

Integrated Psychology, Health and Human Services

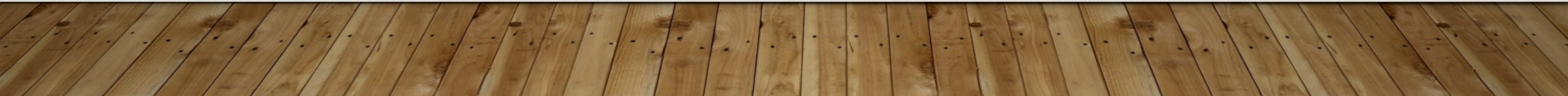
Summer Work Group Participants:

Arita Balaram
Mary Dean
Carolyn Prouty
Penelope Partridge

Nathalie Yuen
Stephen Beck
Wenhong Wang
Stacey Davis

Mukti Khanna
Marcella Benson-Quaziena
Toska Olson
Elizabeth Williamson

Eric Stein



- The summer work group imagined a possible integrated psychology path with the following characteristics:

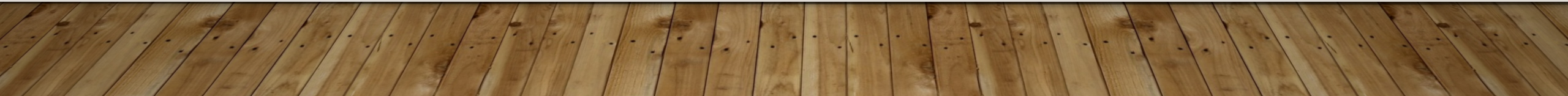
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- In the spirit of Evergreen's social justice-oriented mission and interdisciplinary curriculum, this path would give students a holistic understanding of well-being.
 - Drawing upon psychology, public health, anthropology, sociology and community studies, coursework would focus on how systems, experiences and culture influence the vitality and ultimate resilience of people in our communities.

- This path promotes community resilience, human well-being, and positive growth within the current landscape of the pandemic and racial justice, with a focus on systemic thinking.
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- Through critical analysis, experiential inquiry, self-reflection, analytical assessment, research and writing, students develop the competencies to choose and work in their desired fields.
- Because mental health is deeply intertwined with community well-being, student learn tools for relational wellness amongst smaller circles of influence(the self and family), bridging to larger circles (schools and organizations) and societal impact (government).

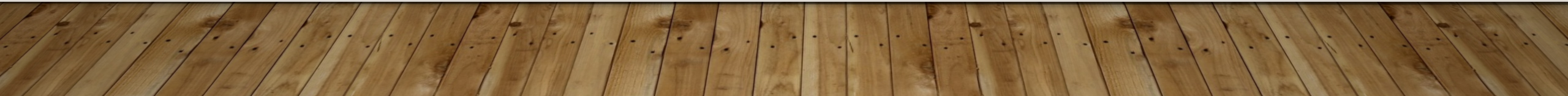
- Certain groups (including the LGBTQ community, people of color, immigrants, the poor) have been historically ill-served by traditional structures of mental and physical health.
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- This path gives students the tools to rectify such inequities.
- Students will gain skills to support one another and themselves as they prepare for a variety of careers in psychology, the helping professions, and work creating empowered communities.



- Developmental, Social, and Critical Psychology
- History of Systems in Psychology and Healthcare
- Sociology, Cultural Anthropology, and Community Psychology as Frameworks for Understanding Health Disparities and Wellbeing
- Career Fields Overview: Public Health, Counseling, Social Work
- Care of the self as a helping professional
- Ethics
- Diversity and Equity Training
- Statistics, Qualitative and Quantitative research methods (including ethnography and narrative analysis)
- Complementary interdivisional learning in the humanities and arts

Coursework
might include



Feedback from Alumni Panel:

On the need:

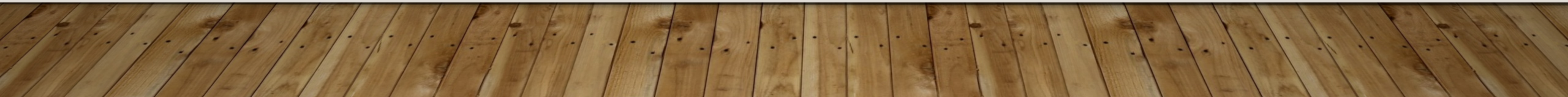
- Yvette - Society needs **more workers in mental health and counseling.**

Evergreen needs to ramp up now to give students this training.

With Defund the Police initiatives, diversity and social justice are crucial.

Any **focus on diversity/equity** needs to be real and deep, not just a marketing ploy.

- Marc – Many students who won't want to go on to a Masters in Social Work want to take this path. Don't cut off this possibility by over-emphasizing a fast-track to one particular Master's program. **Lots of different careers need the interdisciplinary skills** that this curriculum gives students.



On Evergreen's strengths:

•Marc - Evergreen is **so far ahead of the game** in terms of what employers are looking for: SEL(social-emotional learning) skills, collaboration, communication.

Marc - Employers want distributive leadership, collective decision-making, etc. That's **what Evergreen does well** -- seminar skills and the life skills of engaging human beings -- those practices require **an environment of agency**, in the context of centering oneself.

•Larry - The diversity and equity pieces are essential. At other schools, students beg for diversity and equity training. Evergreen does a good job of giving students **an understanding of the lived experiences of diverse people**.

•Michael - Evergreen **gives you the skills** to know how to have a conversation with other experts -- seminar skills, critical race theory, feminism, queer studies – to have a deep, deep connection with any job in which graduates need **to work with communities around issues of power**.

•Becca -- Happy to see the proposal **includes the history of how psychology has done so much harm** to so many communities. Often graduate schools don't do enough of that work. Study of the history of the field is crucial for students to **learn how to create better practices going forward**.

On what Evergreen needs to improve in this field:

•Michael - Advanced **qualitative research skill sets** are crucial.

Evergreen graduates absolutely need to have skill sets in these fields.

This was the one area where his Evergreen education did not prepare him well.

•Marc - If there was any gap in my learning, it was the lack of **qualitative and quantitative analysis** and at Evergreen I didn't even have the language to talk/think about this.

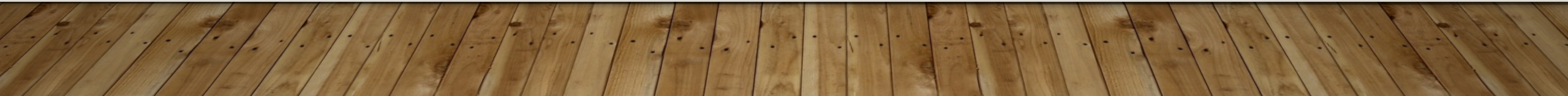
•Becca - Evergreen made me good at doing a job and allowed me to transition to leadership roles early in my career; gave me skills at managing and working with people.

Evergreen **teaches people to be good, compassionate leaders**....it happens really naturally; through the facilitated teaching style -- faculty show students how to lead a group with an objective, collaborative style. So many other people haven't learned that skill - and so an Evergreen education sets you up to be able to work well with others.

•Yvette - Evergreen teaches you how to love learning.

The college has all the pieces.

We just have to communicate to prospective students that we have all the pieces.



Next Steps:

- **Welcome** our new faculty colleagues!
- **Request legislative funding** for 3 new hires in psychology
- **Continue to develop** an exciting, robust path that both centers psychology and grounds the field in the larger interdisciplinary context. Path elements might include:
 - * Strong Foundations program with an intro to psychology and related careers
 - * Qualitative and quantitative methods and theory
 - * Deep emphasis on diversity and equity
 - * Interdisciplinary work in public health, sociology, anthropology, gender studies
 - * Experiential and service learning; real-world experience
 - * Preparation for a variety of career choices

