

Adler School of Professional Psychology
THE SOCIALLY RESPONSIBLE PRACTICE PROJECT

THE

GRAND PROJECT

SOCIALLY RESPONSIBLE
PRACTITIONERS ARE
EDUCATED TO BE EFFECTIVE
PERSONAL AND SOCIAL
CHANGE AGENTS IN THE
PURSUIT OF JUSTICE.

ACKNOWLEDGEMENTS

Many people across the Adler School community contributed to this document. During the 2010 – 2011 academic year, the Adler School community engaged in a year-long schedule of conversations, events, and activities called the SRP (Socially Responsible Practice) Project. Faculty, staff, students, alumni, and community partners, from both Chicago and Vancouver, worked together to strengthen the School's articulation and collective understanding of socially responsible practice. The goal of the SRP Project was to develop better alignment in the School regarding what is meant by socially responsible practice so that we may make the School better at graduating socially responsible practitioners.

One component of this schedule was an Adler School community-wide event in October 2010 which expanded the School's vision of SRP through small group discussions of attributes of socially responsible practitioners: embracing diversity; building bridges across social, economic, cultural, racial, and political systems; supporting people to be empowered to solve shared problems; and fostering development of social equality and justice through compassionate action throughout the global community.

Another part of the community study was a series of creative presentations given by teams from the Chicago and Vancouver campuses. Groups of students, faculty, staff, alumni, and community partners developed artwork, story board, films, and blogs that explored the meaning and application of socially responsible practice. In preparation for the presentations, team members considered many facets of socially responsible practice and brought to life its application in multiple contexts.

The Adler School community's extended dialog informed the development of this paper, and it would not be in its current form without that contribution.

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Additionally, thanks go to Frank Gruba-McCallister and many others who wrote an earlier white paper on socially responsible practice at the School in 2006.

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mission

The Adler School of Professional Psychology continues the pioneering work of the first community psychologist Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice.

vision

The leading academic institution advancing socially responsible practice, healthy communities, and a more just society.

values

- Social interest
- Pluralism
- Courage
- Excellence
- Pragmatism

Socially Responsible Practitioners

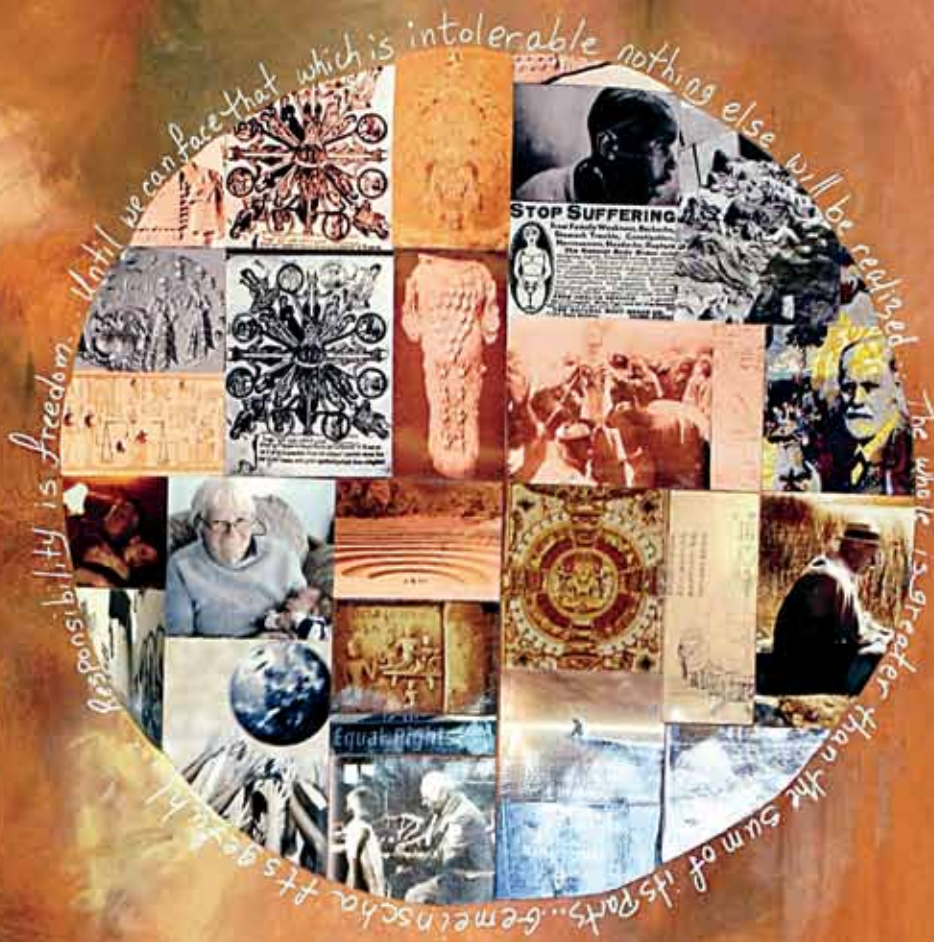
The world is more densely networked in 2012 than ever before via connections made possible through social media. Facebook has more than 800 million users. But, while Facebook and other social media sites have gained immense popularity, individuals report a greater sense of loneliness. They are increasingly detached from one another—on one hand eager to find new ways to socialize through new media and on the other having less actual society (Marche, 2012). The changes associated with this phenomenon bring new challenges and exacerbate the unresolved problems of human affliction.

We look at media depictions of happy, healthy, secure, deeply connected people and struggle to integrate these representations in our own lives or to accommodate this view with the present experience of those who are socially excluded. As nations respond to the critical demands of a global economy, financial downturns, unjust regimes, genocide, and increasing demands for dwindling resources, our global interdependency becomes more evident. These personal and global challenges make the call to educate socially responsible practitioners all the more pressing.

Socially responsible practitioners understand and work to ensure community health, rather than simply provide services. These practitioners are essential to prevent many of today's problems and to change the behaviors that sustain them. They have the potential to better support families to raise children without violence and with regard for youth across all types of difference. They are critical to change how the criminal justice system handles people evidencing mental illness. Socially responsible practitioners support encouragement, communication, and effective organization in the workplace. They are important if we are to make our cities socially inclusive, safe, and secure for all of our residents. Socially responsible practitioners are vital in addressing conflict and its resolution in communities. They help us understand and change social determinants of health and mental health. Socially responsible practitioners challenge prejudice and hatred and implement effective ways to eliminate them.

The most pressing issues facing individuals and communities cannot be resolved with diagnoses or be addressed somewhere in the psyches of those involved. Oppression afflicts millions each day, and socially responsible practitioners must be prepared to engage at the intersection of power and resolve to end this affliction.

The purpose of this paper is to inform and advance the preparation of socially responsible practitioners at the Adler School—to support the School's vision to be the leading academic institution advancing socially responsible practice. The paper is divided into three sections. The first section defines socially responsible practice as it is understood at this time at the Adler School and how it became the critical value principle for the School. In the second section, the paper provides an overview of how socially responsible practice affects is reflected in the curricula and the School environment. Finally, the paper explores benefits of socially responsible practice to various stakeholder groups and comments on future research and practical programmatic opportunities.



ABOUT THE ARTWORK: The image above and art throughout this book are among works created during The Socially Responsible Practice Project as faculty, staff, students, and alumni examined perspectives on socially responsible practice, through conversations, events, and creative expression.

Defining Socially Responsible Practice

The foundation for the commitment of the Adler School to educate and train socially responsible practitioners was formulated in 2004 as a result of the School's organizational strategic planning process. One of the prominent themes identified in the data collection phase of that process was the projected need to expand the education and training of students to use psychology to address broader social issues that affect human well-being.

In 2010, the strategic plan again endorsed the School's mission: The Adler School of Professional Psychology continues the pioneering work of the first community psychologist Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice.

Further, prominent among the School's five values is social interest: The Adler School's faculty, staff, students, and graduates are recognized as teachers and promoters of social responsibility, are engaged in their communities, and are politically aware and active. We will strengthen our culture of social responsibility and of community service and engagement. Life at the School will be marked by rich opportunities for service, an active pursuit of sustainability, a vigorous commitment to the city and peoples of Chicago and Vancouver, and a realization of those cities' connections with the larger world (Adler School Strategic Plan for 2015, 2010, p. 6).

In its strategic plan for 2015, the School also prioritized the expansion and alignment of education and community engagement with social responsibility and socially responsible practice. The School community, as well as the School's publics, identified social responsibility as the most important feature of its identity, distinctiveness, and strength. Social responsibility, as a uniquely Adlerian concept, is the most salient feature of the School's ethos and Adlerian legacy.

Further, in its strategic plan for 2015, there is recognition that, although socially responsible practice has been most fully conceptualized at the School within the field of psychology, and especially within its clinical psychology training at the doctoral level, the School has opportunity and obligation to describe socially responsible practice within fields related to psychology which are represented at the Adler School, including art therapy, family and couple therapy, counseling psychology (at the masters and doctoral level of training), organizational consultation, forensic psychology, rehabilitation counseling, sport and health counseling, and police psychology. In addition, the School's vision to be the leading academic institution advancing socially responsible practice requires the School to move beyond psychology and its most closely related fields—to other practitioner fields such as criminology, administration

and leadership, and emergency management. Each field will manifest socially responsible practice in a manner that is, on the one hand, related to how the School has described socially responsible practice within psychology, and, on the other hand, distinctly relevant to each unique practitioner field.

The remainder of this section of the paper traces the School's development of socially responsible practice for professional psychologists and allied health professionals such as art therapists. The thinking and definition is intended to be readily transferable for other practitioner fields at the Adler School.

THE CALL FOR SOCIALLY RESPONSIBLE PRACTITIONERS

The limited vision and scope of theory and practice of psychology and the adverse impact this limitation has had on the professions' abilities to fully meet their responsibility to society prompts the formulation of a definition and new area of competency in socially responsible practice. While critics of psychological practice come from different vantage points and theoretical persuasions, many agree that, across its history, psychology has over-emphasized the importance of individual factors in understanding human functioning. This heightened attention to the individual at the expense of attention to the community can perhaps be traced to the beginnings of psychology—as the field chose to follow the more individual and intrapsychic constructions of Sigmund Freud rather than the more community and social constructions of Alfred Adler.

Adler wrote that human progress would only be achieved by actions aimed at the social betterment of all and the establishment of a society based on cooperation and social equality (Ansbacher & Ansbacher, 1956). Over time, Adler came to understand the final goal of human development as the fulfillment of what he called *gemeinschaftsgefühl*, or what is typically translated as social interest. Social interest is the idea that people's health resides in their community life.

In a lecture given for the Viennese Society for Individual Psychology in 1933, Adler gave perhaps his most powerful and eloquent description of the progressive nature of human evolution. Adler described the striving for perfection or completion “as innate as something which belongs to life, a striving, an urge, a developing, a something without which one could not even conceive of life” (Ansbacher & Ansbacher, 1979, p. 31). Adler stated that perfection is not attained by dominating others, promoting competition, or tolerating social inequality. Rather, it is only achieved through the development of social interest and an appreciation for the absolute truth of the essentially communal nature of human life.

In his writings, Adler described the ways in which social conditions could interfere with the development of social interest, and he also articulated the need to rectify such social conditions. In a section entitled, “The Social Responsibility of the Psychologist,” Ansbacher and Ansbacher (1956) cited the following from Adler:

The honest psychologist cannot shut his eyes to social conditions which prevent the child from becoming a part of the community and from feeling at home in the world, and which allow him to grow up as if he lived in an enemy country. Thus, the psychologist must work against nationalism when it is so poorly understood that it harms mankind as a whole; against wars of conquest, revenge, and prestige; against unemployment which plunges people into hopelessness; and against all other obstacles which interfere with the spreading of social interest in the family, the school, and society at large. (p. 454)

As noted by a number of authors (e.g., Ansbacher & Ansbacher, 1979; Hoffman, 1994), Adler, while still a physician, showed a commitment toward social activism. The need for action for social betterment is reflected in Adler's very first professional publication, "Health Book for the Tailor Trade," (1898) and another early publication, "The Penetration of Social Forces into Medicine" (1902). At the time that Adler wrote his first monograph, the tailor trade in Austria was changing and those who maintained its traditional structural arrangements lived a dismal existence including unhealthy living conditions, erratic work, and poor wages. Adler observed that disease among tailors in Central Europe was higher than any other trade, and their average life expectancy was lowest.

To understand the greater risk of tailors, Adler identified broader systemic and social factors as contributors. As noted by Hoffman (1994),

"In summarizing the causes for high morbidity rate among tailors, Adler stressed the factors of chronic undernourishment, poor housing conditions, overwork, lack of governmental protection, and the fact that many tailors chose this trade because they were physically unfit for other activities" (p. 36).

In the final section of the monograph, Adler offered recommendations for how to address these risk factors. None of these recommendations targeted individual tailors, but emphasized the need for systemic and structural changes that would improve circumstances for those in the tailor trade. These included: new labor legislation as well as more rigorous enforcement of existing regulations; accident insurance for small businesses; mandatory retirement and unemployment insurance; limits on the number of hours worked in a week; improvements in working and living quarters; and more adequate housing and dining facilities.

Adler advanced the idea that is now known as the social determinants of health, and he was an advocate of socially responsible practice in calling for physicians to take on the roles of social activist and reformer.

Ignoring social determinants and context within theories and belief systems in psychology has had a number of adverse consequences not only for the field, but more importantly, for those whom psychology seeks to serve. As a consequence, psychologists have at times supported unjust and oppressive practices. By focusing its attention on the individual

person, psychology has failed to understand the impossibility of divorcing persons from the social order in which they are embedded. Seymour Sarason (1981), for example, wrote,

A clinical psychology not rooted in a realistic social psychology—that is, a social psychology which sees itself as a cultural and social-historical product and agent, which sees itself by virtue of time, place and social and institutional status as both a cultural cause and cultural effect—is a misdirected clinical psychology” (p. 835).

The failure of psychology to address the impact of the broader social order on the well-being of individuals has limited the ability of psychologists to effectively address a range of crucial factors that have an adverse impact on human beings. For example, Isaac Prilleltensky (1989) observed,

At a structural level, a pervasive dichotomy between the individual and society is observed in psychology... The immediate ideological benefit derived from such a dichotomy is that the individual is studied as an asocial and a historical being whose life vicissitudes are artificially disconnected from the wider sociopolitical context. Consequently, solutions for human predicaments are to be found, almost exclusively, within the self, leaving the social order conveniently unaffected” (p. 796).

As Prilleltensky observed, this defense of unjust social arrangements and oppressive practices has the essential effect of blaming victims for their plight. At the heart of much of this critique is the realization that oppression and unjust social arrangements are a principal cause of human suffering.

At the individual level of intervention, then, social responsibility requires practitioners to acknowledge and address the impact of economic, social, and political factors on the people served. Part of the responsibility of practitioners is to include a political agenda in their work—an agenda committed to raising consciousness regarding oppressive conditions and supporting self-empowerment to make changes. A number of forms of feminist therapies are examples of this perspective.

Another example is provided by Laurie Smith (2005) in her paper on psychotherapy with the poor. Smith observes that the common belief among psychologists that poor people are little interested in and/or unlikely to benefit from psychotherapy is an expression of a classist bias. This same bias has led psychologists to ignore the impact of poverty on the well-being of clients. Smith writes,

... classism among psychotherapists manifests itself in distinct attitudinal barriers that deter advocacy for the funding and development of psychological services for poor people and that also compromise the delivery of such services. These barriers play out in tenacious subconscious pretexts and experiences of discomfort among practitioners that, when unexamined, encourage evasion of the underlying issues. (p. 691).

SOCIAL INTEREST
IS THE IDEA THAT
PEOPLE'S HEALTH
RESIDES IN THEIR
COMMUNITY LIFE.



Furthermore, continuing to focus solely on the individual level of intervention does not enable practitioners to affect the larger contexts that often have a profound impact on those whom they serve. The psychologist, George Albee, has been an important spokesperson for the need for broad-based interventions at a community and system-wide level to promote social justice. Albee (1990) observed, "... even if there were twenty times as many psychotherapists there would be no reduction in the incidence of problems, a majority of which are caused by poverty, powerlessness, exploitation and social injustice." (p. 373).

To make an impact on these structural and systemic problems, practitioners must adopt new intervention methods. "Changing the incidence of emotional disorders will require large scale political and social changes affecting the rates of injustice, powerlessness, and exploitation, none of which is affected by individual psychotherapy" (Albee, 1990, p. 370).

Socially responsible practice must be based on a commitment to social justice.

A just society must make every attempt to redress the social inequities that have led to disadvantage. This means more attention and effort in support of those in less favorable social positions. Limiting psychotherapy to the affluent does nothing to advance the cause of social justice and may actually dull sensitivity to injustice. But even if psychotherapy were available to all, the cause of social justice would not be advanced. Only with radical social changes leading to a just society would there be a reduction in incidence of emotional problems" (Albee, 1990, pp. 376-377).

Having laid the foundation for socially responsible practice, it may also be useful to note what socially responsible practice is not. First, it is not unscientific. A critical component of socially responsible practice is the systematic assessment of the context in which social issues exist. Early Adlerians used structured questionnaires to gain understanding of child behaviors (Adler, 1930). In addition to considering the time and place of onset of problem behaviors, the questionnaire looked into the various environments in which behaviors occurred, responsiveness to different places and people, and family and household issues. These early examples of assessment used science to examine family structures, institutional resources, and community supports. The rigorous application of scientific method to the study of the effects of socially responsible practice is both possible and necessary.

Second, socially responsible practice is neither merely empathy nor compassion. While empathy in clinical and non-clinical applications of socially responsible practice can aid in the identification of social ills and an understanding about their impact on individuals and groups, empathy alone will not translate into the social and political practices that rectify these issues. Indeed, in the absence of action, empathy can inadvertently suggest that problems are intractable. Compassion can be defined as a desire to help in the face of suffering. Therefore, compassion may be an affective and cognitive motivator to

prompt persons to act, but the desire to act—even a decision to act—is not in itself action. The motivation stimulated through compassion must activate the behaviors that comprise socially responsible practice.

Third, socially responsible practice is not just service or service provision. Service taken on its own may reinforce a sense of resignation that problems will persist beyond our best thinking and our best efforts. For example, the first responders in disasters provide service upon which survival might depend. However, it may be much later when others join them to develop mechanisms to prevent repeat disasters or to prepare for more effective life-saving responses. Thus, as critical as service is, it is but a component of socially responsible practice.

In its mission and values, the Adler School has pursued the legacy of Alfred Adler, School founder Rudolf Dreikurs, and their followers who pioneered community psychology, and the School has taken up the call for reform by thinkers such as Sarason, Prilleltensky, and Albee who see the task of psychology as one of liberation, both personal and social. In adopting the goals of graduating socially responsible practitioners, engaging communities, and advancing social justice, the members of the Adler School community embrace the revolutionary charge to change the world one person and, importantly, one social determinant at a time. In doing so, they also respond to the call for social justice by Adler and his followers.

PUTTING A DEFINITION INTO PRACTICE

In 2005, Adler School faculty described socially responsible practitioners as those who embrace a diversity of perspectives, work to build and maintain bridges across systems, support people to be empowered to identify and address shared problems, and foster the development of social equality, justice, and respect through compassionate action throughout the global community. In 2009, the School community crafted and the Board of Trustees approved a succinct definition:

Socially responsible practitioners are educated to be effective personal and social change-agents in the pursuit of justice.

Critical to the understanding of socially responsible practice is its emphasis on individuals in the context of society and on social justice defined in terms of equity of resources. Interest in populations, for example, is consistent with social responsibility because it is concerned with people in terms of groups differentially affected by tradition, habit, practice, and policy—and therefore differently able to access resources. The social context in which individuals live often serves as a determinant of their health and well-being; their personal decisions or health behaviors are often significantly supported or attenuated by this social context. As health workers, socially responsible practitioners account for this contextual influence, address it in their interactions, and strive to affect it personally and professionally.

Embracing Diversity. Social responsibility requires an appreciation for human diversity, as well as different viewpoints, theories, disciplinary perspectives, and world views that stem from diversity. Embracing diversity is critical as globalization unfolds. Pluralism, or the respect and celebration of human diversity and difference, coupled with a commitment to justice brings appreciation for the contextual nature of human existence. This understanding of contextual and social context then forms the basis for an expanded vision of the role of practitioners to serve as agents of change at many levels.

In campus discussions of this aspect of the socially responsible practitioner in the fall of 2010, discussants observed that it requires action and mobilization, shifting perspectives from habitual ones to non-traditional views. For example, one group questioned what happens when practitioners look “behind the mask” of males who are incarcerated following criminal offences. Are these men the source of social ills or have they enacted inter- and intra-group conflict prompted by social forces out of their control and viewed far differently by policy makers and system enforcers?

These conversations also introduced the apparent—but solvable—conflict between individual self-interest, group allegiance, and social interest. Challenges in embracing diversity were described when the differences in world view among faculty and students are related to religious differences, political perspectives, and moral or ethical belief systems, as well as age and class backgrounds.

Building Bridges across Social, Economic, Cultural, Racial, and Political Systems. Recognition and respect of differences enables socially responsible practitioners to identify common interests and goals that enable them to connect with others across these differences. This development of structures that cross traditional barriers must be based upon a systemic perspective that appreciates the broader economic, political, and cultural contexts that shape human well-being. Similarly, the ability to embrace a diversity of perspectives in understanding human beings supports a holistic philosophy, in keeping with the work of Alfred Adler.

In their discussion of this quality of socially responsible practitioners in 2010, students noted their challenge in achieving this skill set while prioritizing becoming a professional who will find employment after graduation, a perspective that views successful professional practice and systemic approaches to cultural competence as mutually exclusive. Such discussion allows faculty and staff to empathize with the social and economic circumstances of these students while taking steps to use curriculum, the School’s institutes and centers, and other structures to foster social responsibility in Adler School graduates.



One of the artworks created during The Socially Responsible Practice Project as faculty, staff, students, and alumni examined perspectives on socially responsible practice, through conversations, events, and creative expression.

Supporting People to be Empowered to Solve Shared Problems. Socially responsible practitioners also are committed to supporting empowerment and encouraging people to work collaboratively on shared problems. The themes of collaboration, inclusion, mutual respect, and equality are inextricably interwoven with participation in democracy. Providing the context for individuals, particularly among those groups who have been subjected to oppression and marginalization, to act powerfully together is regarded by many thinkers as an important element of social justice. For example, Richard Hofrichter (2003) in his chapter on the politics of health inequalities wrote:

Historically, at least two features define the application of social justice: an opposition to inequality, based on recognition of common human interests, and support for democracy. First, social justice demands an equitable distribution of collective goods, institutional resources (such as social wealth), and life opportunities... Second, social justice calls for democracy—the empowerment of all social members, along with democratic and transparent structures to promote social goals. This is another way of describing political equality. (p. 12)

Students, faculty, and staff who discussed in 2010 the commitment to supporting empowerment asked several questions that reflected their appreciation of its complexity and importance. For example, they asked who gets to determine if a problem is shared, particularly when those involved may have an unequal power base. They also wanted to know how to promote assertiveness in the face of resignation. Further, they wondered what skills practitioners would need—and where would they be acquired—to mobilize action, especially across groups with different experiences of social and economic privilege.

Fostering Development of Social Equality and Justice. Social justice requires people to be open to and respectful of all forms of human difference; to seek to understand the world view of others and accord the experience of others with respect; to appreciate the shared human condition; to recognize and affirm a fundamental human equality (and the fundamental rights and obligations based in that equality); to encourage others to exercise personal agency in creating change while also changing unjust structural processes; and to seek to ameliorate human suffering caused by injustice.

In the small group discussions in 2010, students and faculty noted a need for greater institutional memory on issues of equality and justice so that these can more readily be fostered in students across programs and across cohorts over time. Discussants also noted how readily applicable the principles of equality and justice are in the study of systems. These principles also extend to ongoing decision making that is deeply affected by economic considerations over human ones.

Thus, the School's commitment to educating socially responsible practitioners is an expression of an expanded view of the nature of service provided by psychologists and other practitioners. Compassion must be wed with justice to affect the changes necessary to remove the causes of suffering at both an individual and collective level. In fact, Adler (1930) observed that social feeling is the tendency to unite ourselves with others, accomplish tasks cooperatively, and make ourselves generally useful to society. Thus, for Adler, compassion combined with justice—or what he called social feeling—is manifest in responsible action.

Justice can also be seen as compassion in action, a form of social engagement devoted to redressing inequities and imbalances in power that cause human suffering. Social justice is the foundation for socially responsible practice. Social responsibility, in turn, is manifest through the competencies of its practitioners.

SOCIALLY RESPONSIBLE PRACTITIONER COMPETENCIES

The Adler School supports nine areas of competency in its model for the education and training of professional psychologists at the doctoral level of training. These nine competencies are influential for the remaining practitioner programs of the School—18 graduate-level degree programs to prepare different kinds of practitioners, as of 2012. Seven of the nine competencies are adopted from the National Council of Schools and Programs in Professional Psychology (NCSPP). Those are: relationship, assessment, intervention, research and evaluation, consultation and education, management and supervision, and individual and cultural diversity. The eighth and ninth are specifically rooted in the School's Adlerian tradition: competency in the theories and methods of Adlerian psychology and in socially responsible practice.

Faculty have operationalized the competency of socially responsible practice within a framework of the knowledge, skills, and attitudes required of a practitioner. These allow practitioners to understand the role of social context in creating physical and behavioral health, to integrate this understanding into professional practice and civic engagement, and to actively collaborate with others to reform systems that adversely affect human well-being. In 2005, faculty first operationalized knowledge, skills, and attitudes for this competency, and revised them in 2009.

Knowledge. Adler School graduates are expected to know the theory and research related to the social, cultural, historical, economic, and political systems in which individuals are embedded and that affect psychological well-being. Included in this knowledge is an understanding of how the distribution of power affects human welfare and functioning. Further, this distribution of power is made evident in the nature and structure of various service delivery systems that impact individuals and communities. These delivery systems can include interdisciplinary teams used to identify and address socio-cultural phenomena that impact health.



SOCIALLY
RESPONSIBLE
PRACTITIONER
COMPETENCIES

skills

knowledge

attitudes

Graduates also know about subfields of psychology that inform socially responsible practice. These include community, clinical, ecological, liberation, political, and positive psychology. With this knowledge, graduates possess insight into how communities function, organize, self-define, self-regulate, and identify and pursue objectives. This requires them to know methods of public policy analysis, formulation, and implementation.

They also know multilevel approaches to enhance individual and community health and well-being, while remaining cognizant that these are often embedded in Western perspectives and that non-Western views and approaches to well-being also exist.

Skills. Socially responsible practitioners are expected to possess the ability to integrate theory and research from multiple perspectives and to critically examine the claims of a broad range of theories, models, and disciplines. They are able to engage in constructive, informed social action that uses multiple techniques. Their success in these endeavors requires an ability to network, cooperate, and collaborate across communities and disciplines. It also requires their ability to work and communicate with people who hold different world views, life experiences, beliefs, and values.

Adler School graduates also are able to develop holistic intervention or treatment plans based on an understanding of the context in which persons live. This means that they also have developed skills in assessing how the broader social context contributes to inequalities in health and well-being across populations. Their skills allow effective assessment of evidence-based practices considered for implementation in new community and organizational contexts. Graduates are also able to use multi-modal approaches in service delivery as advocates, administrators, supervisors, consultants, direct service providers, and program evaluators.

Attitudes. The knowledge and skills named here are supported by a commitment to social justice among graduates. They are caring, compassionate, empathetic, ethical, and self-reflective. Graduates are respectful of individual, cultural, and other differences; tolerant of ambiguity; and open-minded and flexible. Their work is marked by optimism, hopefulness, and a willingness to constructively question the status quo. They are also cooperative and collaborative.

The development of these competencies in Adler School graduates is supported throughout the core curriculum, in practical training experiences, and additional required coursework. The competencies are also supported through their careful application in the broader educational environment at Adler School. This environment includes institutes and centers—as well as practices in the recruitment of participants in the School community and expectations regarding excellence at the institution. These supports are further described in the next section.

“Socially responsible practitioners understand and work to ensure community health, rather than simply provide services.”

Integrating Socially Responsible Practice Into The Adler School

Across 2005, concurrent with the faculty's initial development of a definition for socially responsible practice, community stakeholders, including employers of alumni, completed an assessment of all School curricula. Stakeholders were asked what graduates were able to do, what graduates were unable to do, and, perhaps most instructively, what graduates most needed to do in community settings. Faculty then revised curricula based on their new definition and these community-needs-assessment results.

The launch of the new curricula in Fall 2006 involved the entire Adler School community. In defining the meaning of socially responsible practice, and in revising all program curricula to align with this commitment, the primary criterion was to assure that these changes would have a positive impact on all key stakeholders. Throughout planning and implementation, careful attention was paid to:

- The School's Adlerian legacy and mission;
- Contemporary and future needs of both individual clients and society at large;
- The need to expand the ability of practitioners to respond to those needs;
- Providing students with an innovative, state-of-the-art education and training program;
- Integrating activity across Adler School to assure the achievement of competency in socially responsible practice.

The faculty realized that the School's commitment to socially responsible practice would only be apparent by the inclusion of issues and discussion of socially responsible practice throughout the curriculum, the addition of required coursework specifically devoted to developing the socially responsible practice competency, and a practical training experience devoted to helping students understand social issues and how to become socially engaged professionals. For example, three new required courses were developed for the clinical psychology doctoral program to cultivate the knowledge, skills, and attitudes included by faculty in their definition of socially responsible practice (i.e., Structural & Sociocultural Bases of Health & Dysfunction, Global & Cross-Cultural Perspectives on Health & Dysfunction, and Public Policy, Advocacy & Social Change). Perhaps more importantly, every course was required to include at least one learning outcome pertinent to socially responsible practice.

COMMUNITY
SERVICE
PRACTICUM

professional
networking

policy
development

interdisciplinary
teams

community-based
problem solving

public health
approaches

ADLER SCHOOLS

PRACTICAL TRAINING IN UNDERSTANDING AND ADDRESSING COMMUNITY

PROBLEMS: THE ROLE OF THE COMMUNITY SERVICE PRACTICUM

Socially responsible practice requires a practical training component similar to the traditional clinical practicum in which all students receive training to provide services such as assessment and psychotherapy. For this reason, a Community Service Practicum (CSP) is a requirement of the new program curricula.

Evidence from a wide range of sources indicate that there has been a notable increase in the number of service-learning courses and related service-learning opportunities at undergraduate institutions (Eyler & Giles, 1999). In its 2011 report, Campus Compact—a voluntary association comprised of institutions of higher education with the mission of educating college students to become active citizens equipped to find solutions to social problems — noted that its membership had grown from four institutions in 1985 to 1,200 in 2011.

There has been less growth in service-learning courses at the graduate school level. Campus Compact reported that only 18% of its member institutions offered graduate school service-learning experiences (Campus Compact, 2011). Paul Nelson (2005), past Director of Graduate Education of the Education Directorate of the American Psychological Association, observed,

Service-learning as a form of pedagogy is most commonly practiced by disciplines at the undergraduate level of education. The reasons for this are likely several, but certainly major among them is the intensive focus at the doctoral level on research and, in applied programs, preparation for professional practice of the discipline. Unless the service-learning model employed can be integrated with the work of faculty and graduate students related to these two major goals, it is not likely to take much root in practice at the doctoral program level (p. 4).

In the same paper, Nelson discusses the potential benefits of inclusion of service-learning activities in graduate psychology programs and discusses the positive contributions that psychology can make to successful service-learning programs.

Nelson provides an example of the successful integration of service-learning in graduate education from the work of Richard A. Cherwitz at the University of Texas-Austin. Cherwitz (2002) was the architect of the Intellectual Entrepreneurship (IE) program. This program enables graduate students in a range of departments to enroll in interdisciplinary courses designed to help them develop a scholarly identity that enables them to apply what they are learning to solving problems in their community. The emphasis is to move graduate education beyond the borders of the university and actively engage broader communities in ways that promote social, political, and economic change. For students who participate in the IE program, the experience has proven valuable in putting their knowledge to work for their communities, as well as in enabling them to shape a successful and rewarding career following the completion of their degrees.

Service-learning represents a way of committing to a scholarship of engagement by offering students the opportunity to acquire socially responsive knowledge (Altman, 1996). Altman (1996) in his analysis of the present state of higher education and psychology in responding to the needs of society, describes the corporate image of higher education in which "... faculty and administrators follow the individualistic, entrepreneurial, laissez faire model of American industry in the 1980s and earlier" (p. 373). As an example, he describes how research that was portrayed as a means of producing results that would promote human welfare, increasingly became a means of self-advancement. He wrote:

So, we wrote proposals describing how our research would eventually help resolve some social need, even though deep down in our souls many of us were just mouthing the words and actually demeaned so-called applied or problem-solving research. However, the times were prosperous and we were given a long leash by society to follow our noses and do what was popular in our disciplines. (p. 372)

To counter this trend, Boyer (1996) writes that "...the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems and must reaffirm its historical commitment to what I call the scholarship of engagement" (p. 11). A scholarship of engagement leads to socially responsive knowledge. Building on the acquisition of foundational and professional knowledge,

the goal of socially responsive knowledge is as follows: first, to educate students in the problems of society; second, have them experience and understand first-hand social issues in their community; and third, and most important, give students the experience and skills to act on social problems. (Altman, 1996, pp. 374-375)

The purpose of the CSP required for most all degree programs at the Adler School is to develop what Altman calls socially responsive knowledge. Because the CSP is an actual course requirement with specific expected academic exit competencies, it is unlike most service-learning opportunities in undergraduate and graduate programs. However, it clearly has its roots in the service-learning philosophy that intends to promote socially responsible students. Similarly, unlike required clinical practica in which students receive training in providing traditional services such as assessment and psychotherapy, the CSP experience is designed to give students experiences in effecting structural and systemic changes that adversely impact clients. Examples are changing public policy, influencing legislation, performing community-based assessment or intervention, promoting conflict resolution, and teaching advocacy. While these are all areas in which psychology can have a meaningful positive impact, they represent areas that have historically been neglected by psychology practitioners.

To meet the requirements of a CSP, organizations and practice locations are identified to provide learning and mentoring opportunities for students that will enrich their appreciation for diversity, civic engagement, community-mindedness, social justice, and social responsibility.

The addition of this type of practicum to the traditional clinical practica required of students enables the program curriculum to provide practical training designed to develop knowledge, skills, and attitudes specific to socially responsible practice. Examples of this include working as part of an interdisciplinary team; acquiring knowledge about community-based problems and the range of programs and services designed to address these problems; public health approaches; policy development and implementation; and professional networking. Each practice site is likely to require different responsibilities and expectations around projects and tasks assigned to the student. Students engage in a variety of activities, including, but not limited to:

- Diversity training
- Health education in the community
- Researching mental health law and how to influence change within the local and national judicial system
- Development and research for support programs
- Grant writing
- Skills training for various populations
- Domestic violence prevention training

Preparation for and monitoring of first year students for the CSP is achieved principally in Professional Development Seminars required of all first year students. This class includes approximately ten students meeting weekly with a faculty member who also serves as their advisor. There are modules designed to provide students with knowledge, skills, and attitudes needed to work with the systems they will encounter during the CSP. Students use reflection papers and journaling as a way of processing their experiences while at the CSP both individually and with fellow class members in the seminar. While at the CSP, students work with assigned staff members to develop and complete a defined project that will provide some form of assistance to the site and/or community that it serves. The project may be creating a new service program, conducting research pertinent to some policy decision, or providing assistance in applying for external funding.

At the completion of the CSP, students are required to do a poster presentation for the Adler School community with the option of entering a competition in which projects are judged based on their quality and contribution to addressing a community issue using theory, research, and practice. The poster presentation gives students useful experience in presenting their work to the professional community.

The CSP was introduced in Fall 2006 at both the Chicago and Vancouver campuses. Considerable enthusiasm among students, faculty, and community members about the value and quality of the experience has since been consistently reported, validating the value of this experience for students and communities.



PREPARE

STUDENTS TO

LEAD SOCIAL

CHANGE THROUGH

SOCIALLY

RESPONSIBLE

PRACTICE

Following the success of the CSP, the School has worked to align its traditional clinical practica with socially responsible practice. In 2008, conversations began with clinical practica supervisors about expecting and supporting students to complete traditional assessment and psychotherapy and to complete other types of activities, such as those that might be completed during a CSP, in the context of the competency of socially responsible practice as operationalized by the faculty. Some clinical sites have allowed students to pursue specific projects novel to them. Supervisors now complete evaluation forms of all students which include ratings for the knowledge, skills, and attitudes expected by faculty for socially responsible practice.

Also in 2008, the School reorganized training within its psychology predoctoral internship program through Adler Community Health Services (ACHS). Interns are now expected to devote one day per week to completion of a project in socially responsible practice. Projects completed within the ACHS internship have included development of a curriculum for para-professionals in a religious setting regarding mental health, a program to help police officers prevent family and sexual violence, and a curriculum for educators and paraprofessionals in inner city schools to better understand the multiple determinants of learning disability.

In 2012, an inventory was completed to document progress and additional needs regarding the integration of socially responsive practice in the clinical training of the School. Overall, Adler students indicated that they have a good sense of how they define socially responsible practice. Students report that they have been influenced by and feel connected to the School's model of socially responsible practice through advisement experiences, coursework, the CSP, clinical practica, and exposure to the activities of the School's institutes and centers. Students want more examples of socially responsible practice in professional application. Students report that they have the knowledge needed to act but want more assistance in determining how to do so in practice. For example, at the level of clinical work with individuals, case conceptualization and intervention that is better informed by issues of social justice was identified as a need. Students believe that they are well prepared to identify barriers and systemic factors that negatively affect health and well-being but are less confident in their ability to address them.

INSTITUTES, CENTERS, AND OTHER AVOCATIONS FOR SOCIAL JUSTICE

The Adler School advances social justice principally through preparing students to be practitioners who lead social change through socially responsible practice. To support this process, champions for social justice are embedded across the School in the form of institutes and centers.

- **The Institute on Social Exclusion (ISE)** builds strategic alliances to ensure that all members of society have safe housing, quality education and healthcare, fair terms of employment, nutritious food, personal safety, and judicial equity. The ISE works

to dismantle the barriers to these essential rights, opportunities, and resources by advocating for structural change in our society.

- **The Institute on Public Safety and Social Justice (IPSSJ)** meets public safety challenges with socially just solutions. The IPSSJ collaborates with community groups, peer institutions, and systems partners to devise empirically sound methods beyond mere suppression to create environments where a more lasting and meaningful sense of peace and wellness can prevail.
- **The LGBTQ Mental Health and Inclusion Center** supports the Adler School to be the leader in educating and training culturally-competent clinicians in practice with sexual orientation and gender variant minorities. The Center works to address the needs of those most underserved and underrepresented within the LGBTQ community—and in doing so, supports the attention of the Adler School to all underserved and marginalized groups.
- **The Adler Child Guidance Center (ACGC)** supports the raising of children who are responsible participants in democracy through child guidance methods which emphasize respect, encouragement, and cooperation. ACGC continues the work of School founder Rudolf Dreikurs in meeting the needs of diverse communities.

Institutes and centers bring attention to social justice within the School through stimulating changes in the curricula and through specific didactic and experiential activities for students and faculty. For example, the 2006 revision of curricula was greatly influenced by the work of the ISE. ISE faculty were important in the specification of systemic and structural determinants of health within the curricula and within the faculty's definition of socially responsible practice. The IPSSJ has assisted faculty in considering safety as a primary determinant of health and in better working within the criminal justice system—the de facto most important provider of mental health services in the United States.

Institute and center faculty come from disciplines beyond psychology, such as urban planning and law, and therefore they bring expanded, alternative, and perhaps provocative perspectives when they teach. The institutes and centers provide targeted education and training for students and faculty, and beginning in 2013, such activity will be focused through a Social Justice Institutes and Centers Event which will be a day-long conference-like event for all students and faculty.

The ISE's Social Exclusion Stimulation (SES) is an example of an extra-curricular experience that is currently required for all doctoral students and is currently being contemplated as a requirement for all students. The SES is a role-play exercise that allows participants to see the ways in which society's systemic and structural barriers produce social exclusion for certain groups of people. The SES simulates social exclusion processes by replicating the experiences of formerly incarcerated women attempting to re-enter society following their release from prison. Students and others, including School trustees and donors, have reported that



Social justice

demands

ACTION!



demands

Peace

Social justice

One of the artworks created during The Socially Responsible Practice Project as faculty, staff, students, and alumni examined perspectives on socially responsible practice, through conversations, events, and creative expression.

important goals have been powerfully met: understanding of what structural and systemic barriers are and how they work to undermine opportunity and access; appreciation of practical limits of personal responsibility, agency, and choice; motivation to adopt attitudinal and behavioral changes in pursuit of social change; and empathy for marginalized groups in general.

In addition to institutes and centers, other practices have been institutionalized at the School to align attention to socially responsible practice at all organizational levels. Recruitment, for example, of the School's leadership, faculty, staff, and students reflect this attention. Recruitment of the School's leadership in the membership of the Board of Trustees has been intentional and transformative. Trustee recruitment has been driven by criteria related to socially responsible practice—including values and experiences related to social justice work—such that all trustees now have social justice experience. And recently, the *Chronicle of Higher Education* wrote about the School's Board of Trustees as an exemplar in diverse composition according to ethnicity and gender. Students, likewise, are recruited who have particular and focused interest in socially responsible practice and who have aspirations to work in nontraditional roles to address social and community health. Prospective students' experiences are evaluated, such as examination of the type of service learning pursued during undergraduate education, to ensure good fit to the specific goals of education at the Adler School.

Conversation and participation in the workplace of the Adler School is also guided by the institution's definition of socially responsible practice. For example, the 2010 – 2011 community conversations that resulted in the present document (The SRP Project) and the 2012 community conversation regarding expectations for professionalism at the School were planned to optimize inclusion and development of genuine community, as well as to reflect the School's values of social interest, pluralism, courage, excellence, and pragmatism.

Excellence plans have been defined in eight operational areas—academic affairs, student services, information technology, educational technology, development, communications/marketing, human resources and workforce development, and diversity—to guide the School's leadership in advancing socially responsible practice. Excellence plans make explicit the four aspects of the faculty's socially responsible practice definition (specifically, embracing a diversity of perspectives, working to build and maintain bridges across systems, empowering identification and resolution of shared problems, and fostering the development of social equality, justice and respect) in the operations of the School.

The content of the School's operational plans, as well as how these plans were collaboratively constructed, make manifest the School's commitment and responsibility to the guiding values and measurable results inherent in the construct of socially responsible practice. The benefits of these plans within the School and more broadly in society are being experienced now and hold promise for the future. The following section explores the benefits of socially responsible practice for various stakeholder groups.

SOCIALLY
RESPONSIBLE
PRACTICE
BENEFITS ALL

faculty
and staff

profession
of psychology
and other
disciplines

students

individual
clients,
communities,
and society



“Non Nobis Solum, Sed Omnibus” – Not For Ourselves Alone, But For All

Non nobis solum, sed omnibus is the Adler School motto. It expresses an affirmation of the Adlerian roots of the School and its present and future endeavors as it continues the work of Alfred Adler. Educating socially responsible practitioners is the central value principle of the School’s educational programs. For all those who have chosen the path of professional practice, there is the realization that what benefits one must benefit all—and what harms one, harms all. Thus, as the Adler School commits to producing socially responsible practitioners, it benefits students, the clients and communities served, faculty and staff, the profession of psychology and other practice fields, and the larger society. Understanding these benefits enables the School to maintain the clarity needed to continue the work it has chosen.

BENEFITS TO STUDENTS

In addition to a foundation of knowledge, skills, and attitudes to provide services to a broad range of clients in multiple settings, students receive unique preparation to apply theory and research to improving the health of communities. As a result, students graduating from the School have expanded career opportunities that benefit populations not currently adequately served by professional psychology. Through their CSP, students have the opportunity to interact with professionals and staff within settings not traditionally familiar with psychology. As a result, they have the experience of bringing psychology to the issues faced by these settings while also increasing their awareness of the potential value of psychology, counseling, art therapy, criminology, rehabilitation, and other related fields in addressing community problems.

The distinctive education and training received by students enables them to be distinguished from students from other schools when applying for practica, internships, post-doctoral positions, and jobs. Involvement in Adler Community Health Services also provides students with training in socially responsible practice, giving them additional preparation in providing a range of community services. The School’s institutes and centers expand the visibility and reputation of the Adler School among students and prospective employers such as governmental, professional, and community groups. The institutes also enable the School to provide unique education and training to students and faculty of many disciplines such as sociology, law, public policy, and urban studies. In addition, the institutes and centers attract grant funding and research opportunities for students.

As a leader and innovator in higher education, the School is highly regarded by practice communities. By distinguishing itself from other schools, the Adler School attracts strong applicants to its degree programs who are attracted to the School’s specific mission. This has resulted in highly and increasingly qualified students recruited into its academic programs.

BENEFITS TO ADLER FACULTY AND STAFF

Faculty and staff have opportunities to develop innovative education and training programs focused on educating socially responsible practitioners. Through the institutes and centers, faculty and staff interact with individuals from other professional backgrounds and disciplines who share a commitment to social justice and promote an expanded vision of professional practice. Projects, conferences, and scholarship sponsored by the institutes and centers also offer opportunities to faculty and staff for education, dialogue, and personal and professional development. Faculty and staff also have the chance to work with students enthusiastic about the School’s mission and commitment to socially responsible practice, thus experiencing the gratification that comes with being a part of their personal and professional formation.

BENEFITS TO THE PROFESSION OF PSYCHOLOGY AND OTHER PRACTICE DISCIPLINES

By demonstrating the need for and success of its programs, the Adler School encourages other academic institutions to adopt similar goals and values. The School expands the awareness of other professions and individuals engaged in community work of the potential value of psychology in solving social problems. Through its adoption of socially responsible practice, the School is also meaningfully addressing the critiques leveled at psychology’s, counseling’s, and some other professional disciplines’ lack of involvement in solving community and social problems and providing a model for how to correct these shortcomings. By increasing its visibility as a strong proponent of psychology in solving social problems, the Adler School helps elected officials and other key decision-makers to see its role in promoting social justice. The School provides a model for professional practice, in general, in its articulation of socially responsible practice.

BENEFITS TO INDIVIDUAL CLIENTS, COMMUNITIES, AND SOCIETY

The CSP enables students to provide valuable and much needed services to individual clients within community settings that can benefit from the work informed by Alfred Adler’s perspective. The expansion of programs offered by Adler Community Health Services also enables the School to work in additional settings to address community problems, particularly with underserved and marginalized populations. Similarly, the institutes and centers address key social issues and affect social change through public education, advocacy, community work and research.

Increasing opportunities become available for involvement of Adler School administration, faculty, and staff in their own communities. Scholarship promotes an expansion of theory and research on the application of socially responsible practice to community and social issues. Educational materials and programs are provided to the public, policy makers, and other professionals on effective ways to address community and social problems. The degree programs of the School produce masters and doctoral level practitioners in various disciplines with the knowledge, skills, and attitudes to provide socially responsible services.

IMPLICATIONS FOR FURTHER RESEARCH, PRACTICE, AND DEVELOPMENT

At this point, the beneficiaries of the Adler School's efforts to train socially responsible practitioners—and indeed the benefits that accrue to them—are still overwhelmingly theoretically derived. The early research in the application of Adlerian principles in education showed remarkable promise in their potential for their approaches to be generalized to other fields, such as health care, public health, post-secondary education, and military preparation (Dreikurs, 1971). But the application of socially responsible practice principles and programs in these arenas remain open for extensive study.

Many opportunities also exist for faculty, student, and alumni research to determine if the aspirations of socially responsible practice translate into the intended outcomes. Particularly promising are research practices that involve community-based participatory approaches that are actionable and informed by a community's own knowledge. These approaches have as their bases communities' insights into their needs and aspirations rather than the intellectual curiosity and academic inquiry of researchers.

Public health research, especially research examining social determinants of health, similarly opens many options for inquiry. Socially responsible practice can and must address issues of minority stress, availability and accessibility of health education, poverty and economic deprivation, discrimination, oppression, and social isolation. Each of these issues requires research.

Socially responsible practice also demands that health workers—graduates of the Adler School—expand, develop, and evaluate the impact of community, group, and individual interventions. While many professional disciplines are devoting greater energy to the improvement of reimbursement rates for individual-oriented interventions, Adler School graduates must re-examine the practice of individual therapy and the entire fee-for-service approach to achieving positive health outcomes. Exciting opportunities exist for the socially responsible practitioner to collaborate with urban planners, criminologists, environmentalists, social scientists, innovators in information technology, and others to create interventions that create contexts in which people in communities can solve their shared problems.

Adler School students and faculty are expanding the horizon of practice and applied research. For example, Nataka Moore and Tina Rago have organized a course in South Africa through which students will participate in community development actions with shelters, centers, schools, and clinics. Nancy Bothne has worked with colleagues from the Heartland Alliance on community-based interventions with torture survivors. Adler School students, led by Ileana Ungureanu, are participating in vocational counseling and social integration activities with disadvantaged teens and young adults in Romania. In El Salvador, Jerry Westermeyer has been monitoring the school progress of children and adolescents who have received scholarships through programs funded by him and a colleague. Elena Quintana leads the faculty and staff of the Institute on Public Safety and Social Justice in researching restorative justice practices to repair communities with the consent and participation of crime victims, offenders, and involved and wider stakeholders.

The School fulfills its mission through its application of the principles of social interest in its daily work. Still, discussions among students, faculty, and staff have pointed to the need to continue efforts in understanding and addressing the differential power base that exists among those groups, both historically and in the present. Self-advocacy, student debt, widely-divergent perspectives, professionalism, religious world views, and expectations of partner agencies are among the myriad considerations for all groups within the Adler School to consider in the light of its commitment to socially responsible practice.

The journey of fulfilling a commitment to the work of Alfred Adler and creating a world of greater compassion and justice is still unfolding. The work ahead of the Adler School is only matched by the daunting magnitude of the problems that must be addressed. However, with the resolve that comes with appreciating the potential of our human communities, the Adler School can move together as an institution united by a sense of purpose, not for ourselves alone but for all.



**WHAT BENEFITS
ONE MUST
BENEFIT ALL.**

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Chicago Campus
17 North Dearborn Street
Chicago, IL 60602
312.662.4000

Vancouver Campus
1090 West Georgia Street
Suite 1200
Vancouver, BC Canada V6E 3V7
604.482.5510

