



Adler Graduate School Newsletter

Winter 2021

President's Message

Jeffrey Allen, PhD

We continue to stay strong with our Adlerian values of dignity, respect, equality, courage, purpose, and belonging.

Many times, we forget to recognize and celebrate our achievements, especially in these pandemic times. As we move forward with vaccinating and practicing CDC health guidelines, I am looking forward to having people back on campus. We are planning to resume with in-person classes in the Fall semester: October 4, 2021. I look forward to celebrating with our students, faculty, and staff.

Over the last year as a college, we have a lot to be thankful for and to celebrate.

- We have earned our 10-year accreditation from the Higher Learning Commission and have been asked to present our assessment and quality education plan in a poster presentation at the next HLC annual meeting.
- We have developed and implemented processes to monitor the quality of the education we offer. These include signature assignments to measure key performance indicators (KPIs) and student learning objectives (SLOs); measuring each KPI three times during each program; a process for evaluating professional dispositions; and a comprehensive program evaluation plan (PEP) for each program.
- We have proved to be successful and resilient in our educational deliveries (synchronous, asynchronous, and hybrid classes) and were able to adapt seamlessly to the restrictions caused by COVID-19. Even though we will have some in-person classes again, we have transformed the way we deliver education.
- We have applied for CACREP accreditation for the counseling programs and are considered "in process."
- We have instituted a new marketing campaign with our partner Spark-451, which already has resulted in an increase in prospects.
- With Spark-451, we are creating a new website, which is rolling out in May/June. The website will have password-protected sections for students, faculty, and staff.
- HLC has approved our second MA Degree in Applied Adlerian Psychology in Leadership.
- Secured PELSB accreditation for the School Counseling program for four more years.
- Applied for and secured a site visit from ACATE for accreditation of the Art Therapy program.
- Our faculty occupy leadership positions in local, state, and national professional associations.
- The leadership has approved a tuition scholarship based on Inclusion, Diversity, Equality and Accessibility, to support educating counselors from underserved communities.
- The Hub for Student Development has been created, bringing the whole campus together to support students, deliver quality education, and engage in social interest in action.
- The Adlerian Students in Action group has grown to more than 150 students.

Of course, we are thankful for our families and community members and all their contributions to our well-being. We continue to stay strong with our Adlerian values of dignity, respect, equality, courage, purpose, and belonging. I am thankful to have the best faculty and staff on the planet, who care and are highly accomplished in their fields. With our focus on quality education, student learning, and making the world a better place, we remain strong in fulfilling our mission of "preparing mental health and human service professionals with a strong Adlerian foundation."

I look forward to the new normal when we can meet in person again as a college community.

Accreditation and Assessment

Solange Ribeiro, PhD and Nicole Randick, EdD

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

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

We are happy to communicate progress in our two programmatic accreditations: The Art Therapy program site visit for CAAHEP accreditation has been scheduled for June, and the Counseling program application for CACREP accreditation of the three counseling specialties has been submitted.

Here is a quick overview of the program accreditation process:

1. The program develops a self-study that shows that the institution and each of the specialties seeking accreditation meets all the quality standards established by CACREP. These standards include institutional practices and support of the program; quality of core and contributing faculty; quality of core and specialty curricula; program and students' professional identity, which includes quality of practicum and internship experiences; and program evaluation, including assessment of student learning and all other aspects of the program.
2. Application for accreditation, with submission of the self-study document.
3. Review of the self-study by accreditation agency in-house reviewers. At this step, reviewers frequently ask for additional information in the form of an addendum.
4. Addendum submission and review by in-house reviewers (if applicable).
5. Scheduling of a site-visit by external reviewers.
6. Site visit and recommendation to the accrediting Board.
7. Accreditation decision made by the Board. This step may be delayed due to Board meeting schedule because the CACREP Board only meets twice a year, in January and July.

As mentioned above, the Art Therapy program is currently in step 5 of this process. The Counseling program is in step 2: The application has been accepted by CACREP and is in the queue for review by internal reviewers. We should receive the results of this review in about 12 weeks. Be on the lookout for an update around then.

Our thanks go to all faculty and staff for the hard work in curriculum development and implementation, instruction, assessment practices, and all the student support practices (from admission to graduation) that made these accomplishments possible. If you want to learn more about these accrediting organizations, please see www.cacrep.org and www.caahep.org.

Faculty Spotlight: Breanne Hiivala Cahoy

EdD, LPC, CRC



What is your position at AGS?

I am a full-time faculty member in the Counseling Program, faculty liaison, and career specialist. I am also the faculty advisor for Adlerian Students in Action, a student group at AGS. Check our group out on Facebook!

Tell us a little about your background.

I have served in college and community settings primarily in sexual assault victims advocacy and career counseling. I've lived in the Midwest, Rocky Mountain, and Western regions of the US and love world travel and adventure. My primary research areas are topics related to diversity, as well as the integration of nature in counseling. I am the founder of the Midwest Ecohealing and Ecotherapy Interest Network and am always looking to chat about all things Ecology!

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

Gemeinschaftsgefühl, which means social interest. Social interest (community feeling) deals with our understanding that community is essential to our well-being. It took me a while to learn how to pronounce the word, but not nearly as long to see it at AGS!

What's one fun or unique fact about you?

I hiked the Camino del Norte and the Camino Ingles in Spain. Oh! And—I have three dogs: Teddy (Cavalier Poodle), Avery (Dachshund Chihuahua), and Lemon (English Labrador).



Teddy, Lemon, and Avery.

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

Not about me—just a reminder to try to be gentle and kind with yourself, and stay curious about the experience of others.

A Classic

Rocky Garrison, PhD, CBSM



Reference: Adler, A. (1929/1937). Significance of early recollections. *International Journal of Individual Psychology*, 3 (4), 283-287. [originally published in 1929]

Author Information: Alfred Adler (1870 – 1937), the founder of Individual Psychology

Adler (1937) thought “the discovery of the significance of early recollections is one of the most important findings of Individual Psychology” (p. 283). Originally published in 1929 as chapter 7 of *Problems of Neurosis*, this article seems to be some of Adler’s earliest published work on early recollections, which are “... most helpful in revealing what one regards as values to be aimed for and what one senses as dangers to be avoided” (p. 287). He recognized that the style of life exerts a selective influence over what is recalled, making it a powerful expression of that style of life. He noted a similar process in fantasy and other expressive behaviors, laying the foundation for the interpretation of play and art work.

Adler (1937) mentions three common types of early recollections: (1) dispossession by a younger sibling, (2) an interest in movement, and (3) situations of danger, but makes it clear that the interpretation process is unique to each case. He does not support the blind interpretation of early recollections or their use as the sole assessment strategy. “To estimate its meaning, we have to relate the early pattern of perception to all we can discover of the individual’s present attitude, until we find how the one clearly mirrors the other” (p. 284). This article contains several brief case studies that illustrate how an early recollection resonates with the history, current behavior, and/or symptoms of the person.

Congratulations to Rocky Garrison, PhD, AGS faculty member, on his nomination for President of the North American Society of Adlerian Psychology (NASAP)!



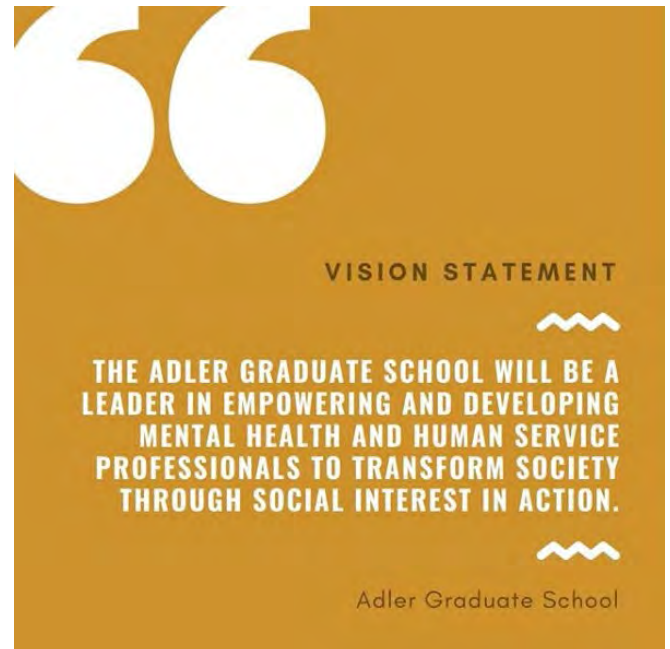
Thank You to Our Donors!

We would like to recognize the following individuals, who donated to the Adler Graduate School in 2020-2021. 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 culturally diverse communities they serve.

Please contribute to your community and be an Adler Graduate School donor:

<https://alfredadler.edu/donate>

- ❖ Carol Allen (SPS Commerce Match)
- ❖ Jeffrey Allen
- ❖ John Bartholow (In Memory of Robie Wayne)
- ❖ Joan Bullemer
- ❖ Fayemarie Carter
- ❖ Arthur Clark
- ❖ Chris Garwick-Foley
- ❖ Ev Haas
- ❖ Alex and Kristen Hawkins (Art Therapy)
- ❖ Christina Hilpipre-Frischman
- ❖ Suzanne Kramer
- ❖ Leslie Laub
- ❖ Priscilla MacDougall
- ❖ Sam Major
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- ❖ John and Sydney Rosenberg
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- ❖ John Sweeney
- ❖ Kristie and Robie Wayne
- ❖ Tamara Whear
- ❖ Susan and Steven Zimmerman



*Your
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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.



Support. Community. Resources.

SUPPORT FOR AGS STUDENTS AND COMMUNITY!

We're pleased to introduce you to the AGS Student Development Hub (The Hub). The Hub is committed to providing resources and developmental support through meaningful connections within our global Adlerian community. Whether you need academic help, assistance in planning for your future, or are looking for opportunities to volunteer in the community, we have a menu of available services and activities:

- AGS Community in Action
- Academic Writing Support
- Career Services
- Holistic Wellness
- Learning Accommodations (ADA)
- Library and Research Support
- Social Interest in Action
- Technology

In support of your holistic development, we're sponsoring 30-Day wellness challenges! Watch for registration information as well as drawings for prizes! The contact person for wellness challenges is Dr. Bre Hiivala Cahoy: breanne.cahoy@alfredadler.edu.

Challenges:

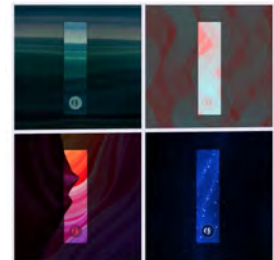
Creating a Vision Board (January/February)

Sleep Habits (March)

There were 20 participants for the November **Kindness** challenge; one faculty member and 19 students and alumni.

The fabulous prizes for the November Challenge are the book *Be Kind* by Pat Miller and Calm Strips Sensory Adhesives.

The winner of our November challenge is Marriage, Couple, and Family Counseling student Emily Walter. She is excited to use her prizes with her Early Childhood clients! **Congratulations, Emily!**



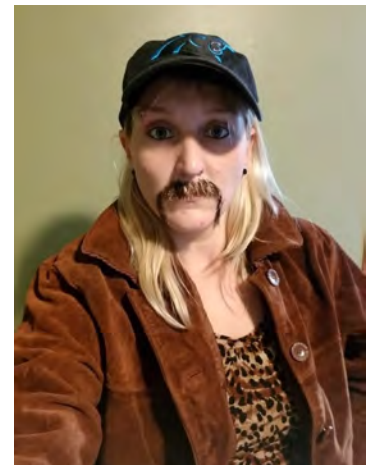
Winners of the 2020 Virtual Halloween Costume Challenge are:

1st Place: LaDonna Jackson (AGS alumna)
 Runner Up: Kristen Neisen (AGS student)

Congratulations, winners!

LaDonna Jackson

Kristen Neisen



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We're excited to announce that Adler Graduate School has partnered with META Teletherapy to implement a comprehensive digital mental wellness platform for students.

META connects students with counselors via a mobile app for confidential and secure video, voice, and chat sessions.

Find more information about META on the final pages of the newsletter.



Dr. Dickerson



Dr. Oller



Dr. Cahoy

On December 16, 2020, AGS faculty and staff participated in a virtual holiday party and ugly sweater contest. Congratulations to the three winners, each of whom received an Amazon gift card!

First place: Dr. Asha Dickerson

Second place: Dr. Marianna Oller

Third place: Dr. Bre Cahoy

AGS Alumni Association

The Antiracism Forums on Tuesday at noon have been so very enlightening and educational. Latiesha Bogar, our last moderator, an assistant principal at Olson Middle School, told us her story about growing up as the only Black family in Edina in the 1970s. Latiesha is a graduate of the school counseling program and described how the Minneapolis school district is trying to close the achievement gap in education for African American children.

Our next presenter will be Rita Gorder, who is an African American woman working in corporate America, and she will moderate the next two sessions.

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The Alumni Association also had a Minnesota expert on African American History, Theresia Crisler, give a three-hour lecture taking us from the 14th century to 1941. She will be back on April 30, 2021, to take us to the present. She has researched the subject fully and is a delightful speaker on such an important subject. Join us if you can; event details will be provided closer to the presentation.

We also have submitted a request to receive a grant application for money for a diversity scholarship fund. Keep your fingers crossed our application is accepted!

If you are interested in joining the Alumni Advisory Board, **please contact Ev at ev@alfredadler.edu**. We would love input and ideas from recent graduates!

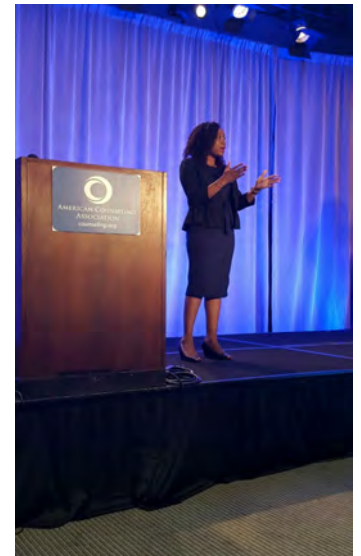
AGS Faculty Updates



Congratulations to Rashida Fisher, PhD, LPCC, LADC on her appointment to the Board of Governors of the Minnesota Association of Resources for Recovery and Chemical Health (MARRCH).



Congratulations to Letitia Browne-James, PhD, LMHC-S, NCC on her feature in Orlando Voyager magazine. Read about Dr. Browne-James at:
<http://orlandovoyager.com/interview/meet-dr-letitia-browne-james-victorious-living-counseling-consulting-llc>



AGS Faculty Publications

The *International Journal for the Advancement of Counselling* published the article "Child Sex Trafficking: Strategies for Identification, Counseling, and Advocacy" by AGS Faculty member Dr. Letitia Browne-James.

Browne-James, L., Litam, S.D.A., & McRae, L. (2021, January 6). Child sex trafficking: Strategies for identification, counseling, and advocacy. *International Journal for the Advancement of Counselling*.
<https://doi.org/10.1007/s10447-020-09420-y>

Read the article at:
<https://link.springer.com/article/10.1007/s10447-020-09420-y>

Art Therapy Program: Internship

Art Therapy student Keagan Van Eperen-Sattler provides a first-person account of her internship at Project for Pride in Living (PPL), a valued Art Therapy partnership. Keagan received donations from various organizations to create art and care packages for the residents of PPL. These donations allowed art therapy services to continue via telehealth for kids and families during the pandemic.

2020 has been quite the year, especially regarding mental health. I had started my internship at Project for Pride in Living (PPL) about one month before the statewide shutdown. The drastic change that ensued with virtual school, lay-offs, and lack of interactions with social supports had a major impact on the residents of PPL.



I predominantly worked with the kids of PPL and found that a significant number of kids were growing restless, lonely, and bored. As much as I tried to do art therapy sessions via Zoom, the participation was random and unreliable - which was relevant as I was trying to clock hours for graduation in addition to providing much needed services to kids and their families.

Ultimately, as nice as it would have been to do hour long virtual art therapy -- it seemed as though another thing on a screen that their parents signed them up for to keep them busy -- and that was not the kind of art therapy I wanted to facilitate. So I got creative.

I wanted to create something that brought them the therapeutic aspects of art on their own terms. I started making a "coloring book/workbook" with art directives that I would implement in real sessions. Templates that were clearly laid out for the kids to do on their own. It was also important that the kids had a means to make art - so I reached out to the community and gathered donations of art supplies to make art kits.

With the help of my supervisor and staff at PPL, the Intuitive Art Journals were printed and art kits were distributed to families that expressed interest in Art Therapy at the multiple PPL locations around the metro area.

The kids were extremely receptive to the art supplies and workbooks. Hearing positive feedback that the kids and their families had about the art journals re-ignited the legitimacy and power of art and the work we do.

My biggest advice for those who are struggling to find internship hours at this time is.... Get. Creative. You can start a Youtube Channel that provides psycho-education about Art Therapy, make a self-guided sketchbook/journal, find the gaps in the community and fill them with art. We often talk about the concept of meeting clients where they are - and I think creating Art Therapy opportunities in this trying time has been a testament to this concept.

The "problem" is not necessarily about solving the problem of disconnection - but creating connections the best way we can and showing up authentically.





WHY WE ARE HERE

"I know why we are here."
My daughter was then four years old.
It was more than thirty years ago.
Her mother said, "Yes, Honey.
We came to Minneapolis
To make a new life for us."

Kate said, "No. I know why we are here."
And she pointed to the ground.
It was a touchy subject with my wife
And her family. Recently divorced,
Now with a new man far away.
Kate longed terribly for Terre Haute.

This seemed like a break-through.
And she went on. "Other places
Are very nice and beautiful.
More beautiful than Earth.
But there is not love like here.
We are here to learn love."

And I think of Greg Reynolds,
A gay friend who died of AIDS
Back then. He left San Francisco
And all his dead lovers and friends
To die back in his hometown. Said,
"AIDS taught us to love each other."

Death and dying all around us.
Much suffering, too. Yet we laugh
And we sing, louder with each loss.
Weeping, too of course. It happens
Down here when we choose to love.
It is why we are here.

**Poem by Jere Truer, MA, LICSW
AGS Didactic Instructor**

**Image: Mandala Group Collaborative
Kenneth Davis - AGS Alumnus
2014**



Belongingness

Louise Ferry, PhD, LP, LMFT



As election day loomed near last fall, I was frustrated and almost fearful of what the results might be, not because of who may be elected but how the individuals in our country would react. I grew up in rural Minnesota many decades ago and was moved by the patriotic spirit in our country. We recited the flag pledge at the beginning of each day in school, and this seemed to be as important as one's spiritual beliefs. I was not provided with the contact of diversity in my remote area. I thought that everyone felt the same patriotism as I did, but now as an adult I realize that I did not readily observe how others were treated unjustly or how others viewed our country. I felt belongingness in my country of origin, the United States, but now realize that not everyone feels the same belongingness as I did.

I see how our country has become so divisive in its presentation. That brings sadness to my belief system, but I also realize how inequality and racial injustice exists. Not everyone feels or believes the same as I do, and I am learning more in this regard. Those who are protesting and blaming each other for problems are in fact feeling the belongingness of the group with which they relate. I realize that we all have different ways in which we experience or search for belongingness.

Now that the election is over for the most part, one notes how each of these groups continues to draw energy from each other and demonstrates their togetherness with dancing and shows of elation for the winners and then the togetherness of the losing team in that they are attempting to find fault with the process. There is still togetherness and belongingness but each in their separate group. How can we return to a united sense of belongingness in our country? We do want everyone to feel that they belong to a group, but it is also important that we do not do this in a manner that takes away the rights of others.

Belongingness is important for all of us in our lives and guides so many of our behaviors and movement. My belongingness as an Adlerian is met in many different ways, not only in my church, clinical work, and community but also with professional groups. I know that there are many different Adlerian groups in the country, and they each provide support and education to others in the field. One group that I have found important is the Adlerian Network, where we get together by Zoom two Wednesdays each month at noon for a consultation hour. You can view the group at <http://Adleriannetwork.wordpress.com>. This is where Adlerian professionals connect, learn from each other, and move forward. It is a wonderful place to feel belongingness with other Adlerian professionals and gain consultation from each other. I know that there are many other groups out there and this just one of many. We also offer monthly training opportunities on the first Saturday of each month.

This was written before the attack on the US Capitol in January and does not address the horrific actions that have been present. That I am certain will be addressed by others.

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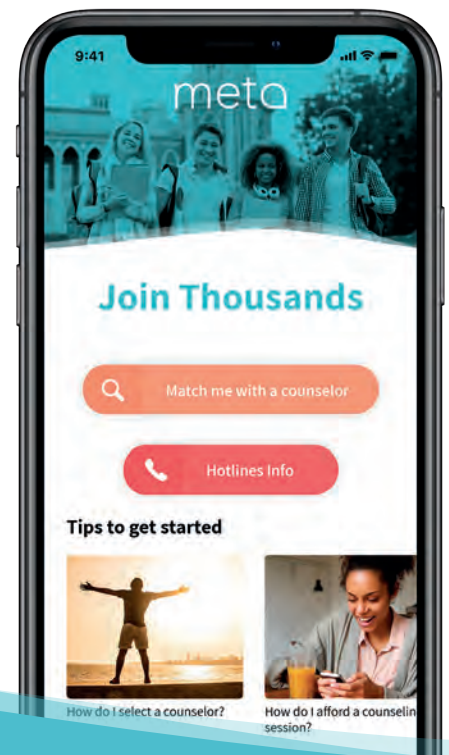
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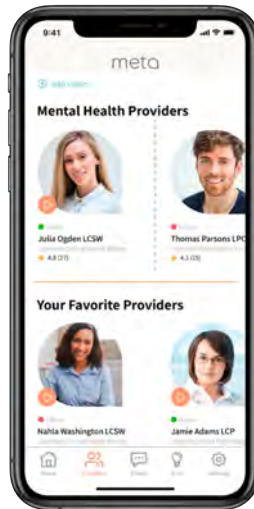
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