



Payne, Alexis M

A00433398

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/2019	06/2021	90	South Puget Sound Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2021	06/2022	46	In Sickness and In Health 4 - <i>Narrative Psychology</i> 6 - <i>Positive Psychology</i> 4 - <i>Sociology of Health, Illness, and Healing</i> 4 - <i>Ethnography</i> 4 - <i>Medical Anthropology</i> 4 - <i>Advanced Topics in Medical Anthropology</i> 4 - <i>Community Psychology</i> 4 - <i>Applied Anthropology</i> 12 - <i>Internship: Evergreen Childcare Center</i>

Cumulative

136 Total Undergraduate Credits Earned



Payne, Alexis M

A00433398

Last, First Middle

Student ID

September 2021 - June 2022: In Sickness and In Health

46 Credits

DESCRIPTION:

Faculty: Eric A. Stein, Ph.D., Toska Olson, Ph.D., and Arita Balaram, Ph.D.

In this foundational, hybrid (online and in-person) social science program, students explored cultural, social, and psychological approaches to the body and health in order to develop a complex, integrative understanding of well-being. Students completed weekly seminar synthesis essays and an extensive autoethnographic project that cited our readings in feminist psychology, narrative psychology, community psychology, medical anthropology, and the sociology of health, illness, and healing. As part of our studies of positive psychology, students completed a weekly collaborative ecotherapy practicum that entailed shared reflective activities and writing exercises. Sophomore - senior students completed additional work in applied anthropology, community psychology, and medical anthropology that culminated in a short project overview, a 5 - 7 page library research report on a social problem, and a presentation on interventions by existing organizations.

Winter studies featured psychological, ethnographic, and activist approaches to loneliness, disability, and housing instability, as well as readings in positive psychology on gratitude, joy, self-compassion, affective forecasting, and other topics; students completed short summaries of readings each week, composed questions, and wrote a preamble exploring ideas between texts. For their major collaborative project in winter quarter students learned applied anthropology and community psychology approaches to developing ethical, community based, applied projects on well-being on the Evergreen campus, culminating in extensive research-based reports and major presentations attended by Evergreen staff. Students also had options to complete a substantial pre-capstone research proposal; a community-based internship or volunteer position; or additional studies in a weekly group-based positive psychology practicum.

Spring quarter, students took part in a combination of three program pathways: part- or full-time internships, independent research, and/or an Advanced Seminar in the social sciences. Research work culminated in the writing and revision of a substantial capstone paper ranging from 15 to 40 pages depending on credit enrollment and the presentation of findings to program peers. Students enrolled in the advanced seminar co-facilitated seminar discussions and completed two seminar papers and an integrative essay synthesizing the year's thematic content. Our inquiry considered advanced questions in research methods and ethics and considerations of health and community in the context of our year long inquiry. Our texts included Lorde's *The Cancer Journals*, Morgan and Cornwell's *Ecotherapy Workbook*, Radke's *Seek You: A Journey Through American Loneliness*, Bstan-'dzin-ryga-mtsho and Tutu's *The Book of Joy: Lasting Happiness in a Changing World*, and Desmond's *Evicted: Poverty and Profit in an American City*, in addition to a selection of disciplinary articles. Students in the spring quarter Advanced Seminar read Cox' *Shapeshifters: Black Girls and the Choreography of Citizenship*; Lassiter, Hoey, and Campbell's *I'm Afraid of the Water: A Collaborative Ethnography of a West Virginia Water Crisis*, Kimmerer's *Braiding Sweetgrass*, and selections from Foucault's *Discipline and Punish*.

EVALUATION:

Written by: Eric A. Stein, Ph.D., Toska Olson, Ph.D., and Arita Balaram, Ph.D.

Alexis has been an intelligent, thoughtful, and responsible student in In Sickness and In Health. Alexis brought to the program interest in deepening her study of psychology, sociology, and anthropology. She also brought with her strong organizational and time management skills. She succeeded in meeting all the expectations for her attendance and assignments and has received full credit for her participation in the program.



Payne, Alexis M

A00433398

Last, First Middle

Student ID

Alexis had an engaged and attentive presence in seminar. She was a deep listener, and when she did participate, she expressed interesting observations and questions about the texts and made connections between theory and lived experiences. She often played an important role validating and responding to the comments of her peers, which was pivotal in building the learning community. Alexis's weekly reading seminar papers were thoughtful reflections, deeply based in the readings and her observant responses to them. These papers were consistently articulate, specific, and well organized. By mid-quarter in fall, her work demonstrated very strong habits of thought (metacognition, synthesis, and analytic skills) and a solid grasp of key concepts from the program including social determinants of health, structural oppression, and empowerment. An initial winter quarter essay provided a very good, thoughtful engagement with the readings that grasped how two readings addressed the effects of social media on shaping experiences of loneliness. A later paper made a compelling argument for a more integrated classroom that draws on universal design for learning principles in order to prevent the marginalization and alienation of autistic youth. These winter quarter essays showed Alexis working proficiently with concepts and ideas in ethnography and applied anthropology. In the spring quarter Advanced Topics in Medical Anthropology seminar, Alexis continued to meet responsibilities to readings and assignments. A final essay on Robin Kimmerer's *Braiding Sweetgrass* made some very good connections with readings from throughout the year on the subject of "flourishing" and showed Alexis ready to continue advanced level studies in the social sciences.

Alexis's ethnographic work demonstrated strong observational and analytic skills. She completed each of the scaffolding assignments for the autoethnography thoroughly, which contributed to the strong work she did on her final draft. Alexis wrote about how aspects of her identity have shaped both her experiences of privilege and marginalization, with a focus on trauma, mental and physical health, and discrimination. In her autoethnography, she skillfully drew on program concepts including stigmatization, social constructionism, and self-efficacy. The connections she made between her narrative and the program content were strong and demonstrated the extensive knowledge she has gained over the course of the quarter on the intersections of health, place, and well-being.

Alexis's ecotherapy group was a model for how focused conversations and explorations in nature can deepen individuals' understanding of themselves, their strengths as collaborators, and the relationships between humans and the natural world. She did consistently good work on the ecotherapy assignments, clearly applying concepts from the workbook to the exercises. In commenting on Alexis's collaborative skills, the group described her as positive, insightful, flexible, and honest. The group's journal demonstrated consistently solid engagement with the Ecotherapy Workbook material and its personal applications and an excellent sense of collaboration and communication.

Expanding on the ecotherapy work, the goal of the positive psychology component of the program in winter quarter was to provide students with an opportunity to examine and practice well-being promotion strategies through readings, lectures, and substantial engagement in weekly exercises. Alexis completed all of the reflective reports on weekly practices, demonstrating in-depth reflection on and personalization of concepts and exercises. Alexis' viewpoints and interpretations were insightful and well supported by experiences and examples, demonstrating comprehensive engagement in and thoughtfulness about the practices. Alexis also participated in a weekly positive psychology practicum. The group's weekly practicum journal emphasized the importance of and challenges to strengthening social connections, acting in accordance with values, and finding laughter as well as noting the challenges of intentionally seeking happiness. Overall, the journal demonstrated proficient collaboration skills and substantive engagement and depth of reflection about the discipline of positive psychology.

In fall, Alexis worked with three peers in the quarter-long applied anthropology and community psychology project to examine the complexities of students with disabilities in higher education. The group's 8-page coherent and effective final report provided a very good overview of the key scholarly perspectives, incorporated research on disabled veterans, and did especially strong work with how "self-



Payne, Alexis M

A00433398

Last, First Middle

Student ID

unidentification" can sometimes prevent some people from making use of available resources. The group's highly accessible, well-practiced, thoughtful final presentation offered a clear overview of TRiO Disability Support on the Evergreen State College Campus. Group members noted that Alexis contributed substantially to the work, attended most out-of-class meetings, and helped interview TRiO staff in preparation for the final presentation.

In their excellent Health and Resilience at Evergreen project expanding on the above applied work in winter quarter, Alexis' group took a student-centered approach to addressing accessibility considerations for students with disabilities on campus. The group successfully applied principles of community psychology and applied anthropology to the work, making substantial use of the Community Toolbox framework. The group's 11-page final report began with a well-researched, effective discussion of scholarly literature on campus accessibility that helped to contextualize the issue. The group also shared results from an original research survey that found accessibility barriers to be a significant concern on campus for students with disabilities. Drawing inspiration from the UCLA Disabled Students Union, the group proposed a highly significant intervention to form a similar union on Evergreen's campus in order to give voice to the ongoing concerns of students with disabilities. The group consulted with campus Student Activities and set a plan in motion to form the union in the following quarter. The group's excellent, accessible final presentation, which was well-attended by staff from Access Services and TRiO Student Success and Disability Support, made a compelling case for providing additional support for students with disabilities. Group members collaborated and communicated effectively to complete the successful work, and took a high level of responsibility for addressing an important on-campus issue. Group members noted that Alexis attended many of the meetings and contributed regularly to the project work, particularly when called on to participate.

Alexis internship at the Children's Center spring quarter was very successful; Alexis completed 300 hours of internship work. Alexis' supervisor at the Children's Center, Casey Lalonde, provided the following comments about Alexis' work:

"Alexis Payne has successfully completed her internship at the Children's Center. She is punctual, communicative, dependable, and earned the respect and trust of her colleagues. She modified her work based on the feedback she received, and was able to take on tasks with increasing complexity. She primarily worked with one year old children. She helped them at meal time, helped them soothe and settle for nap, and comforted them. She supported our mission and vision throughout her time with us and was an asset to the Children's Center."

Alexis reflected extensively about the experience in a final essay, and made thoughtful connections between the internship and our studies of positive psychology from throughout the year.

It was a pleasure to have Alexis in our program!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 46

- 4 - Narrative Psychology
- 6 - Positive Psychology
- 4 - Sociology of Health, Illness, and Healing
- 4 - Ethnography
- 4 - Medical Anthropology
- 4 - Advanced Topics in Medical Anthropology
- 4 - Community Psychology
- 4 - Applied Anthropology
- 12 - Internship: Evergreen Childcare Center



The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

EVERGREEN TRANSCRIPT GUIDE

Accreditation: The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

Degrees Awarded: The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

Educational Philosophy:

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

Academic Program

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

Evaluation and Credit Award:

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

Transcript Structure and Contents: The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

Evergreen Units: 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

Each academic entry in the transcript is accompanied by (unless noted otherwise):

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website (www.evergreen.edu) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.