Changing the criminal injustice system
Applying new models for socially just criminal justice

From incarceration to restoration
Helping ex-offenders successfully re-enter society

Expressing the traumatic truth
Working with traumatic abuse survivors through creative arts therapies
GEMEINSCHAFTSGEFÜHL
(geh-MINE-shafts-geh-foohl)

1. (literally) “community engagement” or “social interest,” this Adlerian term is used to describe one’s connectedness and interest in the well-being of others that enhances or pre-conditions psychological health.

2. The revolutionary notion that Alfred Adler proposed in turn-of-the-century Vienna that drives the ground-breaking and far-reaching curricula and commitment to community engagement at the Adler School.

ON THE COVER

This “perpetrator net” is among the artwork by artist, psychologist, and co-director David R. Johnson, Ph.D., at the Post Traumatic Stress Center in New Haven, Connecticut, where Marni Rosen, Psy.D. ’11, specializes in providing psychotherapy and creative arts therapies. “It acknowledges our desire to fight for our clients, and our wishes that justice will prevail,” she explains. Read more about Rosen’s work with survivors of abuse, violence, and neglect on page 29, in this issue of Gemeinschaftsgfühl exploring issues of criminal and social justice, and the lives affected. [Photo by Julie Bidwell]
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Failing systems, bad public policy, wasted lives. Billions in taxes spent, profits gleaned from pain. Families and communities divided, the most vulnerable the most affected. Social unrest and dis-ease. It is difficult to fully characterize the massive crisis of systemic injustice in the United States’ criminal justice system.

The rate at which the U.S.A. incarcerates its population remains the world’s highest. The U.S.A. has 5 percent of the world’s population, yet 25 percent of the world’s prisoners. We confine both violent and non-violent offenders, and we detain and deport immigrants at skyrocketing rates—overwhelming an overburdened criminal justice system and the millions of people the system houses and employs. When incarcerated individuals are released, the formerly incarcerated are almost never supported with the tools to successfully re-enter society. The system cycles them back into detention.

And, rather than caring for or treating people with mental illness, the U.S.A.’s policies, practices, and budget decisions have effectively criminalized the mentally ill and locked them away in prisons. A person with mental illness is three times more likely to be incarcerated than hospitalized. As a result, among America’s incarcerated, the rate of reported mental illness is five times greater than for the general adult population. Additionally, we push certain kinds of people into this unjust process: incarcerated youth, women, and ethnic minorities are significantly more likely to have serious mental health problems than, respectively, incarcerated adults, men, and caucasian groups.

There are solutions. There are paths to ensure socially just practice in criminal justice. The Adler School is guiding it in ways that no other institution can.

We focus on socially responsible practice to enable systemic change. We understand the social determinants of mental health and how those determinants impact marginalized populations that are disproportionately populating American prisons and jails. As a result, our faculty, students, alumni, and Institutes for Social Change are working with those involved with the criminal justice system to produce socially just practices that create and sustain individual and systemic health.

From our Vancouver Campus, we draw on Canada’s progressive and restorative justice practices. From our Chicago Campus, we act to advance change with the U.S.A.’s largest county correctional system and its fastest-growing state prison population. In this issue of Gemeinschaftsgfühl, you will learn about some of that work.

Across our 60 years, the Adler School has addressed society’s most pressing challenges—rooted in Alfred Adler’s central idea that our health resides in our community connections. How the criminal justice system handles those with mental illness is a central challenge for our communities—and socially responsible practitioners will make the difference.

Raymond E. Crossman, Ph.D.
President
Adler School establishes new centers on child guidance and parenting, LGBTQ mental health

The Adler School of Professional Psychology this year established two new centers providing services and education for students, mental health and health care practitioners, and the community: the Adler Child-Guidance Center (ACGC), and the Adler School LGBTQ Mental Health and Inclusion Center (LMHIC).

ACGC was established to continue the work of the School’s namesake, Alfred Adler, and founder Rudolf Dreikurs by providing parent education and child-guidance instruction to parents and other child-care providers—emphasizing democratic leadership, encouragement, and reliance upon respectful, non-oppressive, non-coercive methods of teaching discipline.

Paul Rasmussen, Ph.D., Adler School Core Faculty, serves as ACGC’s founding director. The center offers free parent and caregiver education programs to targeted agencies, and a variety of workshops for parents, caregivers, teachers, child-care workers, and others. Courses and workshops are offered at the Adler School Chicago Campus and a variety of satellite locations. For more information, visit adler.edu/acgc or email acgc@adler.edu.

Meanwhile, LMHIC focuses on educating and training clinicians to be culturally competent in service delivery for sexual orientation and gender-variant minorities. The center’s founding director, Kevin Osten, Psy.D., came to the Adler School in fall 2011. Under his direction, the new center has established new programs and opportunities for advancing social justice for marginalized sexual orientation and gender-variant groups, through community engagement, advocacy, and clinical practice.

For more information on LMHIC offerings for behavioral health clinicians, physicians, nurses, and allied health-care professionals, as well as students, alumni, and the community, visit adler.edu/lgbtq.

School earns national recognitions for advocacy, community engagement

For the third consecutive year, the U.S. Corporation for National and Community Service this spring named the Adler School to the President’s Higher Education Community Service Honor Roll—the highest federal acknowledgment that an institute of higher learning can receive for its dedication to service learning, volunteerism, and community engagement. Meanwhile, the National Council of Schools and Programs in Professional Psychology (NCSPP), last fall honored the School with its 2011 Advocacy Award for significant contributions in education and training on advocacy and public interest issues.

Among initiatives for which the Adler School was named to the Community Service Honor Roll are its Youth Gun Violence Prevention Program, its master’s training program, and the School’s hallmark Community Service Practicum.

In awarding the Adler School with its Advocacy Award in Washington, D.C., NCSSP highlighted the Community Service Practicum as well as “Adler Action Days” for students, faculty, staff, and community partners to take action on issues of need for social change, and the work of the School’s Institute on Social Exclusion and the Institute on Public Safety and Social Justice.
More than 200 people gathered at the Adler School Chicago Campus on Oct. 27 to honor Harold Mosak, Ph.D., Distinguished Service Professor and School co-founder, and his late wife by renaming the School’s library as the Harold and Birdie Mosak Library.

Its dedication coincided with a celebration of Dr. Mosak’s 90th birthday—and announcement of the Campaign for the Harold and Birdie Mosak Library, a five-year initiative to raise $1 million for the library. Building the legacy of the Harold and Birdie Mosak Library is among the School’s strategic goals during fiscal 2012.

Joining Adler School President Raymond E. Crossman, Ph.D., to announce the campaign and pay tribute to the Mosaks was another School founder, Bernard Shulman, M.D. In 1952, Shulman, Harold Mosak, and psychiatrist Rudolf Dreikurs co-founded the Institute of Adlerian Psychology in Chicago, today the Adler School. Shulman and Mosak serve on the School’s Board of Trustees; Mosak also continues teaching at the School.

In his remarks, referring to the School’s founding and motioning to the library and school around him, Harold Mosak said, “In 1952, three people got together and we willed it. Today, it is no dream…Tonight, I pass this legacy on to you.”

For more information about the campaign, contact the Office for Institutional Advancement, adler.edu/giving or 312-662-4032.
New online M.A. programs established in criminology, industrial and organizational psychology

The Adler School is enrolling students in two new online master of arts programs in 2012-13: in criminology focused on the intersection of criminology, psychology, and social justice; and in industrial and organizational psychology, one of the fastest growing specialties in the field of psychology.

The M.A. in Criminology Program will train mental health practitioners to address challenges facing the contemporary criminal justice system—including issues of mental illness, terrorism, gangs, racial disparity, and advances in technology. James Whitmer, J.D., joined the Adler School faculty as director for the program; he brings 26 years of experience as a former special agent with the Chicago field office of the U.S. Federal Bureau of Investigations (FBI), as an undercover agent, criminal profiling coordinator, general police instructor, foreign police instructor, and case agent for major investigations.

The M.A. in Industrial and Organizational Psychology Program will train practitioners in applying psychological methods to critical business and organizational issues including talent management, leadership development, program evaluation, training, organizational change, team building, and work-life balance. Uniquely emphasizing socially responsible practice, the program meets the education and training guidelines of the Society of Industrial & Organizational Psychology. For more information, visit adler.edu.

More Adler School news

• The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) this spring granted the Adler School a 10-year reaccreditation—the maximum possible authorization—following comprehensive site visits in Chicago and Vancouver. In its report, the HLC site visit team highlighted the School’s alignment with and clarity of mission, faculty and staff focus on students, and student engagement on campus and in the community.

• The Adler School Chicago campus in January was awarded the U.S. Green Building Council’s LEED Gold certification—the internationally recognized accreditation that represents the highest standards in indoor environmental quality and resource stewardship.

• G.I. Jobs, a leading magazine for military personnel transitioning into civilian life, awarded the Adler School its 2012 Military Friendly School designation. The recognition honors the top 20 percent of colleges, universities, and trade schools doing the most to embrace America’s military service members and veterans as students.

• The School’s M.A. in Counseling Psychology, Specialization in Rehabilitation Counseling Program was named the first program in a professional school of psychology to receive CORE – The Council on Rehabilitation Education accreditation.

• Martin Brokenleg, Ph.D., Native American scholar and advocate, addressed the graduates at the Vancouver Campus Commencement in October. Meanwhile, the Chicago Campus welcomed Margot Adler, Ph.D., National Public Radio correspondent and the granddaughter of School namesake Alfred Adler, as its Commencement speaker.

Adler also visited both campuses in April to join students, faculty and staff in discussion of Octavia Butler’s “Fledgling,” the School’s 2011-12 Common Book Program selection. An author and Wiccan priestess, she presented on the socio-cultural factors influencing vampires in American literature.

For more on these and ongoing School news, stories visit adler.edu/news.
Changing the criminal injustice system
On this February Wednesday, a dozen or so inmates fill the chairs of a fluorescent-lit classroom at the Cook County Juvenile Temporary Detention Center, part of a sprawling complex on Chicago’s West Side that is courthouse, jail, school, infirmary, and—until their cases are adjudicated—home to about 260 boys, ages 10 to 17.

The boys are here to talk with Elena Quintana, Ph.D., Executive Director of the Adler School’s Institute on Public Safety and Social Justice [IPSSJ], about their lives and violence: why they think people become violent, why they think violence becomes a norm in some communities and not in others.

“I remember the day I became a criminal,” one 11-year-old boy says. “It was the day my stepdaddy hit this girl over the head with a hammer.”

His story comes tumbling out: A girl broke into their house. In trying to get out, she pushed the boy’s sister out the door. The boy’s stepfather grabbed the intruder, took her to the basement, duct-taped her to a chair, and hit her with a hammer. The first blow dislocated her jaw. The second and subsequent blows bashed her skull.

The boy saw it all.

“How did you feel when you saw that?” Quintana asks.

He pauses.

“You know, I laughed at first, but then I felt sad, and I stayed sad for a very long time.”

Conversations like this are all too common in Quintana’s work with detained youth and adults, their families, correctional officers, social service and mental health professionals, and all those involved with the burgeoning criminal justice system.

That system burgeons today like never before. The U.S. Bureau of Justice Statistics reports more than 2.3 million people are incarcerated in the United States, and more than 4.9 million remain in the system under supervised probation or parole.

Reports on jail and prison populations and those re-entering the community after incarceration show that double-digit percentages of these populations suffer from mental illness—and systems are not equipped to help them. In Illinois in February, for example, cuts to public mental health led Cook County Sheriff Tom Dart to publicly decry that the county jail now serves as the state’s largest mental health services provider—with an estimated 20 percent of its detainees and those jailed suffering serious mental health problems.

The complexity of poverty, housing, conflict, violence, and other social determinants of mental health that drive these problems drives Quintana and the IPSSJ’s focus on changing them—through programs focused on juvenile justice, adult corrections, violence prevention, re-entry mental health services and restorative justice (see sidebar, page 11). All are directed toward meeting public safety challenges with socially just solutions—through building public safety systems that address trauma rather than recreating it, through supporting a cultural shift away from punishment and towards accountability, and through helping organizations develop safety strategies that promote functionality and wellness.
The IPSSJ has worked with the Cook County Juvenile Detention Center to develop a Volunteer Visitors Program for trained Adler School student volunteers to visit weekly with detained juveniles—many of whom receive no visitors.

Programs that IPSSJ is putting to work in Cook County, Illinois—the state that has been leading the United States in prison population growth—are intended to impact individual lives and systems, as models of public safety and social justice for detention facilities and communities around the country and world.

"Public safety deals with criminality," Quintana says. "But criminality itself is a construct—as a society, we decide what behavior is criminal and what is not, just as we decide how we will respond to crime, and what the goal of that response should be, retribution or rehabilitation. And each of our decisions carries consequences.

"We need to begin to ask ourselves: Why do so many of our policies effectively create a permanent underclass, debilitating families and neighborhoods, and leaving children without emotional, social, or economic supports? How is it that we sanction, in the name of public safety, a system that imprisons 11-year-olds? "If we want to make a more functional society, we need to start rehabilitating our citizens. We have to stop legislating failure, and start implementing policies and systems that work."

**Offering detained youth a connection**

The IPSSJ Violence Prevention Seminar Series that Quintana holds every Wednesday with the boys detained at the Cook County Juvenile Detention Center takes place with a group of Adler School students and volunteers from CeaseFire, the globally recognized violence prevention organization recently profiled in the acclaimed 2011 documentary “The Interrupters.”

Together, they provide programming for up to 60 juvenile detainees each week—on confronting violence, changing violent thinking and behavior, and facing fallout of the “no snitching” rule in many urban neighborhoods that perpetuates the behavior that leads youth to juvenile detention and jail.

Working closely with the detention center, IPSSJ has also implemented a Volunteer Visitors Program that brings trained Adler School student volunteers to the detention center for once-a-week visits with detainees, many of whom receive no visitors.

"The longer a child is held in a correctional facility, the greater his or her chance for recidivism," Quintana says. "The fewer visits a child has while he or she is in detention, the greater chance for recidivism. We’re failing these kids."

Philippe Magloire, Executive Director of Programs and Professional Services at the detention center, agrees. "Clearly there are structural issues. There are economic issues. There are educational issues.

“But when there is such disproportionate minority confinement, there’s something wrong,” he says, referring to recent analysis showing that 96 percent of the 5,800 juveniles admitted to Cook County detention each year are minorities. "We’re failing these kids."

Magloire sees both short- and long-term value in the programs that IPSSJ has implemented. The visitation program gives kids who would otherwise be disconnected a connection, he says. "They realize that there are people out there who care for them. Feeling disconnected and disenfranchised leads
more than 2.3 million people are incarcerated in the U.S.

potentially to acting out behavior within the facility, but also when they’re released, which then contributes to repeated detentions.

“In 2011, 65 percent of the kids we saw here repeated, meaning they came back at least once if not more. And while we didn’t do a data analysis on this, I suspect that if you were to take a cohort of kids over a three-year period of time and did a real recidivism study, that rate would be in the 80 percent range.”

Another ambitious IPSSJ project still in the planning phase—the Efficient Service Need Tracking System—holds potential for stopping the escalation of juvenile offenders’ criminal careers.

The concept is based on a study in Orange County, Calif., that found that about 8 percent of youth committed 58 percent of crimes. “If you can identify and work with that 8 percent, you’re investing your resources where they are going to have the biggest impact,” Quintana says.

In Chicago, identifying youth at highest risk for reincarceration and violent offenses would require Chicago Public Schools, the Chicago Police Department, and Juvenile Probation to share information regarding Uniform Disciplinary Code violations, arrests, and criminal records.

Coordinating various agencies’ efforts, collaboration, and cooperation is high priority for—and special expertise—of the IPSSJ. For example, the Institute recently took the lead on the Cook County Youth Task Force, which seeks to create a protocol for reviewing and making empirically-based changes to policies that affect youth. Task force members include judges, police, states attorneys, top juvenile justice and CPS administrators, social service agencies, and other advocates.

The “other” prison population
Avery Hart, M.D., is chief medical officer for Cermak Health Services, the healthcare provider for the approximately 10,000 detainees housed daily at the Cook County Department of Corrections and the Department of Community Supervision and Intervention—commonly known as Cook County Jail.

Avery Hart, M.D.

Feeling disconnected leads potentially to acting out.’
Philippe Magloire, Cook County Juvenile Detention Center

Last year, he hoped to identify some new ideas to working with inmates and detainees, and asked Quintana to help.

What he received were some fresh ideas about working with staff.

In December, Quintana conducted a series of focus groups at Cook County Jail—the nation’s largest such facility, where more than 3,800 employees support the incarceration of nearly 10,000 prisoners. When she finished, she says, “it seemed clear to me that the way to provide more lasting safety for the inmates was to create a more functional self-care system for the staff.”
Working conditions are difficult in most jails. Those who staff them are vulnerable to depression and self-injurious behavior. A U.S. Department of Justice report on stress among correctional personnel showed that, for correctional staff, the number of workplace nonfatal violent incidents per 1,000 employees is second-highest among all professions—second only behind police officers. Working with the constant threat of violence takes its toll, as do understaffing, chronic overtime, rotating shift work, and poor working conditions at a number of correctional facilities.

“It’s easy and popular to dehumanize correctional officers,” Quintana says. “They’re supposed to be tough as nails, but they are working under difficult conditions. In some cases, you have very traumatized adults working in situations that are very restimulating, but there’s no care for them.”

Given the realities of life inside the correctional system, correctional officers’ levels of dedication and compassion are striking to Nneka Jones, Psy.D., Chief Psychologist and Director of Psychology at Cermak Health Services. “I can’t tell you how many times I’ll have an officer come to me and say, ‘Dr. Jones, this [detainee] really needs to speak with someone.’ They really care, and they understand, for the most part, that even though an individual may be accused of something, it doesn’t necessarily make them a bad person.”

Recognizing that mental health issues are increasingly part of the inmate profile, the Cook County Sheriff’s Office earlier this year mandated advanced mental health training for every new officer. From the focus groups she led in December, Quintana developed an in-service curriculum for that staff training—covering support and self-care, the psychological underpinnings for power and control, and trauma-informed care, as well as traditional topics such as excessive use of force. Quintana is implementing the training this spring in conjunction with Cook County Sherriff’s Office and corrections officials, and Adler School student Lauren Bailey, who works with the project as part of her Community Service Practicum at the School.

“…even though they may be accused of something, it doesn’t make them a bad person.”

Nneka Jones, Psy.D., Cermak Health Services

“This is a tremendous step for the county, to say to its corrections officers: ‘We understand your mental health needs and stresses, and we want you to have what you need to do a good job,’” Quintana says. “I hope we continue moving forward—Cook County and Chicago can produce long-term policies that are at the forefront as models for true social justice and changing the system for the better.

“People are receptive to change, and are willing to do what they need to do. The doors are being opened.”
Restorative justice: A best practice with best promise

While the goal of criminal justice systems is to establish culpability and punish an offender, restorative justice focuses on establishing accountability and repairing the harm done when a crime is committed.

The practice holds real promise for linking public safety and social justice, says Elena Quintana, Ph.D., Executive Director of the Adler School’s Institute on Public Safety and Social Justice (IPSSJ). The IPSSJ adopted restorative justice as a major project focus this year.

In response to a crime, restorative justice practice brings together those affected—the victims, offenders, and communities or government—to actively and consensually identify and implement steps to repair damages. While in limited use in the United States, the practice is more widespread in other countries including Canada. There, in a landmark 1999 decision, Gladue v. Her Majesty the Queen, the Canadian Supreme Court endorsed the restorative justice concept and use of community-based alternatives to imprisonment.

Canada’s implementation of restorative justice practices still relies on the rapport that private agencies in each jurisdiction have established with the legal system. Yet, “there is good evidence that restorative justice practices, used not only for juveniles but for adults, are the best promise for enabling people who need to take personal accountability for harm that they’ve caused to re-enter society in a more functional way,” says Natalie DeFreitas M.A., a 2011 graduate of the Adler School’s Counselling Psychology Program in Vancouver.

Working with Quintana, the IPSSJ team, and Jasmine Garfield, an M.A. candidate at the Vancouver Campus, DeFreitas has been surveying restorative justice practices. The research will be compiled into a white paper the IPSSJ is producing in collaboration with the Illinois Balanced and Restorative Justice Project (IBARJP).

The paper will measure inputs and outcomes; outline ways that U.S. and Canadian courts, schools, and societies have implemented restorative justice practices; and provide recommendations for expanding restorative justice practices.

“Restorative justice moves beyond defining people as victims or as perpetrators,” DeFreitas says. “Both parties play a part in restoring justice and functioning. Both parties have accountability. Studies show that there is much greater satisfaction for both sides when the restorative justice approach is used.”

DeFreitas offered an example from Peacebuilders International, a former employer and an organization to which she remains connected. Peacebuilders provides alternatives to sentencing for young offenders.

“Young offenders are referred to Peacebuilders’ Restorative Youth Circles Program by the Crowns, judges, duty, and defense counsel before trial,” DeFreitas says.

“When a young person has already been convicted of an offense, the lawyer can advocate for that person to be ‘sentenced’ to restorative measures instead of incarceration. If the court agrees, the case is diverted to Peacebuilders, where the person goes through a restorative justice circle process dealing with the case.

“In many cases, the restorative justice circle process constitutes the sentence. If the person does not complete the program, then the case is referred back to the court for sentencing.”

For more information on the IPSSJ and its restorative justice project, visit adler.edu/IPSSJ.
Pioneering another new advance in global attention to the social determinants of mental health, the Adler School’s Institute on Social Exclusion (ISE) this fall will launch the Center on the Social Determinants of Mental Health—building on the ISE’s foundational work in this field since 2005.

The ISE will launch the new center in conjunction with its second international conference, “The Social Determinants of Urban Mental Health: Paving the Way Forward,” Sept. 19-20 in Chicago, co-sponsored by the Jane Addams College of Social Work at the University of Illinois at Chicago.

Giving the conference’s keynote address will be preeminent global public health authority Professor Sir Michael Marmot, Ph.D., Director of the University College London Institute of Health Equity (Marmot Institute), and Chair of the European Review on the Social Determinants of Health and the Health Divide.

Additional speakers will include Kwame McKenzie, M.D., Senior Scientist in Social Equity and Health Research, and Director of Social Aetiology of Mental Illness, the Centre for Addiction and Mental Health, University of Toronto; Camara Jones, M.D., Ph.D., Research Director on Social Determinants of Health and Equity, Division of Adult and Community Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention; Mark L. Hatzenbuehler, Ph.D., Robert Wood Johnson Foundation Health & Society Scholar, Columbia University; and Bechara Choucair, M.D., Commissioner of the Chicago Department of Public Health.

At the conference, Lynn Todman, Ph.D., ISE Executive Director, will present a session and workshop on the results of the ISE’s ground breaking 18-month Mental Health Impact Assessment (MHIA) project conducted in collaboration with Chicago’s Englewood community. To be completed this summer, the MHIA is unique in that it focuses on the population mental health implications of proposed changes to the U.S. Equal Opportunity Commission’s Policy Guidance on the Consideration of Arrest
Records in Employment Decisions. The MHIA examines the impact on communities’ mental health and well-being when employers use arrest records in making employment decisions.

Todman will also introduce the conference’s international audience to the ISE Center on the Social Determinants of Mental Health, a new national center of excellence that will focus explicitly on the mental health and well-being of the nation’s most vulnerable, marginalized, and excluded communities.

The Center’s initial priorities will include convening a series of “listening meetings” with some of Chicago’s most disadvantaged communities to help determine the focus of the Center’s Chicago-based work addressing mental health disparities and inequities; a community advisory committee to ensure the Center’s research and action agenda engages communities and is relevant to their needs; and a technical advisory committee of professionals—from housing, law enforcement, law, employment, education, transportation, and planning as well as academic fields including sociology, anthropology, and the political sciences—to help shift understanding within professional sectors of their roles shaping population mental health.

The Center will also focus on creating an educational MHIA module for continuing education credit and integration within the Adler School curriculum; launching a working paper series; and launching a virtual bibliography of literature across a range of disciplines on the social factors that shape population mental health.

“Our mission will be to produce actionable, community-informed research that expands the frontiers of knowledge required to develop effective strategies that promote mental health, prevent mental illness, and eliminate mental health disparities and inequities,” Todman said.

To learn more about the upcoming conference and the ISE including its MHIA work and the new center, visit adler.edu/ISE or email ISE@adler.edu.
Mass teach-in highlights IPSSJ ‘Year of the Immigrant’ campaign

The Institute on Public Safety & Social Justice (IPSSJ) and the Illinois Coalition for Immigrants and Refugee Rights (ICIRR) wrapped up a “Year of the Immigrant” partnership this spring with a mass teach-in convened at the University of Illinois in Chicago (UIC) in partnership with the UIC Institute for Research on Race and Public Policy.

The April 5 teach-in “Forced Out: A Unity Forum at the Crossroads of Deportation & Incarceration” rallied more than 50 partner organizations to create a stronger, more unified voice for reforming policies that affect human rights issues related to the United States’ historically high and ever-increasing levels of incarceration and deportation. More than 2.3 million people are incarcerated, and nearly 400,000 immigrants are deported each year.

Speakers and workshop leaders included Cook County Board President Toni Preckwinkle, Cook County Commissioner Jesus “Chuy” Garcia, Adler School President Raymond E. Crossman, Ph.D., and IPSSJ Executive Director Dan Cooper, M.S., M.U.P.P.. Assistant Director, presented research on social determinants of mental health affecting Englewood. The audience examined Englewood’s opportunities for change and its challenges, including a code of silence among residents, feelings of hopelessness and powerlessness, and Chicago aldermanic ward boundaries that divide the community.

The Adler School has worked with Englewood community leaders, residents, and organizations over the last six years to address issues ranging from youth violence to women’s empowerment.

At the March 14 forum with U.S. Reps Quigley and Davis, Joseph Troiani, Ph.D., Adler School Core Faculty and coordinator of the School’s Psy.D. track in military clinical psychology, spoke on an expert panel with colleagues from the University of Illinois; the Illinois Chapter of the American Foundation for Suicide Prevention; and the Northwestern University Feinberg School of Medicine. They examined society’s options for preventing suicide through better understanding the relationship between mental health and suicide—how those who die by suicide frequently experience undiagnosed, undertreated, or untreated depression.

For more information on these and ongoing summits at the Adler School, contact the Office for Institutional Advancement at 312-662-4032.
Elena Quintana, Ph.D. Partner organizations included the National Immigrant Justice Center, Jane Addams Hull-House Museum, the Arab-American Action Network, CeaseFire, and Teachers for Social Justice.

Additional “Year of the Immigrant” events included:
- “A Dream Deferred: The Mental Health Implications of Being an Undocumented Youth,” a Nov. 1 panel of community organizers, youth, researchers, and mental health experts exploring immigrant rights and mental health, hosted by IPSSJ in partnership with ICIRR and the Immigrant Youth Justice League. Among the panelists was Sonali Gupta, Psy.D., an Adler School Core Faculty member with longtime experience working with asylum seekers.
- “The Impact of Deportation on Neighborhood Stability and Public Safety,” a Feb. 21 panel examining local and federal law enforcement policy and response involving federal Immigration and Customs Enforcement when citizenship papers cannot be produced in a law enforcement situation.

Visit adler.edu/IPSSJ for ongoing programs and project updates.

The Adler School has established a memorial lecture and a diversity scholarship to honor the memory of Elina Manghi, Psy.D., Professor and Core Faculty in the Department of Clinical Psychology. Dr. Manghi passed away in January after a brave battle with lymphoma. Faculty, students, staff, and colleagues remember her for her intelligence, creativity, energy, compassion, and leadership—from her training related to neurodevelopmental disabilities around the world, to her research to untangle barriers to services for Latino parents of autistic children.

Established through the generosity of David Castro-Blanco, Ph.D., ABPP, Core Faculty and Acting Coordinator of the Psy.D. Child and Adolescent Track, and Nancy Tyler, M.D., the annual Manghi Memorial lecture will feature a leading figure in the field of child and adolescent psychology whose work exemplifies the qualities and principles that Dr. Manghi espoused and taught. The first Manghi Memorial Lecturer will be Anne Marie Albano, Ph.D., Associate Professor of Psychiatry and Clinical Psychology at Columbia University College of Physicians and Surgeons, and Director of the Columbia University Center for Anxiety and Related Disorders.

The Manghi Memorial Child and Adolescent Psychology Diversity Scholarship is designated for students entering the Child and Adolescent Psychology track within the School’s Doctorate of Clinical Psychology Program. It is intended to encourage students from diverse racial and economic backgrounds to pursue work in the field to which Dr. Manghi dedicated her life.

Established through the generosity of David Katz, Ph.D., Chair, Department of Clinical Psychology, the scholarship fund annually will provide a $5,000 scholarship to one student from an under-represented racial and ethnic group.

Contributions for both the lecture and the scholarship are welcome and accepted through the Office for Institutional Advancement, adler.edu/giving or 312-662-4032.
The Adler School this spring named Wendy Paszkiewicz, Psy.D., as Vice President of Community Engagement and Training, a newly created position overseeing the School’s steadily growing partnerships with more than 800 international, regional, and community-based health and human service agencies.

In her role, Paszkiewicz will oversee the Adler School’s LGBTQ Mental Health and Inclusion Center and the Adler Child Guidance Center, as well as the Division of Integrated Community Engagement and Adler Community Health Services.

A member of the American Psychological Association and the Illinois Psychological Association, Paszkiewicz...
in diversity and multiculturalism in education, psychology, and counseling.

Ileana Ungureanu, M.D., M.A. in Marriage and Family Counseling Program. A 2003 Fulbright Scholarship recipient, she was previously an adjunct faculty member at the Adler School and a doctoral fellow at the Chicago Center for Family Health at the University of Chicago, where she was awarded an Irving B. Harris Fellowship by the Chicago Center for Family Health.

Alberto Varona, Psy.D., Department of Clinical Psychology. Varona comes to the Adler School from the California Institute of Integral Studies. His interests include contemporary psychoanalysis, process philosophy, philosophical phenomenology, existentialism, and the psychology of religion.

Douglas Whiteside, Ph.D., ABPP/CN, Department of Clinical Psychology. Whiteside previously was a professor at Argosy University in Seattle, where he also was Director of the Clinical Psychology Training Clinic.

James Whitmer, J.D., Director, M.A. in Criminology, Online Program [see page 5].

Wendy Paszkiewicz, Psy.D., Vice President of Community Engagement also serves as President of the National Council of Schools and Programs of Professional Psychology. In September, she was awarded the Education Advocacy Grassroots Distinguished Service Award by the American Psychology Association (APA) Board of Educational Affairs at its 2011 Education Leadership Conference in Washington, D.C.
A Conversation With

Karen Koch

Clinical psychologist and former police officer Karen Koch, Psy.D., directs the Adler School’s M.A. in Counseling, Specialization in Forensic Psychology Program. Her 32 years in law enforcement included five years in community relations and telecommunications, and 27 as a sworn police officer with assignments in patrol, detective, juvenile, and crime prevention divisions; Drug Abuse Resistance Education (D.A.R.E.); and Gang Resistance Education And Training (G.R.E.A.T).

Q Your presentations and current research has focused on counselors’ work with law enforcement personnel and their families. Why has this been such a focus?
A Law enforcement is a tough career. So many elements of the job require sacrifice of self for others, not just physically, but emotionally and psychologically. This often goes unnoticed by the general public. People frequently see the police in a negative light. So, there is a tendency for us as law enforcement to stay within our own subculture, one that does not readily trust those outside the profession. As a retired officer and one who has been married to an officer, I understand this and focus on the culture and its influence as it pertains to positive mental health for officers and the use of mental health services.

Q How have the law enforcement and counseling communities changed to address law enforcement mental health in recent years?
A Before 9/11, psychologists and researchers attempted to understand how the stress of police work impacted performance. Training academies, police chief associations, and leaders in the profession endorsed additional training to combat stress. After 9/11, research, literature, and training on wellness for first responders—along with psychological training to address stress, use of police psychologists for treatment, and peer support groups—became much more plentiful. Psychology has gained more acceptance. Our graduates in the M.A. in Police Psychology Program are prime examples of how understanding the tenets of psychological health benefits job performance and personal health.

Today, police departments might first approach helping an officer from the vantage point of reducing liability. But in any case, providing opportunities to interrupt unhealthy responses to stress really does help in breaking the cycle. More departments provide referral resources outside the department, opportunities for additional training on stress management, and opportunities for families of law enforcement to learn about the stress and its impact on them. Often, officers will seek out another officer, such as one of our Police Psychology graduates, or a therapist who has been an officer or part of a peer support group. Any of these individuals can recommend another therapist who specializes in working with law enforcement personnel.

Q Law enforcement psychology is cousin to forensic psychology, another relatively new direction in the field. How is the discipline defined and what training is involved?
A Forensic psychology has been around the last 50 years or so, but has become popular through shows like “CSI” and “Criminal Minds.” It refers to the science of psychology with law. In our program you become equipped to work with all populations but specifically within justice systems—corrections, law enforcement, advocacy, substance abuse, reintegration programs for the recently released. Sadly, jails have become the mental health centers of the world, along with the streets where the homeless individuals with mental illness attempt to survive.

We stress the need for a thorough understanding of forensic psychology, and what it can and cannot do. Topics include eyewitness testimony, aggression, violence and social deviance, trauma, and treatment practices for forensic populations, as well as understanding pleas and the process of determining verdicts such as guilty by reason of insanity, and guilty but mentally ill.
The classes are in-depth and tough. They have to be. We have to have deep critical thinking and a willingness to master and maintain knowledge, because the law is constantly changing. We have to be advocates of information in terms of always seeking to increase and maintain our knowledge and skills.

Q This year, the Adler School graduates its first class of candidates for the M.A. in Counseling, Specialization in Forensic Psychology. What practicums have prepared them, and what positions are they pursuing?

A Venues where they have been working and learning involve programs for re-integrating offenders; programs for children of incarcerated parents and children who are wards of the state; programs for previously incarcerated homeless individuals; community mental health centers with court-mandated clients with substance abuse and domestic violence issues; and programs for the developmentally disabled with mental health and forensic issues.

As they emerge with their degrees and their entry-level licenses, our graduates are interested in working with ex-offenders, sex offenders, the mentally ill homeless, and those who are mentally ill and abusing substances.

This is a very exciting time for our first cohort—a class of talented, motivated and socially responsible individuals.
FROM INCARCERATION TO RESTORATION
They are 25 to 55. One has been arrested more than 300 times. They have spent from eight months to 20 years in prison.

Before prison, most of these women endured neglect and abandonment; emotional abuse from parents or significant others; sexual or physical abuse including rape; poverty; violence; homelessness; addiction; hunger; or a combination of all of these.

They have committed crimes. Some sold drugs and themselves. Some struck back, and some struck first.

Now they have been released. They are anxious and depressed. And they are all by themselves.

As a therapist, what do you give them?
“It’s often the first time they have felt that from someone,” says Scheible, an Adler School student and Adler Community Health Services (ACHS) intern providing therapy at Grace House, an 18-bed facility serving these women.

For years, the Adler School’s ACHS staff psychologists and the interns and externs they supervise have worked firsthand with incarcerated individuals and the previously incarcerated who are re-entering society. The numbers and the human issues to address are significant.

Nearly 2.3 million individuals were incarcerated in U.S. federal, state, and county prisons in 2010, according to a 2011 U.S. Bureau of Justice Statistics report. In addition, the bureau reports 4.9 million adults under supervision through probation or parole.

Of the nearly 700,000 individuals released from prison each year, 80 to 90 percent of them returning to the community have some type of chronic health condition, the Urban Institute reported in 2008. The study also found that 15 percent of men and 33 percent of women had been diagnosed with a mental illness such as depression, and nearly two-thirds of all re-entrants abused substances prior to incarceration.

Amid this environment, ACHS partners with agencies like Grace House to provide psychological services for the currently and formerly incarcerated, while providing internships to Adler School doctoral students like Scheible on their way to becoming clinical psychologists [see sidebar, page 25].

As clinicians in training, ACHS interns administer psychological testing batteries and intelligence tests, provide individual and group therapy, and consult with agency staff. They at times provide training for facility caseworkers and staff in effective communication, stress reduction, and other areas that benefit the staff in managing clients’ mental health needs as well as their own.

“We’re more or less in charge of the mental health of each [client], whether we see them all individually, run groups, or offer proactive services and education,” says Luke Fairless, an ACHS intern who provides testing and sees clients at several sites.

Practice among the underserved
It’s unusual for a professional school of psychology like the Adler School to provide students with a program offering pre-doctoral internships accredited by the American Psychological Association. Like most APA-accredited internships, ACHS internships are highly competitive. Unlike most internship programs, they focus exclusively on serving underserved populations. And unlike any other internship, they are offered only to the Adler School’s students uniquely trained in socially responsible practice.

Five of ACHS’ nine partner sites are for youth or adults who are incarcerated, coming to the end of their incarceration, or recently released and re-entering the community. They are:

• Grace House, for women previously incarcerated and re-entering society, and St. Leonard’s House, a residential rehabilitation facility for men, both operated by St. Leonard’s Ministries on Chicago’s West Side.
The 350-bed Crossroads and the 200-bed North Lawndale adult transition centers in Chicago, serving prisoners in the work-release portion of their sentences. Both are managed by the Safer Foundation, a Chicago-based organization that works to reduce recidivism, through providing a full spectrum of services to help those people with criminal records become employed, law-abiding members of the community.

The Illinois Youth Center in St. Charles, a medium-security prison of the Illinois Department of Juvenile Justice for inmates ages 13 to 20. About 250 juveniles serve time there for charges ranging from drug offenses and property crime, to aggravated assault and weapons-related offenses.

Additionally, about 100 inmates are there for “reception and classification” before being transferred to a juvenile facility suited to their needs, security levels, and charges.

“The Adler School has had ongoing contracts and programs with the Illinois Department of Corrections since the early 1990s,” says Cristina Cox, Ph.D., Adler School Core Faculty, who supervises students at the Illinois Youth Center.

“We’ve been in adult prisons like Stateville and Dixon, and for the last 16 years, we’ve been at St. Charles, where we currently have three intern positions, a full-time post-doctoral position, and several practicum positions,” she says. “We’re one of the only schools that has had such success in placing interns serving the corrections system.”
Nearly 700,000 individuals are released from prison each year.

ACHS’ emphasis on training and broad social perspective is the key, she says, benefiting Adler School clinicians in training, the facilities, their staffs, and the individuals charged to their care.

“We have good collaborative relationships,” Cox says. “Our interns co-lead groups with other mental health professionals, and we’re available to consult with staff. There’s a lot of interdisciplinary work in the prison, always within the mental health realm, such as consulting with teachers on behavior problems.”

Moving past pain to hope

At the start of therapy—particularly at facilities like Grace House where therapy is mandatory—clients may be initially resistant or resentful. “There’s a testing phase at the beginning, and building rapport is critical,” says Scheible, who has provided therapy for about four years. “The women need to know they can trust you.

“They might try to skip out on groups. Or they act out, by staying quiet and not participating, or by reverting to immature behaviors. In effect, they are saying, ‘Are these people going to come back when they say they are going to come back? Do they actually care about me?’”

At the outset of therapy, relating to the objective, outside world is another important focus for most ex-offenders and work-release prisoners—and thus a focus for the clinician, said Dan Barnes, Ph.D., ACHS Director.

Psychology at the turn of the 20th century primarily emphasized intrapsychic, or the internal world, he notes. “The Adler School teaches that, but the School also reminds all of our students to look at the extrapsychic. Somebody can do a brilliant therapy session emphasizing all sorts of interior movement and correction of emotional damage, but if the client then leaves the therapy session and goes back into a horrific environment, there’s going to be an effect there that may detract from the benefits of the individual interior work.

“Making an adjustment back into society—especially for those who have been in prison a long time—is not easy,” he says. “Clinicians’ first tasks may be to help residents get from point A to point B, to help them negotiate practical tasks and solve problems.”

Working with clients to better navigate systems is thus an important pathway to effective therapy, which is the primary and ultimate focus of all ACHS interns’ responsibilities.

“We teach clients how to be more resourceful,” Fairless says. “We can’t always limit the number of problems and issues they run into, but our hope is that we can give them the skills to solve new problems on their own.”
‘Our first tasks may be to help residents negotiate practical tasks and solve problems.’

Dan Barnes, Ph.D., Adler Community Health Services

For example, Fairless says, the recently released have resources available to them—but most are not advertised. “There’s no phone number, no one explains what the service is, what it means, what it costs, availability, how to get it,” he says.

“And then, many people have struggled with substance abuse. While that’s not necessarily the bigger and deeper picture, it’s more immediate and it needs to be handled so that other kinds of work can happen.”

As the clinicians help clients focus on what and how to survive, they begin to see “the injuries, the scars left from disadvantage and failed parenting,” Barnes says. “They see spirits that need to be understood and to be regarded with respect and dignity. These are broken souls, but they are striving. In spite of the initial injuries, the crime, the subsequent and added negative consequences in terms of the prison system and institutionalization effects, still, these are people who are trying to survive.”

Scheible sees it each time she sees her clients at Grace House. “In every one of the 18 women who live there, no matter how hard and tough they want to be around the others, they’re all craving that sense of accomplishment and stability. They push against boundaries, but it feels good to them to know someone cares.”

ACHS: social justice in practice

Founded as Dreikurs Psychological Services Center in 1972, Adler Community Health Services at the Adler School has a significant record of providing psychological services to underserved communities through its clinical training programs for students.

Through its two service divisions—community mental health and juvenile justice—ACHS partners with established community agencies that serve as internship sites for Adler School doctoral students, carefully selected for the competitive internships and supervised by ACHS’ staff of licensed clinical psychologists. The Adler Community Mental Health Predoctoral Internship Program in Clinical Psychology is approved by the American Psychological Association and is a member of the Association of Psychology Postdoctoral and Internship Centers.

During their internships, ACHS clinicians in training devote about one day a week to supervision and didactics, the seminar-like small groups for which interns research and report on topics relevant to their placements. In addition to receiving specific theoretical orientation training and presentations on a range of topics, the interns also are trained in management and supervision for their responsibilities supervising Adler School practicum students, or externs.

ACHS’ community partner sites include two adult transition centers serving men during the work-release phase of their imprisonment; two rehabilitation centers for formerly incarcerated men and women attempting to re-enter society; a juvenile corrections center; a primary care medical clinic serving the homeless and people with HIV; and an elementary school and two high schools serving students, teachers, and members of the community.

Its services for partner agencies include psychotherapy and counseling (individual, couples, family, and group); psychological assessments; consultations; and psycho-educational workshops and groups.

For more information about ACHS, visit adler.edu or contact ACHS Director Dan Barnes, Ph.D. at 312-662-4041.
The Adler School is engaged throughout the world.

THE GLOBAL VIEW

1 USA (Hawaii)
Mary O’Connor Drout, Ph.D., Core Faculty, presented “Facilitating the Development of Future Counselors’ Role in Advocacy” at the 28th annual Pacific Rim International Conference on Disability & Diversity, March 27 in Honolulu.

2 USA (Arizona)
Lynn Todman, Ph.D., Executive Director of the Institute on Social Inclusion, presented one of six “Innovation Talks” at “Innovation in Public Service Psychiatry: How Recovery, Integration and Population Health Will Transform Our Work,” the American Association of Community Psychiatrists 2012 Winter Meeting, March 2-3 in Phoenix. She spoke on “Mental Health Impact Assessment: A tool for advancing mental health equity and promoting population mental health.”

3 El Salvador
Jerry F. Westermeyer, Ph.D., Department of Clinical Psychology, traveled to the country Jan. 14-18 to visit nearly 30 children, adolescents, and young adults who have earned scholarships through programs funded by him and colleague John Kukankos since 2003. They visited with students and their families in their homes to monitor grades, and provide resources and encouragement for school success.

4 USA (South Dakota)
As part of its ongoing collaboration with RE-MEMBER to address the needs of the Oglala Lakota people, faculty and students will travel to Pine Ridge reservation July 21-27 to help with home rehabilitation projects, connect with the Lakotans, and examine issues of the reservation’s poverty and living conditions.

5 USA (Los Angeles)
In March, Adler School President Raymond E. Crossman, Ph.D., chaired a panel of presidents at the annual meeting of the American Council on Education, “Developing Successful Leaders in the Academy,” to support professional advancement of higher education leaders.

6 USA (Georgia)
Among Adler School faculty and students presenting at the North American Society of Adlerian Psychology (NASAP) 2012 Conference June 7-10 in Atlanta will be Mark Bilkey, Psy.D., Director of the M.A. in Gerontological Counseling Program; Paul Rasmussen, Ph.D., Director of the Adler Child-Guidance Center; Leigh Johnson-Migalski, Psy.D., Department of Clinical Psychology; Korey Watkins, student in the Psy.D. Program; and Lynn Todman, Ph.D., Executive Director of the Institute on Social Inclusion, selected to give the 2012 Ansbacher Lecture, on “Social Determinants of Mental Health: A New Paradigm for Addressing Old Problems.”
7 USA (New Orleans)
Adler School Core Faculty Victoria Priola-Surowiec, Psy.D., David Katz, Ph.D., and Don Huffman, M.Ed., presented “Practical and Purposeful Assessment: How the Adler School conducts a student learning outcomes program,” and Nataka Moore, Psy.D., and Eunice Kim, Psy.D., spoke on “Methods for evaluating practicum sites,” at the National Council of Schools and Programs in Professional Psychology (NCSPP) 2012 Mid-Winter Conference, Jan. 16-21, led by the Adler School’s Wendy Paszkiewicz, Psy.D., as NCSPP President.

9 Romania
Ileana Ungureanu, M.D., M.A. in Marriage & Family Counseling Program, will lead Adler School students in a collaborative Global Scholars project with the Areopagus Institute for Family Therapy in Timisoara, July 9-July 22. Projects will include vocational counseling and social integration activities with disadvantaged teenagers and young adults, including those with HIV/AIDS; and healthcare and spiritual support for HIV/AIDS patients and their families.

8 Bahamas
Sonali Gupta, Psy.D., Department of Clinical Psychology, co-facilitated “Mete tet nou ansamn: Put our heads together,” a roundtable presentation with colleagues at the Caribbean Regional Conference of Psychology in Nassau in November. It was based in part on Gupta’s work consulting with a non-government organization (NGO) on psychosocial program development and implementation, and capacity-building training in the year following Haiti’s January 2010 earthquake.

10 Rwanda
Nancy Bothne, M.A., M.S., Director of Community Engagement, and Mary Fabri, Psy.D., Senior Director of Torture Services and International Training at the Kovler Center of the Heartland Alliance for Human Needs & Human Rights, co-presented at the World Learning Conference on Conflict, Memory and Reconciliation in January, on their Adler School/Heartland Alliance class on “Community Based Interventions with Torture Survivors.” During their Jan. 6-19 trip, they also cultivated relationships with Rwandan universities to explore opportunities for joint community practicums and classes.

11 South Africa
Nataka Moore, Psy.D., Core Faculty, and Adler School doctoral student Tina Rago, M.A., have organized “Human Rights and International Immersion,” a three-week course in the Cape Town region this summer. Students will take part in community development with domestic violence shelters; teaching in centers, schools, and daycare centers; and care-giving in non-hospital healthcare clinics, particularly focused on those with HIV/AIDS. They will also network with psychologists, activists, historians, and political figures; and examine issues of children in the military, women’s issues in Africa, South African history, peace psychology, the Universal Declaration of Human Rights, youth violence in Africa, and related areas.
"Into every client session, every group, and every colloquium, I bring...my socially invested, socially interested education at the Adler School," says art therapist and post-doctorate psychotherapist Marni Rosen, Psy.D.
Expressing the traumatic truth

Marni Rosen, Psy.D. ’11 is currently an art therapist and post-doctorate psychotherapist specializing in trauma-informed psychotherapy and creative arts therapies with survivors of abuse, domestic violence, and severe neglect.

An active artist, lecturer, and writer, she is also on the research staff of Yale University’s Holocaust Trauma Project. She is contributing to the development of a new approach to trauma therapy—trauma-centered psychotherapy—and collaborating with Adler School art therapists to combine the approach with art therapy.

I lean in from the edge of my chair. “Did you get hit with an object?” I ask.

Her head nods yes.

“An electric wire?” I receive another nod.

A shoe? Again, a nod.

A wooden spoon? No, a wooden broom.

I continue to list the possible traumatic experiences that my client may have faced in her childhood home, because the reality of my job is that I know that there is always more.

I am a trauma therapist at the Post Traumatic Stress Center (PTSC) in New Haven, Conn., a clinic specializing in the evaluation, treatment, and training for post-traumatic stress disorder and other trauma-related conditions. I work in collaboration with 15 incredible trauma therapists of multiple disciplines, from psychiatry to drama therapy.

Each therapist brings a unique perspective supported and integrated into the trauma treatment of our clients, from yoga and body work to early intervention, school-based intervention, and social action. Our work does not have age, ethnic, or socio-economic limits; our clients arrive to us through self-referral and the Department of Children and Families. My caseload is diverse: clients who are ages 4 to 67, Caucasian to Native American, male, female, LGBT, individuals on Medicare and Medicaid, and individuals who self-pay. Their common thread is trauma.
“Remnants of Recovery” is the “final stage of treatment, where clients can leave behind the remains of their trauma at the completion of their treatment,” Rosen explains.

The poem attached to this “perpetrator net” reads: Caught / in the Web / of his own lies / truth / Persists

As PTSC’s art therapist and only clinical psychology post-doc, I use the visual arts to support the narrative and imaginal exposure process of the Trauma Centered Psychotherapy (TCP) model developed by Dr. David Johnson and Dr. Hadar Lubin, the Center’s co-directors. As a client retells his or her traumatic experience, art materials are offered to stretch elements of the narrative: whether through visual representation of a thought or feeling during the event, or a direct image of event itself. Finding the words to express trauma is a common challenge for trauma survivors. Creative arts therapies can bridge the shattered memory or painful emotion, and a cognitive-linguistic expression of the traumatic experience. It brings the absence of language into the present though art.

My job, my career, and my passion is to help survivors of trauma. I listen to the stories that others cannot tolerate, the stories that family members refuse to ask about, that society does not want to admit happen with more frequency than imaginable. I ask, because if I do not, no one will—and these details that trauma survivors carry with them every day perpetuate their symptoms, creating ripples of shame, guilt, and isolation. I sit with my clients as a witness to the horrific events of their lives, and help each one find the means to express the atrocity, the pain, and the harm of their traumatic experiences.

My office is clearly that of a trauma art therapist. On every ledge are art supplies and artwork; on every wall and canister, an expression of trauma. It’s important that trauma and art are embodied throughout the environment and the treatment—nothing is more important than expressing the traumatic experience.

As a socially responsible clinician and Adlerian by training, I take my work beyond the therapy walls to the greater communities of the PTSC, New Haven, and the general field of psychology. I developed and hosted a PTSC community art show on the collective impact of trauma, showcasing the artwork of our clients, therapists, and family members, and created a Trauma-Centered Art Therapy group. I give community and professional lectures for clinicians and families on providing trauma treatment, parenting traumatized children, and discussing trauma with children.

Into every client session, every group, and every colloquium, I bring the invaluable experience of working with PTSD and my socially invested, socially interested education at the Adler School. I continue to ask difficult questions and ask about the details, all the pain and the suffering, knowing that in the process my clients will be relieved of their symptoms and given voice.
Alumni honored for prominent contributions to the field of psychology

Jay Colker, M.A. ‘80, D.M., and Arena Mueller, Psy.D. ’06, were honored with the Adler School’s 2011 Outstanding Alumnus Awards at the School’s Chicago Campus Homecoming ceremonies in October, for their work in the field of psychology. Honored with the School’s 2011 Bill Powers Outstanding Graduate Award in Police Psychology was Louis Martinez M.A. ’10, an 18-year veteran of the Chicago Police Department.

Colker, an M.A. in Counseling Psychology alumnus, holds 20 years of clinical experience including private practice and clinical work in addiction treatment. He helped the Adler School establish the Adler Child-Guidance Center in 2011, and was named to the Adler School Core Faculty in January. He holds 18 years of experience in organizational development, and consults on diversity and inclusion initiatives in addition to teaching.

Mueller is a post-traumatic stress disorder and substance abuse specialist at the Jack C. Montgomery V.A. Medical Center in Oklahoma, where she helps dually diagnosed men and women manage their disorders. Certified in prolonged exposure therapy, with a focus on exposure therapies for anxiety-based disorders, she volunteers for local programs and encourages veterans to engage with dogs to assist with disorders management.

In addition to his work as a Chicago police officer, Martinez is an author, editor, and teacher, and the president of the Illinois Academy of Criminology. A passionate advocate for officer mental health and well-being, Martinez is recognized for bringing psychology to the forefront of police education and training.

Meanwhile, the American Psychology Association (APA) Board of Educational Affairs selected alumnus Jon Carlson, Psy.D. ’90, as the 2011 recipient of its Award for Distinguished Career Contributions to Education and Training. Featured in the November edition of "American Psychologist" and an APA member since 1969, Carlson practiced as a school psychologist for more than 30 years and has maintained private practice while authoring numerous books. He is renowned for his development of media-based training materials. A distinguished professor at Governors State University, he has received 12 Faculty Excellence Awards and has been named a "Living Legend in Counseling" by the American Counseling Association.

In 2006, the Adler School inaugurated its Outstanding Alumnus Awards and honored Carlson with its first award, for community leadership and commitment to social justice in psychology as evidenced in his work delivering aid to victims of the 2004 tsunami in Southeast Asia.
The Adler School Office for Institutional Advancement this fall named Nadia Whiteside as Director of Alumni Relations, to lead the planning and implementation of programs and projects with and for the School’s alumni community.

Whiteside comes to the Adler School from the Spertus Institute for Jewish Studies, where she oversaw corporate and private events, and launched the institute’s first alumni board and its individual scholarship campaign. She previously worked at The John Marshall Law School, where she oversaw the Fair Housing Legal Support Center and Clinic, and coordinated national conferences and training, as well as clinical students’ internship, recruitment, and marketing efforts. She also served at Literacy Chicago as Director of Volunteer Services.

In addition to leading the Adler School’s alumni programs, Whiteside serves as liaison between School leadership and the Adler School Alumni Association Board of Directors, which elected its new and returning members on December 16 for the 2011-12 year. Board officers are Mark Bilkey, Psy.D. ’97, President; Tim Devitt, Psy.D. ’06, Vice President; and Tom Lindquist, M.A. ’09 (Counseling Psychology: Art Therapy), Secretary.

Board members are Vilija Ball, Psy.D. ’09; Erika Creydt, Psy.D. ’05; Nancy Farina-Johnston, M.A. ’06 (Counseling and Organizational Psychology); Chasidy Karpiuk, M.A. ’06 (Counseling Psychology); Tony Labrosse, M.A. ’10 (Counseling Psychology: Art Therapy); Roger Peden, M.A. ’01 (Counseling & Organizational Psychology); Michael Ryle, M.A. ’08 (Police Psychology); and Nancy Ukpe, M.A. ’07 (Counseling Psychology).

Among the Board’s primary focuses this year has been strengthening opportunities for Adler School alumni to connect with one another, said Bilkey, who also is Program Director for the School’s M.A. in Gerontological Counseling Program.

“The Alumni Board is working hard with the Office of Alumni Relations to create opportunities for all of our alumni, such as ‘Building a Professional Network’ events to network, mentor, and meet practitioners who can answer career-related questions,” Bilkey says.

Ongoing events have included career and professional development offerings. Additional plans include an Adler School alumni event at the Chicago area’s Ravinia Festival this summer, an alumni and friends golf outing in September, and special alumni gatherings for the School’s 60th Anniversary Homecoming weekend in October.

Learn more about the Alumni Association and all upcoming programs and events at adler.edu/alumni. Alumni are also encouraged to update their contact information and share news with Whiteside in the Office of Alumni Relations at nwhiteside@adler.edu.
Connect with the Alumni Association Board and its committees for Career and Professional Development; Communications; and Social Networking, Awards and Events.

Discover the current “Alumni Spotlight” on how Africa inspired the work of alumna Bev Verona Greenberg, teacher and vice president of a non-profit organization connecting American students with their counterparts abroad.

Explore options to get involved as a new alumni mentor, event panelist or speaker, or alumni ambassador. Psy.D. graduates who have recently taken and passed the Examination for Professional Practice of Psychology (EPPP) exam can also provide written or video testimonials about preparing for and taking the exam, to be shared in a “What You Should Know” guide for the Adler School’s Psy.D. students and new graduates.

Update your contact information and reserve your place for ongoing professional development programs—including Career Transitions Center job search programs specialized for Adler School alumni.

Visit the section for this summer’s announcements and details of the Adler School’s 60th Anniversary Celebration and Homecoming 2012 activities.

Upcoming Events

October 12  Vancouver Campus Fall Alumni Reception
Details to be announced.

October 13  Vancouver Campus Commencement ceremonies
Details to be announced.

October 26  The Adler School at 60
Live cross-campus colloquium hosted by Adler School President Raymond E. Crossman, Ph.D., 2 to 5 p.m. Special guest speaker will be Charles Brewer, Ph.D., with panelists including Jane Nelsen, Ed.D., and the Adler School’s Harold Mosak, Ph.D. and Paul Rasmussen, Ph.D.

October 26  “Positive Discipline,” Chicago Campus
Continuing education (CEU) workshop, 11 a.m. to 3 p.m.

October 27  Chicago Campus Homecoming
Reception 7 to 10 p.m.

October 28  Chicago Campus Commencement ceremonies, 11 a.m.

For more information and updates, visit adler.edu.
“This is a step forward in something that is affecting tens of millions of people.”

e Neil Bockian, Ph.D., on new brain stimulation techniques for treating those with depression
The story: “Brain function is altered in those with depression, study finds” [wire news]

“The urban environment has a profound impact on psychological functioning.”

Lynn Todman, Ph.D.
The story: “Empty places: the economic and social cost of emptiness” [Changing Gears: National Public Radio affiliates WBEZ 91.5 in Chicago, Michigan Radio and 90.3 WCPN Ideastream of Ohio]

“It’s a pretty clear call that things need to be different and changes need to be made. This is a population that is very likely to have repeat episodes that will land them back in the ER.”

David Castro-Blanco, Psy.D.
The story: “Most self-harming teens leave ERs without receiving mental health assessments” [wire news]

“9/11 was a wake-up call for the need for what we call psychological consequence management.”

Joseph Troiani, Ph.D.
The story: “Effects of 9/11 shape new graduate school programs” [U.S. News & World Report]

“How do you get to feel great emotionally and physically? Practice, practice, practice.”

Mark Bilkey, Psy.D.
The story: “Keeping a youthful approach as your body ages” [Chicago Tribune]