



Brandt, Ginger Michelle

A00050652

Last, First Middle

Student ID

Former Name(s): Green, Ginger Michelle; Anderson, Ginger Michelle; Brandt, Ginger ;**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 05 Sep 2003

TRANSFER CREDIT:

Start	End	Credits	Title
09/1997	06/2000	90	Pierce College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2002	06/2002	25	Health and Human Development 2 - <i>Sociology of Deviance</i> 1 - <i>Criminal Justice</i> 3 - <i>Human Biology</i> 1 - <i>Anatomy and Physiology Laboratory</i> 2 - <i>Abnormal Psychology</i> 1 - <i>Developmental Psychology</i> 1 - <i>Diversity and Oppression</i> 2 - <i>Library Research and Expository Writing</i> 1 - <i>Nutrition</i> 2 - <i>Medical Anthropology</i> 2 - <i>Health and Spirituality</i> 2 - <i>Introduction to Personality Theories</i> 3 - <i>Integrative Medicine</i> 2 - <i>Pathology</i>
06/2002	09/2002	16	Elderly Health 6 - <i>Nutrition</i> 6 - <i>Family Based Sociology</i> 2 - <i>Geriatric Psychology</i> 2 - <i>Health Psychology</i>
09/2002	06/2003	38	Multicultural Counseling 5 - <i>Personality Theory</i> 3 - <i>Research Methods</i> 3 - <i>Nonviolent Communication</i> 6 - <i>Expressive Arts Therapies</i> 12 - <i>Multicultural Psychology</i> 5 - <i>Abnormal Psychology</i> 4 - <i>Counseling Skills</i>
01/2003	03/2003	1	Dialectical Behavior Therapy 1 - <i>Dialectical Behavior Therapy Research Paper</i>
03/2003	06/2003	4	Beginning Orissi Dance 4 - <i>Beginning Orissi Dance I</i>



Brandt, Ginger Michelle

A00050652

Last, First Middle

Student ID

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
03/2003	06/2003	2	Multiculturalism in Unions <i>2 - Labor Studies: Multiculturalism in Unions</i>
03/2003	06/2003	2	Senior Seminar <i>2 - Writing on Education</i>
06/2003	09/2003	2	Mental Health Integration <i>2 - Mental Health Integration</i>

Cumulative

180 Total Undergraduate Credits Earned



STUDENT'S SUMMATIVE SELF EVALUATION

Anderson	Ginger	M	A00050652
Last Name	First	Middle	ID Number

When I was only 17 years old, I participated in Running Start, a program where high school students have the opportunity to take college classes to graduate high school while also earning credit for college. I had intended to major in theater and minor in music. However, my first class *Introduction to Psychology* changed all my plans. I fell in love with the subject and have tailored my college education in order to pursue a career in psychology.

Looking back over the years I am amazed to see how much I have accomplished, experienced, and learned. I've done so many things in vastly different areas. I performed a social experiment, wrote several research papers, designed and participated in learning contracts, gave numerous presentations, and so much more.

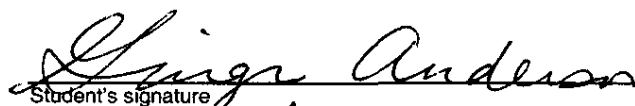
One of the most personally enriching programs I had the opportunity to take was ironically not very "academic" according to the average college institutional model. It was a form of Indian classical dance called Orissi. Aside from learning the dance style itself, our class was also required to learn and read about the culture of India. While learning about the Indian people and their culture, I became more aware of my own culture.

Due to this learning experience, I am grateful for one of my programs called *Multicultural Counseling* for without it I wouldn't have been open enough to receive the self-revelation from *Orissi Dance*. In *Multicultural Counseling*, I began to take seriously the injustices and social problems that face those not belonging to the dominant power force driving American society, such as people with disabilities, homosexuals, and minorities. My eyes were opened to the power and privilege that my race provides me and the concept of being an ally became personally important to me. I firmly believe that a required reading called Readings For Social Diversity and Justice played a major role in the awakening of my consciousness. With this understanding I feel I will be a much more competent counselor. Without it I would be possibly psychologically damaging to my clients thus shaming not only myself but also the entire psychological community.

Again, as with Orissi, I wouldn't have received this valuable knowledge if another program hadn't acted as a buffer before it. *Health and Human Development* also talked a great deal of the issues surrounding diversity, power, and privilege. The book Soul of A Citizen repeatedly stressed how judgments and stereotypes should not be made. *Health and Human Development* nurtured and worked to raise my level of awareness so that I was ready to hear what needed to be said in Readings For Diversity and Social Justice.

In spite of extremely problematical situations in my personal life at times I never gave up on graduation even when it seemed virtually impossible and much easier to quit. However I may not have had the strength if it hadn't have been for a lecture in the *Health and Human Development* program. The lecture discussed in depth the concepts of internal and external locus of control. At the time of the lecture I was living life through the external locus of control theory, believing that my life was controlled was completely by the external. This lecture gave me to strength to take an internal approach and to stop blaming my life on outside events. I realized that in everything that happened I always had some form of control and the ability to choose what to do about it. I chose to keep going no matter what.

I firmly believe that I earned my education and learned a great deal. The remarks I received from both students and faculty along with the several eye-opening revelations I was fortunate to receive reaffirms this belief. I can honestly say without a doubt that I am an enormously different person now than when I began my academic journey. The only thing that has remained the same is my love for psychology and the desire to be employed in the psychological field.


Student's signature

5/22/03
Date



The Evergreen State College - Olympia, Washington 98505

INDIVIDUAL LEARNING CONTRACT

A00050652	Anderson	Ginger	M	Qtr Credit Hrs	
Student ID Number	Last Name	First	Initial	Fall	
40379	Mukti Khanna			Wtr	
Sponsor no.	Sponsor			Spr	
Mental Health Integration	6/23/03	08/01/03		Smr	2
Short Title	Beginning Date	Expected Completion		Total	2
Subcontractor(s) and Titles				Class Standing	
Learning Objectives: -I will enhance my existing knowledge of mental health issues by examining them from diverse perspectives. -I will improve my writing and integrations skills through a paper on an assortment of mental health disorders.				Senior	

Related academic preparation and work experience:

Introductory Psychology, Personality Psychology, Developmental Psychology, Abnormal Psychology, Health and Human Development, Multicultural Counseling

Activities under this contract:

Weekly classroom component?

☐ Yes

☒ No

- I will read *An Unquiet Mind* by Kay R. Jamison.
- I will read *Touched With Fire* by Kay R. Jamison.
- I will read *Night Falls Fast: Understanding Suicide* by Kay R. Jamison.
- I will read *Darkness Visible: A Memoir of Madness* by William Styron.
- I will write a 5-page integration paper discussing the four readings.
- I will use *Understanding Abnormal Behavior* by Sue, Sue, and Sue as a resource for the integration paper.

Support by the Sponsor and Subcontractor(s):

I will confer with my sponsor once every two weeks for questions and progress reports.

Procedures for evaluating completed contract:

I will submit a 5-page integration paper, a self evaluation, and a faculty evaluation by the end of Week 4.

I will have an evaluation meeting with my sponsor during evaluation week.

- ☐ Yes ☒ No Does this contract require the use of special resources, facilities and equipment, or carry special legal implications including compliance with the policy on "Human Subjects Review"? (If yes, attach clearances.)
- ☐ Yes ☒ No Does this contract involve foreign travel? (If yes, attach liability waiver.)

<u>Ginger Anderson</u>	<u>6/10/03</u>	<u>Mukti Khanna</u>	<u>6/10/03</u>
Student signature	Date	Sponsor signature	Date
<u>Bruce Hill</u>			<u>6-23-03</u>
Signature(s) of Subcontractor			Date
Dean of Group signature			Date

Please turn in original contract plus 3 more copies to Registration and Records.

PC97(6/98)



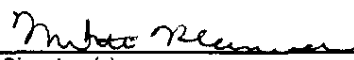
The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Anderson	Ginger	M	A 00050652
Student's Last Name	First	Middle	ID Number
40379	Mental Health Integration		
Program or Contract No.	Title		
	06/23/03	09/05/03	2
	Date began	Date ended	Qtr. Credit Hrs.

Ginger has successfully completed her research paper on "Mental Health Integration". Her work on this paper shows the ability to work independently and work with primary source material. She has addressed etiology, treatment and clinical dimensions of areas of abnormal psychology. She is continuing to work towards mastery of APA style. This work is indicative of her growing ability to write literature reviews and work with diverse sources in the professional and clinical literature.

Suggested Course Equivalencies (in quarter hours): Total - 2

2 - Mental Health Integration



Faculty Signature(s)
Mukti Khanna, Ph.D.

Faculty Name

August 21, 2003

Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Anderson	Ginger	M	A00050652
Student's Last Name	First	Middle	ID Number
Mental Health Intergration		06/28/03	08/01/03
Title		Date Began	Date ended

This quarter I have met the requirements to complete my Four-year degree. I can't think of a better way to finish than by doing something in the field of psychology. After all Psychology was the very first class that began my higher education. I also feel that an integration paper is focusing on psychology is very appropriate. This paper in a way integrates a huge portion of my college experience being that I chose to primarily study this field.

For this paper I also chose a subject that was personal for me and I feel that it is one reason that I worked so hard. I read for books in preparation for the writing. They included three works by Kay R. Jamison, and one by William Stryon. The subjects of the books all discussed aspects of mental illness. After reading I integrated all the readings into one paper. It was not an easy task. I had many different ideas and approaches. I tried several before I finally decided on the final product.

I related well to the author's experiences and to the experiences of those they wrote about. I also learned many new bits of information that had never been taught to me previously giving mental illness a "face" and me a "personal" perspective on the subject. I feel privileged to have been able to go on a journey of self-discovery mainly on accident.

Now that I have finished my BA I look forward to furthering my education. First I have decided to work in a job that deals with mental health issues for awhile in order to earn some income and give my spouse a chance to begin his education. Then I will continue on to earn my MA in psychology. When I started my education I wanted to become a child psychology and that is still my goal.

Ginger Anderson
Student's signature
7/18/03
Date

Mukti Khanna
Faculty signature: Mukti Khanna
Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

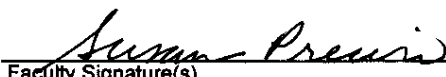
ANDERSON	Ginger	M.	A 00050652
Student's Last Name	First	Middle	ID Number
30170	Senior Seminar		
Program or Contract No.	Title		
	03/31/03	06/13/03	2
	Date began	Date ended	Qtr. Credit Hrs.

Description: This two-credit course gave students who are finishing their undergraduate work time to reflect on what they had studied and learned. Our work included seminar on common reading, shared reflections, and writing. Students also put together a portfolio to include examples of their undergraduate study. Each student wrote a summative self-evaluation to be included in her/his Evergreen transcript.

Evaluation: Ginger was a thoughtful participant in Senior Seminar and fulfilled all course requirements. She completed a student summative self-evaluation reflecting on her undergraduate work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Writing on Education



Faculty Signature(s)
Susan Preciso

Faculty Name

07/11/03

Date



Internship Learning Contract

The Evergreen State College
Olympia, Washington 98505

Academic Quarter & Year: Spring 2003

Student ID Number A00050652	Last Name Anderson	First Ginger	Initial M	Telephone 253-983-0715
Faculty Sponsor Sarah Ryan	Faculty Telephone 360-867-6720	Internship Organization Washington State Labor Council		
Contract/Program No. 30460	Contract or Program Title Multiculturalism in Unions	Title of Internship Position Student Staff Support Team Member		
Field Supervisors/Subcontractors: Names and Titles Donald Green, Treasurer		Field Supervisor/Subcontractor Address and Phone 10316 93rd St. SW Lakewood WA 98498 253-584-5990		Beginning Date: March 31, 2003 Expected Completion: June 6, 2003 Prior Internship Credit Earned: 0 Class Standing: Senior

Related Academic Preparation and Work Experience:

I worked on the Tami Green campaign, a labor supported candidate in 2000. I participated and supported various nurses' union strikes starting around 1988. The most recent strike I was involved with was in 2001. I participated in the Pepsi boycott for sugar workers. I grew up in a very union-oriented home. I took many phone messages and learned somewhat about the process from my parents and through listening in at their "in-home" union meetings. I am currently enrolled in the Multicultural Counseling program.

Learning Objectives for Contract:

I want to incorporate skills such as non-violent communication, which I have learned from my current Multicultural Counseling program, into the union setting. Other skills I will be integrating from the Multicultural Counseling program are the un-teaching of color-blindness, the importance of tolerance, the realization of white privilege and power, and the power of being an ally.

Internship Activities: Internship Credit Hours: 2 Internship Hours Per Week: 5 Rate of Pay Per Month:

I will attend policy committee meetings.
I will attend general membership meetings.
I will attend local executive board meetings.
I will attend shop steward trainings.
I will prepare for and observe union management negotiations.
I will keep a weekly internship journal that will include meeting notes, and personal reflections.
I will seek out opportunities to teach Multicultural Counseling skills such as the importance of tolerance and being an ally.
I will use non-violent communication during all activities associated with the internship.
I will teach aspects of Multicultural Counseling through example.

Academic Activities: Academic Credit Hours: Total Quarter Credit Hours: 2

Responsibilities of Sponsor, Field Supervisor and Other Subcontractors:

I will confer with my faculty sponsor once a week via email to discuss concerns and progress of the internship. My faculty sponsor will speak at least once via telephone conversation with my field supervisor. I will meet with my field supervisor several times a week.

Procedures for Evaluation of Completed Contract:

I will turn in the completed internship journal, self-evaluation, and faculty evaluation by week 10 of the quarter. I will attend an evaluation conference. My field supervisor will submit an evaluation to my faculty sponsor but June 1, 2003.

Does this contract require the use of special resources, facilities and equipment or carry special legal implications including compliance with the policy on "Human Subjects Review"? If yes, attach clearances.
(Terms of this contract are on file in APEL.) ☐ Yes ☒ No

This agreement may be terminated by the intern or the employer organization upon receipt of two weeks written notice by either party.

Singer Anderson
Student Signature

3/18/03
Date

Al Faye
Sponsor Signature

3/18/03
Date

Field Supervisor/Subcontractor

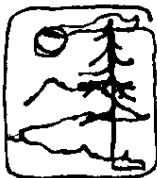
3/18/03
Date

Jeana Woods Santos
Academic Planning Staff

3/18/03
Date

Dean of Group Signature

4/2/03
Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

ANDERSON	Ginger	M.	A 00050652
Student's Last Name	First	Middle	ID Number
30460	Multiculturalism in Unions		
Program or Contract No.	Title		
	03/31/03	06/13/03	2
	Date began	Date ended	Qtr. Credit Hrs.

Ginger began her internship with a well-reasoned approach to applying her studies in psychology to a labor union organizational context. Her approach was creative, and she connected her academic background with her family's tradition of union activism in a mature, thoughtful way. She had an idea of where she wanted to go, but she was open to new ideas and influences.

She met her goal of understanding how non-violent communication models could be helpful to union members in many situations and she should try to find ways to share her important insights with the groups she observed. But more than this, Ginger discovered the labor movement as a compelling place to pursue social change and community building. She gained a whole new picture of the possibilities for the labor movement based on conversations with her own age cohort in the Labor Center's Young Workers Conference. She is rethinking her possible career directions and is pursuing more education in labor organizing.

Ginger's written reflections on the internship process and events demonstrate her ability to apply her studies in psychology to an unusual context – certainly one rarely found in psychology texts! She is motivated, self-directed, and meticulous in her work. Her writing is well organized and thoughtful. She is prepared to make important contributions to professional, academic, and community-based work in psychology, social sciences, and movements for social change.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 – Labor Studies: Multiculturalism in Unions

Faculty Signature(s)

Sarah Ryan

Faculty Name

07/25/03

Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Anderson	Ginger	M	A00050652
Student's Last Name	First	Middle	ID Number
Multiculturalism in Unions		03/31/03	06/06/03
Title		Date Began	Date ended

When I first began this contract it was my goal to enhance my knowledge of the unions and to attempt to apply multiculturalism to daily life. I knew that skills such as empathy, and good listening were important in counseling and hypothesized that they were probably as equally important in union situations. For example a shop steward would definitely need such skills while working on resolving a grievance. I was aware that most people have these basic "multicultural" skills I have just had the opportunity to fine tune them in my Multicultural Counseling class. I wanted to help others to fine-tune their skills in union settings. I did this by being an example and seizing what I called multicultural opportunities when they were presented although at times it was uncomfortable. I have never been so aware of my speech. I constantly thought about if I was following the non-violent communication model correctly. It was exhausting but worth while. I noticed that a meeting's entire outcome can be changed depending on the phrasing of someone's words.

Aside from what I thought I was going to learn I was pleased to gain so much more. Due to my experience I am quite sure that a class on Union Psychology could be developed. Because of my background in psychology it was interesting to note the different personality types within the union structure and to watch how they interacted with each other. Sometimes a motion would not be passed not because it was a bad idea but because of a personality clash.

I may have very well been taking a Union Politics class as well. For example, in one meeting a motion was turned down, due to a personality clash. It was revealed to me after the meeting that if the Treasurer had brought up the same motion it would have been passed because he had more power than the member who had brought it up did. There are many different ways to get a motion passed and sometimes all of the work is done outside a union meeting.

Probably the most valuable experience I had was the opportunity to attend the Young Workers conference. The energy and resolve of so many young people was truly inspiring. It was so inspiring that I made a decision to become a union organizer after I graduate and to apply for an organizing training camp that begins at the end of June. At the start of the experience I had no intention of working in such a position. I wanted to focus on psychology. However after being so heavily involved in the union and the power and need I felt at this conference I felt it would be a worthwhile task. I still plan on going on to pursue a career as a psychologist but I know that I will always be involved with unions somehow.

Ginger Anderson
Student's signature
5/31/03
Date

Faculty signature: Sarah Ryan

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Anderson	Ginger	M.	A00050652
Student's Last Name	First	Middle	ID Number
30095	Beginning Orissi Dance		
Program or Contract	Title		
	3/31/03	6/13/03	4
	Date	Date ended	Qtr. Credit Hrs.

Program Description: Orissi is a classical dance from the state of Orissa in India and is one of the oldest classical dances in the world. Beginning Orissi focused on the form and technique of Orissi, as well as the historical, philosophical and mythological study of India. Students performed a final consisting of both the academic study and dance technique. Each student became familiar with the basic Orissi exercises of chouka and tribhangi, in addition to the Bhumi Pranam, or earth blessing, that begins the Orissi repertoire. Students were required to keep a journal consisting of critical analysis and observations of required and outside readings, videos, seminars and internet research. Required texts were *Odissi Dance*, *Pathfinder I* and *Orissi Dance in the Context of Classical Dances of India* by Dr. Ratna Roy.

Evaluation: Ginger has successfully completed four credits in Beginning Orissi Dance I. She demonstrated her knowledge of Orissi mudras and Paadas (Sanskrit hand and feet positions) and an understanding of Orissi history and Indian philosophy. She completed learning the basic Orissi positions, chouka and tribhangi and the accompanying exercises. Ginger continuously made improvement throughout the quarter. Ginger demonstrated a great appreciation and enthusiasm for Indian culture in her seminar participation and thoughtful journal entries.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4--Beginning Orissi Dance I

Faculty Signature(s)

Jamie Colley

Faculty Name

August 18, 2003

Date



The Evergreen State College - Olympia, Washington 98505

INDIVIDUAL LEARNING CONTRACT

A00050652				Anderson		Ginger		M		Qtr Credit Hrs	
Student ID Number				Last Name		First		Initial		Fall	
20346				Mukti Khanna						Wtr	1
Sponsor no.				Sponsor						Spr	
Dialectical Behavior Therapy				Jan. 6, 2003		March 21, 2003				Smr	
Short Title				Beginning Date		Expected Completion				Total	1
Subcontractor(s) and Titles										Class Standing	
Learning Objectives: I will learn about the new therapy called Dialectical Behavior therapy. I will learn what it is, how it is used, and whom it is most helpful for.										Senior	

Related academic preparation and work experience:

Multicultural Counseling (Evergreen, '02-present) Personality Theories (Pierce College, '99, Evergreen, '01 and '02) Developmental Psychology (Pierce College '99) Abnormal Psychology (Pierce College '99)

Activities under this contract:

Weekly classroom component?

☐

Yes

☒

No

I will research and write a 6-7page paper on Dialectical Behavior Therapy using peer-reviewed articles. I will cite a minimum of 8 peer reviewed sources for this paper.

Support by the Sponsor and Subcontractor(s):

Faculty sponsor will meet with me bi-monthly with me to discuss my work on this paper.

Procedures for evaluating completed contract:

I will finish and turn in paper before or by week 10 of the quarter. I will attend an evaluation conference.

☐

Yes

☒

No

Does this contract require the use of special resources, facilities and equipment, or carry special legal implications including compliance with the policy on "Human Subjects Review"? (If yes, attach clearances.)

☐

Yes

☒

No

Does this contract involve foreign travel? (If yes, attach liability waiver.)

Ginger Anderson
Student signature

12/21/02
Date

Mukti Khanna
Sponsor signature

12-16-02
Date

Signature(s) of Subcontractor

Brian Huff
Dean of Group Signature

Please turn in original contract plus 3 more copies to registration and records.

Date

1-8-03

Date PC97(9/97)



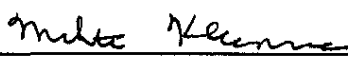
The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Anderson	Ginger	M	A 00050652
Student's Last Name	First	Middle	ID Number
20346	Dialectical Behavior Therapy		
Program or Contract No.	Title		
	01/06/03	03/21/03	1
	Date began	Date ended	Qtr. Credit Hrs.

Ginger has successfully completed her research paper on Dialectical Behavior Therapy. Her work on this paper shows the ability to work independently and work primary source material. She has addressed the dialectical behavior therapy model, clinical applications, and role of the therapist. Additionally, she has been able to provide some background information on Dr. Marsha Linehan, the founder of Dialectical Behavior Therapy. Ginger's work is specifically commendable given the relatively new development of this therapeutic model and the lack of prevalence of outcome studies. This work is indicative of her growing ability to write literature reviews, work with diverse databases and work with professional and clinical literature.

Suggested Course Equivalencies (in quarter hours): Total - 1

1 - Dialectical Behavior Therapy Research Paper



Faculty Signature(s)
Mukti Khanna, Ph.D.

Faculty Name

March 21, 2003
Date

Multicultural Counseling
Program Description
2002-2003
Fall, Winter and Spring Quarters
Faculty: Mukti Khanna, Ph.D.

Multicultural Counseling is a yearlong, upper division, senior-junior level psychology program designed to prepare students for future work in the field of psychology, human services, clinical and counseling psychology and cross-cultural studies. Throughout the program, students have focused on work in counseling skills, expressive arts therapies, personality theory, abnormal psychology, research methods and diversity and social justice issues. Students have worked on micro-counseling skills, nonviolent communication and basic models of intervention for suicide, crisis and depression work. Students have participated in weekly co-counseling practice triads and videotaped supervision groups.

Expressive arts therapy laboratories have been based on Dr. Natalie Roger's "Creative Connection Process", Deborah Koff-Chapin's "Touch Drawing" and Augusto Boal's "Theatre of the Oppressed" work, integrating movement, visual art, drama and writing in a process orientation for psychological awareness. Students designed and co-facilitated an expressive arts laboratory during the program based on intermodal processes to focus on psychological awareness, cultural identity and diversity and social justice issues.

Students engaged in a study of research methods to become familiar with quantitative, qualitative and mixed methods research paradigms. This knowledge was applied in critically reviewing and critiquing primary source articles in writing two major literature reviews during the program. All students have completed a literature review in an area of Multicultural Psychology. The second literature review focused on clinical literature relevant to each student's internship site, culminating in a professional PowerPoint presentation.

Personality and Abnormal psychology were covered from a multicultural perspective in the program as foundational theories within the discipline. Personality theorists covered include Freud, Anna Freud, Jung, Gestalt, Erikson, Maslow, Rogers, Skinner the Psychology of Women and Eastern Psychology perspectives. Diversity and social justice issues have explored the cycles of socialization and liberation, dynamics of oppression, power and privilege, bicultural identity issues, Native American psychology, classism, racism, sexism, heterosexism, African American Psychology, anti-Semitism, Zen, Hindu and Sufi psychological traditions. Special emphasis was placed on transforming the soulwound, intergenerational post-traumatic stress disorder resulting from colonization and genocide and becoming an ally. Abnormal psychology covered mental health models, diagnostic systems, assessment and legal and ethical issues in abnormal psychology. Specific disorders studied included anxiety disorders, dissociative and somatoform disorders, personality and impulse control disorders, substance-related disorders, mood disorders, schizophrenia and disorders of childhood and adolescent. Students applied theory to clinical case studies.

Successful work in Multicultural Counseling required motivated students who were interested in, and capable of, integrating academic work with applied work in counseling skills and expressive arts therapies. Students participated in a two quarter 15 hour a week internship in the winter quarter in a community mental health setting. Developing intrapersonal and interpersonal emotional intelligence has been emphasized in preparing to engage in multicultural counseling work.

Program texts included: Personality and Personal Growth (Fadimen and Frager), Kitchen Table Wisdom (Remen), Peer Counseling Skills D'Andrea and Salovey, Counseling and Therapy Skills Martin, Saffron Sky (Asayesh), Readings for Diversity and Social Justice (Adams et al), Understanding Abnormal Behavior (Sue, Sue and Sue), The Sacred Hoop (Allen), Native American Post Colonial Psychology (Duran and Duran), The Toughest Indian in the World (Alexie), Research Design: Qualitative, Quantitative and Mixed Methods Approaches (Creswell), Beyond the Whiteness of Whiteness (Lazarre), Love in Action (Hanh), Path Without Destination (Kumar) Tales of the Dervishes (Shah), Nonviolent Communication (Rosenberg), American Chica (Arana), Counseling Persons of African Descent (Parham), The Creative Connection (Rogers) and A Way of Being Rogers.



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

ANDERSON	GINGER	M	A 00050652
Student's Last Name	First	Middle	ID Number
10076,20077,30533	MULTICULTURAL COUNSELING		
Program or Contract No.	Title		
	09/30/02	06/13/03	38
	Date began	Date ended	Qtr. Credit Hrs.

Ginger has successfully completed the yearlong Multicultural Counseling program through work with nonviolent communication, expressive arts therapies, research methods, personality theory, abnormal psychology and multicultural psychology. She has been an active and engaged participant in the learning community and extended goodwill to each member of the learning community. Ginger has worked well with diverse learning styles and pedagogies based on multiple intelligences.

Ginger's counseling work reflects an applied understanding of the basic micro-counseling skills model. She has shown a mastery of basic skills for suicide, crisis and depression counseling. Ginger has been able to integrate the skills of nonviolent communication with the basic counseling skills model covered in the program. She has demonstrated a strong conceptual mastery of the skills of nonviolent communication. She has worked in videotaped triads and is able to make specific skill based observations in reviewing her own work, reflected in the depth and breadth of her co-counseling work.

Ginger has continued to participate in multi-modal Creative Connection processes in the expressive arts lab, throughout the year, during which time she has demonstrated commitment in keeping an expressive arts journal. She has increasingly been able to integrate psychological awareness with expressive arts processes throughout the year. She skillfully co-facilitated an expressive arts workshop on collage and identity for the program.

Ginger has demonstrated a working understanding of personality theory, including Western and Eastern psychology perspectives. She has demonstrated an applied understanding of abnormal psychology concepts through working on specific case studies and major psychological disorders. She has demonstrated a conceptual grasp of foundational ideas presented in research methods, including qualitative, quantitative and mixed methods.

Ginger has greatly expanded her knowledge of the systemic dimensions of power and privilege in multicultural psychology throughout the year. Her seminar papers reflect an increasing ability of trying to work with culturally challenging material and show more dynamic connections to the conceptual framework. She skillfully facilitated a seminar on The Sacred Hoop and the psychology of Native American women. Ginger has completed two major research papers on "Teaching Multiculturalism to Children" and "Dialectical Behavior Therapy" during the program. Her research writing and competency with APA style writing have significantly evolved throughout the year. She is continuing to work on critical analysis of articles. She presented her work in a PowerPoint format to the class, reflecting strong organizational, conceptual and oral presentation skills.

Faculty Signature(s)
Mukti Khanna, Ph.D.
Faculty Name

July 17, 2003
Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>ANDERSON</u>	<u>GINGER</u>	<u>M</u>	<u>A 00050652</u>
Student's Last Name	First	Middle	ID Number
<u>10076,20077,30533</u>	<u>MULTICULTURAL COUNSELING</u>		
Program or Contract No.	Title		
	<u>09/30/02</u>	<u>06/13/03</u>	
	Date began	Date ended	Qtr. Credit Hrs.

Above and beyond program requirements, Ginger has done some work with the Child Study Treatment Center with mentally ill children. She has also attended community events on cultural issues and nonviolence, demonstrating her ongoing commitment to education, psychology and community.

Ginger's work this year provides a solid foundation for future work in psychology, expressive arts therapies, multicultural issues and the human service field.

Suggested Course Equivalencies (in quarter hours): Total - 38

- 5 - Personality Theory
- 3 - Research Methods
- 3 - Nonviolent Communication
- 6 - Expressive Arts Therapies
- 12 - Multicultural Psychology
- 5 - Abnormal Psychology
- 4 - Counseling Skills

Mukti Khanna
Faculty Signature(s)
Mukti Khanna, Ph.D.
Faculty Name

July 17, 2003
Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Anderson	Ginger	M	A00050652
Student's Last Name	First	Middle	ID Number
Multicultural Counseling		09/30/02	06/03/03
Title		Date Began	Date ended

Looking back over the past nine months I am amazed on how much I have grown both intellectually and personally. When I first began the class my main focus was on the psychological aspect. I wanted to review old theories, learn new ones, and gain a comprehensive knowledge of counseling skills. Being a child psychologist was what I wanted to do. Expressive arts did not play a part in my plan. I thought that it had nothing to do with the way I wanted to treat my clients. Diversity issues while important to others did not affect my life.

I am proud to say that my expectations were met and I learned outside of my comfort zone. At first I fought against personal change while reading Readings for Diversity and Social Justice but am extremely grateful that it happened. After all without being able to empathize with another's experiences how can one truly be a good counselor?

Expressive arts was wonderful. My mind was opened to many various techniques to help clients express their emotions, and empower themselves. I myself was able to gain control over my own helpless feelings through expressive arts. I am so thankful to have gained access to such powerful tools. I had the opportunity to facilitate an expressive arts lab and to share this gift with other classmates.

While I did learn the basic model of counseling skills a strong method called non-violent communication was added to the model. Such sections such as "Expressing Anger Fully" and the ways in which to receive a negative message were remarkably helpful. The most important thing to being a good counselor in my eyes in now empathy.

Aside from all of the wonderful projects, papers, journals, and intergrations I also gave a PowerPoint presentation on a research paper on dialectical behavioral therapy. I look forward to using this and other skills I have acquired through this class in the future whether it be in my professional or personal life.

Ginger Anderson
Student's signature
6/03/03
Date

Mukti Khanna
Faculty signature: Mukti Khanna
6/10/03
Date



The Evergreen State College - Olympia, Washington 98505
INDIVIDUAL LEARNING CONTRACT

A00050652	Anderson	Ginger	M	Qtr Credit Hrs	
Student ID Number	Last Name	First	Initial	Fall	
40289	Cindy Beck			Wtr	
Sponsor no.	Sponsor			Spr	
Elderly Health		06/24/02	08/30/02	Smr	16
Short Title		Beginning Date	Expected Completion	Total	16
Subcontractor(s) and Titles				Class Standing	
Learning Objectives: Study diabetes and its treatment in an elderly diabetic male. Study physical health as it corresponds to mental stimulation.				Junior	

Related academic preparation and work experience:
Health and Human Development, Intro. to Psychology, Developmental Psychology, Abnormal Psychology, Theories of Personality, Intro. to Sociology, Sociology of Death, Sociology of Family, Nutrition.

Activities under this contract: Weekly classroom component? ☐ Yes ☒ No

I will learn about diabetic meal planning by following the exchange system, using the ADA website and reading about nutrition.

I will analyze the current diet for kcals, macronutrient ratios & mineral status using computer software supplied by faculty sponsor. I will be responsible for altering current and creating new menus to reflect correct nutrient status as set by ADA recommendations.

I will read about the pathophysiology of type II diabetes with an emphasis on secondary considerations. I will interview a medical professional about diabetes and the geriatric population. Research on new methods of diabetes treatment will also be conducted. I will write a short paper highlighting the most current research in this field.

Activities will focus on rebuilding his self esteem through daily interactions with family and community members; to enhance the quality of his life by keeping him active mentally and physically I will read him various books such as "Soul of A Citizen"; assisting him in recording a life story; help him do a personalities theories workbook in order for him to learn more about himself and how others respond to him and his disease process. We will use *Theories of Personality* by ** for this part.

I will keep a journal of this experience, as well as the research I conduct.

Support by the Sponsor and Subcontractor(s):
Weekly contact with sponsor.

Procedures for evaluating completed contract:
Submit progressive journal, paper on current research and examples of meal plans to be reviewed by faculty. I will submit a self evaluation, faculty evaluation, bibliography of nutrition and diabetes books read, and meet with sponsor to review work at a final evaluation conference.

☒ Yes ☐ No Does this contract require the use of special resources, facilities and equipment, or carry special legal implications including compliance with the policy on "Human Subjects Review"? (If yes, attach clearances.)

☐ Yes ☒ No Does this contract involve foreign travel? (If yes, attach liability waiver.)

Student signature: Ginger Anderson Date: 07-17-02 Sponsor signature: C Beck Date: 7-24-02

Signature(s) of Subcontractor: Participant Date: 7-17-02



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>ANDERSON</u>	<u>Ginger</u>	<u>M.</u>	<u>A00050652</u>
Student's Last Name	First	Middle	ID Number
<u>40289</u>	<u>ELDERLY HEALTH</u>		
Program or Contract No.	Title		
	<u>6/24/02</u>	<u>9/6/02</u>	<u>16</u>
	Date began	Date ended	Qtr. Credit Hrs.

Ginger Anderson successfully completed the objectives as set in her Individual Learning Contract. Her contract had several aspects; one was to research current treatments in diabetes mellitus, another was to observe the social and psychological ramifications of having diabetes in the elder population. Her research into the current medical advances in diabetes treatment showcased an ability to delve into scientific literature and comprehend and interpret findings.

Ginger also worked one on one with an elderly gentleman living with diabetes. Ginger used this opportunity to learn about the nutritional requirements of a diabetic, and utilizing many resources, including dietary software, was able to assess his current diet, for both caloric and exchange protocols. She showed confidence in discussing her findings and making recommendations for meal planning.

The social and psychological impact of aging coupled with diabetes was also examined through her affiliation with this gentleman and an interview with a health care professional who specializes in treating the geriatric population in Parkland, WA. One area that Ginger was engaged in was the social services aspect of this elder's life. Family friction caused this gentleman's family to abandon him, and tried to secure his assets. Ginger served as an advocate and worked with the state social services to guarantee him his rights. This eye-opening experience has caused Ginger to reevaluate her own biases towards ageism.

Ginger worked hard to engage this man in both mentally and physically stimulating activities using music, art, and intergenerational interactions. Her journal indicates that this area had the most significant impact on this elder's overall health. As he became more active, his disease became more tolerable and his self-esteem was enhanced manifold. Using a personality theory textbook and online self - tests, Ginger was able to engage him in more meaningful dialogues, and found him to be more connected to his family.

Ginger's work this summer has allowed her to notice the difficulties of living with diabetes. She notes that a diabetic is "different without looking different." She realized quickly that diabetes isn't just about eating differently, it has many other special considerations. She also noticed the similarities between a young child and the elderly - noting that "both of their voices aren't heard". Ginger would like to continue working with the geriatric population in an advocate position.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

6 - Nutrition
6 - Family Based Sociology
2 - Geriatric Psychology
2 - Health Psychology

C Beck ND

Faculty Signature(s)
Cindy Beck, ND
Faculty Name

September 13, 2002
Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Anderson	Ginger	M	A00050652
Student's Last Name	First	Middle	ID Number
Elderly Health		06/24/02	08/30/02
Title		Date Began	Date ended

This quarter was definitely the most difficult quarter I've finished at Evergreen. As a matter of fact, it has been the most difficult quarter in my entire academic career to date. For Summer Quarter I worked on an individual learning contract entitled "Elderly Health". In it, I cared for an elderly man with type II diabetes. I hypothesized that his quality of life would improve with interaction, activities, and learning about himself. I shall discuss the results of the contract further on in my paper in more detail.

When I first began the project my expectations were that it would be slightly easier than a regular class curriculum. This assumption was entirely incorrect! It has been the most challenging class I have even completed. I also feel that the education I received was more valuable because it was personal and earned through more hard work than I could have even comprehended in the beginning planning stages.

I personally felt one of the most educational components of the contract was the research paper.

It was difficult in the fact that I had so much information that I didn't know how to piece it all together. It was amazing to see how much effort the scientific and medical communities are putting in to the cause of finding a definite cure for both types of diabetes.

The research paper is what I feared would be the most problematical part of the assignment. Again, my assumptions were incorrect. It was actually the personality and journal portion. The subject loved to interact and engage in general conversations with others. The problem was that he defended his personal life. It was difficult to gain insight to his personality and past. However, I still feel that it was worth every moment of it because it played a part in enhancing the quality of his life which was the overall goal of "Elderly Health".

Besides researching for the paper I also read other books of educational interests on my own to further enhance my knowledge of diabetes and nutrition. These books were also helpful in planning menus. A few of my favorites were, *Cooking with the Diabetic Chef*, *Diabetes for Dummies*, and *Diabetes Meal Planning Made Easy*. I was also fortunate to have other nutrition books on hand for review such as, *Nutrition Now*.

I had the opportunity to interview Dr. Selma Myhrea she works at Orchard Hills Medical and Respite Center with a good portion of her patients belonging to the elderly population. Many of them also have diabetes. Due to her line of work I was able to discuss the disease with a psychological and sociological aspect. The most common problem she has with her patients is non-compliance. We theorized that this may be due to our "Fast Food" culture. My only regret about the interview is that I had done it after I had already completed and submitted my research paper to my sponsor. The paper may have been more interesting had I been able to include the interview information in it.

Planning and implementing the interactions and activities was the best part of the contract. The elderly gentlemen thoroughly enjoyed our conversations and the time I spent with him and when I didn't he still had things to keep him active. He participated in listening to stories such as, *A Distant Prayer* and *This Nation Shall Endure*, listening to various CD's such as *Gershwin*, and *Beethoven* and activities such as doing little chores like watering house plants.

The progression of this man's quality of life was astonishing! He went from being unable to control urinary functions and having extreme difficulty with movement to "accidents" only to due illness and hardly using a wheelchair, walker, or even a cane to walk. Even though I cannot take full credit for this amazing change I like to think that I with the involvement of my contract helped it along

Ginger Anderson
Student's signature

Date

08/30/02

Faculty signature: Cindy Beck

Date

Health and Human Development

Program Description

Winter 2002

Cindy Beck, Heesoon Jun, Toska Olson

The major themes of winter quarter were toxicity and resilience. Studies in physical, psychological, and social pathology were examined in order to learn how to reclaim and restructure wellness. The program examined the assumption that health is dependent on units functioning collaboratively as part of a larger system and that sickness, whether that of a cell, person, group, or society, occurs when the individual is at odds with the community in which s/he/it operates. Drawing particularly from human biology, developmental psychology, abnormal psychology, sociology of deviance, research methods, and inter/intrapersonal and intercultural communication, the program examined the interactions of culture, mind, and body.

Building a learning community through workshops, seminars, group projects, weekly learning journal group activities, and creative project presentations was an essential component of integrating the three disciplines and understanding homeostasis and disequilibrium. The program emphasized development of skills in writing, in-depth reading, library research, self-awareness, stress management, and communication, as well as strategies to facilitate students' own health.

Students conducted two major research projects for the sociology component of the program. The first was a fieldwork experiment in which students violated a social norm in a public place, wrote field notes about their observations, and then completed a written analysis of their experience with norms and social controls. The second sociological assignment was a research project on forms of deviance that involved library research, an examination of the social and theoretical relevance of this type of deviance, and a peer teaching of their findings to classmates. Sociology and psychology texts this quarter included Kindlon and Thompson's *Raising Cain*; Johnson's *Privilege, Power, and Difference*; Gilligan's *Preventing Violence*; Durand and Barlow's *Abnormal Psychology*; and a series of articles on deviance and social control. In addition, students watched "The Living Museum," a video on schizophrenia.

The biology portion focused on human biology through a systems approach, realizing that to understand pathology, students must first understand the normal functioning of the body. Using *Human Biology* by Goodenough, Wallace & McGuire, the systems covered were: histology, integumentary, autonomic nervous system, cardiovascular, respiratory, hematology, immunology and reproductive. This was supplemented with laboratory work, in which students employed common lab techniques and kept lab journals of their findings. Videos, a guest lecture by a massage therapist, and readings rounded this exploration of human physiology. Videos included "Understanding Stresses and Strains" by Disney, and two from the Discovery Video Series on Body Stories: "Body Snatchers" and "The Beast Within." Readings included *The Healing Arts* by Kaptchuk & Croucher, *Why We Get Sick* by Nesse & Williams, *Love and Survival* by Ornish, *Gender and the Social Construction of Illness* by Lorber and the chapter 'Touch' excerpted from Ackerman's *A Natural History of the Senses*.

Health and Human Development
Program Description
Spring 2002

Faculty: Cindy Beck, Heesoon Jun, Toska Olson

The major themes of spring quarter were resilience, healing, and wellness across disciplines and cultures. Program participants conducted studies in medical anthropology, health and spirituality, pathology, integrative medicine, nutrition, and theories of personality. The program examined the self as an integration of mind, body, and emotion that grows and lives within a cultural and social context.

As in winter quarter, building a learning community through workshops, seminars, group projects, weekly learning journal group activities, an extensive two-part peer teaching assignment, and group creative project presentations was an essential component of integrating the three disciplines around program themes. The program emphasized development of skills in writing, in-depth reading, library research, self-awareness, stress management, and communication, as well as strategies to facilitate students' own health.

The students' major work during the spring was a quarter-long research and peer teaching project on diseases and healing. Students were expected to utilize peer-reviewed academic sources and integrate sociology, medical anthropology, human biology, nutrition, integrative medicine, psychotherapy, and spirituality. Students better understood the ethnomedical studies of healing through a variety of complementary health care practitioners including acupuncture, Ayurvedic medicine, Jungian psychology, hypnotherapy, bacteriophage research, anthropology, and biochemistry. Studying theories of personality helped students to gain a broader perspective of their own development.

The readings for this quarter included *Genetic Nutritioneering*, *Nutrition Now*, *The Spirit Catches You and You Fall Down*, *Personality Theories: Journeys Into Self (An Experiential Workbook)*, *Seasons of Life: The Dramatic Journey from Birth to Death*, *Death: The Final Stage of Growth*, *Soul of a Citizen*, *Medical Anthropology in Ecological Perspective*, *Fast Food Nation*, *Shadows of the Sacred*, and a series of selected chapters from *The Textbook of Naturopathic Medicine*. Students also watched the Discovery Series Video "Body Story: Breaking Down," which detailed the biological processes involved in old age and dying.

In addition to this 12-credit thematic core, students had the opportunity to participate in an internship or class module for variable credit.



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>ANDERSON</u>	<u>Ginger</u>	<u>M.</u>	<u>A00050652</u>
Student's Last Name	First	Middle	ID Number
<u>20067, 30075</u>	<u>HEALTH AND HUMAN DEVELOPMENT</u>		
Program or Contract No.	Title		
	<u>1/7/02</u>	<u>6/14/02</u>	<u>25</u>
	Date began	Date ended	Qtr. Credit Hrs.

Winter Seminar Faculty: Toska Olson

Spring Seminar Faculty: Cindy Beck

Ginger has successfully completed two quarters at Evergreen in Health and Human Development. She displayed adequate written communication skills and a growing ability to integrate sociology, biology, and psychology material in a thematic way. She was an important part of our seminar's social and intellectual community. Ginger has been working on finding balance between her school and personal responsibilities.

Ginger's written assignments were typically reflections on and reactions to selected program materials. Some of her later seminar preparation papers demonstrated a burgeoning capacity to analyze and critique an author's evidence and to make connections between the various disciplines and program readings. Ginger's best winter quarter seminar paper was a critique of the sociological perspective on mental illness, in which she discussed the point that some individuals benefit from medication for psychological disorders. Winter quarter she was not able to purchase all the necessary texts, and missed out on some significant readings. Spring term, she was able to read all the material, and it made a significant difference in her work.

Ginger's final winter quarter research/integration paper was a good discussion of the biological causes and social consequences of various psychological disorders. Her work was based on appropriate citations of biological and psychological sources. While she discussed all three disciplines, her paper would have benefited from the use of primary research citations in sociology and from an explicit interdisciplinary integration. In addition, Ginger's written work would be stronger with much greater attention to proofreading and punctuation. She is strongly encouraged to access the college's writing center for future work.

Ginger was a regular participant in larger seminar discussions, and also achieved success at participating in smaller groups for seminar, learning journal group, workshop, and peer teaching activities. Her comments were generally relevant and insightful. She and two peers facilitated an engaging and democratic seminar in which they used Scrabble letters to ensure that everyone had a chance to discuss their questions. She also participated in a group-led stress management presentation on relaxation techniques. For her part of this presentation, Ginger reviewed the history of the 'grounding' technique and led students through a sample exercise. In addition, Ginger conducted a sociology field experiment where she violated a social norm (she rode backwards in an elevator), recorded her audience's reactions, and then wrote about her findings. The result of this process was a good basic discussion of the experiment and what the experience revealed about her own socialization. Ginger also participated in two peer teaching assignments. Winter quarter's assignment focused on forms of deviance in which she conducted research on Mormons as an example of having the 'wrong' religion. As part of this assignment, she collaborated on a group summary and then presented the information to a peer-learning group. Her final paper for this project was an excellent review of the beliefs of, social reactions to, and power of the Church in American society. Her work will improve when she fulfills all aspects of the assignments. Nevertheless, the feedback from her peer learners complemented Ginger on her interesting information and clear grasp of her topic. Ginger's spring peer teaching assignment proved to be challenging for her. Although she struggled at times to find appropriate citations, her perseverance paid off and her final project was an excellent paper on autoimmune diseases, and a variety of treatments available. This paper reflected excellent research skills, and the ability to synthesize enormous amounts of work into an interesting piece. She included both pros and cons of each

Faculty Signature(s)
Cindy Beck, ND
Faculty Name

July 7, 2002
Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>ANDERSON</u>	<u>Ginger</u>	<u>M.</u>	<u>A00050652</u>
Student's Last Name	First	Middle	ID Number
<u>20067, 30075</u>	<u>HEALTH AND HUMAN DEVELOPMENT</u>		
Program or Contract No.	Title		
	<u>1/7/02</u>	<u>6/14/02</u>	
	Date began	Date ended	Qtr. Credit Hrs.

therapy as well as addressing the doctor-patient relationship and the 'role' of the patient. Ginger sought out practitioners, as well as patients and their guardians to get a balanced perspective.

Ginger's seminar papers, learning journals, research paper, and discipline-specific work all demonstrates an adequate grasp of the general concepts and theories in sociology. She notes that she is drawn to interdisciplinary studies, and learned to consider the importance of environmental factors in explaining psychological disorders. Ginger entered the program with a solid background in psychology, due to previous academic work, and this might have attributed to her sporadic attention to this discipline in her written work winter quarter. Ginger reports that she "appreciated the personal growth opportunities that the psychology workshops afforded, including completing a series of exercises based on personality theories". This perspective will be useful as she pursues her interests in the helping professions.

The anatomy and physiology lab journal entries and quizzes that Ginger completed demonstrate an emerging understanding of the human body systems we studied. Her research and understanding of different diseases also showcased her increased understanding of biological principles. Hopefully she will not abandon her efforts to build greater self-confidence in the sciences. She made good strides in applying the biology, stress management, and psychology material to her own lifestyle decisions.

Ginger learned a lot about medical anthropology and it helped her solidify her observation of the interconnectedness of life. She stated that, "in order to be successful, health must be interdisciplinary. Health cannot be divided up into small categories and looked at individually as if they were separate from all other factors. Just as health cannot be viewed as separate entities, disease cannot be looked at that way either".

Ginger had a successful foray into her academic career.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 25

- 2 - Sociology of Deviance
- 1 - Criminal Justice
- 3 - Human Biology
- 1 - Anatomy and Physiology Laboratory
- 2 - Abnormal Psychology
- 1 - Developmental Psychology
- 1 - Diversity and Oppression
- 2 - Library Research and Expository Writing
- 1 - Nutrition
- 2 - Medical Anthropology
- 2 - Health and Spirituality
- 2 - Introduction to Personality Theories
- 3 - Integrative Medicine
- 2 - Pathology

C. Beck ND

Faculty Signature(s)
Cindy Beck, ND
Faculty Name

July 7, 2002
Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Anderson	Ginger	M	A00050652
Student's Last Name	First	Middle	ID Number
Health and Human Development		01/07/02	06/06/02
Title		Date Began	Date ended

I have now successfully completed two quarters at Evergreen. This is very exciting for me. This quarter along with last quarter have broadened my horizons of my knowledge in the Social Sciences and Health.

I think the principle that has captured my attention the most was the changes that need to be made in health care in order to have a healthy society. One guest speaker really caught my attention when she said something to the effect of getting to know the person the disease has and not focusing on getting to know the disease that the person has. By knowing people's culture and their backgrounds doctors and patients can avoid cultural barriers as those revealed in The Spirit Catches You and You Fall Down. The treatment Lia received would have been better and less frustrating for the doctors to administer had barriers such as language and religion been overcome.

Seminars this and last quarter were a wonderful learning experience for me. I had never been exposed to this kind of learning style before. It was so exciting to have other students point out things they had learned from readings, speakers, and projects. I wouldn't have picked up material in that way by myself. I also enjoyed sharing my point of view with my peers. It was like giving back to them what they had given to me.

The research paper for Spring quarter was the most difficult paper I've ever had to do. I worked extra hard to gather all my facts and present them in a manner which could be understood. I was nervous about the peer teaching because I was afraid that my presentation would be boring or that other students would think that it wasn't good. I think that's one of the reasons I worked so hard. I wanted to show that I had learned and wanted to teach them but without embarrassing myself.

Before coming into the program I was very self-absorbed in my writing. I took criticism very personally and didn't like people commenting on my work. My learning journal peers and I developed a friendship. I knew that when they were making corrections on my work it was because they wanted me to present the best work that I could do. It was because they wanted me to succeed. It's easier to let people look at my writing now. I even like criticism, as long as it's constructive. After all it makes me a better writer.

I had more of an active role in reading this quarter. My financial burden was a little lighter so I had the opportunity to purchase all of the books and make copies of the readings I didn't have. I built better study habits over the two quarters. I took better notes and processed more information.

One book which helped me personally was Soul of a Citizen. Trying to be an activist is a difficult but important task. The book was realistic but optimistic at the same time. It made me take on a few more causes to my already full plate but I feel that it is worth it.

I am very excited about my group creative project. I have learned a lot from my group. People came up with great ideas that I hadn't thought of and we all worked together to accommodate each other. The best part is we had fun doing it. Even though I had fun and I learned a tremendous amount from my group I still would rather work alone. I don't stress as much because whether I fail or not depends on my efforts and no one else's. Due to past experiences I don't like putting my results in someone else's hands.

As I said earlier due to Soul of a Citizen I have taken on extra social causes which may not seem important to other people but I feel are important for me and future generations. For almost a year now I have been teaching a children's class at my church. It is very time consuming and I am underappreciated. When school became more difficult I thought about talking to my pastor and asking him to relieve me. I decided to stick with it though and it makes me feel good. Taking care of my grandfather is difficult but I feel that having a relationship with him is worth it. The elderly are often ignored but they are very knowledgeable and their stories need to be heard. The most recent and challenging undertaking that I have started is saving music programs in public schools. This was another small yet important social cause I decided to take on after reading Soul of a Citizen.

As for the future I may decide to turn this into a learning opportunity and continue to participate in this activity at least until graduation and possibly longer.

Human Health and Development has definitely changed my life for the better.

Ginger Anderson
Student's signature
6-6-02
Date

C
Faculty signature: Cindy Beck
Date



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.