



McGilvrey, Makayla

A00434278

Last, First Middle

Student ID

**TRANSFER CREDIT:**

Start	End	Credits	Title
06/2020	06/2022	90	<b>South Puget Sound Community College</b>
06/2020	08/2021	50	<b>South Puget Sound Community College</b>
06/2020	08/2021	5	<b>South Puget Sound Community College</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2022	03/2023	28	<b>The Social Construction of Brains and Behavior</b> <i>8 - Social Psychology</i> <i>6 - Sociology and Social Justice</i> <i>3 - Creative Writing</i> <i>8 - Abnormal Psychology</i> <i>3 - Creative Writing</i>
04/2023	06/2023	16	<b>Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System</b> <i>4 - Childhood Developmental Psychology</i> <i>4 - Behavioral Disorders of Childhood</i> <i>4 - Child Centered Interventions</i> <i>4 - Elementary Education in the Public School System</i>

**Cumulative**

134 Total Undergraduate Credits Earned



McGilvrey, Makayla

A00434278

Last, First Middle

Student ID

## **April 2023 - June 2023: Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System**

16 Credits

### **DESCRIPTION:**

Faculty: Jon Davies, Ed.D. and Ada J. Vane, M.A.

The program curriculum asked students to consider: How do children learn? What is “normal” development, and who decides? When is it appropriate to diagnose a child? What does it mean to offer relevant intervention in an educational setting and / or at home? How do educators decide what children are ready to learn and when they are ready to learn it? How do schools make decisions about children’s learning? How do biological, cognitive, and social factors influence “normal / abnormal” child development?

Lectures, workshops, seminars, and films helped to further contextualize program texts. Students engaged written and other media formats throughout each academic week that included short papers in preparation for seminars and short reflections in response to lectures, films, and treatment intervention readings. Students also took weekly psychology quizzes and engaged in workshops that dealt with diagnosing real world case studies. They prepared case notes on the same. At the end of the quarter, students prepared a poster presentation that addressed a critical program theme.

Developmental Psychology: Using Ricardo and Rymond’s *Understanding the Whole Child* as a framework, we explored psychological theories in human development from biological, socio-emotional, and cognitive perspectives, with a focus on the period from in utero through adolescence. Emphasis was placed on development in a cultural and environmental context.

Childhood Psychopathology: Using Bridley and Daffin’s *Behavioral Disorders of Childhood* as our guide, we engaged in a comprehensive survey of childhood mental health problems, including Attachment Disorders, Intellectual Disability Intellectual Development Disorder, and Learning Disorders, Attention Deficit Hyperactivity Disorder, Autism Spectrum, Disruptive, Impulse Control and Conduct Disorders, Trauma Related Disorders, and Substance Induced Disorders. This program did not simply present a checklist of symptomology. Through contextualization and bio-psycho-social perspectives, students developed critical thinking skills as applied to theories, assessment, and treatments relevant for each disorder.

Using Alexander and Hinrichs’ *Building Trauma-Sensitive Schools: Your Guide to Creating Safe, Supportive Learning Environments for All Students*, students wrote weekly responses to selected quotations in preparation for discussion and analysis of how teachers and other education professionals create structures and support systems to maximize opportunities for student success in the classroom and schools.

Students were encouraged to consider the role of stigma and the public school system in mental illness. The program highlighted current issues in the field of education and their impact on development. Students inquired into how children develop, how the education system responds to their development, and how scientific, evidence-based research informs both contexts.

### **EVALUATION:**

Written by: Jon Davies, Ed.D. and Ada J. Vane, M.A.

Each week, students came together in treatment and intervention workshops to discuss an assigned case study, make their best diagnosis by applying their understanding of key theories discussed in psychopathology lectures, and to select a treatment intervention. Makayla completed almost all case



McGilvrey, Makayla

A00434278

Last, First Middle

Student ID

study notes, which were efficient and demonstrated good attention to the criteria for diagnosing behavioral disorders, as well as good familiarity with terms related to those disorders and relevant treatment interventions for the condition causing distress.

Weekly quizzes evaluated students' ability to retain key terms. Makayla completed all quizzes. Performance on these quizzes demonstrated excellent knowledge of how to compare, contrast, organize and retrieve information about terms and concepts in child developmental psychology and behavioral disorders of childhood.

Students wrote weekly responses to selected quotes from assigned seminar readings in preparation for discussion and analysis. Makayla completed all seminar responses, which showed very good ability to reflect on text material. Makayla made thoughtful contributions to seminar discussion.

Makayla completed all early childhood care and education workshop responses. The responses were creative, succinct, and illustrated key ideas from the readings. Makayla demonstrated significant growth in knowledge and understanding of early childhood care and education, including basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information.

At the end of the quarter, Makayla created a final poster project to summarize and synthesize interdisciplinary content, including but not limited to program sources. Makayla chose to present on "Behavioral Strategies for Children with ADHD in Primary School." The presentation was well organized and demonstrated significant thinking around this topic. Makayla took this opportunity to interact with and support fellow presenters in our program conference.

We congratulate Makayla for successes in our program and can attest that Makayla is prepared for more advanced work in psychology and education.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 4 - Childhood Developmental Psychology
- 4 - Behavioral Disorders of Childhood
- 4 - Child Centered Interventions
- 4 - Elementary Education in the Public School System



McGilvrey, Makayla

A00434278

Last, First Middle

Student ID

## **September 2022 - March 2023: The Social Construction of Brains and Behavior**

28 Credits

### **DESCRIPTION:**

Faculty: Ada Vane, MA, and Tara Hardy, MFA

"It wasn't until school that we realized that we were abnormal." Gilberto Hernandez

How do we become who we are? Who decides what is "normal"? How do we understand rule-breaking and respond when people violate norms and laws?

In this interdisciplinary program, we examined perspectives on identity and behavior through the lens of psychology, sociology, and literature. We investigated how our brains, environment, and the people around us interact to produce a wide range of behaviors in individuals and groups; how cultural norms and social structures shape our notions of selfhood, our identities, and our bodies; and the creation and consequences of labels such as "normative" and "abnormal".

In our fall explorations of social psychology, sociology and literature, we thought critically about the nature, origins, and outcomes of human social behavior and learned how to apply this information to our daily lives. Some questions included: How does the brain create the self? What is the self, and how do we come to know ourselves? What influences our attitudes and decision-making processes? What is the nature of conformity and obedience? Why do intimate relationships form, succeed, and fail? How are our narratives and meaning-making influenced by larger-scale patterns of social interactions and relationships, including our social, cultural, economic, political, and historical contexts?

In the winter, we investigated the concepts of "normal" and "abnormal" in our studies of abnormal psychology, sociology, and literature. As we examined mental health conditions such as mood disorders, addiction, schizophrenia, and personality disorders, we asked how history, culture, and political power have affected our perspectives on abnormality. Students learned how to assess the clinical characteristics of mental disorders and thought critically about the theories, assessments, and treatments for each disorder. Students gained an understanding of the neurochemical processes involved. In addition, our curriculum introduced students to survivor and resilience narratives and explored risks of pathologizing responses to traumatic events.

Throughout the program, we practiced the techniques social scientists use to study human behavior. Students wrote in response to program content, and produced both academic essays and creative works. We applied theory to analyses of case studies.

Over the course of the quarter, students participated in a research project geared toward understanding the connection between community organizations and mental health intervention. This included researching organizations and conducting an interview with a professional in the field. It also included doing research about a particular topic, and writing a paper that synthesized findings with information gathered during the interview. Finally, at the end of the quarter, students gave a presentation on their findings.

### **EVALUATION:**

Written by: Tara Hardy, MFA and Ada Vane, MA

During fall quarter's social psychology portion of the program, students prepared for and participated in social psychology lectures, discussions of articles on topics in social psychology, and weekly terminology quizzes. Makayla completed all the weekly case study notes, which showed good familiarity applying principles of social psychology to case studies, as well as strong engagement with both the case studies



McGilvrey, Makayla

A00434278

Last, First Middle

Student ID

and with the learning community. Weekly quizzes evaluated students' ability to retain key terms. Makayla completed all quizzes. Performance on these quizzes demonstrated outstanding knowledge of how to compare, contrast, organize and retrieve information about terms and concepts in social psychology. Makayla's understanding of theories around social processes, the social brain, self-regulation and decision-making increased significantly this quarter.

During fall quarter's sociology and social justice discussion, Makayla's written work and contributions demonstrated strong critical thinking skills. Comments addressing the subject matter were thoughtful and reflective. Makayla's written work displayed deep understanding of social psych concepts and their application to lived experiences and the world around us. Additionally, written assignments also displayed adeptness with the craft of creative writing. In particular, Makayla's written work exceeded expectations by demonstrating good use of description, details, voice, images, and objects. Overall, Makayla's work demonstrated a strong ability to think critically by analyzing and evaluating program content.

During winter quarter's The Social Construction of Brains and Behavior, Makayla convincingly met expectations.

During winter quarter's abnormal psychology portion of the program, students prepared for and participated in abnormal psychology lectures, diagnosed case studies in abnormal psychology, and completed weekly terminology quizzes. Weekly quizzes evaluated students' ability to retain key terms. Makayla completed all quizzes. Performance on these quizzes demonstrated excellent knowledge of how to compare, contrast, organize and retrieve information about terms and concepts in abnormal psychology. Makayla completed all weekly case study notes, which were detailed, efficient, and showed excellent analysis of principles of abnormal psychology applied to diagnosing a variety of conditions and providing relevant treatment interventions in case studies, as well as strong engagement with the learning community. Makayla's understanding of theories around presentation, symptomology, lived-world experience, and treatment interventions in abnormal psychology increased significantly this quarter.

During winter quarter's sociology and social justice discussions, Makayla's written work and contributions demonstrated significant growth and good critical thinking skills. Comments addressing the subject matter were thoughtful and indicated reflective engagement with program material. Makayla's written work displayed good understanding of social justice concepts, such as advocacy, systems thinking, and resilience, as well as their application to lived experiences and the world around us. Additionally, written assignments also displayed good proficiency with the craft of creative writing. In particular, Makayla's written work met expectations by demonstrating good use of details, images, voice, language, action, tension, embodiment, setting, and musicality. Overall, Makayla's work demonstrated a strong ability to think critically, analyze program content, engage with community, and write creatively.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 28**

- 8- Social Psychology
- 6- Sociology and Social Justice
- 3- Creative Writing
- 8- Abnormal Psychology
- 3- Creative Writing



The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://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](http://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.