



EDUCATION 6020 **Counselling Psychology: Capstone**

COURSE OUTLINE

Spring 2018

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

Moodle: EDUC6020

Room: MH 3022/3023

Instructor: Bonnie Lee, PhD

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Calendar Description

The capstone is conducted in a supportive seminar environment that draws on the participant's experience 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.

This course will provide you with support and direction, leading to the completion of your Capstone project in a supportive environment of your peers and instructor.

The core of this course will be the development of a **research question** that has arisen from your M.Ed. program and that is relevant to you and the profession. This topic will allow you to focus on research and writing that is substantive while demonstrating how your experiences in the Master's program have resulted in new insights personally and professionally as counsellors. Unlike the thesis option that focuses on a single topic in great depth involving human subjects, the Capstone will allow you to select a topic over the entire breadth of your M.Ed. program by researching the literature and synthesizing the evidence to answer your research question.

Outcome of the Capstone course will be a major paper as a final product and a public presentation of your research and findings. You will aim for a high quality paper that has the potential for publication to share your knowledge and insights with the counselling field.

In order to demonstrate the depth of your learning and contributions to the colleagues and researchers in field of counselling, presentations may be presented in a variety of creative formats, including art and multimedia.

Objectives

Utilizing collegial and instructor support, your Capstone course will provide opportunities to:

- Generate and articulate a research question that is reflective of your graduate studies and professional practice.
- Work this research question through reflection and researching the literature into a comprehensive project of writing and/or other media.
- Affirm your rights and responsibilities as counsellors, writers, and researchers to contribute to transformative actions in professional settings.
- Work with your peers in a collaborative learning environment.
- Utilize the Capstone course to develop the craft of writing.
- Gain confidence presenting your academic work in a community of peers.
- Develop further opportunities for publishing your writing and research.

Evaluation

- The Capstone course is graded as **Pass/Fail**. In order to receive a passing grade, you are required to fulfill the following:
- Attend face-to-face seminars (as outlined in the schedule) unless permission is granted.
- Consistent participation in the Moodle activities of online discussion and four (4) postings.
- Submit three (3) drafts of your project to the instructor and at least **two** other class members at specified dates.
- Receive and respond to feedback from at least **two** other participants; give feedback to at least **two** other participants.
- Submit a final Capstone paper as reflective of your journey through the Master's program.
- Give an oral presentation of your work at the final gathering.

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 EDUC6020 class and other members of an interested audience as well as members of the larger educational community. The members of the EDUC6020 class will meet on **April 6, 2018** to participate in this symposium, consisting of the presentation of their final projects followed by an open forum 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.
- ✓ **Depth of analysis:** 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.

Course Schedule

Topic	Format	Date
The literature review process, class discussion, critique, support, identifying challenges, sharing insights and discoveries, learning writing and researching strategies	Four Face-to-face meetings (Fridays)	<u>Jan. 12</u> (MH 3022) <u>Feb. 9</u> (MH 3023) <u>March 9</u> (MH 3023) <u>April 6: Presentation</u> Room TBA Each meeting: 9-4:30 p.m.
Progress Reports, Critiques & Responding to Peers	Moodle postings	<u>Jan. 19, 25</u> <u>Feb. 2, 16</u> <u>March 2, 16</u>
Drafts of Writing	Submit online to instructor and at least 2 (two) class members **Exception: Submit research question by email to instructor only.	Research Question: <u>Jan. 19</u> Draft 1: <u>Feb. 9</u> Draft 2: <u>March 9</u> Draft 3: <u>March 16</u> <u>Final paper: March 30</u>
Capstone Presentation		<u>April 6, 2018</u>

NOTE: Attendance at **ALL** classes is mandatory unless otherwise agreed upon by instructor in *special circumstances only*.

The Capstone project is an opportunity to celebrate all that you have learned and accomplished during your M.Ed. experience. I look forward to working with you in a spirit of meaningful dialogue and exploration of issues you have identified as critical to your personal growth and professional development. I hope that together we can respond to these responsibilities in a meaningful way.

Rocommended Texts

Machi, L.A., & McEvoy, B.T. (2016). *The literature review: Six steps to success* (3rd edition). Thousand Oaks, CA: Sage Publications.

Aveyard, H. (2014). *Doing a literature review in health and social care: A practical guide* (3rd edition). Maidenhead, Berkshire: Open University Press.

*Both books are available on amazon.ca with Kindle editions. I will also place a copy of both books on Reserve in the library.

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.

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: Postings 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: Your success is important to me as I am more than happy to work collaboratively with you towards your goals. I am only able to help you, however, if you proactively come to me with your questions or concerns. Please email me or set up an appointment to see me, as I am here to support you and your learning.

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs)

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

- ATA Code of Professional Conduct
<http://www.teachers.ab.ca/AbouttheATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx>

- Standards of Professional Conduct for Master of Education Students:
<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>
- College of Alberta Psychologists Standards of Practice:
<http://www.cpa.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>
- Canadian Code of Ethics for Psychologists:
<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>
- Canadian Counselling and Psychotherapy Association Code of Ethics:
<http://www.ccpa-accp.ca>