The purpose of the MHIA study was to evaluate a proposal of the U.S. Equal Opportunity Commission (EEOC) to amend its Policy Guidance on the Consideration of Arrest Records in Employment Decisions [No. 915.061, dated 09/07/1990].

Project members, including faculty and staff of the ISE and the Institute on Public Safety and Social Justice (IPSSJ), as well as other Adler School faculty, worked with residents in Chicago’s vulnerable Englewood community to determine the mental health impacts of then-current EEOC Policy Guidance, which was unclear on whether potential employers can ask about and use arrest records in determining whether to hire an individual for employment.

After completing the first five of six specific steps of the MHIA process (Screening, Scoping, Assessment, Recommendations, Reporting, and Monitoring and Evaluation), the MHIA provided results that suggest the unclear language of the policy, regarding whether employers can use arrest records in the determination of employment, was found to have a negative mental health impact for the residents of the Englewood community. The results of the 18-month study confirmed the ISE team’s prediction that updates to the policy can help increase employability of residents in Chicago’s underserved Englewood neighborhood.

According to Tiffany McDowell, Ph.D., M.F.T., ISE Program Manager and Research Associate, some Englewood residents may be discriminated against by employers who are not aware of how to use arrest records in employment decisions, or who actively ignore the EEOC Policy Guidance. A powerful example of employers using arrest records in a discriminatory manner—which is a civil rights violation—stems from the common practice of performing a background check and finding an arrest but no conviction.

According to residents and interview sources, it is common for police officers to arrest young men on the streets in Englewood for offenses such as loitering or disorderly conduct. If arrested, such a young man then has an arrest record, but usually no conviction, meaning that under the law, employers cannot use that arrest record to influence their hiring decisions.
Research conducted during the MHIA found that many arrests in Englewood do not result in convictions. The research also revealed that when employers knowingly or unknowingly use arrest records in hiring, whether the person was convicted or not, there can be devastating effects on the mental health of the individual and the community.

Environmental, economic and physical health effects are often considered when shaping public policy. However, mental health—an essential element of healthy communities—is rarely considered. The goal of the MHIA is to ensure that mental health effects are also considered in policy decisions being made.

Currently, the ISE team is monitoring outcomes of the EEOC Policy Guidance that was amended and released on April 25, 2012. This amendment included specific language on what businesses can and cannot do with respect to the use of arrest records in employment decisions. The ISE has received supplemental funding from the W.K. Kellogg Foundation to carry forward with the Monitoring and Evaluation stage of the MHIA. Dr. McDowell, along with Adler School core faculty member Nataka Moore, Psy.D., and Englewood community outreach worker Tawanna Smith, are currently working to train community members to monitor the outcomes of the amended U.S. EEOC Policy Guidance. Project members are also working to determine if companies in the area are aware of the new U.S. EEOC Policy Guidance, and if they are changing their hiring practices as a result of the amended policy.

Over the next two years, the monitoring will consist of administering surveys to Englewood community members with arrest records, conducting focus groups, and recording data to determine if mental health has improved, with the understanding and awareness of the amended policy. The last step of the MHIA will be to produce a report to help influence state-level policy in Illinois on employers’ use of arrest records to inform employment decisions in the future, according to Dr. McDowell.

For more information about the MHIA project, visit adleredu/mhia.

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**A Holistic Perspective: The 2012-13 Adler School Community Retreat**

The Adler School Institute on Public Safety & Social Justice (IPSSJ), the Institute on Social Exclusion (ISE), the Adler Child Guidance Center, and the LGBTQ Mental Health and Inclusion Center joined the School in hosting its first-ever campus retreat focused on “A Holistic Perspective,” on April 11 at Chicago’s Goodman Theatre. Adler School President Raymond E. Crossman, Ph.D. said he expects the practice of a community retreat to become an annual tradition in which students, faculty, and staff have “the chance to step back from our daily work and our classrooms to reflect about our important work.”

The focus of the first retreat was to reflect on the meaning of social justice and socially responsible practice at the Adler School. This focus was established by the contributions of the diverse speakers.

The day started with opening remarks from Dr. Crossman and Kevin Osten, Psy.D., Adler School Associate Vice President of Academic Affairs for the Division of Community Engagement, and Director of the LGBTQ Center. IPSSJ Executive Director Elena Quintana, Ph.D., then shared a personal story about social injustice, an event that affected her greatly and upon reflection made her appreciate the work and mission of the Adler School. The IPSSJ has collected such stories from individuals throughout the Adler School community that articulate why social justice is important to them.
The morning keynote speaker, **Evan Lyon, M.D.**, Clinical Team Leader and Community Medicine Physician, Partners in Health, spoke of his experiences as a community health worker caring for vulnerable patients in Haiti. Following Dr. Lyon’s speech, a theatre performance by the Chicago-based non-profit organization Erasing the Distance featured actors portraying the experiences of individuals struggling with mental health issues. A post-performance discussion with the audience was moderated by Erasing the Distance founder **Brighid O’Saughnessy**, along with a panel of the School’s community partners including **Radhika Sharma Gordon**, Faculty Member, Northeastern Illinois University; **Brandon Johnson**, Executive Director, Washington Park Consortium; and **Kim Hunt**, Executive Director, Affinity Community Services.

The afternoon keynote speech was delivered by social policy activist **Barbara Shaw**, who called for members of the Adler School community to engage as “citizen psychologists” in their work. The day ended with a “Social Justice Panel” discussing the state of mental health services. Moderated by Adler School core faculty member **Janna Henning, J.D., Psy.D.**, the panel featured School community partners including **John Fallon**, Senior Program Manager, Corporation for Supportive Housing; **Kim Hunt**, Executive Director, Affinity Community Services; **Jose R. Rios**, Officer and GLBT Liaison (19th District), Chicago Police Department; and **Margie Schaps, M.P.H.**, Executive Director, Health & Medicine Policy Research Group.

**RETREAT REFLECTIONS:**

**Angela Beumel, Student, M.A. in Counseling Psychology, Specialization in Forensic Psychology Program**

The retreat was a wonderful opportunity for students, faculty, and staff to come together and build an in-depth understanding of what social justice and socially responsible practice are actually about. The retreat was held to help Adler School community members gain a gut-level feeling of what these much talked about concepts actually are, through breaking them apart in a school-wide retreat, outside of the classroom. April 11 was a rainy day in Chicago, and the comfortable and inviting auditorium at the Goodman Theatre created an intimate atmosphere to discuss social justice and socially responsible practice. The backdrop of the stage upon which the speakers’ podium sat was a scene of a distressed, graffiti, and litter-filled city street that was actually for a play that would be showing that weekend. Although coincidental, the contrast of the dirty urban stage set behind the projection screen boasting the Adler School logo really highlighted the fact that even in desolate settings, there are opportunities for the implementation of the Adler School’s value of social justice to improve the lives of others.

Dialogue on social justice was accomplished through the hard work of the Adler School’s Institutes and Centers to bring speakers that included local community leaders, psychologists, as well as actors from the non-profit organization Erasing the Distance, in which the actors are artists, activists, and mental health advocates. From discussing the retreat with fellow students, the element that stood out the most was the Erasing the Distance performance in which actors who were situated in the audience stood up, one at a time, and acted out a real-life story of an individual’s struggle with mental illness and stigma. The skit in which a girl of Middle Eastern descent explained her struggle with depression was the one that really stood out to me. She struggled with depression but did not tell her father due to cultural reasons. My initial thought as a clinician in training was that of course she should tell her father! He needs to accept her and she needs to know that he accepts her. But approaching her situation in a socially responsible way would involve respecting her culture and the family dynamics that are a part of that culture. Maybe it’s not necessary for this girl’s healing for her father to know about and accept her depression. It would not be considered socially responsible practice to attempt to override the importance of a client’s culture for what the clinician believes is the right way to engage in treatment.

**Karen Koch, Psy.D.**, Program Director in Forensic Counseling, reflected upon her experience at the retreat, stating, “I like the sense of building a community among the students, staff, and faculty because we all came away with commonality and universality.” I agree with Dr. Koch. I also took away from the retreat an understanding that my future work in psychology also has the higher purpose of social justice through socially responsible practice. Dr. Koch suggested having restorative justice be a topic of a future campus-wide retreat, and I think that would be a very powerful topic for the Adler School community to collectively reflect upon.”
RETRIEVAL REFLECTIONS:
Laura Rauch, Student, Doctor of Psychology (Psy.D.) in Clinical Psychology Program

One aspect of the retreat that really stood out to me was the Erasing the Distance performance. The local actors performed several monologues from real-life testimonials about mental health issues. The performances illustrated the importance of the work clinical psychologists will be doing out in the community. The actors conveyed stories that showed the audience that people are not defined by mental health problems. My favorite monologue was the young Middle Eastern woman, performed by Susaan Jamshidi. I liked what the room discussed after the program, which was that even though she was from an affluent background and had the support from her parents and friends, she was still affected by mental health issues. What she said at the end of her monologue really made sense: The fact that she was having depressive symptoms didn’t define her soul, her personality, or who she was as a person. That is really important when we are treating our future clients, to not view them as a diagnosis but rather as a person dealing with a set of issues.

We have a chance to really impact those around us, and should be strong advocates for our community.

David Castro-Blanco, Ph.D., core faculty member at the Adler School, said that having students participate in a school-wide retreat really helped create a buy-in to the idea of social justice. “The students should be exposed to and be involved in the change-making process—they are the biggest stakeholders,” he asserted. We, students of the Adler School, have a great opportunity in front of us to truly make an impact in our community.

The morning speaker, Dr. Lyon, was also a highlight of the retreat. His speech was really inspiring and made me want to participate in mental health efforts in other countries. I think that performing therapy in another country could greatly increase my multicultural understanding. His speech also highlighted that individuals need to have more than physical well-being; they need mental health as well. It made me realize that it is a reciprocal concept: both physical and mental health work together. When one is lessened, the other is also negatively impacted. I believe that the retreat was so successful because there were not only psychologists but community members as well.

Overall, this retreat was able to bring students, faculty, staff, and community members together as a way to work toward our common goals. Dr. Castro-Blanco said that the idea of social justice is not just a discrete concept but something that is infused into all of the work that we do; it should be part of one’s ethos, a set of guiding principles that inform professional practice.”

IPSSJ Releases White Paper on Restorative Justice Practices

In April, the IPSSJ released a white paper on “Restorative Justice: A Primer and Exploration of Practice Across Two North American Cities.” This was the culmination of a collaborative effort among IPSSJ, the Illinois Balanced and Restorative Justice Project (IBARJP), and affiliates at the Adler School’s Vancouver campus. Data was collected from restorative justice practitioners in both the Chicago and Vancouver areas in 2012 to be utilized to understand more about how restorative justice is practiced. The paper provides an overview of restorative justice philosophy, its range of practices, the evidence behind its practices, and how restorative practices are currently integrated, funded, and applied in two very different metropolitan contexts.
Traditional criminal justice focuses on establishing culpability and punishment. In contrast, restorative justice focuses on establishing accountability and repairing the harm done when an offense is committed. It brings together affected victims, offenders, and communities to actively and consensually identify and implement steps to repair damages.

The harsh punishment aspect of retributive justice, particularly in the United States, has created an epidemic of incarceration. The number of people under U.S. correctional supervision has skyrocketed from 200,000 in 1980, to nearly 7 million today. In an era of government budget deficits and fiscal austerity, it is less and less feasible to continue relying on detention and incarceration. It is expensive, it disproportionally affects poor urban communities of color, and it is highly questionable in its effectiveness in rehabilitating people. The paper underscores how restorative justice can increase public safety, reduce the "prison pipeline" in poor communities, and lower both human and economic costs to society.

In Chicago, the researchers identified little formal infrastructure and funding for ensuring that restorative justice reaches its full potential. However, they identified a strong foundation for growth due to a growing network of restorative justice practitioners and to the specific inclusion of balanced and restorative justice language in the Illinois Juvenile Code and the Chicago Public Schools code of conduct.

In the Vancouver area, by contrast, most practices are supported through formal public funding and collaboration. In addition, while Chicago-area restorative justice focuses largely on youth and school settings, Vancouver practitioners apply it more often with adult offenders. The Vancouver area also demonstrates stronger evidence of formally integrating restorative justice within the justice system, and more evidence of funding to systemically support it. The paper calls for stronger formal integration of restorative practices within the juvenile and criminal justice system and a shift to a "collective impact" approach to assessing the potential of restorative justice in reducing incarceration and disproportionate minority contact with the criminal justice system.

The Adler School team that worked on this project included Elena Quintana, Ph.D., IPSSJ Executive Director; Dan Cooper, Ph.D., IPSSJ Assistant Director; Jasmine Garfield, master's candidate; and alumna Natalie DeFreitas, M.A., a Vancouver-based counselor, consultant, and speaker. DeFreitas specializes in restorative justice and spoke on "Rethinking the Impact of Traditional Justice" at TEDxVancouver last October. Staff from the Illinois Balanced and Restorative Justice Project (IBARJP) that collaborated on the project included Sara Balgoyen and Leigh Courtney.

Institute on Public Safety and Social Justice: News and Updates

IPSSJ Executive Director Testifies at Illinois House Hearing on Restorative Justice

In April, the Restorative Justice Committee, a new committee of the Illinois House of Representatives, held its first public hearing headed by Ill. Rep. La Shawn Ford, for citizens invested in transforming the conception of justice and crime in the city of Chicago. Leaders and advocates attended from public schools and community organizations such as the Community Justice For Youth Institute, the Illinois Juvenile Justice Commission, and Circles and Ciphers, to impart their experience and to give voice to the restorative justice movement.

IPSSJ Executive Director Elena Quintana, Ph.D., testified as part of a Community Panel to call the legislators into action. Her testimony included the need to create restorative justice alternatives to incarceration and implement restorative justice in schools in place of "zero tolerance" policies. Moreover, Dr. Quintana reiterated the efficacy of restorative justice practices as being powerful means of promoting closure and satisfaction for both parties in cases involving a harmed individual and an offender. It is hoped that this testimony will set the stage for promising change in future legislation related to juvenile justice.

The paper and other IPSSJ publications can be found at adler.edu/IPSSJ.
Partnership with YMCA of Metro Chicago Established

For the last year, the IPSSJ has partnered with the YMCA of Metropolitan Chicago to reinvigorate the Y’s violence prevention initiatives. One product of the collaboration is a commitment by the YMCA to work to enable all Metro YMCA locations to become “trauma-informed.” Dr. Quintana has developed a “Trauma-Informed Toolkit,” a manual that combines research, information, and techniques for non-clinicians. It is hoped that this training program can help YMCA workers put into practice specific policies and procedures that are best aligned with trauma-informed care.

Launching the Southside Youth Peace and Leadership Council

IPSSJ is excited to announce the launch of the Southside Youth Peace and Leadership Council located in Chicago’s Back of the Yards community this summer, in collaboration with Precious Blood Ministry of Reconciliation and the Adler School’s Art Therapy program. This violence prevention program will consist of a group the School’s Art Therapy students, youth leaders, and young men ages 14 to 18 engaged in peace circles, community art, field trips, and leadership development activities.

Seeking Volunteers at Cook County Juvenile Temporary Detention Center

The IPSSJ seeks visiting volunteers as part of a joint collaboration between the Cook County Juvenile Temporary Detention Center and IPSSJ. Currently, the Cook County Juvenile Temporary Detention Center averages 205 to 275 juvenile detainees a day. Approximately one in every 6 of these juveniles receives no visitors for months at a time. These juveniles are responsible for a large percentage of unsafe acting out, and feelings of anger and abandonment. This program allows trained individuals to enter the detention center and visit with these juveniles. To learn more, email Nicole Huser at the IPSSJ at NHuser@adler.edu.

For more information on these and more projects at the Institute on Public Safety and Social Justice, please contact IPSSJ@adler.edu, or visit adler.edu/IPSSJ.
Healing Trauma Events

The IPSSJ recently hosted two events in collaboration with the Wisdom Exchange to introduce practical tools and approaches to healing trauma. More than 60 consultants and representatives of organizations across the country came together to explore an introduction to the Sanctuary Model and "The Art of Hosting Conversations That Matter Around Healing Trauma."

At the first event, Nancy Fritsche Eagan of People Potential, provided an overview of the Sanctuary Model, and shared some of her experiences in using the practical tools and approaches offered with this comprehensive program and system-change model. The Sanctuary Model is a theory-based, trauma-informed, evidence-supported, whole-culture approach that provides a clear and structured methodology for creating or changing an organizational culture. The Sanctuary Model principles and theory of change have application for individuals and organizations interested in trauma-informed practice and promoting healing and wellness.

The second event was led by Nancy Fritsche Eagan, Dave Ellis of Three E Consulting, Renee Jackson of The Next Generation of Leaders, and Lina Cramer of Wisdom Exchange. The day focused on "The Art of Hosting Conversations That Matter Around Healing Trauma" to explore what it takes to heal trauma in the community as we seek to move beyond being trauma-informed to promoting safety, peace and well-being. The gathering offered the opportunity to experience how participatory methods, such as world cafe, circle, and storytelling, promote personal and collective compassion and sense of hope while re-weaving connections in communities.

"Overall, the Sanctuary Model is a really helpful concept for me to think about how whole systems are functioning and behaving in response to [or reinforcing] the trauma of the people within them," said one participant.

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<thead>
<tr>
<th>Commitment</th>
<th>Why Do We Do This?</th>
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<tr>
<td>Nonviolence</td>
<td>Traumatized people/groups have often experienced violence as part of their trauma, either: physical, psychological, social and moral. This commitment attempts to give the opposite experience within the community.</td>
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<tr>
<td>Emotional Intelligence</td>
<td>Traumatized people/groups have often experienced insensitivity and disrespect regarding their behaviors or feelings. This commitment creates an environment in which community members understand the relationship between past experiences, emotions and behaviors and are able to respond and react to clients and each other with those relationships in mind.</td>
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<td>Social Learning</td>
<td>Traumatized people/groups are often isolated as a way to self-protect and can become engaged in repetitive patterns of thinking and behavior. This commitment promotes collaborative thinking and problem solving to break dysfunctional and repetitive patterns through exposure to other’s perspectives and ideas. It also mitigates the isolating effects of shame by viewing mistakes as positive learning opportunities.</td>
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<td>Democracy</td>
<td>Many definitions of trauma include an overwhelming sense of helplessness during the event which can lead to learned helplessness in the future. Democracy requires active participation and empowerment in the service of replacing helplessness.</td>
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<td>Open Communication</td>
<td>Secrecy is often a component of prolonged exposure to traumatic experiences (e.g. sexual abuse, parental alcoholism). This commitment creates a community that tolerates expression of emotions and openly explores interpersonal and organizational issues.</td>
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<td>Social Responsibility</td>
<td>Traumatized people/groups have often experienced injustice either during or in response to reporting a traumatic event. This commitment focuses on building a community in which people feel a sense of responsibility and care for each other and the group as a whole and in which people are held accountable for their actions.</td>
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<td>Growth and Change</td>
<td>Traumatized people/groups can become paralyzed by their experiences so that they continue to relive or repeat the past in ways that prevent healing or growth. This commitment presents a framework to evaluate current behaviors while focusing on the future by setting achievable goals and breaking dysfunctional patterns.</td>
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Population-based research on mental health has existed among the public and policy health practices for decades; however its clinically based findings have continued to receive minimal mainstream attention. In *Population Mental Health: Evidence, Policy, and Public Health Practice*, Drs. Neal Cohen and Sandro Galea demonstrate the significance of incorporating population-level mental health more effectively into the public health framework.

According to the book, there are numerous social and environmental influences that affect the mental health of the population at large. These factors can be broken down according to the following three varying levels: the individual, inter-individual, and ecologic or group level. Among these levels there are resiliency and risk factors that affect an individual’s mental health and consequently their role in society. While the ability to mitigate every psychological consequence of stress is not feasible, the literature suggests that one must first understand the structural context in which stress exists in order to change the mechanisms that have costly effects on mental health.

Cohen and Galea’s work highlights the importance of multidisciplinary collaboration within these settings to produce the greatest public health benefit. By integrating mental health programs and policies into the general public health practice, “mental health topics can become prioritized and highlighted within the larger public health agenda and not exceptionalized as a distinct set of issues independent of larger health promotion activities” (p.202). The social policies within the American mental health system provide a foundation to begin querying and identifying the problems and barriers that surrounds the current policies in action. The literature advantageously suggests that in order to improve current services, individuals should engage in the opportunity to critically reflect on their own experiences within the population. By doing so, insight and preparation is acquired to advocate for ecological change that reflects a personal aspiration to increase integration among health networks in the community at a large.

The remaining chapters of this book endeavor to touch upon current mental health populations that could benefit from public interventions. School mental health is the first area of concern due to “the U.S. educational system being identified as a key setting for the recognition of mental health disorders and often the de facto mental health provider for children and adolescents” (p.224). Furthermore, providing appropriate care to the aging population has become a growing concern and the authors proposed that “it is a propitious time for public health to engage new theoretical and practical approaches to the challenges of mental health promotion in an aging population” (p. 274).

Additional light is shed on the importance of integrating community and public health prevention efforts. One plan that is based on this framework intends to protect urban families from community violence by “developing service delivery models that proactively screen at-risk families with young children from signs of psychological distress and promote interventions that provide relationship-based treatment for parents and children” (p. 294). These population based approaches can be applied to various prevention strategies to promote awareness and change in other areas, such as suicide. It’s suggested that the public “strive to reduce the burden caused by an array of risk factors... and they buttress protective factors that promote broader community, family, and individual health” (p.304).

This book illustrates empirical findings and collaborative data from more than 30 professional scholars who have accumulated a plethora of knowledge and experience in the field of health. Their combined efforts aspire to result in “the inclusion of mental health concerns, mental health promotion, and mental illness prevention into an integrated public health model that fully recognizes the interrelationships of physical and mental well-being will be key for advancing effective and cost-effective interventions for the greatest social benefit (p.353)”.

Drs. Neal Cohen and Sandro Galea took a novel approach in their advocacy efforts to promote population mental health. While their strides to achieving intersectionality among multiple ecological levels may appear extreme, their framework provides community members with the tools to promote change. As an Adler School student, it is imperative that I not become narrowly focused on individual acts of social injustice. Instead, my focus should also include addressing contextual problems within the public health framework that can benefit an entire community.
ISE Grant Funding Announcements

Health Impact Assessment in Chicago’s Pilsen and Little Village Neighborhoods

The ISE’s Center on the Social Determinants of Mental Health has been awarded a $74,000 grant from The Chicago Community Trust to conduct a Health Impact Assessment (HIA) on proposed redevelopment plans in the Pilsen and Little Village neighborhoods of Chicago. HIA is a tool for evaluating proposed public policies and is used to narrow health inequities by promoting optimal health outcomes, especially among disadvantaged and marginalized populations.

The Center will collaborate with the Chicago Department of Housing and Economic Development, the Chicago Department of Public Health, the Chicago Metropolitan Agency on Planning, Instituto del Progreso Latino, Enlace, the Little Village Environmental Justice Organization, The Resurrection Project, the Fisk and Crawford Reuse Task Force, the University of Illinois at Chicago School of Public Health, and the Adler School Institute on Public Safety and Social Justice, to plan and implement an HIA on concepts for adding open space and access to the Sanitary and Ship Canal in Pilsen and Little Village.

The focus of the HIA project is a redevelopment plan for repurposing the land where recently decommissioned Fisk and Crawford power generating stations are located. The potential mental and physical health implications of the proposed redevelopment are critically important to the largely low-income, Latino residents of Pilsen and Little Village. The HIA is an inclusive process that will help ensure that the often unheard voices of these residents are reflected in final decisions regarding the repurposing of the land.

Community Supported Violence Prevention Strategy

The ISE team has been contracted with the Quad Communities Development Corporation (QCDC) to carry out a Community Supported Violence Reduction Strategy (CSVRS) in Chicago. The Illinois Criminal Justice Information Authority (ICJIA) awarded QCDC with a Special Projects Grant to carry out the CSVRS. QCDC is an organization that aims to help plan, guide, support, and monitor human infrastructure and community development activities in order to create sustainable, healthy, mixed-income neighborhoods on the South Side of Chicago. In addition to the select team from the Adler School Institute on Social Exclusion, other collaborating organizations include the Washington Park Consortium, the South East Chicago Commission, and Chicago Area Projects. All of these organizations will work together as “The Community Violence Prevention Collaboration” (CVPC).

The team will conduct community activities and research that identify individual, community, and societal factors that contribute to high levels of violence in Illinois, particularly in Chicago. The CVPC will target the communities of North Kenwood, Washington Park, and Grand Boulevard. The objectives of this collaboration include teaching residents of these communities to become activists and educators on violence prevention, as well as to influence policy makers to develop effective approaches and policies. Promoting an understanding of violence as a disease within a community is also an objective. The CVPC hopes to re-engage all community residents through encouraging a paradigm shift in the perceptions of police officers, rebuilding trust between local public/private agencies, and teaching residents how to mobilize, organize, and reduce violent behaviors toward adults and youths. In essence, the collaborating organizations of the CVPC hope to move residents of the selected communities from apathy to action to address violence in their neighborhoods.

Currently beginning the second phase of the Community Supported Violence Reduction Strategy (CSVRS), the team has worked to engage and prepare the communities through training the residents, leadership council, and stakeholders to conduct violence assessments. They have attended community meetings to determine recurring themes of the community’s perception of violence. Now in the second phase of the project, the team is using focus groups, interviews, and surveys to identify areas that will become the focus of assessment and intervention.

The Adler School’s ISE team has been allocated $39,000 of the project grant to discover/uncover the underlying social and economic factors that help drive violence in the selected communities. The team will also transfer knowledge and skills that will build the capacity of community residents to create healthy and safe environments. The Community Supported Violence Reduction Strategy is to be completed in August.

To get involved in these community research projects, email ISE@adler.edu.
The simulation is based on the re-entry experiences of formerly incarcerated women. After students, faculty, and community members go through the timed simulation and structured debrief, guest speaker Kimberly Tice shares her experience of re-entry and the challenges that she had to face. Ms. Tice, a formerly incarcerated woman, became connected with the ISE’s simulation through CLAIM (Chicago Legal Advocacy for Incarcerated Mothers). She is a lead speaker for CLAIM’s Visible Voices group, a peer support and empowerment group, and makes a point to attend every simulation so she can share her story with simulation participants.

I had the privilege to sit down with Ms. Tice and discuss her experience as a key component of the Social Exclusion Simulation. A few years ago she learned of a speaking engagement at the Adler School, but was not given specific details about what the Social Exclusion Simulation entailed. When she went to her first simulation, Ms. Tice watched the participants take on the role of formerly incarcerated women struggling to re-integrate into society as they experienced common systemic barriers (scarce housing opportunities, difficulty in finding employment, the pressure of parole officers, lack of food, clothing and healthcare, etc.).

When personally experiencing the barriers and difficulties of re-entry, it is surprisingly common that simulation participants find themselves cheating, and therefore breaking the law, through illegally getting on buses, bartering Social Security identification cards for bus passes, etc. Ms. Tice thought it was very interesting how quickly participants began to break the law in order to try to secure housing, food, and even to meet with their parole officers in order to avoid going back to prison.

“You guys are upstanding students and after three minutes, you get the mentality to jump lines and steal, and I thought, ‘Wow! It wasn’t just me,’” Tice exclaimed. She feels that attending the Social Exclusion Simulation at the Adler School is a kind of redemption for herself in that she observes participants in every simulation performing the same maneuvers that she did when she was struggling to re-integrate into society after her release from prison. The fact that students, faculty, community members, and professionals from outside fields who participate in the simulation felt the same systemic barriers and resulting stressors as she did, and resorted to creative ways to make ends meet, proves to Ms. Tice that she is not alone in how she felt in her re-entry experience.

Ms. Tice had nothing but praise to give about the Adler School’s Social Exclusion Simulation, stating, “I love them. I swear by them.” She considers it a privilege to come to every simulation and offer her insight, and believes that the simulations are as close as people can get to experiencing the struggles that
Lynn Todman, Ph.D., Executive Director of the Institute on Social Exclusion and Vice President for Leadership in Social Justice at the Adler School, recently wrote a guest op-ed for Crain’s Chicago Business on the results of the ISE’s recently published Mental Health Impact Assessment. The piece, “The Overlooked Effect of ‘Criminal Records’ on the Unemployed,” explains how the MHIA found that 7 out of 10 businesses in the socially and economically vulnerable community of Englewood use background checks in the determination of employment. Unfortunately, many of these employers do not know how to distinguish between arrest records and convictions. Dr. Todman stated, “Our team worked with Englewood residents to find out how changes in federal employment policy designed to increase employment opportunity could impact the residents’ mental health and well-being.”

She concluded that the proposed revision of the Policy Guidance on Consideration of Arrest and Conviction Records in Employment Decisions under Title VII of the Civil Rights Act of 1964 could increase mental health in Englewood through increasing employment levels of its residents. The increased employment rates in Englewood could lead to an increase in the mental health of residents, as well as an overall stronger community.

To read the editorial and more news, please visit adler.edu/news.
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 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
- JCCC Foundation

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
- Illinois Criminal Justice Information Authority/Chicago Area Project
- QBCPS Foundation
- U.S. Department of Justice
- YMCA

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