

Spring 2017

## CE 695 Syllabus: Capstone

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### Recommended Citation

Baltrinic, Eric R., "CE 695 Syllabus: Capstone" (2017). *Counselor Education Syllabi*. 122.  
<https://openriver.winona.edu/counseloreducationsyllabi/122>

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<b>Winona State University</b> Counselor Education Department <b>CE 695: Capstone</b> Semester Hours: 1		
<b>Course Location</b>	Student self-paced independent learning with instructor advising from January to May, 2017	
<b>Instructor</b>	Eric R. Baltrinic, Ph.D. Preferred Pronouns: <i>He, Him, His</i> Preferred Title: “ <i>Dr. B</i> ” or “ <i>Dr. Baltrinic</i> ”	
<b>Instructor Phone &amp; E-Mail</b>	(507) 457-2466; <a href="mailto:ebaltrinic@winona.edu">ebaltrinic@winona.edu</a> ; Skype: eric.baltrinic1	
<b>Program Website</b>	<a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>	
<b>Instructor Office Location</b>	Gildemeister Hall, Room 116A	
<b>Instructor Office Hours:</b>	Onsite, Phone, & Virtual (Adobe Connect, Facetime, or Skype): Monday: 1:00pm—5:00pm; Wednesday: 3:00pm—5:00pm; Thursday: 1:00pm—5:00pm, and by appointment (during online weeks). <i>I am not available for appointments on Tuesdays.</i>	

## I. COURSE PREREQUISITES

May be taken concurrently with CE 680 - Counseling Practicum (150 clock hours) or CE 690 - Internship (600 clock hours), and a grade of B or A must be earned in the course. All prerequisite courses needed to 680 or 690 apply. Grade only (For grading details/rubric see- CED Capstone Project Manual, which was emailed to you by Dr. Fawcett).

## II. COURSE DESCRIPTION & OBJECTIVES

### *Course Description*

This course structures the completion of a major capstone paper in collaboration with the student’s academic advisor, and serves as a transition from the role of student to that of professional.

### *CED Course Objectives*

1. Provide the student who is nearing completion of their graduate studies in the Counselor Education Department (CED) with the opportunity to conduct research and/or a scholarly literature review on a contemporary topic in counseling or related area that is of particular interest to them.
2. Provide the student with a learning experience that is individualized and supervised by a CED faculty member who has specific expertise and/or interest in the area of study selected for research by the Capstone Project student and the project supervisor.
3. Provide the student with an integrated learning experience in which coursework taken throughout their program of study (e.g. research and writing coursework, theories and

techniques of counseling coursework, etc.) is synthesized and culminates in the completion of a final project that demonstrates graduate level research, writing, and scholarship skills.

4. Provide the student with a public venue for presenting their final Capstone Project. It is hoped the student will gain a sense of confidence and comfort with presenting their professional work in public.
5. Provide the student with an opportunity to demonstrate their professionalism in terms of: 1) their ability to work collaboratively with their project supervisor, 2) their ability to complete their Capstone Project in a timely manner, 3) their ability to complete graduate level research and present their finding in a professional manner, 4) their ability to utilize technology in the research and presentation of their Capstone Project, and 5) their ability to develop, write, and present research findings following current APA guidelines.

## IV. COURSE EXPECTATIONS

### *Communication*

It is important to be courteous, civil, and timely when communicating with instructors. Start emails with an appropriate greeting to the individual and be mindful of using appropriate writing skills. Keep writing to the point, review before sending, and do not include offensive language, unsubstantiated accusations/assumptions, or technology slang used in text messages. I will do my best to respond to email within 24 to 48 hours- Monday through Friday. Communicate with the instructor if you are having difficulty with any aspect of this course, including meeting the aforementioned expectations.

### *Advising*

Please note my office hours when requesting advising sessions. If you are on the Winona campus, we can schedule an in-person meeting. If you are at a distance, I prefer phone or video conference. ALL students need to confirm the topic for Capstone Projects via email before beginning their writing/research. See *Schedule* below.

### *Capstone Paper*

All Counselor Education Department (CED) students are required to complete a synthesis project as part of their program of study. The Capstone Project generally takes the form of a comprehensive literature review of current literature in an area of interest to the student. Project planning, development, and completion is a collaborative effort between the student and their Capstone Project Supervisor. Final Capstone Projects are 15 to 35 pages in length and must follow APA writing and reference guidelines. *Please carefully read the CED Capstone Project Manual for other details.* A template for formatting your paper is posted in D2L, and was forwarded to you via email by Dr. Fawcett.

## V. CAPSTONE REQUIRED TEXTS

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## VI. COURSE CONTENT AREAS

The course meets the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Standards for Clinical Mental Health Counseling and School Counseling. *Content areas, student learning objectives, and the evaluation methods for CE 611 are outlined below.*

2009 CACREP STANDARDS	LOCATION OF EVALUATION
<p style="text-align: center;"><b>CMHC</b></p> <p>K.1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.</p>	<p><b>Final Capstone Paper &amp; Group Presentation</b></p>
<p>K.3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.</p>	
<p style="text-align: center;"><b>SCHOOL</b></p> <p>I.1. Understands how to critically evaluate research relevant to the practice of school counseling.</p>	
<p>I.5. Understands the outcome research data and best practices identified in the school counseling research literature.</p>	

## V. METHODS OF INSTRUCTION

Instructor-guided self-paced student learning; Student presentation using PowerPoint or other presentation tools to a group of faculty members and peers.

## X. SCHEDULE

Goal	Student Tasks	CACREP CHMC/School	Assignments & Due Dates Allow at 7-10 days for instructor feedback
Select Topic	Send the instructor an email with your choice of topic for the Capstone Project.	K.1., & K.3. I.1., & I. 5.	Email due to instructor on 1/13/17 by 5pm
Complete Lit review	Research your topic, write a review of the literature, and send the instructor a rough draft of your literature review.	K.1., & K.3. I.1., & I. 5.	Rough draft of literature review due to instructor via email or D2L on 2/10/17 at 5pm
Complete Paper-rough draft	Incorporate instructor feedback from the literature review into your rough draft and send the instructor a rough draft.	K.1., & K.3. I.1., & I. 5.	Rough draft of entire Capstone paper due to instructor via email or D2L on 3/10/17 at 5pm
Complete Paper-final draft	Incorporate instructor feedback from the rough draft into your final draft and send the instructor a final draft.	K.1., & K.3. I.1., & I. 5.	Final draft of entire Capstone paper due to instructor via email or D2L on 4/3/17 at 5pm
Complete Paper-final edits/ approval	Incorporate instructor feedback/edits into your final paper and send the final revision to the instructor.	K.1., & K.3. I.1., & I. 5.	Final revisions/edits of entire Capstone paper due to instructor via email or D2L on 4/24/17 at 5pm
Conduct Presentation	Be prepared with a PowerPoint and handouts (if applicable). Email the PPT to the instructor for review.	K.1., & K.3. I.1., & I. 5.	Email or upload to D2L all presentation materials to instructor by 5/1/17 at 5pm. Attend Capstone Presentation Day on 5/3/17 from 5-8p.m. at the Winona Campus – Room and details TBA

## IX. COURSE POLICIES (PLEASE READ)

**Note:** Project due dates are not “suggested guidelines”; they are REQUIRED DUE DATES to move along to the next due date. If you miss a due date and your capstone advisor does not have time to review your capstone drafts after said due date, your capstone advisor has the option of declaring your capstone project an IP to complete spring, 2017.

**Academic Integrity:** Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

**Accommodations:** Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

**Commitment to Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

**General Information:** Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

**Counseling Services:** Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

**Other Support Services:** WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

**Student Grievances:** Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>