

EDUCATION 6020 COUNSELLING PSYCHOLOGY: CAPSTONE
Graduate Studies and Research in Education
Counselling Psychology – Special Focus in Addictions & Mental Health
Instructor: Rebecca Hudson Breen, PhD, CCC.
rebecca.hudsonbreen@uleth.ca
Office: M3035
Tel: (403) 394-3946

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 Overview

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 program, but also the degree to which the student has been able to integrate these into a new professional identify.

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.

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%

REQUIREMENTS

In order to receive a passing grade in Ed 6020, students must attend all Capstone Presentations in Lethbridge on April 15* and 16, 2016 and present their own project. (*April 15 times may not be required depending on size of group).

Students registered in this course shall:

- ❖ Submit Capstone question and Outline by **January 18, 2016**.
- ❖ Engage in peer editing (and possibly professional editing) to ensure that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. *Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.*
- ❖ Submit a final, polished product by **March 18, 2016**. Any additional edits required from this product must be completed in time for final paper approval by **April 8, 2016**.

THE CAPSTONE QUESTION(s) (Topic):

The Capstone synthesis will comprise a single paper that integrates the substantive, methodological, and reflective issues raised through the process of completing a graduate degree at the University of Lethbridge. Students are to demonstrate and assess their knowledge and experience by developing a question or topic related to their professional lives as counsellors, and by

- analyzing changes in the student's understanding of some topic or theme (e.g., counselling theory, client population, counsellor's journey) as a result of course and internship experiences within the Master's Program.
- analyzing changes in the student's understanding and conduct of his or her professional practice as counsellors.
- providing leadership and insights in the further education and development of colleagues within one's professional community.

The precise nature and composition of the question or topic is open to negotiation with the instructor (within the limits of required academic and professional standards) to maximize the personal relevance and learning of each student (samples will be made available).

THE CAPSTONE ANSWERS (Paper):

Answers should be approximately 45 pages (11,500 words, excluding references) in length. Quality is more important than length; papers may be shorter if particularly concisely written, or slightly longer if successful development of the argument absolutely requires it. Compliance standards for the Capstone paper may be found on the Faculty of Education Graduate Studies website.

Note: When emailing drafts to the instructors, include your name and version # as part of the file name, e.g., "Lupart #3."

A passing grade for the final paper is contingent upon meeting the following criteria:

- Cogent theme
- Internship learning
- Reflective analysis
- Understanding concepts
- Relevant cites
- Perspective
- Creativity
- APA standards (6th edition)

You are strongly advised to purchase (or borrow) a copy of APA Publication Manual (6th edition, **Second** printing, October 2009) to assist you with meeting the APA standards.

Rubric for Capstone Paper

	2	1	0
Cogent theme	Posits a central cohesive theme supported by research, thoughtful analysis, logical arguments, and carefully selected supportive detail.	Alludes to a central theme supported somewhat by research, analysis, arguments, and supportive detail.	Theme is vague and/or supported by irrelevant material; and/or lacks supportive detail.
Internship learning	Demonstrates an understanding arising out of research, reflection, practice, and current thinking on the chosen topic.	Demonstrates a loose connection to research, reflection, practice, and current thinking on the chosen topic.	Fails to connect with current thinking on the chosen topic.
Reflective analysis	Analyzes student's learning, including a demonstration of growth over the course of the program. Demonstrates an ability to think critically.	Refers to student's learning, including a demonstration of growth over the course of the program. Shows signs of thinking critically.	Fails to acknowledge growth. Very few signs of thinking.
Understanding concepts	Demonstrates a comprehensive grasp of M.Ed. course material including an indepth understanding of the relevant concepts, theories, and issues related to the topic addressed by applying it where relevant.	Acknowledges M.Ed. course material including references to relevant concepts, theories, and issues related to the topic.	References to course material are vague and/or irrelevant.
Relevant cites	Synthesizes recent relevant research to support the themes that emerge in the paper.	Refers to research that relate to the themes that emerge in the paper.	Research cites fail to support themes.
Perspective	Demonstrates an awareness of differing viewpoints and assesses these where relevant. Builds an argument to a credible conclusion or new understanding.	Demonstrates an awareness of some different viewpoints. Selects arguments that relate to the conclusion.	Unaware of other perspectives.
Creativity	Demonstrates originality, insight, and personal perspective related to the question or topic addressed in the Capstone.	Addresses the requirements of the paper without an injection of personal perspective, emotion, or excitement.	Lacks originality, insight, creativity, and personal perspective.
APA standards	Presents a clear, fluent, organized, and well-written paper; shows mastery of grammar, structure, style, and the APA style 6 th ed. of referencing; demonstrates the ability to communicate in writing at the level expected.	Writes somewhat clearly, and/or makes only a few referencing errors.	Writing does not approach APA standards.

PRESENTATION

The Presentation portion of the Capstone will take the following form:

Oral Presentation to Ed 6020 Seminar Group

- The members of the Ed 6020 group will meet **all day April 16, 2016** to participate in a symposium consisting of the presentation of their final papers, their practicum experiences, and their growth as a counsellor. **If additional time is needed to accommodate the size of our group, an additional session will be added on April 15, 2016.**
- Presenters will conduct a 20 minute oral or PowerPoint presentation, followed by an open discussion period.

The Instructor will be assessing the effectiveness of your presentations on the following criteria:

- Clarity and Interest; Depth of Understanding; Depth of Experience; Implementing Standards; Discussion.

Rubric for Capstone Presentation

	2	1	0
Clarity and interest	Topic is centered on the student's development and the details support the theme.	The presentation alludes to the student's development and/or the details somewhat relate to the theme.	Presentation fails to connect with a theme and is punctuated with unrelated material.
Depth of understanding	Question is treated in detail with examples and illustrations to demonstrate understanding.	Question is loosely referred to; and/or examples and illustrations demonstrate limited understanding.	No cogent theme/or focus on the question.
Depth of Experience	The internship experience reflects a strong presence of issues related to the internship.	The internship experience reflects limited connections with the question.	The internship experience fails to reflect the question.
Implementing standards	The reality and challenges of implementing best practice is explored.	The presenter makes limited reference to the challenges of implementing best practice.	What best practice?
Discussion	Questions and responses from the peer audience are respectfully and intelligently answered and discussed.	Questions and responses from the peer audience prompt a limited response.	The presenter fails to respond to questions appropriately.

Tentative Capstone Presentation Schedule

April 15 & 16, 2014

TIME	Presenter
8:30 - 9:00 a.m.	#1
9:00 - 9:30 a.m.	#2
9:30 - 10:00 a.m.	#3
<i>10:00 - 10:30 a.m.</i>	<i>Break</i>
10:30 - 11:00 a.m.	#4
11:00 - 11:30 p.m.	#5
11:30 - 12:00 p.m.	#6
<i>12:00 - 1:00 p.m.</i>	<i>LUNCH</i>
1:00 - 1:30 p.m.	#7
1:30 - 2:00 p.m.	#8
2:00 - 2:30 p.m.	#9
<i>2:30 - 3:00 p.m.</i>	<i>Break</i>
3:00 - 3:30 p.m.	#10
3:30 - 4:00 p.m.	#11
4:00 - 4:30 p.m.	#12

Students with Disabilities Policy: If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar

(<http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/sgs/part04.pdf>)

Additionally, in the Faculty of Education graduate counselling psychology 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 as noted below.

College of Alberta Psychologists Standards of Practice:

<http://cap.ab.ca/pdfs/HPAStandardsofPractice.pdf>

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

CCPA Code of Ethics:

<http://www.ccpa-accp.ca/en/resources/codeofethics/>

Faculty of Education Standards of Professional Conduct:

http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct_2230

Standards of Professional Conduct for Counselling Psychology Students (pg.85/104 of the 2015-16 calendar):

<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2015-16/sgs/sgs.pdf#nameddest=med>

Academic Honesty: The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

Privacy and Confidentiality

- *The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.*
- *Recording final capstone presentations and discussions is not permitted unless the instructor and all audience members have granted permission in advance.*
- *To support counselling psychology students in their studies, relevant faculty/staff discuss student performance with each other, which will be done in confidence and in a respectful manner.*
- *Your course instructor/staff person may need to consult with university faculty/staff and/or access relevant professional or emergency services if a course instructor/staff member becomes*

aware that an identifiable person is in need of protective services (e.g., threat or intention of harm to self or others including suicide).

- *If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.*
- *While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.*