

Adler Graduate School Newsletter

April 2020

President's Message

Jeffrey Allen, Ph.D.

"We need licensed mental health professionals more than ever."

I hope everyone is safe and healthy as we move into Spring. **I would like to share this message and video from some members of the Adler Graduate School Community, showing what some of us have been doing while we're away from the office. We are thinking of you and miss you all:**

<https://www.youtube.com/watch?v=AvwkP9eizVE&t=7s> (You might have to scroll the video to the beginning.)

As we continue into Spring semester, the health and safety of our employees, communities, and students is, and will remain, a top priority. Considering recent developments, the following guidelines and actions are now in effect at Adler Graduate School. Our current operating plans include minimal staffing at our location, to provide limited access to pick up materials, access computers, and Internet services for students and faculty who need it; these plans will satisfy the governor's order. **The building will be open from 11AM-2PM Monday through Saturday.** Staff and faculty will be given access any time needed.

Our classes for Spring Semester, beginning April 13 and ending June 29th, will include the following: On campus classes will be held virtually via synchronous Zoom face-to-face video conference. Classes will continue to be held as originally scheduled for Spring Semester, on the same dates and times. The building will be open based on a modified schedule. Of course, there are no changes to the regular online courses.

If you need to schedule an advising meeting, Zoom options will be available to you -- please contact your advisor to schedule.

All faculty and staff will continue to be available by phone, email, and Zoom during their regular work hours.

We at Adler Graduate School are strong and positioned to seamlessly offer quality education, preparing mental health and human services professionals during the Covid-19 crisis, for as long as it takes. I would recommend that people stay the course, take advantage of our strong educational offerings, and continue on track with their educational goals. We need licensed mental health professionals more than ever. Mental health services are also considered essential services.

General Hygiene

Continue to practice good general hygiene such as handwashing and avoiding touching your face. Practice social distancing, both in and away from the office.

We are constantly reviewing information as it becomes available and will evaluate and refine our guidance to you as we all learn together how best to engage with the world, each other, and our community amidst a major public health concern. For additional information regarding work from home guidelines, watch your inbox for updates from me or other leaders.

Now is a time for the Adler Graduate School community to succeed together by taking care of ourselves, each other, and the diverse communities we serve.

Be well,
Jeff

Accreditation and Assessment

Solange Ribeiro, Ph.D. and Nicole Randick, Ed.D.

Please check out our Quality Assurance and Assessment webpage! This page includes cool tools, resources, and tutorials.

<https://alfredadler.edu/about/quality-assurance-assessment>

As an AGS stakeholder, you are familiar with our mission of preparing mental health and human services professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging to the individuals, families, and culturally diverse communities they serve. Are you also familiar with the criteria we use to define these highly competent professionals and with the processes upon which we rely to evaluate how well we are achieving our mission? If not, read on, and then check the Accreditation and Assessment section of our website for more details (these pages are found under the "About Adler" button on the AGS website home page).

In order to intentionally pursue our mission, we identified a set of characteristics that we believe define a highly competent mental health or human service professional and designed curricula and processes that support the development of these desired characteristics. Aware that teaching does not necessarily mean learning, we established processes to evaluate each student's progress toward development of those aspirational professional characteristics and to evaluate how well each program is supporting the development of all students in those *areas*.

Although this article focuses specifically on the Adlerian Counseling and Psychotherapy degree and its specialty areas, similar processes are in place for the Applied Adlerian Psychology in Leadership degree. Details for each program/specialty can be found in the webpages mentioned above and below.

As indicated in the Institutional Quality Assurance Plan, quality education, Adlerian principles, and diversity are three of the four cornerstones of our institutional framework. Not surprisingly, when examining the question of "what characteristics should we expect from our graduating students in order to consider that we are achieving our mission?", these constructs are prominent in the answer. AGS graduates are expected to exhibit a strong counseling professional identity, including foundational and specialty knowledge and skills as well as professional dispositions congruent with the profession; solid understanding of and ability to apply Adlerian theory in everyday life and in their work with clients; awareness, knowledge, and skills necessary for understanding and working with individuals and communities within their cultural context; and a commitment to social justice and advocacy.

To learn more about how these competencies are measured, browse around our Assessment and Evaluation Tools page on the website at:

<https://alfredadler.edu/about/quality-assurance-assessment/assessment-evaluation-tools>.

You may find the portfolio manual to be of special interest, as it describes how students demonstrate their competence in these different areas.

If you are interested in how we evaluate specific learning outcomes related to foundational and specialty counseling, please visit the Student learning Outcomes page at:

<https://alfredadler.edu/about/quality-assurance-assessment/student-learning-outcomes>.

Enjoy the voyage, and reach out to any of us if you have questions!

Faculty Spotlight: Asha Dickerson

Ph.D., LPC, NCC, CPCS



What is your position at AGS?

Full-time/Core Faculty member.

Tell us a little about your background.

My experience in the helping field began with working in Child Protective Services (CPS) in Alabama. I specifically worked with teenagers who were aging out of the foster care system. No matter where I placed them, they would usually want to be back with their families of origin and would run away from very nice, stable homes to be with their parents. Over 80% of CPS cases in the state at that time were linked to substance use in some way, so I decided that I wanted to do work that dealt with the root of the issue. I went back to get a master's degree and provide family counseling to people with substance use and co-occurring disorders. Eventually, as a supervisor, I encountered many students and interns who I felt were not adequately trained to work in the field, so I decided to go into academia. I taught part-time at a couple of other universities before moving to Atlanta to work full-time at Argosy University Atlanta before they closed. I'm an Argosy transfer like some of our students!

Thus far, what do you like best about AGS culture?

I like that everyone is a part of the decision-making. I'm coming from a school that was very large with a corporate environment and many secrets. AGS is more like a family. What I really like most is working with Solange Ribeiro again. She was one of my professors at University of Alabama Birmingham and the reason that I began studying in Adlerian theory.

What's one fun or unique fact about you?

I am a hip-hop connoisseur. My twin sister and I (Dr. Dickerson at Johns Hopkins) have attended many rap music concerts and still engage in the occasional free style battle. I like to use Trap Music in substance abuse classes to help students understand the culture, lingo, and problems of drug-ridden communities in the South.

Anything else you'd like the AGS community to know?

When I was in school, I was a single mother, working full-time. I never submitted a paper late, never missed a class, and never earned anything less than an A in my masters and doctoral program. I know that there are a lot of responsibilities to juggle, but I also know that adjustment and sacrifice are essential to success. Work hard today so that you can reap the benefits tomorrow.

We're glad you're part of the AGS community, Asha!

An Adler Classic

Rocky Garrison
Ph.D., LP, CBSM



Reference: Birnbaum, F. (1935). Development of character. *International Journal of Individual Psychology*, 1(1), 67-75.

Author Information: Ferdinand Birnbaum (1892 – 1947) was trained as a secondary school teacher. He met Adler in 1920 and became active in Viennese Individual Psychology. From 1924 to 1934 he participated in the Individual Psychology Experimental School with Oskar Spiel and Franz Scharmer. During World War II he belonged to an illegal individual psychological working group, and after the war tried to revive the Association for Individual Psychology in Vienna.

The focus of this article is on techniques for character development, which Birnbaum (1935) defines as increasing the likelihood that a person will strive for recognition within the “comprehensive community of mankind” and not within a “seeming community” or in “comparative isolation” (p. 68). As the inevitable obstacles to this striving arise, each person creates compensations that “... come under the control of his [or her] guiding phantom – his [or her] ‘fictive projection’ (his [or her] goal)” (p. 68). This striving toward a fictional goal, and not the specific faults, misbehaviors, or symptoms, is the focus of Individual Psychology character development (IPCD), and goal disclosure and goal correction are the essence of the IPCD techniques. The article is aimed at educators, but I believe the techniques are relevant to counseling and psychotherapy as well.

Birnbaum (1935) begins by pointing out the importance of a productive relationship in the disclosure and correction process, avoiding a “commanding style” or counting on “personal attraction,” while representing the “comprehensive community” and being “... forever learning and growing.(p. 70)” The healthy style of living is open to continual correction and adjustment based on experience. The second IPCD technique, “rendering the invested power fluid,” focuses on the energy it takes to maintain the mistaken line of movement and the availability of a more constructive line of movement. The third IPCD technique reminds us to work with specific, concrete situations and not the general attitude while continuing to keep the mistaken movement in mind and to clarify the understanding of this mistaken movement by “assembling conclusions from the greatest number of traits in the individual” (p. 73).

The fourth technique, “perhaps you have believed ...” proposes this stem as one way to open a discussion of the mistaken interpretation of the situation under discussion. Birnbaum (1935) suggests following this comment with, “Many children believe just as you. It’s nothing special – not important – only an error. Certainly we (!) have to correct this error” (p. 74).

The article concludes with a reminder that character development involves both destruction of the mistaken lines of movement and enabling the construction of a positive attitude toward the community.

To investigate additional classic Adlerian works, consider the AGS Research Center, which contains three collections: a donated collection from Margot Adler, a donated collection from the Alfred Adler Institute of New York, and the personal collection of Harold H. Mosak. These collections provide access to over 3000 items, including books, journals, articles, photographs, and memorabilia from Adler family members and noted Adlerian scholars. The Research Center provides students, faculty, alumni, and scholars with access to unique, rare, and specialized Adlerian materials.

Please contact the AGS librarian for information about and access to the collections; email: library@alfredadler.edu. See also: <https://alfredadler.edu/library/adlerian-collection>



Some Adlerian Principles

Wes Wingett
Ph.D.



Through the AGS Alumni Association, Dr. Wes Wingett will be sharing nine principles of Adlerian psychology. Find more information about the Alumni Association and Wes's principles in the Community Updates section of this newsletter. Read on for more information from Wes, including his background in Adlerian psychology and the first principle he will explore.

My Journey to Adler

"How did you get to Alfred Adler?" is one of my favorite questions to ask others who follow the theory and practice of Adlerian psychology. Here is a portion of my own journey.

Rudolf Dreikurs was scheduled to be in Lincoln, Nebraska in the fall of 1970 as part of a conference for school counselors. Rudolf Who? I signed up, drove the hour to Lincoln and watched Rudolf Dreikurs work with a group of adolescents. I left wondering about what he was doing. Many of the attendees were enthralled; I left confused and curious.

In 1971 I attended summer school at the University of Wyoming and enrolled in a counseling course from an ex-Marine who helped the ideas of Dreikurs come alive. In 1971 I ordered some Adlerian books from the Alfred Adler Institute of Chicago. I am still collecting Adlerian-related materials; the collection has grown to six large bookcases full of Adlerian books, journals, pamphlets, and a napkin or two from the Central Café in Vienna.

Adlerian theory and practice became the basis of the private practice I established in Norfolk, NE in 1978. Attendance at Adlerian conferences began in the 1980s. In the 1990s, my involvement began with attending conferences hosted by the Alfred Adler Institute of Minnesota, continued by teaching classes at the Alfred Adler Graduate School, and involvement with the school counseling program development, teaching classes and facilitating workshops for the Adler Graduate School. As a faculty member of the school in 2004, my name was drawn out of a hat for plane fare for Ireland to attend the International Congress of Adlerian Summer Schools and Institutes in County Cork.

Through involvement in the North American Society of Adlerian Psychology (NASAP), I began to do presentations, starting with a round-table discussion and evolving to all day workshops. Attendance at four ICASSIs led to travel outside North America to teach. Volunteering to teach Adlerian theory and practice in Asia, Europe, South America, and Central America has provided positive personal and professional growth opportunities.

Several years ago, I began to contribute to the Adlerian literature, including journal articles in several refereed publications, workbooks on various Adlerian issues, and now, essays.

Bob Bartholow wrote a series of essays for one of the newspapers in the Twin Cities area. He told me that one of my responsibilities was to continue his work and that of many others to continue sharing the theory and practice of Adlerian psychology. Today, my personal journey has evolved into a continuing study of Adler's concepts and the writing of essays. I am humbled and honored to be able to share some of these essays with you.

Sigmund Freud, Carl Jung, and Alfred Adler were three of the leading thinkers of the first three decades of the twentieth century, about people, mental health and mental illness, and how lives could be improved.

Alfred Adler (1870-1937) and his followers are dedicated to the ideas of social equality, personal freedom, and the improvement of humanity as the social responsibility of each generation. Here is the first of nine principles of Adlerian psychology:

People are social beings who want to contribute and belong first in a family, then in an educational setting, and then in the larger community.

Multilingual Learners

Ruth Schultz

Ed.D.



Multilingual learners (those who use more than one language) who have earned college degrees have often done so with determination and the assistance of faculty and staff. These students are developmentally ready to learn the content of Adler curriculum, but may not necessarily progress without struggle. Multilingual learners may have unique needs not only in speaking English but also reading, writing, and understanding the complex semantic (meaning in language) and syntactic (the way words are arranged to form sentences and phrases) of the English language.

Written instructional materials, verbal explanations, and tools (e.g., study guides, pictures, diagrams, or videos) assist in student learning. Simple strategies may include pairing students together to provide opportunities to interact and negotiate meaning (<https://www.gse.harvard.edu>). The simple practice of pausing more often during lectures, and checking in with student responses helps measure understanding and demonstrates support (<https://www.gse.harvard.edu>). Writing in English is a challenge, and there are challenges when students and faculty lack cultural knowledge about one another.

A medical doctor (Rust et al., 2006) used the acronym CRASH “A CRASH Course in Cultural Competence” as an easy way to remember the cultural aspects of educating others. CRASH provides basic ideas to remember and practice when working with students or as health care professionals serving multilingual clients.

CRASH

Culture – The importance of shared values, perceptions, and connections

Respect – Understand that demonstrations of respect are more important than gestures of affection

Assess – Understanding that there are tremendous “within-group differences”

Affirm – Recognizing each individual as the world’s expert on his or her own experiences and LISTEN

Sensitivity – Develop an awareness of specific issues within each culture that might cause offense

Self-Awareness – Becoming aware of our own cultural norms, values, and “hot-button” issues

Humility – Recognizing that none of us ever fully attains “cultural competence” but lifelong learning

References

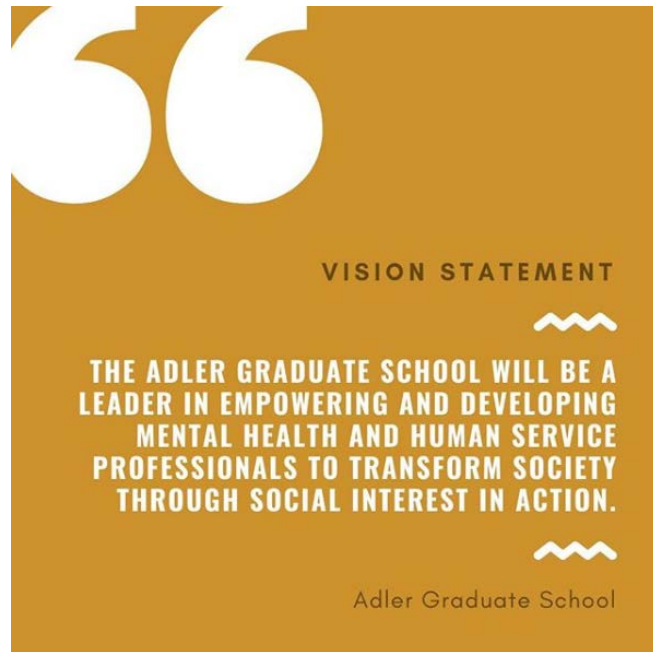
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Thank You to Our Donors!

We would like to recognize the following individuals, who donated to the Adler Graduate School in the 2019-2020 fiscal year. Their generous donations assist us in fulfilling our Mission of preparing mental health and human service professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging to the individuals, families, and the culturally diverse communities they serve.

- ❖ Jeffrey Allen
- ❖ Ev Haas
- ❖ Rich Martino
- ❖ John Sweeney
- ❖ Joan Bullemer
- ❖ Fayemarie Carter
- ❖ Chris Garwick-Foley
- ❖ Suzanne Kramer
- ❖ Priscilla MacDougall
- ❖ Sam Major
- ❖ Berta Shapiro
- ❖ Kris and Robie Wayne
- ❖ Tamara Whear



*Your
Donations
Make a
Difference!*

Please consider contributing to the Adler Graduate School, and contact us if you would like to become more involved with AGS.

If you would like to make a financial contribution, checks can be written to the Adler Graduate School and sent to: Adler Graduate School Business Office, 10225 Yellow Circle Drive, Minnetonka, MN, 55343.

You may also visit our website and select "donate" at: <https://alfredadler.edu/donate> to donate online or to look at other options to contribute.

Finally, we encourage you to consider a legacy gift, estate planning, or endowment with Adler Graduate School in mind. Feel free to contact Dr. Jeff Allen to discuss this option.

The Adler Graduate School is a 501(c)(3) organization, and your donation is tax deductible to the fullest extent allowed by law.

Social Interest in Action

The Social Interest in Action committee, whose members include AGS staff and faculty, fosters belonging and encouragement to internal and external partners. For questions about or to join the SIA committee, contact Allison Zapata at allison.zapata@alfredadler.edu.

At this time, the Social Interest in Action Committee has postponed our Wellness Week from April 19-25 to October 5-10. We are discussing events such as bringing a therapy dog on campus, student-led yoga session, prizes and giveaways, and a presentation regarding sustainable living. We are also looking at hosting a Summer BBQ (TBD). We have Seizure Training on May 20, hosted by the Epilepsy Foundation of MN. **More information is to come!**

AGS Alumni Association

The Institute, in conjunction with the Alumni Advisory board, has put as many of the current workshop series into Zoom presentations as possible. The few that cannot be held online, like Sand Play Therapy, have been rescheduled till the end of June and summer.

The Alumni Advisory Board is now 15 strong, and we are always looking for new members. The board discusses and chooses workshop presentations and hosts alumni events, which are on hold for a bit. The Parent Education Center project is also on hold for now.

Dr. Wes Wingett has been writing a series of essays for alumni that he is calling Adlerian Musings. Ev Haas will send out a short essay each week to provide alumni some Adlerian thoughts. See Wes's introduction in the Some Adlerian Principles section of the newsletter.

We hope in the future to hold an Alumni Appreciation Day!

For more information on the AGS Alumni Association, see:
<https://alfredadler.edu/community/institute/alumni-association>

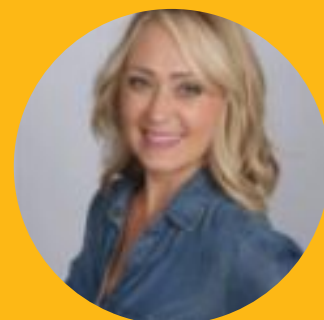
Interested in School Counseling?

Contact:

Marcie Skoglund | Assistant Director of Admissions

612-767-7097

marcie.skoglund@alfredadler.edu



Program Spotlight: School Counseling



Amy Foell, MA, LSC; Program Chair

Relationship matters.

Our relationships with our students reflect learning who they are as people. We care about them not just as students and professionals but as individuals.

- Amy Foell

The Adler Graduate School offers a Master of Arts Degree in Adlerian Counseling and Psychotherapy with an emphasis in School Counseling. The School Counseling emphasis includes an internship component and prepares students for licensure in any state. This 50-credit degree requires successful completion of a combination of required and elective courses and completion of an electronic portfolio that reflects and showcases students' competencies acquired throughout the program.

The School Counseling Program at Adler Graduate School guides its graduates toward acquisition of the knowledge and skills needed to provide competent counseling in K-12 school settings. Students are immersed in the ASCA National Model throughout their entire educational program.

Program Chair Amy Foell stated: *"A value of our program is developing well-rounded, holistic professionals who are prepared to work with the growing complexities of students' lives and their families' lives. I also think we really value our relationship with students, from when they walk in the door until after they join the profession."*

The Adler Graduate School's School Counseling program is fully approved by the PELSB to prepare graduates for school counselor licensure.

Amy Foell, School Counseling Program Chair, discusses her background in school counseling and the AGS School Counseling program:

<https://www.youtube.com/watch?v=7t2u3k4Tlzk&feature=youtu.be>

