**Capstone Experience: Written and Oral Presentation**

**for the MS in FCS or the MS in HSPA degree**

Successful completion of the Capstone Experience meets the requirement for Certification of Comprehensive Knowledge (CCK) which is an item on the graduate degree audit in The Graduate School. There are two sections of this requirement – written competence and oral competence.

Typically, the Capstone Experience is completed toward the end of HSL 5980 - Graduate Internship or HSL 5990 – Graduate Independent Study. The Capstone Experience focuses on the setting of the internship or the topic/project of the independent study. The successful completion of the Capstone Experience is connected to the successful completion of the course, HSL 5990 or HSL 5980, which is a requirement within the graduate study plan.

Here are the areas that are required to be successfully addressed in the Capstone Experience:

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| a. Description and evaluation of how global issues, diverse experiences, equity discrimination, and  white privilege impact or potentially impact the topic/project;  b. Analysis of how two human development theories provide theoretical foundations for the  topic/project;  c. Application of research to professional practice in exploration and development of topic/project  d. Analysis of current public policy impact on topic/project  e. Applications of professional ethics including confidentially, safeguarding research subjects,  and mandated reporting obligations related to topic/project. |

**WRITTEN PAPER/PRESENTATION:**

The topics must be addressed fully in writing. This may include a paper dedicated to each topic (3 pages per topic, excluding reference list), Power-Point presentation, or a combination. A total of 20 academic/professional references are required that are dated 2012 or later. These references provide the basis for content, statistics, theories, public policy, professional ethics, and diversity/global issues. These issues are found in examination of immigration, socio-political geography, social class, white privilege, gender and sexuality studies, family dynamics, and government/community structures.

When digital Power-Point presentation or other medium such as infographic, Prezi, is used, each slide or section is required to contain the source of information. A comprehensive reference list is required as part of the written component.

**ORAL PRESENTATION:**

The presentation should last between 12-15 minutes. However, this is an estimate and each student should work with the Capstone Experience Advisor (usually the instructor of the internship or independent study course) and tailor the balance of oral and written materials to meet the logical and appropriate role in the Capstone Experience specific to the internship, independent study project and audience. Look below for examples of oral presentations.

**Elaboration on how to address the five areas:**

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| **a. Description and evaluation of how global issues, diverse experiences, equity discrimination,**  **and white privilege impact or potentially impact the topic/project.**  Reflect on your internship or independent study project, and the people who are impacted, in the past, present and future. Analyze how bias, exclusion, privilege, marginalization, or persecution have contributed to the well-being and autonomy of individuals, families and communities. Be sure to reflect on pro-active and positive ways professionals can make an impact. Include suggestions for improvements by social action, professional action and empowerment. |
| **b. Analysis of how two human development theories provide theoretical foundations for the**  **topic/project.**  The basis for our work as human services professionals has historically been within human development research-based theory. Choose two theories which are among those used in your coursework. Do not explain the theories, since that is not the purpose of this requirement. Rather, describe how aspects of each theory specifically apply to your internship or independent study project. This may be focused on the role of individuals, the inter-human connections, ages and stages of development, and specific aspects of development such as brain, moral, cognitive, physical, social-emotional, and language development. |
| **c. Application of research to professional practice in exploration and development of**  **topic/project.**  A total of 20 academic/professional sources are required for the Capstone Experience. These sources are the basis of your internship projects and independent study project. Site these sources as you use them in the 3-page papers, Power-Point or other digital presentation, and in appropriate reference lists (ones that focus on a topic and also a comprehensive reference list). In your presentation, explain how academic and professional sources formed the basis for your work. |
| **d. Analysis of current public policy impact on topic/project.**  Public policy application will vary according to the topic/project. Consider how legislation, regulation, funding, census data, U.S. privately-funded organizations, international organizations, non-governmental organizations globally, and U.S. government institutions may have impact. This section must be grounded in fact, objectivity, and from citable sources. A reference list for area is required, as well as including in the comprehensive reference list. |
| **e. Applications of professional ethics including confidentially, safeguarding research**  **subjects, and mandated reporting obligations related to topic/project.**  It can take putting on a ‘different pair of glasses’ to step back and examine the aspects of professional ethics that are embedded in your internship/project. In the profession of human services, the paramount obligation is to be ethically responsible for our actions, use of information, and objectivity of recommendations and professional decisions. Identify how ethical requirements are woven through your internship/project. Consider how this responsibility comes to you, and the procedures required to insure that you apply the highest ethical practices. In this section you may look to laws, ethical codes of professions or organizations, state regulations such as mandated reporting, and specific procedures that are required. List agencies/other entities who promote and enforce these professional standards. |

**Examples of oral presentations:**

-A graduate candidate who is a FCS teacher provides a description of her curriculum development project at a regional teachers meeting. She may use a Power-Point and handout to convey information. Time may not permit, and this setting may not be appropriate to outline the ethical applications of the project or go into detail about the underserved population to whom the curriculum is targeted. The student will supplement the video-recorded presentation with a 3-page paper on the ethical considerations and a 3-page paper on the diversity issues to cover these areas.

If presentation time is limited (and/or applicability to the audience), any coverage of the five areas can be supplemented by additional slides that are ‘hidden’ from the audience but are submitted for the Capstone Experience.

-A graduate candidate provides a presentation to a professional audience about the methods to communicate with preschool-aged children. The targeted audience are first responders, community workers, medical workers, police officers, and child protections staff who will encounter young children in stressful and crisis situations. The purpose of the presentation is to provide tools for adults to use to approach, talk with, listen to, and provide guidance to young children. The student will supplement the video-recorded presentation with a 3-page paper on the human development theories application to the project. Additionally, the student will cover additional aspects of diversity and global issues using the ‘hide slide’ method for viewing by the evaluators, in order to keep within the time limitations for the audience presentation.

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