



McGilvrey, Makayla

A00434278

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 14 Jun 2024

TRANSFER CREDIT:

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

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2022	03/2023	28	The Social Construction of Brains and Behavior 8 - <i>Social Psychology</i> 6 - <i>Sociology and Social Justice</i> 3 - <i>Creative Writing</i> 8 - <i>Abnormal Psychology</i> 3 - <i>Creative Writing</i>
04/2023	06/2023	16	Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System 4 - <i>Childhood Developmental Psychology</i> 4 - <i>Behavioral Disorders of Childhood</i> 4 - <i>Child Centered Interventions</i> 4 - <i>Elementary Education in the Public School System</i>
09/2023	12/2023	16	Anthrozoology 4 - <i>Animal Behavior and Cognition</i> 4 - <i>Psychology</i> 4 - <i>Animal Welfare Science</i> 4 - <i>Animal Ethics</i>
01/2024	03/2024	8	Alchemy of Witness: Relating Through the Camera 2 - <i>Introduction to Counseling Skills</i> 2 - <i>Multimedia Art Skills</i> 2 - <i>Communication Through Community-Based Learning</i> 2 - <i>Black and White Photography</i>
01/2024	03/2024	4	Ceramics: Fundamentals 4 - <i>Ceramics</i>
01/2024	03/2024	4	Winter Twig Identification *4 - <i>Winter Twig Identification</i>
04/2024	06/2024	8	Stigma: The Causes and Effects of Being Defined as Deviant 8 - <i>Sociology and Anthropology</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
04/2024	06/2024	8	The Open Compass: Visualizing Counseling and Education Careers through Creative Arts and Community Practices <i>3 - Foundational Frameworks for Ethical and Cultural Responsiveness in Social Work, Counseling, and Education</i> <i>3 - Theory and Practice of Art Therapy</i> <i>2 - Accountable Communication Orientations for Practitioners</i>

Cumulative

182 Total Undergraduate Credits Earned



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Prior to my enrollment at Evergreen, my educational path was somewhat ambiguous, having completed coursework at SPSCC. However, foundational psychology classes, including lifespan, abnormal, and social psychology, provided glimpses into potential career avenues. The exposure to these disciplines sparked a growing interest in pursuing psychology, particularly within the realm of child development, catalyzed further by specialized courses offered at Evergreen.

At Evergreen, a variety of courses were available, each specializing in distinct areas such as abnormal behaviors and early childhood development. Having previously delved into lifespan psychology, I felt compelled to deepen my understanding of what constitutes typical childhood development. Through coursework exploring the social constructs influencing brain development and behaviors, I honed in on the intricacies of children's cognitive growth, recognizing its pivotal role in shaping future outcomes. These classes afforded me opportunities for hands-on research and thoughtful analysis, utilizing both literature and video materials to glean insights from diverse experiences. As a species inherently reliant on social interaction, humans naturally seek support, recognition, and fulfillment, particularly from caregivers and educators who play pivotal roles in fostering holistic development.

During my first year at Evergreen, I delved into the clinical aspects of children's disorders and explored curriculum's within the education system. Immersing myself in this new environment, rich with diverse opinions and perspectives, proved profoundly insightful for my educational journey. Exploring topics such as abnormal behaviors and early childhood development, I sought to deepen my understanding of what constitutes "normalcy" in children. Drawing from prior knowledge in lifespan psychology, I delved into the intricate interplay between social constructs, brain development, and behaviors during crucial developmental stages. Engaging in research and observational studies, I endeavored to comprehend diverse experiences and refine my analytical skills in a socially conscious manner. Balancing academics with extracurricular's, I also dedicated myself to the women's soccer team throughout my first year, honing my time-management skills amidst multiple commitments

During my second year at Evergreen, I took classes focusing on ethics and values in society. One of the most captivating experiences was studying Anthrozoology, which explored the relationships between humans and animals. It challenged me to think about complex ethical issues and understand different viewpoints on how we interact with other species. I learned about methods that prioritize the well-being of animals and researchers. I was particularly interested in animal therapy, which benefits both animals and humans by fostering a therapeutic bond. This discovery sparked my curiosity to explore how animal therapy could be used in various situations. Studying these topics deepened my understanding of our connections with animals and motivated me to pursue psychology further. I realized how animal welfare and human psychology are linked, and I became passionate about incorporating anthrozoology insights into my future work in psychology.

In my last two quarters at Evergreen, I've focused on the important skills of attending, witnessing, listening, and responding thoughtfully, both to others and to my own needs. This emphasis has been eye-opening, teaching me how to genuinely and kindly meet the needs of individuals in professional and personal settings. Taking part in various witnessing workshops has been crucial to this journey. These immersive experiences have given me valuable insights into the perspectives of therapists and the essential skills needed to handle their role effectively and empathetically. Through interactive activities, discussions, and self-reflection, I've improved my ability to listen actively, empathize, and connect with people from diverse backgrounds. These workshops have also equipped me with practical techniques to build trust and create safe environments for growth and exploration. By immersing myself in these learning opportunities, I've seen firsthand how being present and compassionate can facilitate healing and personal development. Looking back on this journey, I'm grateful for the lessons learned and the progress made. With a better grasp of witnessing and listening, I feel prepared to approach future challenges with integrity, empathy, and a commitment to supporting others' well-being and growth.

This important idea, ingrained in Evergreen's philosophy, has shown me that learning and self-improvement go beyond school. It's changed how I see education, shifting it from a one-time thing to a lifelong journey of exploration and growth. Embracing the idea of always learning has given me a sense of curiosity and openness, making me eager to discover new things every day. As I move forward from Evergreen, I carry with me the lesson that learning



ACADEMIC STATEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

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never stops. I'm committed to continuing to learn, enriching my life and contributing to the world around me with each new experience.



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April 2024 - June 2024: The Open Compass: Visualizing Counseling and Education Careers through Creative Arts and Community Practices**8 Credits****DESCRIPTION:**

Faculty: Sonja Wiedenhaupt, PhD, and Penelope Partridge, MAC, LMFTA

This single-quarter program supported students in their professional skill and identity development as future mental health counselors, social workers, educators, and helping professionals. Throughout the quarter, we used the following questions as guideposts for our academic and community-based learning: How do individuals remain authentic and even creative as they face the many challenges posed to humans in society now? How will students find and maintain ethical frameworks that will guide their work in humane and just ways? And finally, how can we sustain vital communities in our world of work moving forward? Students approached these questions through a series of workshops, readings, podcasts, community-based learning experiences, and a conversation with regional alumni.

Students developed communication skills and engaged in witnessing labs founded in systemically oriented counseling practices. Students considered the positionalities and thinking styles that each of us brings into working relationships through a range of concepts. Students considered their ideas about witnessing through the lenses of ecological systems, cultural communities, cultural humility and community cultural wealth. Along the way, they considered the implications of interpersonal thinking styles, such as ethnocentrism, hierarchical, categorical, dichotomous and deficit thinking.

Throughout the quarter, we repeatedly engaged two goals overlaid across our other program themes: (i) to learn and practice using relational and multisystemic frameworks (rather than individualized ones) and (ii) to work toward professional identities that are aligned with our authentic and creative selves by developing an understanding of ethical role theories in the helping professions. We also deeply examined the perils and considerations of dual and multiple relationships through APA, ACA, and NASW ethics codes.

Through exploring paper making and watercolor painting, the program integrated a guided therapeutic multimedia arts module. We engaged both the theory and practices of expressive arts therapy and arts integration in education. Students also participated in five (ninety-minute) sessions of community-based learning at a local art space (Hummingbird Arts) where community members and adults with disabilities engaged in artful practices together. These sessions were regarded as pre-professional field experience and a resume-building opportunity for graduate-level work.

Students demonstrated their sense-making by both writing weekly annotations and maintaining a research journal to summarize key ideas and illuminations related to the program questions. In keeping with the programmatic themes, their final work was a multimedia synthesis of salient learning from the quarter as well as a final paper that drew together learning from course themes in particular, related to witnessing and counseling skills. Students also completed an assessment survey about the ethics of multiple relationships in professional identity development. Finally, students learned the differences between being trauma-informed and being trauma-focused through videos and in-class workshops and dialog.

To inform their work on the creative practices, students were asked to engage the following materials: "Walk into a White Room" and "Rituals of Preparation" from The Creative Habit (Tharpe, 2003); Healing through Art Therapy (Shodiya & Whatley, May 2022) [Audio podcast episode #64] in DopeLabs; Pioneer of advanced neurofeedback - Dr Siegfried Othmer (Van Derveer & Kurlander, Aug 2022) [Audio podcast episode] in Higher Practice; and a lecture series on Trauma & Expressive Arts Therapies (Malchiodi,



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2011-22). In addition students engaged Community based learning experiences through Hummingbird Studio and participation in a designated art studio space.

To inform their understandings of ethical frameworks and witnessing related to professional identities, students were asked to work with the following: "Asters and Goldenrod" and "Grammar of Animacy" from *Braiding Sweetgrass* (Kimmerer, 2013); *Indigenist Research Paradigm* (Wilson, 2001 & Wilson lecture for CTET, 2020); Bronfenbrenner's Ecological Systems Model (Wiedenhaupt, 2024); "Intrapersonal Communication (Inner Dialogue)" from *Social Justice, Multicultural Counseling, and Practice beyond a Conventional Approach* (Jun, 2010); Cultural humility (Vivian Chavez documentary, 2013); excerpts from *Cultural Nature of Human Development* (Rogoff, 2003); "Learning the ABCs in a Haitian Preschool" (Ballenger, 1996 pgs 317-323); "This is no slum! A Critical Race Theory Analysis of Community Cultural Wealth in Culture Clash's Chavez Ravine" (Yosso & García, 2007); excerpt from "Whose culture has capital? A critical race theory discussion of community cultural wealth" (Yosso, 2005); "What parents and teachers can learn from each other" (lecture by Lawrence Lightfoot, 2014); excerpt from *The Essential Conversation*, (Lawrence Lightfoot, 2003); "Role Theory" and "Moreno's Methods in Social Work Supervision" from *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers* (Giacomucci, 2021); "The Family as a System" and "Psychodynamic Systems Theories" in *Counseling Families* (Fenell & Weinhold, 1989) "Family systems theory" excerpt from *Handbook of Family Therapy* (Gurman & Kniskern, 1981) *Window of Tolerance & Faux Window* (Schlotte, 2022); Excerpts describing different ethical considerations related to multiple relationships in *Issues & Ethics in the Helping Professions* (Corey et al, 2024).

EVALUATION:

Written by: Sonja Wiedenhaupt, PhD, and Penelope Partridge, MAC, LMFTA

Overall, Makayla (Mak) completed thoughtful work that reflected a strong engagement with the program's essential questions. Mak's work reflected a solid capacity to work with concepts in counseling and social-cultural perspectives in education to inform an inquiry. Mak also engaged in generous and relevant ways in conversations with peers.

Mak explored the possibilities of a commonplace research journal as a tool for meaning making around an inquiry focus. Through this notebook, Mak consistently engaged weekly routines and showed developing skills in curating, annotating and reflecting on materials for an inquiry. Mak noted that it was: "useful to look back at their work, whether it be to reflect, reference or expand." Going forward, Mak is encouraged to refine summarizing practices as a way to keep track of the details of texts and ideas that inform their thinking.

Mak also successfully practiced multimedia art methods for reflective practice and synthesis. Their reflections demonstrated a strong understanding of the nature of art therapy. They participated deeply in process art workshops using watercolor and ink techniques as part of integrative practice. Mak engaged in art sessions at Hummingbird Studios, which offered community and pro-social engagement to adults with disabilities.

Mak's final paper was a strong synthesis of program concepts that deeply explored the concepts of witnessing and attending while showcasing a multidimensional way of thinking about the program's essential questions.

For their final multimedia synthesis, Mak made an extraordinary hand-painted book with hand-made paper that they made from scratch in the program. Their work was extraordinary and showcased the deep meaning-making they did extending learning beyond the boundaries of the program. We cannot emphasize or underscore enough, how spectacular their final project was—it was extensive and one of



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the best synthesis projects we have seen. Mak made extraordinary advancements in testing out new terrain with art mediums this quarter.

Mak's contributions to our program this quarter have been an inspiration. We eagerly anticipate the next chapter of their journey and look forward to seeing where their bright future takes them.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 3 - Foundational Frameworks for Ethical and Cultural Responsiveness in Social Work, Counseling, and Education
- 3 - Theory and Practice of Art Therapy
- 2 - Accountable Communication Orientations for Practitioners



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April 2024 - June 2024: Stigma: The Causes and Effects of Being Defined as Deviant

8 Credits

DESCRIPTION:

Faculty: George S. Bridges, PhD

All societies establish ways by which people categorize one another and their many attributes. In established social settings, norms exist regarding the established routines for interpersonal interactions. Erving Goffman was an eminent sociologist who wrote about human interactions in everyday life and argued that when we encounter a stranger in establish settings, we often rely on first appearances to anticipate the stranger's attributes – what Goffman referred to as their “social identity.” Based upon these anticipated attributes, we frame expectations of strangers – that is, how we expect them to behave and act toward us and others.

Some strangers may possess attributes setting them apart from others and that others perceive as unpleasant or undesirable. Goffman termed any attribute that reduces a person from being “usual” to being “discounted” or “undesirable” as a stigma. By virtue of having this attribute, the person is reduced in the minds of others and perceived as failing, flawed, or discredited. As a result, others may withdraw from interacting with them or, at least, viewing them as an “outsider.”

But what is discrediting in the minds of some persons may be perceived as usual or normal in others. As a result, persons with a discrediting attribute may try to conceal the attribute in some settings but not in others, depending upon the categories of people present. For example, persons with extensive body art (for example, tattoos, piercings, scars, painting) will conceal this in workplace settings that have strict appearance standards while displaying it openly in settings where others with body art congregate. Further, persons with no body art may avoid social settings frequented by people who actively display theirs over concern of being identified and marked as an outsider or a voyeur.

The class studied a series of questions about social stigma. Why are some personal attributes stigma whereas others are not? What types of reactions do certain stigma elicit from others? Under what circumstances do persons with visible stigma, try to conceal them? Under what circumstances do persons freely display them? How do persons with social stigma resist discrediting reactions? What is the role of personal power in resistance strategies? These and other questions comprise the class work for the term.

Students read, discussed, and wrote about social stigma and their impact on individuals' identities. The course had three goals related to what students would learn. First, they were expected to learn about many aspects of stigma and how persons adapt to them. Second, students learned to read, critically evaluate, and annotate published research on the role of stigma in shaping everyday interactions. Third, students developed skills and understanding in applying knowledge about social stigma and their impact on the lives of individuals in communities and the larger society.

Students completed four major assignments, two of which entailed developing annotated bibliographies of published academic research on a social stigma chosen by them. In their final class project, students completed either an essay or a professional conference poster synthesizing the research captured in their final annotated bibliography. Students also completed written self-reflections on their learning each week over the academic term.

Selected material and sources the students studied:

Anderson, E. (2022). *Black in White Space: The Enduring Impact of Color in Everyday Life*. Chicago University of Chicago Press.



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- Becker, H. (1963). *Outsiders: Studies in the Sociology of Deviance*, Free Press.
- Berk, B. (1977). Face-Saving at the Singles Dance, *Social Problems* 24 (5) 530.
- Bridges, G. S., & Steen, S. (1998). Racial disparities in official assessments of juvenile offenders: Attributional stereotypes as mediating mechanisms. *American Sociological Review*, 63(4), 554.
- Goffman, E. (1990). *Stigma: Notes on the Management of Spoiled Identity*, Penguin.
- Hansen, B and Dye, M (2018). Damned if You Do, Damned if You Don't: The Stigma of Weight Loss Surgery, *Deviant Behavior*, 39 (2), 137.
- Horan, P. and Lee, P. (1974) The Social Bases of Welfare Stigma, *Social Problems* 21 (5) 648.
- Link et al. (1989) "A Modified Labelling Theory Approach to Mental Disorders," *American Sociological Review*, 54, 3, pp. 400- 423.
- Rosenhan, D. L. (1973). On being sane in insane places. *Science*, 179(4070), 250.
- Rosenfield, S. (1997) Labeling Mental Illness: The effects of received services and perceived stigma on life satisfaction. *American Sociological Review*, 62 (4), 660.
- Schur, E (1971), *Labeling Deviant Behavior : Its Social Implications*, Harper & Rowe Publishers
- Schur, E. (1983), *Labeling Women Deviant: Gender, Stigma and Social Control*, Temple University Press.

EVALUATION:

Written by: George S. Bridges, PhD

Makayla (prefers Mak) was new to my programs at Evergreen. She participated in our seminar discussions, periodically commenting on issues we discussed and raising questions about the material and ideas covered in the assigned readings and films. Mak successfully completed all the required projects and assignments in a timely manner.

Students in the class were assigned four projects to complete, three of which involved bibliographic research on a social stigma of their choosing. Drawing on the work of sociologist Erving Goffman, we defined social stigma as a personal attribute that is discrediting. Mak's work focused on the stigma of mental illness and the impact it has on the everyday lives of the stigmatized, particularly their access to treatment and support.

In the three projects, students were expected to identify and develop an annotated bibliography of current academic studies (peer reviewed) about the social stigma they had chosen, the nature of the stigma, and how the stigma impacts the everyday lives of individuals. The final project for the class was to complete an essay or a poster synthesizing the findings of the studies or scholarly work included in their annotated bibliography.

The projects had three purposes: 1) to assist students in developing knowledge about social stigma, 2) to strengthen their skills in reading and analyzing social science research, and 3) enable them to exercise and improve their abilities in communicating their ideas in written or poster form. Students were also required and expected to complete and submit weekly reflective statements on what they were learning (ungraded).



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Mak's bibliographic projects, final poster, and self-reflective statements revealed the depth of her knowledge about the assigned material and a nuanced understanding of the lived experiences of persons labeled mentally ill. In her assigned projects, Mak's work was quite strong. Her final poster and weekly self-reflective statements revealed the extensiveness of her learning over the length of the term.

The following text is drawn from one of Mak's weekly self-reflections following a week in which we studied whether public laws and policies could mitigate the stigmatizing experiences of some populations. Her words illustrate her thinking and perspective on the material we covered:

"This week, we delved deeply into public policy, a subject that fascinates me and aligns perfectly with my path toward a master's degree. One of the most compelling discussions centered on the controversial topic of mental illness and the rights of individuals living with mental health conditions. The film "The Right to Fail" provided a profound exploration of the personal and societal implications of laws and policies affecting people with mental illness, with a particular focus on the delicate balance between autonomy and care—a balance crucial for anyone's mental health. ... This documentary was especially valuable for my research, as it enriched my understanding of the stigmas associated with living independently with mental illness and provided a nuanced perspective on the legal and social frameworks that influence these individuals' lives. ... I gained insights into how public policy evolves in response to societal needs and movements. Furthermore, focusing events such as the COVID-19 pandemic, the 9/11 attacks, and the Black Lives Matter movement provided excellent case studies of how significant events can catalyze societal change and influence the development and implementation of new public policies."

Mak is an immensely talented student, has a strong work ethic, and communicates her thinking and perspectives effectively in speaking and writing. This was most apparent in her final poster, providing an exceptionally clear and complex depiction of the nature and impact of stigmatization experienced by the mentally ill.

In sum, I was impressed by Mak's openness to new and complex ideas and by her genuine passion for learning. Mak's contributions to our class benefitted everyone.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - Sociology and Anthropology



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January 2024 - March 2024: Winter Twig Identification

4 Credits

DESCRIPTION:

Faculty: Frederica Bowcutt, Ph.D.

Students in this course learned to sight identify thirty common Pacific Northwest native deciduous trees and shrubs during the dormant season. In addition to going on plant walks, students studied herbarium specimens and used dissecting microscopes in the lab to examine fresh specimens. They learned how to keep an illustrated nature journal to record field and lab observations. Those enrolled for additional credits honed their use of dichotomous keys to identify woody plants based on winter twig characteristics. And they learned to use the AutoMontage microscope to photo document diagnostic characters of winter twigs.

EVALUATION:

Written by: Frederica Bowcutt, Ph.D.

Makayla developed a good understanding of the plant taxonomy material covered in this course based on their field journal/lab notebook, species accounts, quizzes, and final exams. The sketches in their field journal and lab notebook indicated very good observation and rendering skills. In their fifteen species accounts, they made effective use of pen and ink as well as watercolor pencils. They included descriptive notes and accurately represented various diagnostic characters in their species accounts. Based on their sight recognition quiz and final exam, Makayla learned to identify, by sight, most of the Pacific Northwest deciduous plant species during dormancy using scientific names. Based on their keying quiz and final exam, Makayla knows how to identify an unknown winter twig using technical dichotomous keys.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*4 - Winter Twig Identification

* indicates upper-division science credit



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January 2024 - March 2024: Ceramics: Fundamentals

4 Credits

DESCRIPTION:

Faculty: Bruce A Thompson

Students gained an overview of ceramic studio practices. They learned essential hand-building and wheel-throwing techniques. Projects drew upon traditional methods and moved toward current ceramic technologies. The course introduced students to clay types, kiln firing methods, glazing and related surfacing techniques. Presentations on the history and contemporary application of ceramic arts contextualized studio work. Through their thematic projects students gained solid foundational skills in both functional and sculptural work. Students received critical analysis of their resulting work through written observations and through group discussions.

Assigned projects included wheel thrown bowls with trimmed feet, sgraffito, Mishima and stenciled aquatic themed designs applied to both wheel thrown and hand-built decorative plates. The final course project culminated with an expressive figurative sculpture.

EVALUATION:

Written by: Bruce A Thompson

Makayla successfully met the learning outcomes of Ceramics: Fundamentals this quarter. Makayla's dedication was evident through regular attendance, commitment to submitting work on time, and willingness to spend extra hours outside of class to complete projects. Makayla actively participated in group discussions, contributing valuable insights and demonstrating a helpful nature towards fellow students. Makayla's self-driven approach and ability to produce work beyond the course requirements showcased Makayla's competence and drive.

Notable work included a "Mother Nature" inspired vine covered torso. The very organic, figurative work was reminiscent of the moss covered forests surrounding the campus.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Ceramics



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January 2024 - March 2024: Alchemy of Witness: Relating Through the Camera

8 Credits

DESCRIPTION:

Faculty: Penelope Partridge, MA, LMFTA and Devon Damonte, BA

Through listening exercises, communication skill labs, analog darkroom work, and multi-media art workshops, this interdisciplinary photography and counseling psychology program developed fundamental skills for students interested in expressive arts therapy and relational careers in public service, community, or the helping professions. Experiments with direct animation on film, cyanotypes, and rubbings provided art experiences while learning foundational film photography skills. Students studied the relationship between systemically oriented narrative psychology and storytelling while building an understanding of how both verbally-based and image-based storytelling could be used to connect more deeply in the community.

Using film photography as an observational tool along with the idea that our attention is a gift, this program explored answering the questions: How did stories, people, and events transform through being witnessed? How did we create belonging spaces where the stories of others could freely emerge? And finally, how did we create space in ourselves to hold the stories of others well while facing the many calls of modern living?

Through play with experimental watercolor techniques, students also had the opportunity to connect theory to practice through sharing a bi-weekly virtual art workshop with Hummingbird Studio in downtown Olympia. Hummingbird Studio is a local non-profit that serves adults with disabilities by providing community art-making spaces which are welcoming to all ages and all abilities.

Our primary artistic focus was on analog photography/film experiments, providing entry into the campus' state-of-the-art darkroom facility. Larger than standard 35-millimeter film, medium format (60-millimeter) offer what some people consider richer and often more detailed imagery. Classes were held twice weekly, one session online, and one session in person. Every other week, students attended a 60-90 minute art-making session hosted by Hummingbird Arts (described above).

Readings included: *Between the Listening and the Telling, How Stories Can Save Us*, by Mark Yaconelli, an online reader containing articles related to art therapy, film techniques, photography, mindfulness practices, and excerpts from *The Creative Habit*, by Twyla Tharp, and *Active Listening Techniques; 30 Practical Tools to Hone Your Communication Skills*, by Nixaly Leonardo.

EVALUATION:

Written by: Penelope Partridge, MA, LMFTA and Devon Damonte, BA

Makayla has fully engaged with every aspect of this diverse program. Their attendance, completion of assignments, class participation, and overall learning were excellent in "Alchemy," showing dedication to learning many varied media, from darkroom photography, to multimedia arts, many of which were new to Makayla. They highlighted their community engagement with Hummingbird Art Sessions in downtown Olympia as especially meaningful, calling it: "a sanctuary of creativity and self-discovery for me this quarter. Each session spent in its welcoming embrace has been an enlightening journey, guiding me deeper into the realms of artistic expression and personal exploration."

In Makayla's final resilience reflection assignment with essay and cyanotype image, they noted their personal growth this term, particularly in areas of self-witness and resilience, developing daily creative practice, walking meditation. Their cyanotype image for this assignment showed good proficiency in technique, and effective use of natural imagery and metaphor.



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For their final synthesis reflection, which was a combined multimedia project that included both a photograph and written essay detailing their growth in counseling skills subject matter through a final interview project, Makayla detailed the nuances of the experience of holding space to witness their subject. Makayla wrote, thoughtfully, "There's a thrill in uncovering untold stories, in discovering the intricacies of another's journey, and in forging connections. As an interviewer, the experience was both exhilarating and humbling."

They delicately drew together the course themes by detailing the experience of photographing their interview subject and shared "Photographing my interviewee was like embarking on a shared adventure of figuring out both of our limits for creativity. There was a palpable excitement in the air as we collaborated to visually capture the essence of their story and personality."

Makayla is an advanced student who completed their work in a timely manner, and with inquisitive and intellectual depth. In a final reflection on the theme of "witness as witness" (with others) Makayla wrote:

"Witness" holds a deeply personal significance for me because it's a guiding principle that shapes how I navigate relationships and interact with the world around me. It's not merely about observing from the sidelines; it's about actively engaging with others, driven by a genuine sense of care and compassion. I strive to be present for those around me, offering support, validation, and encouragement whenever it's needed most. Through intentional witnessing, I believe we have the power to foster empathy, kindness, and interconnectedness within our communities."

Through Makayla's active presence in class, expansive and articulate seminar posts and responses, and overall attitude of kindness and generosity in community, Makayla forged an extremely successful and meaningful quarter across both the psychology and art curriculums in the program. Makayla's ongoing commitment to learning and growing is commendable and I look forward to seeing what great successes come their way as they continue on their path.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 2 - Introduction to Counseling Skills
- 2 - Multimedia Art Skills
- 2 - Communication Through Community-Based Learning
- 2 - Black and White Photography



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September 2023 - December 2023: Anthrozoology

16 Credits

DESCRIPTION:

Faculty: Mike Paros DVM

Why do humans keep pets and at the same time raise animals for food? What are the psychological and moral complexities that characterize our relationships with animals? What is the impact of human-animal interactions on the health and well-being of people and animals? How do we assess the relative welfare of animals under a variety of circumstances? Anthrozoology is the interdisciplinary study of human (Anthro) and animal (Zoo) interactions. Through a combination of lectures, field trips, reading, writing, and discussion, students became familiar with the multiple and often paradoxical ways we relate to companion animals, animals for sport, zoo animals, wildlife, research animals, and food animals. Students used their collective experiences, along with science-based and value-based approaches, to critically examine the ever-changing role of animals in society. The quarter began by focusing on the process of animal domestication from an evolutionary and historical perspective. Through the formal study of animal ethics, students became familiar with different philosophical positions on the use of animals. Students learned how researchers utilize methods drawn from psychology, physiology and ethology to better understand the welfare of animals. Students were expected to read general and primary literature in such diverse fields as animal science, animal behavior, neurobiology, sociobiology, psychology, and philosophy. In addition, the book *Some We Love, Some We Hate, Some We Eat* by Hal Herzog was used as a guide to the psychology of human-animal interactions. All readings, along with associated study questions, were assigned daily. Weekly student exams assessed student mastery of lecture, workshop, and field trip content.

EVALUATION:

Written by: Mike Paros DVM

Makayla often took advantage of learning opportunities in lectures, workshops, and field trips through engagement with the subject material. Makayla completed the assigned reading and study questions throughout the quarter demonstrating adequate preparation prior to lectures and workshops. Based on weekly exams, Makayla showed adequate comprehension of the major concepts covered in the course. Makayla acquired proficient knowledge on the process of animal domestication from an evolutionary and historical perspective. Makayla had an understanding of important scientific and ethical components that affect how we interact with companion animals, animals for sport, zoo animals, wildlife, research animals, and food animals. Makayla demonstrated comprehension of the biological basis and psychological aspects of the human-animal bond. Makayla applied concepts in psychology, neuroscience, and animal cognition in order to investigate the physical and mental lives of animals while simultaneously exploring domestic animal behavior. Makayla showed an adequate understanding of animal welfare science and experimental design and was able to identify different philosophical positions on the many uses of animals.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Animal Behavior and Cognition
- 4 - Psychology
- 4 - Animal Welfare Science
- 4 - Animal Ethics



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



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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

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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

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.