



Adler Graduate School Newsletter

Spring 2022

President's Message

Adler Graduate School Board of Directors

Dear friends and colleagues,

The Board of Directors of Adler Graduate School are writing to share that Dr. Jeffrey Allen has announced his retirement and will retire on Friday, May 13th, 2022. Dr. Solange Ribeiro has been gracious enough to accept the role of interim President of Adler Graduate School until the Board of Directors has appointed a permanent sitting President. Dr. Ribeiro will act as the interim President commencing May 16th, 2022.

Throughout Dr. Allen's tenure, he has provided Adler Graduate School with four years of outstanding leadership and accomplishment. At the onset of his Presidency in 2018, Dr. Allen acted as the key initiator and navigator of the college residential relocation from Richfield to the current Minnetonka site, creating an expansive space for exceptional educational practice and collaboration. After which, he coordinated a successful 50th anniversary celebration that launched the vision of Adler Graduate School as a premier destination for Mental Health Counseling professionals interested in investing in the principles of Adlerian Individual Psychology.

As President, Dr. Allen executed college-wide strategic initiatives that buoyed the college during the COVID-19 pandemic and ensured financial stability, academic continuity, quality, and delivery. Dr. Allen sustained the educational veracity of the institution by shepherding several college and programmatic accreditations, namely, college-wide; the 10-year reaffirmation from the Higher Learning Commission (HLC), programmatic approvals: Art Therapy American Art Therapy Association (AATA), and soon to be Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Dr. Allen guided the restructure and implementation of a faculty model to create a foundation of academic professionals who met CACREP accreditation requirements and spearheaded the advancement of Adler Graduate School as a critical constituent in schools for mental health professionals. In addition, the advancement of Adler Graduate School with CACREP accreditation affords the college to become one that values the highest level of academic education, research practitionership, integrity as professional education providers, and, more importantly, accommodating future engagement for its student graduates.

Dr. Allen's ability as a thought leader has transformed Adler Graduate School to be the platform by which all college constituents may engage in open dialogue and develop a level of collaboration and inclusivity, that benefits the constant improvement towards excellence. Jeffrey Allen has involved staff, faculty, and administration in the future strategic planning of the college, acknowledging the need to accommodate the variant structures, processes, and departments residing in the functions of the college. Given these significant achievements, Dr. Allen has positioned the college to be a competitive leader in the higher education landscape.

We, the Board of Directors, are indebted to Dr. Allen for cultivating the college's capacity to achieve its strategic goals and objectives while adhering to the college's mission and propelling its vision that Adler Graduate School will be a leader in empowering and developing mental health and human service professionals to transform society through a social interest in action.

The Board of Directors will be forming a search committee to find Dr. Allen's successor and has engaged The DEJ Group, LLC to lead the search. The following steps in the search process include; finalizing the position description and developing an application profile, including critical leadership, managerial, and operational competencies; and creating a recruitment plan.

Please join us in wishing Dr. Allen well in his retirement—and thank you, on behalf of all of us, for all you do in service of students, the college, and our college community partners.

Sincerely,

Adler Graduate School Board of Directors:

Janica Austad, EdD

Collins B. Byrd, MBA

Suz Feely, JD, SPHR, PCC

Brandon Jones, MA

John F. Newbauer, PhD

John Rosenberg (Capt.)

John Sweeney, MBA

Accreditation and Assessment

Solange Ribeiro, PhD

For more information on
Accreditation, see:

<https://www.alfredadler.edu/about/educationalexcellence/accreditation/>

Congratulations to the Art Therapy and Counseling programs and to our Director of Assessment!

Please join me in congratulating the Art Therapy and Counseling faculty and students, as well as our Director of Assessment, for a job very well done. The Art Therapy program hosted the second part of their CAAHEP accreditation visit in December 2021 and was approved for accreditation in March 2022. The Counseling program hosted a CACREP site visit this April and is expected to be approved for accreditation during the CACREP board meeting in July 2022.

Both sets of site visitors recognized a significant number of programmatic strengths, including but not limited to:

- Faculty and students' strong professional identity as Counselor Educators, Art Therapists, and Professional Counselors;
- Faculty diversity and professional experience;
- Students' clinical and case conceptualization skills, as reported by the site supervisors interviewed;
- Total infusion of Adlerian theory throughout the curriculum;
- Faculty's commitment to promote inclusion, through the use of a variety of instruction methods aimed at engaging students with different learning styles.

Site visitors also commended the faculty for their commitment to providing high quality education, as demonstrated by use of student learning data (LiveText data) and student feedback for program evaluation and improvement. As the "cherry on top," both sets of site visitors suggested that Dr. Nicole Randick (our director of assessment) and faculty should share their knowledge of program assessment and evaluation with other counselor educators by presenting our assessment protocols at professional conferences and even offering to provide training to programs seeking CACREP accreditation.

Thank you and congratulations, students, faculty, and Dr. Nicole Randick!

Faculty Spotlight:

Antwan Player

EdD, LPCC, LMHC



What is your position at AGS?

I currently serve as an Assistant Professor at Adler Graduate School.

Tell us a little about your background.

I currently hold two licenses, one in Minnesota as a Licensed Professional Clinical Counselor (LPCC) and another in Florida as a Licensed Mental Health Counselor (LMHC). I received my bachelor's degree from the University of Florida in 2006, and my master's degree in mental health counseling from Webster University in 2010. I concluded my educational journey by obtaining my doctoral degree in counselor education and supervision from Argosy University in 2018.

From an educational standpoint, my goal is for every student to walk away understanding the impact they will have on their community and society. Students are more than just pupils, but rather the next wave of intellectuals contributing to the profession and society.

I am currently the Ethics Chair for the Minnesota Counseling Association and a member of various organizations. My clinical philosophy focuses on helping individuals reach self-actualization, and I have worked with several populations, including high-risk adolescents, parenting enhancement, and individuals of the LGBTQIA2S+ community.

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

I love the sense of belongingness AGS has created. As a native of Florida, I did not know what to expect when moving to Minnesota. However, when moving to Minnesota, the AGS staff and community welcomed me with open arms. I enjoyed being embraced from day one during my onboarding with Doug Pelcak and Dr. Nicole Randick. Also, I had the luxury of being mentored by Dr. Rashida Fisher and Dr. Solange Ribeiro, who helped me adjust to the higher ed world. Lastly, the excellent AGS staff and students took the time to welcome me to Minnesota and inform me about Minnesota traditions and culture. For instance, I did not even know Prince (the musician) was from Minnesota. Although I caught much heat for not knowing this, I was fully embraced by the AGS community. Through my years in the mental health profession, I have never experienced a community that practices what they preach, which is Adlerian theory.

What's one fun or unique fact about you?

Those students who have had me as an instructor know that I am quite transparent. However, for those who have not had me for class, I love (and strongly emphasize) European football or soccer. Soccer has been a passion of mine since my younger years. Soccer is my escape from reality and my happy place. I have made it a habit to play soccer when visiting new states and countries. In return, I have made friends across the world. For the most part, I can go almost anywhere and know someone.



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

I want the AGS community to know that the philosophy/foundation that has defined this community is fantastic. The AGS community is built on self-acceptance, genuineness, and belonging. Many organizations sell these attributes, but the AGS community embraces and honors these attributes. Therefore, I am forever honored to work at such an institution.

An EST for IP: Goal Setting

Rocky Garrison, PhD

Goal setting is an empirically supported treatment (EST) that is congruent with the core constructs of Individual Psychology (IP) and should be considered as an option in an IP evidence based practice (EBP). "ESTs start with a treatment and ask whether it works for a certain disorder or problem under specified circumstances. EBP starts with the patient and asks what research evidence (including relevant results from RCTs) will assist the psychologist in achieving the best outcome" (APA, 2006, p. 273).

The EST. The Goals Form (Cooper, 2015) is a simple idiographic system of routine outcome monitoring. The goals of therapy are established collaboratively with the client, a process that is congruent with IP practice. "Therapeutic cooperation requires an alignment of goals. When the goals and interests of the patient and therapist clash, no satisfactory relationship can be established" (Dreikurs, 1967, p. 65). Cooper (2015) suggests some specific questions establishing goals:

- "Where would you like to be by the end of our work together?"
- "What would you like to get from therapy?"
- "What are your goals/hopes/wants for the therapeutic process?"
- "What would you like to change in your life?" (p.1)

As goals emerge in the discussion, the therapist works with the client to define clear and concise goals that are phrased in absolute rather than relative terms and are positive rather than avoidance based. The SMARTS acronym (specific, measurable, achievable, relevant, time-bound, sensitive) is a widely used guide. It is suggested that between two and seven goals be established. Once the wording of a goal is agreed upon, it is written in the goals form.

Goal 1:						
Not at all achieved 1	2	3	4	5	6	Completely achieved 7

This goals form is completed and reviewed at the beginning of each subsequent session. Scores for each goal are recorded by the therapist, who can generate a graph to monitor progress over time. Goals can be edited and new goals can be added through the course of treatment.

Empirical Support. Two meta-analyses have found that the general process of arriving at a consensus about treatment goals is likely to result in better treatment outcomes (Tryon & Winograd, 2001, 2011). The Goals Form process (Cooper, 2015) was used with 88 clients to assess its reliability, validity, and clinical utility (Cooper & Xu, 2022). Temporal stability was found to be at expected levels and convergent validity against measures of psychological distress was moderate to good. It appeared to be sensitive to change and was experienced by most clients as helpful.

References

APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. *The American Psychologist*, 61(4), 271-285.

Cooper, M. (2015). The Goals Form. University of Roehampton, London. Retrieved from <https://www.onlinevents.co.uk/wp-content/uploads/2020/04/Goals-Form-and-instructions-2018-04-12.pdf>.

Cooper, M., & Xu, D. (2022). The goals form: Reliability, validity, and clinical utility of an idiographic goal - focused measure for routine outcome monitoring in psychotherapy. *Journal of Clinical Psychology*. DOI: 10.1002/jclp.23344. 1-26.

Dreikurs, R. (1967). *Psychodynamics, psychotherapy, and counseling*. Chicago, IL: Alfred Adler Institute.

Tryon, G. & Winograd, G. (2001). Goal consensus and collaboration. *Psychotherapy Theory, Research, Practice, Training*, 38, 385-389.

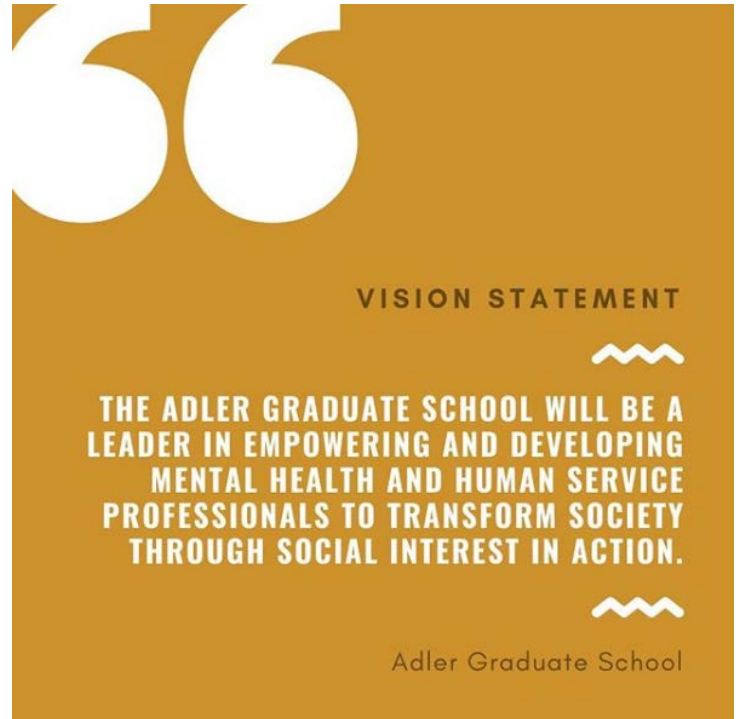
Tryon, G. & Winograd, G. (2011). Goal consensus and collaboration. *Psychotherapy*, 48 (1), 50-57.

Thank You to Our Donors!

We would like to recognize the following individuals and organizations who donated to the Adler Graduate School during the 2021-2022 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 culturally diverse communities they serve.

Visit our website to learn more about giving: <https://www.alfredadler.edu/giving>.

- ❖ Lucinda Anderson
- ❖ Taylor Baez
- ❖ Al Brown
- ❖ Jo Ellen Christiansen
- ❖ Beatrice Comty-Charnock
- ❖ David Grande
- ❖ Ashley Hauffee
- ❖ Leslie Laub
- ❖ Priscilla MacDougall
- ❖ Network for Good
- ❖ Pax Christi Church
- ❖ Annie Simmons
- ❖ Heather Thurmes
- ❖ Susan Zimmerman



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 donate online at <https://www.givemn.org/donate/Adler-Graduate-School>.

Finally, we encourage you to consider a legacy gift, estate planning, or endowment with Adler Graduate School in mind. Feel free to contact Dr. Solange Ribeiro 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.

**Your
Donations
Make a
Difference!**



The AGS Student Development Hub (The Hub) is committed to providing resources and developmental support through meaningful connections within our global Adlerian community. Available services and activities include: AGS Community in Action, Career Services, Holistic Wellness, Learning Accommodations (ADA), Library and Writing Center, Social Interest in Action, and 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:

Gemeinschaftsgefühl (Winter Semester)
Growth and Movement (Spring Semester)

Spring Wellness Challenge:

For this challenge, we're asking you to have fun with the Adlerian concepts of growth and movement as a way to celebrate the Spring season and to nurture the AGS community.

- To celebrate growth and movement, do something new that challenges you!
- The challenge is simple. Snap a photo representing growth and movement, and either email the image to breanne.cahoy@alfredadler.edu or reply to the Spring Wellness Challenge post on Adlerian Students in Action:
- <https://www.facebook.com/groups/adlerianstudentsinaction>.
- Each photo grants you one entry in the drawing!
- The prize for this month's challenge is a live plant!
- **The drawing will close on July 7th, 2022.**

The theme for this Winter was Gemeinschaftsgefühl, which is an Adlerian term for social interest or the sense of being with others as a community.

The winner of this Winter's challenge was Dr. Teresa Eakman! She received a \$25 symbolic adoption of the Amur Leopard with the World Wildlife Fund!



AGS Community Updates

American Counseling Association Conference

The American Counseling Association (ACA) annual conference was held in Atlanta, Georgia in April 2022. Adler faculty Dr. Asha Dickerson and Dr. Letitia Browne-James attended the conference.

Dr. Dickerson welcomed attendees to the conference as the Leadership Council Chair of the ACA of Georgia. Dr. Dickerson is also the President-Elect and Conference Chair of the Association for Multicultural Counseling and Development (AMCD).

Dr. Browne-James was one of the three presidents (Immediate Past President of the Florida Counseling Association) who traveled to ACA for the 2022 State Branch Advocacy Award.

Congratulations, Dr. Dickerson and Dr. Browne-James!



Dr. Asha Dickerson and Dr. Letitia Browne-James at the ACA Conference in Atlanta, Georgia.

Harvard University Grant

Dr. Letitia Browne-James's company, Victorious Living Counseling and Consulting, recently received a grant from Harvard University to implement a new evidence-based intervention to help children and families overcome trauma.

AGS Alumni Association

AGS Alumni Book Club Summer Reading List

Remember the good old days in undergraduate school when you were assigned a summer reading list of books pertaining to your major? Well, just to make you feel young again, your Alumni Association is giving you a list of suggested readings for summer. We will be meeting on June 9, 2022, at 7:00pm to discuss *Being Mortal: Medicine and What Matters in the End* by Atul Gawande. Then we will take the summer off. We will not be meeting again until September 8, 2022. But over the summer, if you can join us on September 8, 2022 at 7:00pm, please read the following two books.

Jonice Webb (2013). *Running on empty: Overcoming your childhood emotional neglect*.

Jonice Webb (2018). *Running on empty no more: Transforming your relationships with your partner, your parents, and your children*.

Both of these books might belong on every therapist's bookshelf. They are based on the CEN -- Childhood Emotional Neglect -- framework, which is key to most adult psychological disorders. John Bowlby's attachment theory is the basis for CEN. Many examples of each type of emotional neglect are included in the book and are used to illustrate these concepts. The client questionnaire to measure CEN is included in the first book.

These books are available on Amazon.

Please do try to join us to discuss this summer reading list come September!

In Memoriam: Tom Wright

adler

It is with great sadness that I send the message that Thomas Wright passed away. Tom was a founder and one of the earliest participants in the development of Adler Graduate School. Many of you will remember him as your first instructor in Course 511 or in his Marriage and Family Counseling class. And, of course, for many of you, he was your Didactic instructor.

Tom was a true Adlerian thinker and the author of many books. He was a Pastor and a musician as well as an instructor and a full-time family therapist in practice with his wife Judy for many years.

He will be greatly missed by his Adler community.

Ev Haas, Director of Alumni Relations



Tom Wright

Thomas R. Wright left his earthly home to be with Jesus on Saturday May 7, 2022. He died peacefully at home where he had been cared for by his wife and children. Tom had been living with Parkinson's for many years, and faced the challenges of this disease with dignity and grace.

He was born in Aitkin, MN on October 28, 1942 to Carl and Mary Wright. After graduating from Aitkin High School, he went on to get a degree in music at Hamline University in St Paul, MN. He continued his education by earning a Master's degree in theology from Southern Methodist University in Dallas, TX.

Tom married Judy Kallsen in 1965 and had 3 children: Sarah (Dave) Wright Walstrom, Kara (Royce) Phillips, Adam (Sara); 9 grandchildren: Joshua Phillips, Christopher (Emily) Phillips, Amelia Phillips, Davey Wright Walstrom, Derek Wright Walstrom, Jacqueline Wright Walstrom, Joseph Haney (Bethany), Kallsen Wright and Parker Wright; and 3 great-grandchildren: Walden, Shane, and Molly.

Tom had a full professional life. He started his career as a pastor at Brooklyn United Methodist Church in Brooklyn Center, MN. He transitioned into private practice offering marriage, family and individual counseling in 1972, and continued with that until he retired in January 2021. In addition, Tom wrote a weekly column for the local newspaper for many years, authored three books about parenting, and was a founder of the Alfred Adler Institute (now Adler Graduate School). He taught many of the core classes there, acted as dean of students, and worked with didactic students. Through his work he touched many lives and made a difference in the world.

Tom had a passion for music, particularly choral music. He enjoyed singing in the choir at his church, and made many wonderful friends there. For many years he wrote a weekly prayer for the choir. He wrote several hymns, as well as lullabies for his grandchildren.

He was an amazing husband, dad, grandpa and great-grandpa.

He was preceded in death by his parents, Carl and Mary Wright, older brother Kurt (Patricia), and great-grandson Sullivan Jack Haney. He is survived by his wife, Judy, his children, grandchildren, great-grandchildren, brother Dan (Fawn), sister Kathleen, and many nieces and nephews.

<https://create.epilogg.com/epilogg/view/4345>

Inclusion, Diversity, Equity, and Accessibility (IDEA)

A Great IDEA

Alfred Adler believed in the uniqueness of each person. He was one of the first of his time to speak out against social oppression, and he believed that humanity and social equality would be the solution to a lot of the world's problems (Adler, 1938). In the spirit of Adler and Individual Psychology, and with recognition of the need for inclusion, equality, and accessibility, the AGS Inclusion, Diversity, Equity, and Accessibility (IDEA) task force was established in 2020.

The mission of the task force is to support and sustain social and racial justice through awareness and action to consciously create conditions and outcomes for the mental health and human services profession and the AGS community. The task force is rooted in its guiding principles (see below) and strives to promote inclusion, diversity, equity, and accessibility among AGS and our communities. To fulfill this mission, town hall meetings are held for all faculty and staff to engage in opportunities to connect and engage in critical conversations. Additionally, the IDEA scholarship was created to support students who identify as members of groups that have been historically excluded from and underrepresented in graduate education. Beyond the work of the IDEA task force, our AGS family promotes IDEA through the individual and collective work being done to promote cultural pluralism and fight oppression and "isms" that perpetuate inequity and injustice.



MN Art Therapy Association and Adler Graduate School Community Quilt, 2019

Celebrating Culture and Diversity

Culture and diversity can take many shapes and forms. When thinking of diversity, there are many variables that come to mind. Dimensions such as age, gender, ethnicity, cultural identity, gender identity, race, religion, spirituality, sexual orientation, socioeconomic status, language, and ability are just some of the ways diversity may be present. Each aspect is important and should be considered to ensure equity, inclusion, and accessibility. In our AGS family, we represent the United States from corner to corner from the east coast all the way to the Pacific Ocean. We have faculty, staff, students, and alumni from different countries and cultures and speak many languages. These are just some of the ways diversity is present in our AGS community. **To celebrate the diversity of our AGS family, we invite you to share pictures, stories, or other things (recipes, music, art, etc.) of how you celebrate your culture and identity (across dimensions) and diversity in your family, workplace, community, and beyond. The work you do to promote IDEA is also celebrated. If you would like to share ways in which you uphold the spirit of Adler and IDEA, please let us know. To share, send an email to idea@alfredadler.edu.**

IDEA Guiding Principles and Definitions

Inclusion: Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. Adler Graduate School promotes and sustains authentic and empowered participation and a true sense of belonging that encourages the individual and collective contributions of all students, faculty, staff, and board. AGS values different talents, beliefs, backgrounds, and diverse cultures.

Diversity: Diversity involves the inclusion of individuals representing an array of identities and backgrounds. Adler Graduate School fosters an environment where the range of human differences, lived experiences, thoughts, and opinions are represented, respected, and embraced.

Equity: Equity involves trying to understand and give people what they need to attain wellness and quality of life. Adler Graduate School promotes equal opportunity and justice so all students, faculty, staff, and board can participate, prosper, and reach their full potential in education and career attainment.

Accessibility: Accessibility involves the promotion of a universal ability to successfully enter, navigate, and engage in an environment or system. Adler Graduate School designs educational programming and supports that aid in education and career achievement across all forms of ability and diversity. AGS uses universal design practices and principles in its selection of educational resources.

Adler, A. (1938). *Social interest: A challenge to mankind* (J. Linton & R. Vaughan, Trans.). Faber and Faber, Ltd.