

Spring 2016

CE 695 Syllabus: Capstone Project

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Winona State University
Counselor Education Department
CE695: Capstone Project (One Semester Credit)
Spring 2016

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GENERAL COURSE INFORMATION

Course Description:

This course structures the completion of a major capstone paper in collaboration with the student's assigned project supervisor and serves as a transition from the role of student to that of professional.

Required Text:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Please make sure that you read pages 65-70 about writing style.*

Course Objectives:

The purpose of this course is to:

- 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.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

Mental Health Counseling:

- K.1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
- 3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

School Counseling:

- I.1. Understands how to critically evaluate research relevant to the practice of school counseling.
- 5. Understands the outcome research data and best practices identified in the school counseling research literature.

Course Requirements:

All Counselor Education Department (CED) students are required to complete a synthesis project as part of their program of study. The form this project takes in the CED is in the form of a **Capstone Project** that generally takes the form of a comprehensive literature review and of current literature in a coursing area of interest to the student. Project planning, development, and completion are a collaborative effort between the student and their Capstone Project Supervisor. To ensure students’ progress, students will meet with or call the instructor once every two weeks. Final Capstone Projects are 15 to 35 pages in length and must strictly follow APA writing and reference guidelines. Failure of any of these requirements may result in receiving a grade of an IP and continuing to work on the project in the following semester.

Capstone Project Grading Criteria:

Grading criteria and procedures are found in the following electronic documents: Capstone Project Manual. Please see the grading rubric in this syllabus.

Capstone Project Deadlines and Project Supervisor:

Specific information regarding project supervisors and deadlines for various aspects of the Capstone Project will be sent to the student electronically.

Due Date Assignment

1/19/16	<i>Topic along with project outline or brief project proposal</i>
2/26/16	<i>Rough draft of lit review</i>
3/25/16	<i>Rough draft of paper with a tutor review (Jennifer at UCR if you live in Rochester. Please plan ahead since she is hard to schedule with and you may have to see her a few times)</i>
4/22/16	<i>Final draft of paper</i>
5/2/16	<i>Final edits and advisor approval</i>
5/4/16	<i>Capstone Presentation Day, 5-8p.m. Winona Campus Location – TBA Rochester Campus Location - TBA</i>

Resources

Writing Literature Review (at WSU library):

Galvan, J. L. (2013). Writing literature reviews: A guide for students of social and behavioral sciences. Glendale, CA: Pycszak.

Pan, M. L. (2008). Preparing literature reviews: Qualitative and Quantitative approaches. Glendale, CA: Pycszak.

Machi, L. A. (2009). The literature review: Six steps to success. Thousand Oaks, CA: Corwin Press.

APA Style:

1. The following APA Tutorial: <http://flash1r.apa.org/apastyle/basics/index.htm>
2. The Basics of APA - a video tutorial, distinguishing key information in manual: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
3. The Online Writing Lab (OWL) at Purdue - presents with an easily accessible list of information about specific topics (e.g., referencing books, headings) and a sample APA Paper: <https://owl.english.purdue.edu/owl/resource/560/01/>
4. Citation Management suggestions, including information about Refworks, and suggestions for the Reference Page: <https://www.library.cornell.edu/research/citation/apa>
5. Well-organized resource for specific APA style issues, including an APA style podcast, and a downloadable APA overview: <http://writing.wisc.edu/Handbook/DocAPA.html>

University Expectations and Resources:

Academic Integrity: 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: 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>.

Graduate Student Resources:

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

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):

- RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
- UCR Learning Center, UCR Room AT306; 285-7182

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 and Diversity Office is 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>.

- *UCR Learning Center - Rochester* - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.
- *Writing Center - Winona:* The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

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>

STUDENT:

Criteria for grading the Capstone Writing Project:

The student can receive a maximum of 50 points for each section of the capstone. Each component will be weighted differently, and the final grade will be calculated based on that.

Criteria for grading capstone	Grade (raw score)	Adjusted score	Comments/feedback
1. Graduate level writing: clear working, correct spelling, grammar & sentence structure. (25%)		_____ x .25 =	
2. Organization – clear, ease of reading (20%)		_____ x .20 =	
3. APA style (20%)		_____ x .20 =	
4. Focus, relevance, and contribution to the advancement of the profession (25%)		_____ x .25 =	
5. Oral presentation (10%)		_____ x .10 =	
FINAL GRADE		/50	