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## CHAPTER 4

### COUNSELING APPROACHES

Topic Covered	Page(s)
Psychodynamic Approach	
Behavioral Approach	
Cognitive Behavioral Therapy (CBT)	
Rational Emotive Behavioral Therapy (REBT)	
Transactional Analysis (TA)	
Humanistic Approach	
Person-Centered Therapy	
Goal Therapy	
Existential Therapy	
Other Contemporary Therapy	
Adlerian Therapy Individual Psychology	
Reality Therapy	
Family System Therapy	
Systemic Therapy	
Eye Movement Desensitization and Reprocessing (EMDR)	
Behavioral Coaching	
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Group Therapy	

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### AUTOBIOGRAPHICAL STATEMENTS (1000-101)

Describe any volunteer, extracurricular activities, or work experience in which you are or have been involved in the past two years.

I am an active student. I have been involved with school clubs such as Key Club, Inter-School Soccer Club, and CCA. I have been a member of the school's debate team for three years. I also worked part-time at Zions as a youth leader for over three years. Since Junior year of high school, I have been volunteering at a local shelter for the elderly and disabled. I have also been involved in many other activities such as being a member of the school's choir, participating in many interschool sports, participating in an honor society, and being a member of the school's student council. I have also been involved in many other activities such as being a member of the school's debate team, participating in many interschool sports, participating in an honor society, and being a member of the school's student council. Recently, I just joined Black Trail and will compete with other schools further onto the school year.

Why would you like to attend college? Discuss your career and personal goals. Are there any particular circumstances, school experience, or persons that influenced your preparation or motivation to attend college (e.g., school/financial background, family, teachers, schools you attended)? Please explain.

I would like to attend college because I want to receive a good education. College will not only help me gain academic knowledge, it will also provide me with experience that is necessary for my career. I am interested in becoming an orthodontist. I became interested in this field because I saw my own orthodontist. Because of this, I decided to go to a good school like CCA. My orthodontist inspired me to become one. And personally, I would want to help others to have beautiful teeth and smile. As a youngster in the USA, my parents' dream is to let me go to the college and receive the best education possible, and their dream inspired me to go to college no matter the obstacles.

Briefly discuss your academic background. Did you utilize any additional support at your high school, such as tutoring? Do you plan to attend college after high school? If so, what is your academic ability or potential?

I received decent grades and did not fall off my classes because I'm a hardworking and intelligent student. But there is definitely a lot more about me and my ability that others cannot see. From just looking at my transcript. As a youngster in a new country, I had to learn a brand new language, therefore, I must go to tutoring and work three times harder than other regular students. I never did look down or myself due to the fact that I am not originally her here. In fact, I look at it as a challenge that I must overcome. Right now, I am glad to see that I am the same as all the other American-born students. If not, better.

Briefly describe your family's economic background. Include information about your financial situation.

My parents divorced after we moved to America. My father then abandoned the rest of the family and went back to Hong Kong without paying any child support. My mom then had to take responsibility to support her and three kids. It was hard for my mother, but education is

# Five major themes about the future of jobs training in the tech age

HOPEFUL THEMES	<b>Theme 1</b>	<b>The training ecosystem will evolve, with a mix of innovation in all education formats</b>
		<ul style="list-style-type: none"><li>• More learning systems will migrate online. Some will be self-directed and some offered or required by employers; others will be hybrid online/real-world classes. Workers will be expected to learn continuously</li><li>• Online courses will get a big boost from advances in augmented reality (AR), virtual reality (VR) and artificial intelligence (AI)</li><li>• Universities still have special roles to play in preparing people for life, but some are likely to diversify and differentiate</li></ul>
	<b>Theme 2</b>	<b>Learners must cultivate 21st-century skills, capabilities and attributes</b>

CONCERNS	<b>Theme 4</b>	<b>Training and learning systems will not meet 21st-century needs by 2026</b>
		<ul style="list-style-type: none"><li>• Within the next decade, education systems will not be up to the task of adapting to train or retrain people for the skills that will be most prized in the future</li><li>• Show me the money: Many doubts hinge upon a lack of political will and necessary funding</li><li>• Some people are incapable of or uninterested in self-directed learning</li></ul>

	<b>Theme 5</b>	<b>Jobs? What jobs? Technological forces will fundamentally change work and the economic landscape</b>
		<ul style="list-style-type: none"><li>• There will be many millions more people and millions fewer jobs in the future</li><li>• Capitalism itself is in real trouble</li></ul>

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Tatum also discusses how identity can be impressed onto an individual based on the ethnic or racial group they belong to, and how it is often hard to break beyond the "structural and psychological limitations" (348) that those groups impose on you. I believe that we all need to come to terms with who we are, individually, so we can then begin to accept others. Ask students to create an identity chart for the bear in the story. Ask students to create an identity chart for Chimamanda Adichie. SUMMARY "The Complexity of Identity: Who Am I," by Beverly Daniel Tatum, deals with and answers many questions about identity, regarding race, sexuality, gender, and religion, and how important these aspects are to individual identity. What dilemmas arise when others view us differently than we view ourselves? Class seems to stand out when it comes to private schools. As they do so, ask them to notice which categories are included on most or every chart and which appear on only a few. Ask students to share what they circled, and then lead a brief class discussion about what focusing on just those elements that fit a "single story" misses about Adichie's identity. Since I am considered a "dominant identity" through society's eyes and have not experienced much oppression, I will never be able to empathize with them but I will try my best to understand their struggles and connect through some personal experiences. Finally, ask students to reflect independently in their journals on the following questions: What labels would others attach to you? When people describe their identities, they often use common categories such as gender, age, and physical characteristics, as well as ties to a particular religion, class, neighborhood, school, or nation. It is when all of the things we identify with are put together that make us whole. How do society's labels influence the way you see yourself? Finally, ask students to return to their own identity charts and underline three to five words and phrases that they believe are at the core of their identities. To do so, students should draw a box in the middle of a blank page and write "the bear" inside. You may also choose to watch Chimamanda Adichie's TED presentation. They should start by drawing a box in the middle of a blank page and writing their name inside it. Students will recognize that while each of us has a complex and unique identity, others often use labels to describe us that reduce our identities to a "single story" and can influence the ways in which we think about ourselves. Create a Personal Identity Chart Ask students to create identity charts for themselves. Ask students to consider why Adichie believes that this human behavior, of reducing the identities of others to "single stories," is dangerous. Teaching Strategies Create an Identity Chart for "The Bear" Read or watch The Bear That Wasn't with students. I do not want my students to feel as if I have more power because I am White and they be subordinate based on their class and race. What? I want them to understand that I want to help them get access to equal opportunities and not forced into thinking a certain way about certain topics. SO WHAT? This portrays that dominant and subordinate identities are very prevalent in our society and that if a subordinate identity does not follow the norms set by the dominant culture they will face social consequences. So What? I completely agree with Tatum- the different facets of our identity individually do not make us. Collins discusses our "colorblind society" and that "race has been tightly bundled with the social issues of education and equity in the U.S. context" (Collins, Preface X). Tatum mentions doing an "I am \_\_\_\_\_" exercise with her students. What parts of our identities do we choose for ourselves? Collins explains how "it is important for us... to analyze critically the terms of our individual participation in upholding or challenging these practices" (Collins, 27). Society has a preconceived notion about the "other" community and that communities affect the success of others. This semester I will be working with the community partner, Canal Alliance, and helping people develop their English. Since "dominant groups set parameters within which the subordinates operate" the dominant identity sets the rules and social norms which the subordinate identities have to follow (Tatum, 11). In The Complexity of Identity: "Who Am I?" by Beverly Daniel Tatum, the author portrays the power dynamic between dominant and subordinate identities. Discuss the Danger of "Single Stories" Read The Danger of a Single Story with students. Her teacher told her to make adjustments and to rewrite her speech so it conformed to her and the dominant identity standards. She finishes her argument, however, urging that we suggest all of our identities, as well as the identities of others, in order to free us from restrictions and limitations that we as a society have imposed on others, and ourselves. They control access to jobs, sort people into groups, attempt to control what we think and say, attach privilege to some and not to others..." (Collins, 5). Collins conveys that some races and ethnicities are left behind in the shift to private schools and that there is inequity between dominant and subordinate cultures based on the seven categories discussed by Tatum, age, race, sexual orientation, class, etc. For example, students who are part of minority groups mention the fact they are a part of that group, like "I am Puerto Rican" while White students usually do not mention their race because they are the dominant identity and culture. In the preface and first chapter of Another Kind of Public Education by Patricia Hill Collins, the author explains how education and democracy are connected. A Black woman is not just black; she is her ideas, her intelligence, everything else. Tatum describes how each person has multiple identities, and how different aspects of their personalities create a full person. Give students some time to compare their identity charts. Since minorities seem to get fewer opportunities than White families, they are forced into lower-income jobs and therefore are not able to send their children to private institutions making the population of student bodies at private schools mostly dominant identities. I think knowing more about dominant and subordinate identities will help me take a step back and allow me to create a better connection with my students. If they fit into the subordinate identity of the category they are more oppressed than someone who fits in the dominant identity of the category. Collins was an African-American who felt like, "public school education had almost silenced [her]" (Collins, 2). Collins stated that she was told that her opinions were not relevant in this context. They should take words and phrases directly from the text of the story that represent the labels other characters use to describe the bear as well as those that the bear uses to describe itself. Once they have finished, have students circle the words and phrases on the chart that others have used to create a "single story" about Adichie. She is stressing that institutions need to have better opportunities for subordinate identities who are usually forced into specific mindsets and environments. It is both our subordinate AND dominant groups that make us who are, even though some are more obvious and apparent than others. The arguments discussed in these readings have helped me recognize my perspective on where I stand in society and how I can deconstruct societal inequity in my personal experiences. She was censored by her teacher and the culture of the school and was told what she was supposed to think. Then students can add additional words and phrases that they think are appropriate based on the story. Then they should add words and phrases around the box that describe how they see themselves. Tatum furthers Collins' point by stating that, "dominants do not really know what the experiences of the subordinates is (Tatum, 4). How do labels influence the kinds of choices you and others make? See the Identity Charts teaching strategy for more information. Public schools are sometimes swept under the rug when in actuality it is more beneficial for subordinate groups because they receive more equal opportunities. Now What? Alternatively, you might create the identity chart for the bear as a class. What factors shape our identities? Students might respond in their journals to the following questions: How often do others recognize those core qualities? We need to use our differences to create a diverse and expansive society, constantly shifting and changing and becoming new. Tatum's ideas are those that I have subscribed to for years. Minorities can understand what other minority groups experience because they have very similar struggles. She was surprised when her teacher asked her to discuss what the flag meant to her and her "speech stated [her] commitment to the democratic ideals that the flag engender—in particular, fairness, equal opportunity, and justice for all" (Collins, 4). What parts are determined for us by others, by society, or by chance? Lead a brief class discussion, analyzing the story using the connection questions that follow it. The level of oppression someone experiences depends on how one fits into these categories. Tatum recognizes that "in the areas where a person is a member of the dominant or advanced social group, the category is usually not mentioned" (Tatum, 10). Give students a few minutes to share their identity charts with each other, and encourage them to add words and phrases from others' charts to their own. Students will use the Identity Charts teaching strategy to analyze the roles that both the individual and society play in the complex identities of two individuals described in the chapter, and then they will use the same strategy to reflect on their own identities. These activities serve as both effective classroom community-building exercises at the beginning of a Facing History unit and a way to introduce words about human behavior and decision making that will serve as a foundation for examining the historical case study later in the unit. Race, religion, gender, sexuality— these are all things that inherently push our society apart, create borders and lines and separations; however, this is not the way it needs to be— in fact, this is the way it should not be. Collins discusses that "schools do more than teach. How often do others overlook them? Oftentimes, dominant identities think they know what subordinate identities experience but they really do not and therefore can sympathize but never empathize. This lesson uses resources from Chapter 1 of Holocaust and Human Behavior to prompt students to explore how the ways they think about themselves and others are influenced by society. As they make the chart, have students think about which parts of her identity Adichie chose for herself and which parts were assigned by others. See the sample identity chart below. Most of the people I will be working with are low-income Latinx individuals. Also, let students continue to modify their own identity charts as they observe the categories and labels that their classmates have included. Students will understand that the society in which we live, in addition to our own beliefs and attitudes, influences how we think about our identities and the identities of others. Around the box, they should write words and phrases describing the character. In Another Kind of Public Education by Patricia Hill Collins, the author gives another perspective on power dynamics between dominant and subordinate identities by discussing her own personal experiences. Tatum also discusses the fact that people are judged on seven different categories of race or ethnicity, gender, religion, sexual orientation, socioeconomic status, age and physical or mental ability (Tatum, 11).

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