up in the Englewood community. He is completing his first year in the Master of Arts in Counseling, Specialization in Sport and Health Psychology program, and is completing his CSP at the IPSSJ. He received a bachelor’s degree in behavioral science with emphasis in psychology from Utah Valley University. While he lived in Utah, Kevin worked for school-based, private, and hospital-based mental health facilities where the populations and their mental conditions varied. These clinical experiences influenced his pursuit of an education in psychology. His goal is to become a sport psychologist and work with collegiate and professional athletes, which made the Adler School his first choice due to its sport and health program.

Kevin is currently part of several student organizations including the Adler Mentor Program, the Adler Sports Health Association, and the Black Student Association. Kevin is also a member of the Phi Beta Sigma Fraternity, whose motto is “Culture for Service, Service for Humanity.” The fraternity focuses on giving back to the community and building young men for the future. Outside the Adler School, Kevin provides mediation services at a juvenile detention center and volunteers for Youth without Visitors. He is also a volunteer basketball coach for Malcolm X College.

“I believe in restorative justice and social justice, so I personally promote anything that gives back to communities with low socioeconomic status (SES). My holistic view about non-profits changed after my first day in the IPSSJ. Most importantly, I gained a greater insight of how non-profits operate from a business point of view. My main lessons learned so far during my CSP are patience, organization, and sincere effort while on duty.

“Throughout the CSP, my project partner and I have conducted interviews with youth in five low-SES communities: North Lawndale, Woodlawn, Englewood, Austin, and Rogers Park. We travel to these neighborhoods and ask the youth who are a part of them what they think the problem is, as well as what is needed to restore justice and social change in these underrepresented communities.

“My project partner and I also design preventative programs for the Precious Blood outreach foundation for troubled youth living in and around the Englewood community. At Precious Blood, we are more hands-on with the youth as mentors and guidance counselors.”
The ISE recently formed a new partnership with the University of Illinois at Chicago (UIC) School of Public Health for non-clinical practicum placement of UIC students. The practicum is a graduate level course designed to give UIC students a supervised practical application of a community public health project. Two Masters of Public Health students from UIC are currently completing their field practicum this year at the ISE. This offers UIC graduate students the opportunity to work side-by-side with Adler School graduate students on research projects, such as health impact assessment. The UIC interns complete 320 hours for their practicum.

The practicum is a great way for UIC students to get hands-on experience doing work in various communities through assessment, education, and research. They plan to learn how to critically evaluate policies in terms of impact on the mental health and equitable treatment of community members.

Allyn Bishop is a first-year at the UIC School of Public Health’s Community Health Sciences division. She attended Spelman College in Atlanta, Georgia, as an undergraduate with a Spanish/pre-med major. Allyn is interested in health education and promotion, mental health, and violence prevention.

"The public health program at UIC offers many opportunities to gain perspective in a variety of areas. My interests are vast and continuously change as I begin to learn more. I am applying for medical school this summer, and I truly believe that I will be a much better doctor having obtained my master’s in public health first.

"The opportunity to complete my practicum at the Adler School is incredibly exciting and allows me to apply what I have been learning in my courses to real-life situations. Everyone on the ISE team is incredibly insightful and patient. They are willing to teach me things I haven’t learned at school yet. Ultimately, I hope to absorb as much information as I can and learn the inner workings of a HIA project from beginning to end.”

Channa Lindsay is currently a Master of Public Health student at UIC, majoring in Community Health Sciences with a focus in epidemiology. She earned a bachelor of science in kinesiology with a Spanish minor at Michigan State University.

"Given the varied background of my UIC classmates, I am not sure if there is a traditional route which leads someone to public health. Although kinesiology may not seem an obvious path, my time spent working at an HIV/AIDS clinic and volunteering with hospice patients from different communities brought into light the importance of health determinants and disparities for different populations.”

Channa is currently working on an HIA with the ISE. By focusing on the potential impacts of increased access to open space in Pilsen and Little Village, she hopes policymakers will decide to turn predetermined vacant lots into community spaces. Through working at the ISE, Channa’s goal is to change neighborhood and community contexts in order to optimize positive health outcomes.
Institute on Social Exclusion

The Adler School Institute on Social Exclusion (ISE) advances the understanding that societal structures and systems including laws, public policies, and institutional behaviors, lead to unjust social outcomes – and that reconstituting them can achieve social justice and health equity. Our work is to ensure that all members of society have safe housing, quality education and healthcare, fair terms of employment, nutritious food, personal safety, and judicial equity.

The ISE recognizes those who have advanced our work through their generous support:

• The American Psychological Association
• The Chicago Community Trust
• The Field Foundation of Illinois
• The JCCC Foundation
• The W.K. Kellogg Foundation
• The Kresge Foundation
• The Pierce Family 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 us at ISE@adler.edu.

Institute on Public Safety and Social Justice

The Adler School Institute on Public Safety and Social Justice (IPSSJ) is dedicated to providing socially just solutions to public safety challenges. Through creative collaboration with community groups, peer institutions, and systems partners to address public safety challenges, the IPSSJ and its partners devise empirically sound methods beyond mere suppression to create environments enabling a more lasting and meaningful sense of peace and wellness can prevail. IPSSJ believes that through collaboration, human potential and community wellness can be enhanced, and urban safety outcomes can be improved.

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

• Community Justice for Youth Institute
• Enlace Chicago
• The Field Foundation of Illinois
• Illinois Criminal Justice Information Authority (ICJIA)/Chicago Area Project
• U.S. Department of Justice
• Woods Fund Chicago
• YMCA

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