

Western Washington University
Woodring College of Education
Human Services Program
Department of Human Services and Rehabilitation
Capstone Portfolio
Syllabus - HSP-495 (4 credits)
Human Services Program

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Office Hours: Tuesday, Noon-2pm and by appointment

Class: Course Overview:
Week 1 and 2, Humanities 102
Weekly Tutorial Sessions (Optional)
Computer Lab; Wks 4,5,7
Peer Review Sessions: (Required); Week 3, 6
Portfolio & Project Presentation: Week 8
Conferences/Rewrites: Weeks 9, 10

Instructional Support: Librarian: Gabe Gossett: gabe.gossett@wwu.edu
Student Technology Center, 650-4300,
<http://www.wwu.edu/techcenter/>
ATUS Helpdesk: 650-3333
WWU Writing Center: 650-3219

Blackboard: A Blackboard site is available for course resources

*Preparing Thoughtful, Knowledgeable, and Effective
Professionals for a Diverse Society*

COURSE DESCRIPTION

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. Must be taken in the last 5 credits of the major.

cap-stone

a final touch;
a crowning achievement;
a culmination

WELCOME TO HSP 495

HSP 495 provides the opportunity for you to synthesize and reflect on your learning in the major, using the National Standards and program outcomes as a framework and the capstone portfolio to document your achievements.

HSP 495 provides a final place in the curriculum for you to review, synthesize, document, and celebrate your accomplishments in the major. This is also an opportunity for you to determine if there are gaps in your understanding of program outcomes and fill those gaps prior to graduation. It is also an opportunity for you to complete a culminating project. My role is to support you in this final stage of your learning at Western.

LEARNING OUTCOME

Develop and present a capstone portfolio documenting learning throughout the human services major; including evidence related to program outcomes, National Standards and professional development.

COURSE MATERIALS

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th Edition)*. Washington DC: American Psychological Association.

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

Kincaid, S. O. (2009). *Student Guide to Capstone Portfolio Process*. Bellingham, WA: Western Washington University, Human Services Program.¹

Table of WWU-Human Services Courses aligned with National Standards:
<http://www.wce.wvu.edu/Resources/AE/Assessment/AlignmentTable-HS.pdf>²

Additional materials are available on Blackboard.

INSTRUCTIONAL PHILOSOPHY AND EXPECTATIONS

In HSP 495 you will have the opportunity to work with the instructor, independently and in small groups to complete your portfolio. HSP 495 does not require new reading, however it is a designated writing proficiency course that does require extensive writing and strong synthesis, analysis, and organizational skills. If you have not remained up-to-date with

¹ Note: The *Student Guide to Capstone Portfolio Process* is available on the Blackboard site for this course.

² Students report this table is very useful when preparing the portfolio

your portfolio over the last two years then completion of the capstone in HSP 495 will be a fairly time intensive project and can not be left to mid-quarter.

Tutorial Model: HSP 495 is not a traditional undergraduate course. Rather, it will provide you with a glimpse into graduate level study. Much like a graduate level thesis seminar, I will be available for support, but the onus will be on you to structure and complete your capstone project and culminating assignment fairly independently. During Weeks 1-7 I will work with you during class time, office hours, and by appointment to assist you in building the best portfolio possible. I am available to work with you individually and in small group tutorial sessions during Weeks 2,4,5,and 7 to review drafts of essays and your organizational plan. During Weeks 3 and 6 you will receive peer reviews on your writing and provide feedback to other class members.

Evaluation: On Week 8 I will move into the role of evaluator to assess the quality of your portfolio. In some instances I may share portions of your work with other HSP 495 instructors to make sure there is consistency in rubric ratings across course sections. Students who do not receive a score of 70% on one or more sections of the rubric, will be requested to attend a conference to discuss concepts and develop a plan for rewriting. Students will have one week to rewrite and resubmit sections of the portfolio for a re-grade.

CSHSE NATIONAL STANDARDS

Below are the standards and specifications designated for inclusion in HSP 495.

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. Culminating/Depth project (optional pilot project)
	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/peer review. Strategize for transition 	<ul style="list-style-type: none"> Essay(s)

ASSIGNMENTS

Successful completion of the course and graduation from Western with a major in Human Services requires that students demonstrates understanding of program objectives and knowledge of National Standards through the completion of a capstone portfolio.

Assignment		Points
#1	Capstone Portfolio w/ culminating assignment (Due Week 8)	100 points
#2	In-class Presentations for Juniors (Week 8)	Required
#3a	Peer Review #1 and #2 (Small group activity)	Required
TOTAL		100 points

#1 - Capstone Portfolio, Due Week 8

Complete a capstone portfolio with culminating assignment in compliance with the *Student Guide to Capstone Portfolio Proces*. You have creative liberty to produce a paper, electronic, or combination document that contains the elements listed in Table 1 (below).

#2 – Presentation, Week 8

All students are required to attend the portfolio presentation session during Week 8 and be prepared to share and discuss their portfolio. Professional attire is expected and incoming juniors and Woodring faculty will be invited so please prepare for an audience. Additional details will be provided mid-quarter.

#3a/b –Peer Reviews, Weeks 3 & 6

Provide peer feedback in the format outlined by the instructor. Your feedback should be constructive, demonstrate critical thinking skills and your understanding of the portfolio process. Your feedback will be valuable for your peers, and it does NOT affect their grades. Peer reviews will be conducted during class time and attendance is required. Five points (for each review) will be deducted from the final course grade for students who do not participate in one or both of the peer review sessions.

Conferences and Rewrites

The capstone portfolio serves as a benchmark assessment. Each student must pass with a score of 70% to graduate from WWU with a major in Human Services. Students who are in danger of not passing the benchmark or who do not demonstrate evidence of meeting one or more of the standards must attend a conference with the instructor during Week 8 of the quarter to discuss areas of concern. Students will then have one week to rewrite essay/s and/or provide additional evidence. The revised score (following a rewrite) will be averaged with the original rubric score to determine the final portfolio score. Please note that rewrite opportunities are only available for students who do not meet the benchmark (70%) on one or more sections of the portfolio. Students cannot request a rewrite to simply raise a grade. Students who do not meet the benchmark following the rewrite opportunity will need to retake HSP 495 or enroll in HSP 430 to complete the portfolio prior to graduating. Please note that late submissions will impact the final grade.

GRADING CRITERIA

The Capstone Portfolio will be evaluated using program outcomes as criteria (see the attached grading rubrics). The outcomes represent what CSHSE and Human Services program faculty agree you should know and be able to do by the time you graduate. All of the evidence you need to demonstrate that you meet program outcomes should be available through course assignments and field study accomplishments. While a professional, creative, and organized final product is important, expensive binders, scrapbooking supplies, sheet protectors, etc.. will **not** add to the final grade. Please save your money for life after Western!

When writing essays for your portfolio please pay careful attention to the following details:

- APA conventions should be used to cite and reference sources.
- Writing mechanics are to be correct: grammar, punctuation, spelling, etc.
- Content of essays should provide evidence of the integration of information from a variety of sources, critical thinking, and professional reflection.

FINAL COURSE GRADE DISTRIBUTION

Grade	Grade (percentage/points)	Grade	Grade (percentage/points)
A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	60 or below

POLICIES

Academic Dishonesty Policy:

Plagiarism- Instances of academic dishonesty, including plagiarism, will receive a failing grade and will be reported to the University. A student may be dismissed from the Program if a major violation of academic dishonesty is identified. 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).

Late Assignment Policy:

Your portfolio is due for presentation on the afternoon of Week 8. Late assignments will receive a 5% deduction for each day the assignment is late, up to a total of 20% of the final course grade. Portfolios will not be accepted after Week 10 of the course. Also, points will be deducted for non participation in final presentation and/or peer reviews (up to 5 points for each activity).

Written Work Policy:

All written work must be typed, double-spaced, and grammatically correct. All assignments should conform to APA Publication guidelines. Please proofread work before submitting. Poor writing

skills and submission of work that does not address assignment criteria and/or rubric will influence the final grade. The Writing Center at WWU is available to provide writing support and assistance. Please contact them for details at: <http://www.acadweb.wvu.edu/writingcenter/index.htm> .

“K” Grade Policy:

Students who request a “K” (incomplete) grade must be doing acceptable work up until the 7th week in order to be eligible to receive an incomplete. “The grade of **K (Incomplete)** is given only to a student...when extenuating circumstances make it impossible to complete course requirements on schedule.” (Extenuating circumstances do not include mere lateness in completing work.) Students must **ask** for the “K” grade and a contract must be completed stating what must be accomplished to satisfy the incomplete. A date of completion must be specified on the contract. Students will be given the grade earned at the time of the incomplete contract minus any points associated with incomplete assignments if course work is not completed as agreed when the contract expires. Please review the statement regarding the assignment of incomplete grades in the Western Washington University Bulletin.

Reasonable Accommodation Policy: It is the policy of Western Washington University to provide reasonable accommodations to the known physical, sensory, and/or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodations, students must contact WWU disAbility Resource Center for Students at 650-3083 or www.wvu.edu/depts/drs/.

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.

Resources and Recommended Readings

Barrett, H., & Carney, J. (2005). Conflicting paradigms and competing purposes in electronic portfolio development. *Educational Assessment*. Available from: <http://electronicportfolios.org/portfolios/LEAJournal-BarrettCarney.pdf>

Beebe, L. (1993). *Professional writing for the human services*. Washington D.C.: NASW Press.

Cambridge, D (2010). *E-portfolios for life-long learning and assessment*. Jossey-Bass.

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: Routledge Falmer.

Lorenzo, G., & Gittleson, J. (2005). An overview of e-portfolios. *Educause*. Available from: <http://www.educause.edu/ir/library/pdf/ELI3001.pdf>

Van Sickle, M., Bogan, B., Kamen, M., Baird, W., & Butcher, C. (2005). Dilemmas faced establishing portfolio assessment of pre-service teachers in the Southeastern United States. *College Student Journal*, 39, 497. Available from Proquest, Document 890.

Weekly Schedule for Portfolio

Date	SCHEDULE	ROOM	ACTIVITY/DUE
Week 1	Review syllabus and samples; Review program requirements Writing proficiency, critical thinking, technology	Humanities 102	1. Review Capstone Portfolio Manual 2. Draft sections: writing proficiency, critical thinking, information literacy, technology 3. Select assignments for appendices; place on thumb drive or hard drive
Week 2	Depth Project Proposal ; finalize essays on writing proficiency, critical thinking, technology	Tutorial Session in Miller Hall Lab* (Rm 66/72)	Lab- Work session & instructor feedback
Week 3	Essay: Ethics/Values Depth Project (cont.)	Humanities 107	Submit proposal for Depth Project; Peer Review #1- Small Groups Bring completed essays (from weeks 1-2) and supporting evidence
Week 4	Essay: Systems Depth Project (cont.)	Tutorial Session in Miller Hall Lab* (Rm 66/72)	Lab- Work session & instructor feedback
Week 5	Essay: Direct Services Depth Project (cont.)	Tutorial Session in Miller Hall Lab*(Rm 66/ 72)	Lab- Work session & instructor feedback
Week 6	Essay: Indirect Services Depth Project (cont.) Peer Response; Compile and Complete Introduction and Table of Contents	Humanities 107	Peer Review #2- Small Groups Bring Standards 11-23 (essays and evidence)
Week 7	Complete Introduction, Table of Contents and Compile	Tutorial Session in Miller Hall Lab *(Rm 66/72)	Lab- Work session & instructor feedback
Week 8	In Class Presentations WWU Campus TBD- 3-5pm	TBA	FINAL PORTFOLIO DUE Presentation to HSP 302/304 Juniors
Week 9	Conferences and rewrites	N/A	Jackie will contact students requiring conferences/rewrites
Week 10	Conferences and rewrites	N/A	Rewrites to be completed and submitted.
	Portfolio Pick-up	MH- TBA 2-4pm	Portfolios Available for pick-up,

* Tutorial sessions TBA; Shaded dates are required attendance

CAPSTONE PORTFOLIO STRUCTURE AND ELEMENTS³

Table of Contents

Part I Introductory Information

- Introduction to Self and your Portfolio; May include your philosophy of helping, statement of professional goals and an overview of the organization of your portfolio.

Part II Academic and Professional Depth: Culminating/Depth Assignment (20%)

Introduction to assignment including academic professional goals.

- Assignment: written, website, video.

Part III Academic and Professional Breadth: CSHSE Standards, 11-20 (40%)

- Systems: Essay (4-5 pages) referring to supporting evidence found in Part V. (10%)
- Indirect Services: Essay (4-5 pages) referring to supporting evidence found in Part V. (10%)
- Direct Services: Essay (4-5 pages) referring to supporting evidence found in Part V. (10%)
- Ethics and Values: Essay (4-5 pages) referring to specific supporting evidence found in Part V. (10%)

Part IV Institutional and Program Outcomes (30%)

- **Technology Essay** (2-3 pages) describing the use and understanding of **technology**, and the location of specific evidence in Part V. Refer to the National Educational Technology Standards for Students
- **Writing Proficiency Essay** (2-3 pages) describing **writing proficiency** requirements of Western and each of the voices listed below (see Student Guide). Point to examples of each voice found in Part III:
 - a. Academic voice (APA, reports)
 - b. Professional voice (case notes, experiential, confidentiality, conferences, staff, collaborative, clients, court, legal)
 - c. Creative voice (brochures, photo essays)
 - d. Reflective voice (journals, essays)
 - e. Advocacy voice (persuasive, impacts policy, letters to legislators or newspapers).
- **Critical Thinking Essay** (2-3 pages) for **critical thinking** followed by narrative describing learning and the location of specific examples found in Part III. Refer to the Critical Thinking Standards.

Part V Appendices that support your writing in Parts III and IV

Assignments used to provide evidence of meeting the CSHSE National Standards for Baccalaureate Degree in Human Services, as well as the critical thinking and technology standards, and the WWU Writing Proficiency requirements.

³ To conserve resources consider presenting some or all narrative and/or evidence on CD or web.

Instructions for Culminating/Depth Assignment/Presentation

The culminating project demonstrates your depth of understanding in a particular area of expertise relevant to the human services profession. This is an opportunity for you to explain who you are as a professional by making connections between coursework and fieldwork, both inside and outside of the major (i.e. courses in a minor, specialized training or fieldwork in such areas as chemical dependency, domestic violence, law enforcement).

Examples:

- Showcase portfolio highlighting an area of professional expertise (i.e. chemical dependency, Spanish and HS, case management, homeless transition services)
- Photoessay or video with annotation (depicting field work or concept you have been working on)
- Rework your HSP application essay based on your expertise and goals
- Research project (needs assessment)
- Be creative- It's up to you to demonstrate a way to highlight your expertise

The culminating assignment cannot be an assignment that was submitted in another course

Project proposal: Due Week 3

Briefly describe your project (What will you submit?)

Briefly describe your presentation (What will you present? Describe visuals)

List any resources needed (i.e. technology, handouts)

Describe support needed from course instructor

Be prepared to discuss your culminating project in class on May 20th.

Grading

10 Demonstrates expertise/depth of knowledge

5 Sophistication of project

5 Overall Quality (and match with proposal)

20 Total

Culminating Project Rubric

Criteria	Excellent	Satisfactory	Unsatisfactory
Demonstrates Expertise and/or depth of knowledge 10points	Relevant and complex content; persuasive	Some relevance, focused on doing or knowing, linear; Somewhat persuasive.	Not relevant to assigned topic; missing complex content; Not persuasive
Sophistication of project 5 points	Draws evidence from many sources/ points of view	Some evidence from limited sources/ viewpoints	Lacking evidence and missing sources/points of view
Overall Quality of presentation 5 points	Clear, concise, matches proposal, thorough coverage of project, engaging, visuals- if applicable;	Some clarity, not always focused on important points or matched with proposal, missing helpful visuals	Lacks clarity, Off-topic. , does not match proposal, Missing visuals (if they were proposed)

**HSP 495- Culminating Assignment
Proposal (Due Week 3)**

Name _____

What type of expertise will you be highlighting?

Briefly describe your project (What will you submit?)

Describe your presentation (What will you present on May 20th ? Describe visuals). Is it necessary to present to the whole class or could you present repeatedly to small groups of students?

Describe any specific support needed from course instructor that will help you meet the goals of your culminating assignment.

List additional resources needed for project or presentation (i.e. technology, handouts, training from Student Technology Center).

Student: _____

Site: BH DX EV

HSP 495 - Capstone Portfolio Grading Rubric

Criteria	Excellent	Satisfactory	Unsatisfactory	Score
CSHSE STANDARDS				
1. Systems Is there narrative and evidence of theory, knowledge, and skills related to human services systems? [10%]	The essay incorporates appropriate Standards, and includes extensive evidence providing a persuasive integration of theory, knowledge, skills, and practice. 9-10 points	The essay incorporates most appropriate Standards, and includes some evidence demonstrating integration of theory, knowledge, skills, and practice. 7-8 points	Essay content is sketchy or incomplete. Standards are not included. Topic is vaguely addressed. Evidence is present but not logically. Little or no evidence demonstrating integration of theory, knowledge, skills, and practice. 0-6 points	/10
2. Indirect Services Is there narrative and evidence of theory, knowledge, and skills related to indirect services? [10%]	The essay incorporates all appropriate Standards and includes extensive evidence providing a persuasive integration of theory, knowledge, skills, and practice. 9-10 points	The essay incorporates most appropriate Standards, and includes some evidence demonstrating integration of theory, knowledge, skills, and practice. 7-8 points	Essay content is sketchy or incomplete. Standards are not included. Topic is vaguely addressed. Evidence is present but not logically. Little or no evidence demonstrating integration of theory, knowledge, skills, and practice. 0-6 points	/10
3. Direct Services Is there narrative and evidence of theory, knowledge, and skills related to direct services? [10%]	The essay incorporates all appropriate Standards and includes extensive evidence providing a persuasive integration of theory, knowledge, skills, and practice. 9-10 points	The essay incorporates most appropriate Standards, and includes some evidence demonstrating integration of theory, knowledge, skills, and practice. 7-8 points	Essay content is sketchy or incomplete. Standards are not included. Topic is vaguely addressed. Evidence is present but not logically. Professional self is undeveloped. Little or no evidence demonstrating integration of theory, knowledge, skills, and practice. 0-6 points	/10

<p>4. Ethics and Values</p> <p>Is there narrative and evidence of theory, knowledge, and skills related to human services ethics and values? [10%]</p>	<p>The essay incorporates all appropriate Standards, and includes extensive evidence that provides a persuasive integration of theory, knowledge, skills, and practice.</p> <p>9-10 points</p>	<p>The essay incorporates most appropriate Standards, and includes some evidence demonstrating integration of theory, knowledge, skills, and practice.</p> <p>7-8 points</p>	<p>Essay content is sketchy or incomplete. Standards are not included. Topic is vaguely addressed. Evidence is present but not logically. Professional self is undeveloped. Little or no evidence demonstrating integration of theory, knowledge, skills, and practice.</p> <p>0-6 points</p>	<p>/10</p>
<p>PROGRAM STANDARDS</p>				
<p>5. Technology.</p> <p>Is there narrative and evidence of skills and learning related to technology? [10%]</p>	<p>Describes the use of technology as a student and professional, provides examples, and explains importance to professional practice.</p> <p>9-10 points</p>	<p>Describes the use of technology as a student and professional and provides examples.</p> <p>7-8 points</p>	<p>Little or no description of the use of technology. Limited or no inclusion of examples and/or documentation.</p> <p>0-6 points</p>	<p>/10</p>
<p>6. Writing proficiency.</p> <p>Is there narrative and evidence of skills and learning related to writing proficiency and variations in styles/voices? [10%]</p>	<p>Extensive narrative and examples are provided that demonstrate writing proficiency using the five writing styles and voices.</p> <p>9-10 points</p>	<p>Narrative and examples are provided that demonstrate writing proficiency using a variety of styles and voices. ..</p> <p>7-8 points</p>	<p>Limited narrative and few examples provided to demonstrate writing proficiency using a variety of styles and voices.</p> <p>0-6 points</p>	<p>/10</p>
<p>7. Critical Thinking.</p> <p>Is there narrative and evidence of skills and learning related to critical thinking? [10%]</p>	<p>Critical thinking skills are thoroughly defined and described with all examples provided of analysis, identifying options, problem solving, and professional practice.</p> <p>9-10 points</p>	<p>Critical thinking skills are defined and described with some examples provided of analysis, identifying options, problem solving, or professional practice.</p> <p>7-8 points</p>	<p>Critical thinking skills have been only minimally described and/or documented.</p> <p>0-6 points</p>	<p>/10</p>

ORGANIZATION				
8. Organization and Presentation Is the portfolio complete in accordance with list and clearly organized as instructed in the Student Guide to Capstone Portfolio Process? [10%]	All required documents are included. Evidence supporting essays is organized, clearly defined, and easy to locate. References to evidence are integrated throughout essays with directions or links to specific pages/sections in appendixes. 9-10 points	Most required documents are included. Appendixes and pages are numbered/linked, but references to appendixes are not specific. 7-8 points	A number of required documents are missing. Portfolio is disorganized, and/or it is difficult to locate supporting evidence. 0-6 points	/10

CULMINATING ASSIGNMENT				
9a. Does the project demonstrate expertise and/or depth of knowledge? (10%)	Relevant and complex content; persuasive 9-10 points	Some relevance, focused on doing or knowing, linear; Somewhat persuasive. 7-8 points	Not relevant to assigned topic; missing complex content; Not persuasive 0-6 points	/10
9b. Does the project represent a sophisticated understanding of the proposed topic? (5%)	Draws evidence from many sources/ points of view 5 points	Some evidence from limited sources/ viewpoints. 3-4 points	Lacking evidence and missing sources/points of view 0-2 points	/5
9c. Overall Quality of product/presentation (5%) Is the project clear, focused, and engaging?	Clear, concise, matches proposal, thorough coverage of project, engaging, visuals- if applicable; 5 points	Some clarity, not always focused on important points or matched with proposal, missing helpful visuals 3-4 points	Lacks clarity, off-topic, does not match proposal, Missing visuals (if they were proposed) 0-2 points	/5

TOTAL PORTFOLIO SCORE: _____ of 100 possible

DEDUCTION FOR LATE SUBMISSION/or no review _____

FINAL COURSE SCORE _____ = **LETTER GRADE** _____