

University of Lethbridge, Faculty of Education

## Education 6020 COUNSELLING PSYCHOLOGY: CAPSTONE Spring, 2017

**Format:** Blended Course Delivery (*online & face-to-face*)

**Moodle:** EDUC6020

**Room:** TH 341

**Final Presentations:** April 9, 2017 8:30 a.m. to 5 pm

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### Calendar Description

The capstone course is conducted in a supportive seminar environment that draws on the participant's experiences in the graduate program in order to synthesize the student's learning in the creation of a significant contribution to scholarship and/or professional practice.

### Course Purpose

Education 6020 is intended to provide structured timelines, instructor feedback, and collegial support for the completion of the Capstone. The Capstone is a culminating activity for the Master of Education degree intended to assist students in integrating the discrete knowledge and skills they have acquired into a whole greater than the sum of its parts. The Capstone is a measure not only of the knowledge and skills the student has acquired through the academic component of the program and practicum experience, but also the degree to which the student has been able to integrate these into a new professional identity. The Capstone course is different from a project although there are some overlaps.

The Capstone course is designed to meet the learning needs and interests of the students, as well as make a contribution to the practicum agency or to the counselling community. The Capstone Project may build upon previous coursework that is then applied to the practicum agency or counselling community and/or may build upon a work project already initiated at the practicum agency. Students integrate and apply previous learning (academic and field) through the creation and implementation of a project at their practicum agency or the counselling community at large in order to demonstrate mastery of the knowledge, skills, ethics, and values necessary for evidence-based counselling practice. The Capstone also

gives students the opportunity to contribute to the knowledge base of the profession and to develop and enhance professional delivery skills through the creation of a capstone presentation.

**Please note:** past assignments cannot be used for the Capstone unless significant updates/revisions are evident, as demonstrated by submitting the original work with the Capstone. Please check with the Capstone Course instructor.

The Capstone takes an advanced indirect practice focus; that is, an IRB application is not required. It is the vision of the Faculty in Counselling Psychology that Capstones are of utility to the community.

Possible indirect practice options include but are not limited to:

- Needs assessment/survey
- Analysis of a policy that has direct impact on the agency (association, provincial policies affecting counselling psychology, etc.)
- Development of agency training materials
- Research and write/revise agency policy and procedures
- Design and implement a public education/awareness campaign
- Evaluation of program effectiveness (contained and focused)

In some cases the culminating project idea or opportunity may evolve from the student's practice placement experience.



**Starting in the late summer or early in September, develop an idea.** Think about possible projects: talk with your practicum supervisor at your practicum site, discuss preliminary ideas with your faculty practicum instructor, etc.

The Capstone is a pass/fail course that needs to conform with ALL Graduate Studies expectations for culminating activities, similar to those articulated for projects and theses. In other words, following approval from the instructor, a clean, error-free, APA 6th edition formatted document (in print and electronic formats), with correctly formatted title page, must be submitted to the Office of Graduate Studies and Research. ALL of these requirements are necessary for a PASS. Successful completion of the Capstone is a requirement for the M.Ed. degree.

The Capstone course also includes an oral presentation of excerpts of your culminating activity at a final celebration. These presentations may be presented in a variety of creative writing and other formats, including art and multimedia, to demonstrate the acquired knowledge, craft, and skills.

Your pass will be determined by a combination of your paper and your presentation as follows: (You must achieve a satisfactory grade in both.)

▲ Paper: 80%

▲ Presentation: 20%

**In order to register in the Ed 6020 Capstone course, students must attend the two Orientation Sessions by video conference in the fall of 2016.**

**In order to receive a passing grade in Ed 6020, students must attend all CAPSTONE presentations in Lethbridge on Sunday April 9, 2017 and present their own project.**

**Two critical documents for students relative to all culminating activities are:**

A. Graduate programs in Education Policies and Procedures document

See:

[http://www.uleth.ca/sites/default/files/Graduate%20Programs%20in%20Ed%20Policies%20%26%20Procedures%20approved%20SGS%2014APR2016%20Reduced%20Size\\_3.pdf](http://www.uleth.ca/sites/default/files/Graduate%20Programs%20in%20Ed%20Policies%20%26%20Procedures%20approved%20SGS%2014APR2016%20Reduced%20Size_3.pdf)

B. Checklist for Submission of Culminating Activity Documents for APA 6<sup>th</sup> Edition

See:

[http://www.uleth.ca/sites/default/files/%20Checklist%20Formatting%20Culminating%20Activities%20APA6th%202016\\_2.pdf](http://www.uleth.ca/sites/default/files/%20Checklist%20Formatting%20Culminating%20Activities%20APA6th%202016_2.pdf)

## Objectives

Through the Capstone course, with the help of structured timelines, instructor feedback, and collegial support and feedback, you will have opportunities to:

- Generate, focus on, and articulate a question on a topic of your interest that is relevant to and reflective of your graduate studies and professional practice.
- Design or implement an evidence-based indirect practice intervention within the context of the practice setting.
- Critically analyze and understand the ethical issues associated with conducting direct or indirect practice intervention or evaluation within the context of the practice setting
- Critically analyze and understand the issues associated with applicable populations or -at-risk or diverse groups as they pertain to conducting this practice intervention or evaluation within the context of the practice setting.
- Critically analyze and understand the implications of the project for counselling practice, theory, research, or policy.
- Shape this question into a cohesive, comprehensive project of writing and/or other media.
- Affirm your rights and responsibilities as counsellors, writers, and researchers to contribute to transformative actions in counselling settings and society.
- Strengthen and expand your connections and relationships with your peers as part of a professional learning community.
- Further develop your confidence and craft as writers and researchers.
- Gain experience and confidence in presenting your academic work in a public forum with peers and the larger community.
- Pursue possibilities for further presentation and publication of your writing and research.

## Core Requirements

The Capstone course is graded as **Pass/Fail**. In order to receive a passing grade, you are required to fulfill the following criteria:

1. Attend two orientation video conferences (as outlined in the schedule) unless otherwise agreed on by special permission.
2. Complete and have your course instructor approve the **Culminating Project Proposal Approval Form**. With this form, include an outline of your proposal that includes a draft title, the question that will be addressed, and the methods that will be used for addressing the question. Include some discussion of challenges you may expect and how you will address those challenges.
3. Participate and contribute regularly in the Moodle activities of online discussion and postings including postcards of writing progress and drafts of Capstone project.
4. Submit drafts of your Capstone project to the instructor and to at least **two** other class members at the specified dates.
5. Receive and respond to feedback from at least **two** other participants; give feedback to at least **two** other participants.
6. Submit a final Capstone project as the culminating piece of your journey through the Master's program.
7. Give an oral presentation of your culminating activity at the final gathering.

## The Capstone Project

As a written paper, the project should be approximately 40 to 45 pages (12-pt font, double-spaced) in length. Quality matters rather than length, however, and papers may be shorter if concisely and cogently written, or longer if successful development of the material requires it (while still writing concisely).

A **passing** grade for the Capstone project is contingent upon meeting the following criteria:

- Posits a central cogent question or theme supported by research, thoughtful analysis and reflection, rational arguments and carefully selected supportive details. Review the relevant research literature.
- Demonstrates an ability to think critically and creatively in the analysis, synthesis and evaluation of relevant information.
- Demonstrates a comprehensive grasp of M.Ed. course material, including an in-depth understanding of the relevant concepts, theories, and issues related to the topic addressed.
- Synthesizes recent research on the topic to support the themes that emerge in the project (i.e., it is not expected that the writer/researcher embark on extensive new reading or action research, but s/he should be able to demonstrate a mastery of the research literature in at least one area).
- Demonstrates an awareness of differing viewpoints and a rigorous assessment of these where relevant.
- Presents a demonstration of growth over the course of the program.
- Demonstrates originality, insight, and creativity, and a new understanding of theory or practice related to the question or topic addressed in the Capstone project.

- Constitutes a clear, fluent, well-organized, and well-written project:
  - (a) In the case of a standard paper, it should show mastery of grammar, structure, style, based on the APA 6<sup>th</sup> ed. style of referencing, and the ability to communicate in writing **at the level expected for publication in an academic journal.**
  - (b) In the case of a creative writing or multimedia project, it should demonstrate the ability to work creatively and competently in the respective genre(s) and with the components of the media.

## The Capstone Presentation

The Presentation portion of the Capstone will consist of an oral presentation of writing and/or other text and media to the EDUC 6020 class and other members of an interested audience: other graduate students, instructors, and members of the larger educational community.

The members of the EDUC 6020 class will meet on either **Friday April 7, 2017** or Sunday **April 9, 2017** to participate in such a symposium, consisting of the presentation of their final projects followed by an open forum discussion period. Presenters will conduct a 20 minute oral or PowerPoint presentation, followed by an open discussion period.

The instructor will evaluate effectiveness of the presentations by the following criteria:

- 🗑 **Interest:** clarity and ability to capture the audience's interest, involving as well as informing the audience.
- 🗑 **Thoroughness:** the presentation should give the audience a sufficiently thorough grasp of the material to be able to discuss it thoughtfully and cogently.
- 🗑 **Insight:** an insightful awareness of differing viewpoints is demonstrated.
- 🗑 **Originality and creativity:** the presentation contributes to new understanding of the topic; the presentation represents the author's original thinking.
- 🗑 **Discussion:** the audience's appreciation should be reflected in their responses.

## Tentative Schedule

(Note: Minor adjustments may be made in postcard and draft due dates.)

Topic	Description	To Do	Date/Due Date
Orientation Meeting	Videoconference Friday, September 30 <sup>th</sup> (4 pm MST) or Saturday, October 1 <sup>st</sup> (4 pm MST).	Attend and participate; have an idea identified.	
CAPSTONE Checkin	Videoconference Thursday, November 24 <sup>th</sup> (TBA) or Friday, November 25 <sup>th</sup> (TBA)	Be able to outline your capstone, send in an abstract prior to videoconference. Be prepared to answer questions about your ideas.	

Develop your idea	Individually by paper or email attachment.	Send in your CAPSTONE Proposal Approval Form	<b>December 9, 2016</b>
Outlines	online	Submit to appropriate forum on course Moodle site	<b>Peer Review of Outline: Friday Jan. 13<sup>th</sup></b>  <b>Instructor approval of Outline: Friday, January 20<sup>th</sup></b>
Postcards	Progress reports on writing	Submit online to whole class	1 <sup>st</sup> : Fri Jan 27 2 <sup>nd</sup> : Fri Feb 10 3 <sup>rd</sup> : Fri Feb 24 4 <sup>th</sup> : Fri Mar 10 5 <sup>th</sup> : Fri Mar 24
Drafts of writing	Progressive drafts of Capstone project	Submit online to instructor <b>and</b> your triad.	1 <sup>st</sup> draft: Friday, Feb 10 <sup>th</sup> 2 <sup>nd</sup> draft: Friday March 3 <sup>rd</sup> 3 <sup>rd</sup> <u>final</u> draft: <b>Monday, March 13th</b>
Editing of Capstone	Expect back and forth process as your capstone is edited and revised.		Ongoing through March 13 <sup>th</sup> to March 31st
		Present Capstone and celebrate	Friday April 7 <sup>th</sup> OR Sunday, April 9 <sup>th</sup> (TBA) Input from students needed.

Please note: If you would like to set up a face to face meeting or a SKYPE call, that can be arranged by emailing me at: [blythe.shepard@uleth.ca](mailto:blythe.shepard@uleth.ca)

I can also be available to meet with you when you are on campus for practicum classes (**January 13/14; February 10/11; March 10/11, 2017**).

The Capstone project is an opportunity to celebrate all that you have learned and accomplished during your M.Ed. experience. I look forward to collaboratively engaging with you in meaningful dialogue and exploration of issues you have identified as critical to your personal growth as a professional. As counselling students, I invite you to reflect on your ethical obligations in the areas of Competence and Development of Knowledge as you engage in this project. I hope that together we can respond to these responsibilities in a meaningful way.

### Course Policies

**Respect:** In order for this to be an optimal learning environment for you, it is critical that we treat each other professionally and with respect, including: arriving on time for class; completing peer reviews

in a timely manner; avoiding abusive language; avoiding use of cell phones, checking email, and using the internet during class; demonstrating respect for different opinions; and adhering to confidentiality. Confidentiality refers to not sharing identifying details of classmates' stories/experiences with others outside the class AND not talking to each other about other classmates' stories/experiences. Also, please only share what you are comfortable sharing.

**Learning responsibilities:** In order to be an active learner, you are responsible for engaging fully in all course activities. You are also expected to complete all course assignments.

**Attendance:** Mandatory attendance at all on-line and on-campus classes is required, except in exceptional circumstances approved by the instructor. Should you be absent from class, you are required to assume responsibility for catching up on all the material and information missed by contacting a fellow classmate. Please notify the instructor if you will be absent from class.

**Academic accommodation:** If you have a disability that requires academic accommodation, please follow the procedures outlined in the university calendar. In addition, please notify the instructor within the first week of the start of the course or for a more recent disability, due to an accident or illness, no later than a week upon your return to class.

**Academic dishonesty:** Academic dishonesty is a very serious ethical issue and will not be tolerated, including not properly crediting others when paraphrasing or quoting their work, copying another student's work, submitting work that is not completely your own (except in situations of group work), and submitting work (or substantial portions of work) previously submitted in another course. Please consult the U of L's calendar for the definition and consequence of this behaviour.

**Assignment submission and late policy:** Postcards and Capstone drafts must be uploaded to Moodle by 23:55 on the day they are due; otherwise they will be marked as late. Instructor and peer feedback will not be provided on late submissions. Extensions may be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., doctor).

**Assignment assistance:** I want you to succeed in this course and am happy to work collaboratively with you towards that goal. I am only able to help you, however, if you come to me with your questions or concerns. So, please email me or set up an appointment to see me, as I am here to support you and your learning.

**Computer problems:** You must do everything in your power to find a way to connect to the internet or access a computer as needed to complete your work. You must still submit assignments on time.

**Professional conduct:** All students in the course are required to adhere to the [Standards of Professional Conduct for Counselling Psychology students](#) as outlined in the most recent edition of the U of L graduate Calendar within the Faculty of Education section. Any violations will result in dismissal from the class and/or a failing course grade being awarded.