

University of Lethbridge, Faculty of Education

**Education 6020 COUNSELLING PSYCHOLOGY:
CAPSTONE
Spring, 2015**

Format: Blended Course Delivery (*online & face-to-face*)
Moodle: EDUC6020
Room: MH 1004

Instructor: Trent Leighton, PhD

Phone: 403-332-4536

Office: MH 3044

Email: trent.leighton@uleth.ca

Office Hours: By appointment
(please email to arrange)

Secretary: Margaret Beintema

Phone: 403-329-2732

Office: TH 321 (West)

Email: margaret.beintema@uleth.ca

Graduate Studies Office: Margaret Joblonkay

Phone: 1-800-666-3503; 403-329-2425

Email: margaret.joblonkay@uleth.ca

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.

Course Description

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

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 writing and research that is substantive to you 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, the Capstone will allow you to express your experiences over the entire breadth of your M.Ed. program.

Outcomes of the Capstone course include writing and research that have been developed through multiple courses and that are now shaped into a final product. Typically this does not involve original practice-or field-based research conducted during the completion of your Capstone course. It will however focus on relevant literature as you expand and develop your research question.

The culmination of the Capstone course includes an oral presentation celebrating the highlights from your writing and research. In order to demonstrate the depth of your acquired knowledge, insights and contributions to the 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 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:

1. Attend face-to-face seminars (as outlined in the schedule) unless permission is granted.
2. Consistent participation in the Moodle activities of online discussion and four (4) postings with writing progress and three (3) drafts of Capstone project.
3. Submit three (3) drafts of your project to the instructor and at least **two** other class members at specified dates.
4. Receive and respond to feedback from at least **two** other participants; give feedback to at least **two** other participants.
5. Submit a final Capstone project as reflective of your journey through the Master's program.
6. Give an oral presentation of your work at the final gathering.

The Capstone Project

As a written paper, the project should be approximately 40 - 45 pages (12-pt font, double-spaced) in length. Quality trumps quantity as papers may be shorter if concisely and cogently written, or longer if development of the material requires it.

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

- Posits a cogent question or theme supported by research, thoughtful analysis and reflection, as well as carefully selected supportive details.
- Presents grounded theory arising out of research, reflective practice and current thinking on the chosen topic; builds a consistent and meaningful conclusion.
- Demonstrates critical and creative thinking 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 research on the topic to support 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 transformative growth over the course of the program.
- Demonstrates originality and a new understanding of theory or practice related to the question or topic addressed in the Capstone project.
- Constitutes a clear, fluent, and well-written project:
 - (a) In the case of a standard paper, it should show a mastery of structure and style based on the APA 6th 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 competently in the respective genre(s) 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 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 11, 2015** to participate in such a 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.

Tentative Schedule

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

Topic	Description	To Do	Date/Due Date
Face-to-face meetings	Whole class face-to-face meetings on U of L campus	Attend and participate Present Capstone and celebrate	Jan 17th : 13:00-1600 Room: MH Apr 11th : Time: TBA Room: TBA
Postings	Progress reports on writing	Submit online to whole class	1 st : Sat Jan 24 2 nd : Sat Feb 7 3 rd : Sat Feb 28 4 th : Fri Mar 13 5 th : Sat Apr 4
Drafts of writing	Progressive drafts of Capstone project	Submit online to instructor and at least 2 (two) class members **Exception: Submit research question by email to instructor only.	Research question: Sat Jan 24 th 1 st draft: Friday Feb 13 th 2 nd draft: Friday Mar 6 th 3 rd <u>final</u> draft: Tue Mar 31 st

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 in tandem 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.

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.