

**Western Washington University
Woodring College of Education
Department of Human Services and Rehabilitation**

Capstone Portfolio
Course Syllabus - HSP-495 (4 credits)
Human Services, Bellingham - Spring 2010

Instructor:	Susan Kincaid, Ph.D. Miller Hall, #355, M-S 9087; 516 High Street Bellingham, WA 98225
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Office Hours:	Mondays, 1:30 - 2:30 Tuesdays, 2:00 - 3:30 Other times by appointment
Meets face-to-face:	Mondays, 6:00 - 8:50 pm + One hour online Blackboard Bond Hall 227
Class meets:	April 5 - June 7

Course Description

Must be taken in the last 5 credits of the major. Assess integrated learning through discussion and writing related to the national standards. Review and revise capstone essay, writing samples, and portfolio artifacts. Finalize the student capstone portfolio to complete benchmark assessment in the human services major.

Course Goals: It's All About You!

Most of you will graduate this quarter and transition to the work place or graduate school. You will no longer be an undergraduate student; you will be a professional. This course provides the opportunity for you to reflect on yourself as a professional, the format for integrating the knowledge, theory and skills you have studied using the National Standards as an organizing structure, and capstone portfolio as a means to present and document your unique perspectives and abilities. You will complete the portfolio process introduced in HSP 304 taken at the beginning of the Human Services Program. During class meetings, you will participate in dialogue with other students regarding each Standard and ways the curriculum added to your understanding. Each quarter, you have had opportunity to revise your essays, make notes, and otherwise add to capstone materials and evidence to be included in your portfolio. This course really is all about you! It's a place in the curriculum for you to stop and look at the amazing things you have accomplished in the major. You may be surprised at the knowledge, theory, and skills you have acquired, the amount of work you have done, and the overwhelming evidence that supports your abilities as a professional. Use your creative and unique perspective to present yourself through your capstone portfolio.

Course Materials

American Psychological Association (2001). *Publication Manual of the American Psychological Association (5th Edition)*. Washington DC: American Psychological Association.

Kincaid, S. O. (2007). *Student guide to capstone portfolio process*. Bellingham, WA: Western Washington University, Human Services Program.

Council for Standards in Human Service Education, *National Standards*, available at:
<http://www.cshse.org>

Journal articles, websites, and other materials as assigned.

Note: The *Student Guide to Capstone Portfolio Process* is available on the Blackboard site for this course.

Learning Outcomes

- Present capstone portfolio documenting learning throughout the human services major and presenting evidence related to National Standards and professional development.
- Demonstrate how mastery of National Standards is preparation for transition to the profession and further study.

CSHSE National Standards

The standards below are taken from the National Standards of the Council for Standards in Human Service Education (<http://www.cshse.org/standards.html>). Standards are met in more than one course, but specifications may be met in only one course. Below are the specifications that have been designated for inclusion in this course. This section should be included in your syllabus.

National Standards Aligned with Outcomes, Readings, and Assessments

Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.			
Specifications	Learning Outcomes	Learning Activities	Assessment
Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (b)	Present capstone portfolio documenting learning throughout the human services major and presenting artifacts related to National Standards and professional development.	<ul style="list-style-type: none">• Participate in collaborative dialogue.• Read the <i>Student Guide to Capstone Portfolio</i>.• Finalize essay(s) associated with National Standards.	<ul style="list-style-type: none">• Capstone portfolio with emphasis on essay(s) regarding standards.

	Demonstrate how mastery of National Standards is preparation for transition to the profession and further study.	<ul style="list-style-type: none"> • Participate in collaborative dialogue. • Strategize for transition 	<ul style="list-style-type: none"> • Essay(s) • Plans for showcase portfolios
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Assignments

You must successfully complete a portfolio in order to pass this course with a grade of C- or higher. Students have two options for completing the portfolio. You may do a traditional portfolio with an essay on each of the Council Standards and meeting all other criteria in the Student Guide to Capstone Portfolio (2007) OR you may participate in the pilot project to write less essays and complete a learner designed culminating assignment as presented in the pilot version of the Student Guide to Capstone Portfolio (2009).

OPTION I: Traditional portfolio - See Student Guide to Capstone Portfolio

Portfolio Grading

Criteria	Points
<i>Organization.</i> Is the portfolio complete in accordance with Appendix F and clearly organized as instructed in the Student Guide to Capstone Portfolio Process?	10%
<i>CSHSE National Standards.</i> Do the essays and supporting evidence demonstrate an understanding and mastery of each Standard and the Specifications for each Standard?	40%
<i>Writing proficiency.</i> Is there narrative and evidence of skills related to writing proficiency and specific examples of voice?	10%
<i>Critical Thinking.</i> Is there narrative and evidence of skills related to critical thinking?	10%
<i>Information literacy.</i> Is there narrative and evidence of skills related to information literacy?	10%
<i>Technology.</i> Is there narrative and evidence of skills related to technology?	10%
<i>Creative and persuasive.</i> Is the presentation persuasive regarding the professional self?	10%
Total:	100%

OPTION II: Pilot portfolio with Culminating Assignment - See Student Guide to Capstone Portfolio (Pilot, 2009)

Portfolio Grading

Criteria	Points
<i>Academic and Professional Depth.</i> Does the culminating assignment provide documentation of the depth of expertise including unique qualifications and the transition of one's academic and professional self?	20%
<i>CSHSE National Standards for Baccalaureate Degree in Human Services.</i> Do the four essays and supporting evidence demonstrate an understanding and mastery of the Standards in the areas of systems, indirect services, direct services, and ethics and values?	40%
<i>Writing proficiency.</i> Is there narrative and evidence of skills related to writing proficiency and specific examples of voice?	10%
<i>Critical Thinking.</i> Is there narrative and evidence of skills related to critical thinking?	10%
<i>Technology.</i> Is there narrative and evidence of skills related to technology?	10%
<i>Organization and presentation.</i> Is the portfolio organized, professionally presented, and persuasive of the student's competence to enter the human services profession?	10%
Total:	100%

GRADES

Grade	Grade (percentage/points)\ At least...
A	95
A-	90
B+	87
B	84
B-	80
C+	77

Grade	Grade (percentage/points)
C	74
C-	70
D+	67
D	64
D-	60
F	60 or below

University, College, and Department Policies

ATUS Equipment Loan Center

Students can check out various types of equipment from the ATUS Equipment Loan Center in Miller Hall 155. You must have a signed card from the instructor (or have the Program Coordinator sign) to check out equipment. You can keep equipment over the weekend.

Library Research

Students needing assistance locating books and articles may contact the Human Services librarian, Cecilia Poon, by email at Cecilia.poon@wwu.edu and you can also obtain a great deal of information from the website at: http://www.library.wwu.edu/lmt/rqs.phtml?subject_id=29. Western's library has interlibrary privileges with other State institutions, and they can generally locate any materials you need.

Student Technology Center

The Student Technology Center is located in Haggard Hall #121. The website is <http://www.wwu.edu/techcenter/> and their phone number is 650-4300. You can obtain assistance with any assignment that requires the use of technology.

Confidentiality

All clients should remain anonymous in all class conversations and assignments. Please provide a pseudonym and change identifying information when referring to a specific individual.

Academic Dishonesty Policy

Western Washington University students are responsible for reading, understanding, and upholding the standards of academic honesty as set forth in the WWU Academic Dishonesty Policy and Procedure (see Appendix D of the University Bulletin).

Reasonable Accommodation Policy

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, student must contact WWU Disability Resources for Students at (360) 650-3844 or at <http://www.wwu.edu/depts/drs>.

WWU Grading Policy

Please familiarize yourself with the WWU Grading Policies in the University Bulletin.

Student Feedback Process

All students will be given the opportunity to formally evaluate the instructor and the content of the course at the end of the quarter. Ongoing feedback is welcome throughout the course.

The Incomplete K-Grade Policy

The following statements regarding the assignment of incomplete grades provide a synopsis of the policy in the Western Washington University General Catalog:

- The student must request the K (incomplete) grade and the course instructor must agree that it is warranted.
- Normally it is given only to a student who has been in attendance and has achieved passing grades until the final two weeks of the quarter when extenuating circumstances beyond the student's control make it impossible to complete course work on schedule.
- To receive a K grade, a student must obtain a contract form from the appropriate department and negotiate a formal agreement with the course instructor specifying the work done and the remaining work to complete the course and earn a grade. (Note: The contract can be done by email. It must specify exactly what work is to be done and include a deadline for completion.)

- One copy is kept by the student and one by the faculty member. Normally, the student removes the K grade (completes the work agreed upon) during the next academic quarter.
- If the K grade has not been removed within one year, it automatically converts to a failing grade.

Corresponding by email

All students are expected to use MyWestern accounts for official class email. Official University announcements are sent via WWU email. You can forward your WWU email to a personal account, but please be aware that some free email accounts do not notify you or the sender when mail is not delivered. It is the student's responsibility to make certain that email is received.

Recommended Readings

The following resources inform the instruction of this course.

Cambridge, B. (Ed). (2001). *Electronic portfolios: Emerging practices in student, faculty, and institutional learning*. Washington DC: American Association for Higher Education.

Doel, M., Sawdon, C., & Morrison, D. (2002). *Learning, practice & assessment: Signposting the portfolio*. London: Jessica Kingsley.

Klenowski, V., (2002). *Developing portfolios for learning and assessment: Processes and principles*. New York: RoutledgeFalmer.

Stefanakis, E. H., (2002). *Multiple Intelligences and portfolios: A window into the learner's mind*. Portsmouth, NH: Heinemann.

**Tentative Calendar
Spring 2010**

Date	Essay completed for peer review	
April 5	Review manual. Cover syllabus, rubric, and Appendix F of Student Guide. Remind students to review the guide. Cover both options. Discuss rubric, evidence, approach to learning. Get evidence together on a thumb drive or CD.	
	Option I: Traditional Portfolio	Option II: Pilot w/Culminating Assignment
April 12	Essays on: Writing Proficiency (voice) and Critical Thinking, Technology Standards and Information Literacy Standards.	Drafts of Writing proficiency (voice), critical thinking, technology essays. Submit proposal for culminating assignment.
April 19	Essays on: CSHSE Standards 11, 12, 13	Submit essays on systems and indirect services essay
April 26	Essays on: CSHSE Standards 14, 15, 16	Submit essay on indirect services
May 3	Essays on CSHSE Standards 17, 18, 19	Submit essay on ethics and values
May 10	Essays on CSHSE Standards 20 and Field Work (one essay on Standards 21, 22, 23)	Table of Contents, Introduction, Statement of Professional Philosophy of Helping, Statement of Purpose
May 17	Table of Contents, Introduction, Statement of Professional Philosophy of Helping, Statement of Purpose	Submit culminating project
May 24	Portfolio Walk About or presentations - details to be announced	Final portfolio due