**IHS 4XXXs – Interdisciplinary Medical Science Capstone Course (3 cr)**

**[TERM] 20[xx], [COURSE MEETING DAY / TIME], [COURSE MEETING LOCATION]**

**MODE OF INSTRUCTION: TRADITIONAL**

Instructor: [name]  
Email: [email]  
Office: [office location]  
Phone: [phone number]  
Office Hours: [office hours]

Teaching Assistant:  
Email: 

**COURSE DESCRIPTION**

The required capstone course in the major represents Scholarship in Practice that will enable students to demonstrate their ability to integrate coursework, knowledge, skills, and experiential learning with broad mastery of knowledge and skills across the curriculum to enhance further career advancement and employability. Students are required to submit two major written documents by the end of the course—the Capstone project report and an analytical essay based upon experiences and interactions with healthcare providers, volunteers, patients, or clients in their experiential venues. Faculty will work with students throughout the process of writing and revision. As a Scholarship in Practice course, it is designed to help you become a flexible thinker, a productive member of society, and an independent learner.

Students will research and prepare the senior project based upon the prospectus submitted in the IHS 3XXX Inquiry in Research/Field Experiences Medical Sciences Seminar in which a healthcare issue related to their major was identified. Students will work with IMS faculty, faculty in affiliated FSU academic units, and/or preceptors in the field to identify and design the Capstone project and compose the analytical essay.

In developing their project students will: 1) conceptualize the issue/problem of interest in healthcare by conducting a literature search and/or through interviews with individuals in healthcare settings; 2) operationalize the issue by transforming research findings into concrete approaches to solving the problem/addressing the issue with project strategies based on evidence, credibility, and audience; 3) evaluate the merits of the solution using data gathering, observations, interviews relevant to the project; 4) analyze findings and compare with prior research on the topic; 5) recommend ways in which the issue/problem can be managed or the problem solved and acknowledge limitations, weaknesses, and successes.

Some projects may constitute human subjects research and, therefore, will require the proposal to be approved by the Human Subjects Institutional Review Boards at FSU and any community institutions. For the analytical essay, students will interview healthcare providers, counselors, patients, or clients as appropriate to develop a clear understanding regarding the issue under analysis, research current literature on the topic, and compose the essay from a unique point-of-view.

Required courses and experiences leading up to this senior thesis project and essay include *Introductions to Explorations in Medical Science* or *Careers in Medicine* for freshman and sophomores and *Inquiry in Research/Experiences* for juniors and seniors.

Note: The *Liberal Studies for the 21st Century* Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive intellectually and materially and to engage critically and effectively in their communities. In this way your Liberal Studies courses provide a comprehensive intellectual foundation and transformative
educational experience. This course has been approved as meeting the Liberal Studies requirements for Scholarship-in-Practice and thus is designed to help you become a critical thinker, a creative user of knowledge for professional practice, and an independent learner. Additionally, this course has been approved as meeting the requirements for Upper-Division Writing and thus is designed to help you become a flexible and proficient writer for professional purposes. Satisfactory completion of this course requires students earn at least a C- overall average and a C- on all required writing assignments and meet the SIP and UDW liberal studies requirements.

PRE-REQUISITES
IHS2XXXr – Introduction to Explorations in Medical Science, IHS3XXXr-Inquiry in Research/Field Experiences and permission of the instructor. Note: this course is required for all graduating seniors.

COURSE OBJECTIVES
By the end of the course, students will demonstrate the ability to:
1. Select, critically evaluate, and apply relevant areas of scholarship to produce an original analysis, project, or other scholarly work that reflects a body of knowledge relevant to medicine and healthcare.
2. Compose written assignments using the process of draft, revision, and editing.
3. Use appropriate evidence from multiple sources to illustrate how the chosen topic is relevant in medicine and healthcare.
4. Employ different resources such as graphs, charts, or illustrations to articulate findings or ideas.
5. Convey ideas clearly, coherently, and effectively in a written report and an oral presentation to faculty and healthcare practitioners.
6. Identify, research, and communicate with others the current issues related to healthcare and medicine.
7. Work collaboratively with others including peers, healthcare practitioners, and faculty to analyze a healthcare issue or challenge.
8. Compose an essay in which the writer presents a point-of-view on a healthcare topic and includes solutions and acknowledges arguments for and against.

COURSE MATERIALS
Readings are assigned and posted to the course website in the following categories:
- Guidelines & Templates (such as APA formatting and a template for written theses or guidelines for other types of projects).
- Information on the Visual Display of Quantitative and Qualitative Data.
- Examples of previous projects (as available).
- Ethical guidelines and standards in research.
- Interviews or field experiences in the community.
- Current literature in healthcare

COURSE ASSIGNMENTS AND EVALUATION
The major products for this course are the written Capstone project report and the analytical essay composed in collaboration with practitioners/preceptors in the field and IMS faculty. Students will submit a written report, prepare an oral presentation about the Capstone project.

Students will also submit an essay on one of the challenges facing the health care system in the United States in which the student will consider possible solutions and arguments for or against
the proposed solutions. Throughout the writing process faculty will provide feedback using assessment rubrics (found on the last 2 pages of the syllabus.) and provide opportunities for revision.

Note: This course is approved to meet the Scholarship in Practice (SIP) requirements and fulfills the Upper Division Writing (UDW) requirement for Liberal Studies. Satisfactory completion of this course requires students to earn at least a C- overall average and a C- on all required writing assignments and meet the SIP and UDW liberal studies requirements.

The course assignments are developed to meet the following Florida State University Liberal Studies competencies:
- Capstone Project Report – Upper Division Writing & Scholarship in Practice Competencies
- Analytical Essay – Upper Division Writing Competencies
- Capstone Project, Poster & Presentation – Scholarship in Practice Competencies

**STUDENT PARTICIPATION (10 POINTS)**
The diversity in student focus (pre-professional, community patient care, or health management, policy, and information) and their hands-on experiences enrich the learning experience of all; participation in the course is considered a critical learning activity. Class sessions will be devoted to team or individual activities, requiring students to have read the required material and prepared drafts in advance and to attend each class on time. Students will be provided a participation rubric and will be evaluated each class meeting with a final grade determined by the average of these scores. The rubric is found on the last 2 pages of the syllabus.

**CAPSTONE REPORT (30 POINTS)**
A Capstone Report will be based on the Capstone Project Prospectus and will include the thesis question/problem central to the Project, an abstract, a review of literature, a description of methodology that was used, any results or conclusions from the study, and a summary discussion. Student revisions based on faculty feedback are expected to be submitted until final faculty approval is noted.

**CAPSTONE PROJECT (40 POINTS)**
This semester-long project builds upon previous experiences in the major and will demonstrate your ability to identify and analyze issues of current relevance to your focal areas (pre-professional, C, or health management and policy). Students prepare a 5-minute presentation on their Capstone project to be given in class. Presentations will be evaluated by peers and the top 3 scorers will be selected to present at the Colloquia event. All students will prepare a poster about their Capstone Project for presentation at the Colloquia event, a public forum in which all IMS Colleges and faculty will be invited. Presentation formats may include PowerPoint, Video, Posters, Public Service Announcements, brochures, and other options approved by the instructor.

**ANALYTICAL ESSAY (20 POINTS)**
Students will submit an essay on one of the challenges facing the health care system in the United States in which the student will present a point of view that includes solutions and acknowledges arguments for and against. This essay may also help formulate the conclusion for the Capstone Project report. Students will submit draft versions for faculty feedback prior to the final due date.

**GRADING**

**GRADE CALCULATION**
- Student Participation .................................................................[10 pts]
- Capstone Report ............................................................................[30 pts]
Capstone Project………………………………………………….. [40 pts]
Analytical Essay ………………………………………………………… [20 pts]

Total          [100 pts]

FINAL GRADES
A   93 – 100  C   73 – 76
A-  90 – 92   C-  70 – 72
B+  87 – 89   D+  67 – 69
B   83 – 86   D   63 – 66
B-  80 – 82   D-  60 – 62
C+  77 – 79   F   0 – 59

Note: This course is required for graduation in the major. Students must earn a grade of “C-” or higher to pass.

All grading rubrics and course assignment schedule is in the Appendix following the Syllabus.

COURSE SCHEDULE

Week   Topics to be Covered
1   Introductions, Overview of Course, Team-building. Submit prospectus for the Capstone project & identify possible topics for the analytical essay.
2   Approve/Revise prospectus, Gather Resources (preface materials, literature reviews, qualitative data from practitioners, outlines). Explore possible topics for the analytical essay in small groups.
3   Work in small groups to discuss Capstone Projects; review and address feedback on the prospectus. Submit background and review of literature.
4   Presentations in small groups on executing and managing Capstone Project. Submit documentation of interviews, experiences, and surveys if applicable.
5   In small groups discuss issues and research questions related to Capstone Projects. Discuss Analytical Essay topics and point-of-view. Faculty meet and discuss feedback with individual students. Submit documentation of interviews, experiences, and surveys if applicable.
6   Submit first draft of Analytical Essay. In small groups discuss issues, research questions, and outline related to Capstone Project and Report.
7   Continue research on Capstone and analytical essay. Report progress and challenges in small groups. Faculty discuss Analytical Essay feedback with individuals.
8   In-class writing and review APA formatting for Project Report and Poster Presentations. Share draft recommendations with small groups. Submit Capstone Project Report Draft.
10  Spring Break Week – No Classes
11  In-class writing and review in small groups. Submit Analytical Essay.
12  Submit Capstone Project—Presentation dates assigned
13  Project Presentations--Class Presentations
Week | Topics to be Covered
--- | ---
14 | Project Presentations—Class Presentations
15 | Last Week of Classes – Colloquia Presentations!
16 | Provide feedback to students on Projects and Presentations and solicit feedback from students.

UNIVERSITY POLICIES

UNIVERSITY ATTENDANCE POLICY
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and… [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at [http://fsa.fsu.edu/Academics/Academic-Honor-Policy](http://fsa.fsu.edu/Academics/Academic-Honor-Policy).)

COPYRIGHT STATEMENT
Some of the materials in this course are copyrighted. They are intended for use only by students in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. Other materials are available to be added to your personal resource library.

AMERICANS WITH DISABILITIES ACT
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), sdrc@admin.fsu.edu, [http://www.disabilitycenter.fsu.edu/](http://www.disabilitycenter.fsu.edu/)

FREE TUTORING FROM FSU
On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options at [http://ace.fsu.edu/tutoring](http://ace.fsu.edu/tutoring) or [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.
SYLLABUS CHANGE POLICY
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
**APPENDIX TO THE SYLLABUS**

**ASSESSMENT RUBRICS**

The Following Grading Rubric will be used for each writing assignment (*Points allocated in each cell apply to the Capstone Report. Points will be adjusted for the Analytical Essay value):

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<tbody>
<tr>
<td>Clearly Defined Idea or Thesis (*Up to 5 points)</td>
<td>Easily identifiable, interesting, plausible, novel, insightful, clear in a sentence, which is engaging, and thought provoking.</td>
<td>Clearly states the paper’s purpose in a single sentence, but may be unclear or lacks insight or originality.</td>
<td>Unclear, buried, poorly articulated, lacking in insight and originality.</td>
<td>Incomplete or unfocused. Difficult to identify, inconsistently maintained, or provides little around which to structure paper.</td>
</tr>
<tr>
<td>Provides Adequate Support for the Idea or Thesis (Up to 10 points)</td>
<td>Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Sources cited correctly.</td>
<td>Draws upon sources to support most points. Some evidence may not support thesis or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly.</td>
<td>Moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations.</td>
<td>Very little information from sources. Poor handling of sources.</td>
</tr>
<tr>
<td>Uses Clear and Logical Organization. (Up to 5 points)</td>
<td>Follows a logical organizational flow. Clear reasons are offered in support of key claims. Author anticipates and successfully grapples with counter-arguments.</td>
<td>Organization usually flows logically and makes sense. Some counter-arguments acknowledged, though perhaps not addressed fully.</td>
<td>Organization does not follow a logical sequence. Weak, undeveloped reasons offered in support of key claims. Counter-arguments mentioned but not addressed.</td>
<td>Little attempt to offer support for key claims or to relate evidence to thesis. Reasons offered may be irrelevant. Little to no effort to address alternative views.</td>
</tr>
<tr>
<td>Utilizes Composition Process (Up to 5)</td>
<td>Consistently followed the composition</td>
<td>Used the composition process but not</td>
<td>Attempted to use the composition process but did</td>
<td>Did not use the composition process.</td>
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Participation Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>9-10</strong></td>
<td>A student receiving a 9-10 comes to class prepared; contributes readily to the conversation but doesn’t dominate it; makes thoughtful contributions that advance the conversation; shows interest in and respect for others’ views; and participates actively in small groups.</td>
</tr>
<tr>
<td><strong>7-8</strong></td>
<td>Comes to class prepared and makes thoughtful comments when called upon, contributes occasionally without prompting; shows interest in and respect for others’ views; participates actively in small groups. A 7-8 score may also be appropriate to an active participant whose contributions are less developed or cogent than those of a 9-10 but still advance the conversation.</td>
</tr>
<tr>
<td><strong>5-6</strong></td>
<td>A student receiving a 5-6 participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, continually interrupt the instructor with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from instructor or students. Students in this category often profit from a conference with the instructor.</td>
</tr>
<tr>
<td><strong>3-4</strong></td>
<td>A student receiving a 3-4 comes to class prepared, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Nevertheless these students show interest in the discussion, listen attentively, and take notes. Students in this category may be shy or introverted. The instructor may choose to give such students a 5-6 if they participate fully in small group discussions or if they make progress in overcoming shyness as the course progresses. Sympathetic counseling of such students often helps.</td>
</tr>
<tr>
<td><strong>1-2</strong></td>
<td>Students in this range often seem on the margins of the class and may have a negative effect on the participation of others. Students receiving a</td>
</tr>
</tbody>
</table>
Students often don’t participate because they haven’t read the material or done the homework. Students receiving a 1 may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.

NOTE. This scoring guide assumes regular attendance: the instructor may lower participation scores for absences or tardiness.

Preparation can be measured by quizzes, by brief writing assignments at the start of class, by completion of out-of-class journal entries, by other homework, or by evidence from direct questioning.

Capstone Project Rubric
Interdisciplinary Medical Sciences Degree Program

This rubric is designed as a tool to assess activities aimed at student gains in the following learning outcome(s) for the IMS Capstone course.

At the completion of this course, students will be able to:

- Select, critically evaluate, and apply relevant areas of scholarship to produce an original analysis, project, or other scholarly work that reflects a body of knowledge relevant to medicine and healthcare.
- Compose written assignments using the process of draft, revision, and editing.
- Choose appropriate evidence from multiple sources to illustrate how the chosen topic is relevant in medicine and healthcare.
- Employ different resources such as graphs, charts, or illustrations to articulate findings or ideas.
- Convey ideas clearly, coherently, and effectively in a written report and an oral presentation to faculty and healthcare practitioners.
- Identify, research, and communicate with others the current issues related to healthcare and medicine.
- Work collaboratively with others including peers, healthcare practitioners, and faculty to analyze a healthcare issue or challenge.

<table>
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<th>Criterion for review of student work</th>
<th>Descriptions of levels of student performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced 29-40</td>
<td>Proficient 20-29</td>
</tr>
<tr>
<td>Selecting and evaluating (Up to 5 points) Relevant areas of scholarship are selected and critically evaluated by the student</td>
<td>Engages in in-depth research and insightful evaluation to determine key resources. Explores a broad range of potential resources including non-standard and</td>
</tr>
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<tr>
<td>Selecting and evaluating (Up to 5 points) Relevant areas of scholarship are selected and critically evaluated by the student</td>
<td>Engages in in-depth research and insightful evaluation to determine key resources. Explores a broad range of potential resources including non-standard and</td>
</tr>
<tr>
<td>Application (Up to 5 points)</td>
<td>All relevant elements of the methodology or frameworks are skillfully and accurately applied.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Critique / Analysis / Evaluation (Up to 10 points)</td>
<td>Analysis of project or practice is deep and elegant. Results are reviewed relative to the goals with thorough, specific consideration of need for further work. Discusses relevant and supported limitations and implications.</td>
</tr>
<tr>
<td>Revision and Refinement (Up to 10 points)</td>
<td>Synthesizes feedback to productively develop project or practice. Revises and refines project or practice.</td>
</tr>
</tbody>
</table>
Interdisciplinary Medical Sciences
Scholarship in Practice Prospectus Guidelines

As you have progressed through the required Interdisciplinary Medical Sciences seminar series and have gained experiences in healthcare settings, you have developed a portfolio and identified healthcare issues that are important or of special interest to you. It is now time to take the next step and prepare your Capstone Project.

A prospectus should answer the following questions:

1. What is the subject of the study? What are the main research questions the study aims to answer?
2. Why is the author addressing this topic? What have other scholars written about this subject, and how is this author's approach, information, or perspective different? What need or gap does this proposed study fill in the scholarly conversation? What new approach to a familiar topic does it propose to offer? What will be the study's original and special contributions to this subject?
3. What are the main sources that will be used to explore this subject? Why are these sources appropriate?
4. What is the proposed organization of the study?

<table>
<thead>
<tr>
<th>Development of Practice</th>
<th>Revises and Refines Project</th>
<th>Revises Project or Practice</th>
<th>Revises Project or Practice with Limited Effect or Ineffective Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>developed through revising and refining by the student</td>
<td>Revises and refines project or practice in a systematic manner.</td>
<td>Revises project or practice somewhat directly toward greater depth, clarity and effectiveness.</td>
<td>Revises project or practice with limited effect on depth, clarity and effectiveness. or revisions are ineffective.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Presentation (Up to 10 points)</th>
<th>Purpose, relevance and central point of presentation are evident. The presentation is discipline appropriate as gauged by style, format, theoretical premise, and recognition of sources and done at a near-professional level.</th>
<th>Purpose, relevance and central point of presentation are implied. The presentation is discipline appropriate as gauged by style, format, theoretical premise, and recognition of sources and done at a near-professional level.</th>
<th>Purpose, relevance and central point of presentation are neither evident nor implied. The presentation reflects a lack of understanding of the discipline-appropriate norms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employs different resources such as words, graphs, charts, and images to present the project.</td>
<td>Purpose, relevance, and central point of presentation are obvious. The presentation is discipline appropriate as gauged by style, format, theoretical premise, and recognition of sources and done at a professional level.</td>
<td>Purpose, relevance and central point of presentation are implied. The presentation is discipline appropriate as gauged by style, format, theoretical premise, and recognition of sources and done at a near-professional level.</td>
<td>Purpose, relevance and central point of presentation are neither evident nor implied. The presentation reflects a lack of understanding of the discipline-appropriate norms.</td>
</tr>
</tbody>
</table>
To help you begin to think about your project specifically, complete the following statements:

**TOPIC:** “I will study...”

**CONCEPTUAL QUESTION:** “Because I want to find out how ...”

**CONCEPTUAL SIGNIFICANCE:** “In order to help readers understand whether...”

The prospectus should contain the following elements.

**Introduction.** One paragraph that draws the reader in, with questions, an anecdote, or a scene-setting description. The next paragraph should give a statement of your research topic stated in the present tense. 1-2 pages.

**Intellectual Context** – This section constitutes a literature review. Use the annotated bibliography developed earlier as the basis for this section. Reorganize the annotations into a narrative that guides your reader through your understandings of the field.

When you survey the field, what common tendencies and unanswered questions stand out? Why are these questions significant? For each work or author cited, identify productive insights and remaining questions that will inform your research. Restate your research topic in the conclusion to this section. The work on this section can be recycled for the first introductory chapter of the research report itself. 4-6 pages.

**Project Description** - Here you address your primary source, your own proposed research, and its significance. Given your familiarity with the topic, what questions will you ask of the primary source that will help you write a convincing and significant analysis of your topic? Tell how you can contribute to the ongoing conversation about the topic. If you will be doing interviews, describe your interview methodology.

**Conclusion** - Return to your research problem or topic and assure us that your research plan will add value to others’ understanding of it. 1-2 pages.

**Bibliography** – List all sources you’ve cited. Don’t pad the bibliography with sources you haven’t discussed in the prospectus.

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**SENIOR CAPSTONE PROJECT**

**Interdisciplinary Medical Sciences Degree Program**

The capstone course for this degree requires a Senior Capstone Project, or scholarly endeavor, with a topic based on your major and ultimate and focus in the degree and the experiences and venues in which you have interned or volunteered. We use Boyer’s (1990) model for the types of scholarship we consider appropriate for the senior capstone experience:

- **Discovery-based:** original research into a topic intended to advance knowledge
- **Integration:** synthesizing information from within and across disciplines
• **Application:** solving social problems and issues for specific stakeholders
• **Learning:** creative approaches to learning that demonstrate processes/concepts in context (for specific stakeholders)

Your senior capstone projects should illustrate your ability to identify and generate content (through research or hands-on experiences) that emphasizes the breadth and depth of knowledge you have gained in the field.

You should identify and demonstrate skills you have acquired and those qualities you find you have that is relevant to your individual career goals in medical science. Because the ability to communicate with multiple audiences, including working in teams, is critical in the healthcare field, you may work collaboratively in gathering information from practitioners, clients, patients, and others in healthcare settings.

Projects will be evaluated based on each student's:

1) Ability to engage in in-depth research, insightful evaluation of sources, and to determine key resources needed to fulfill the goals of your project.
2) Apply relevant methodology and framework to the development of the project.
3) Ability to analyze the project, consider the need for further work, and discuss limitations and implications
4) Ability to synthesize feedback to productively develop project, revise and refine project in a focused and systematic manner to achieve depth, clarity, and effectiveness.
5) Design and develop a presentation that clearly articulates the purpose, relevance, theoretical premise, central point of the project, and recognizes sources and individuals who assisted with the project; and the oral presentation is done at a professional level in an appropriate style and format that employs different resources such as words, graphs, charts, and images to present the project. (See Grading Rubric)

**Capstone Poster/Report Format Guide**

**Title**
The title should be short (generally 15 words or less) and clearly indicate what the study is about. If in doubt, try to specify the cause and effect relationship in your key point. Avoid trite and wasteful phrases such as "A study of ..." or "An investigation to determine ..." First page. Centered. Upper/lower case. Not bold, underlined or in italics.

**Abstract**
The abstract provides the reader with a framework for understanding the paper. Thus, your abstract should briefly describe the most important aspects of the study Try to include a statement of the problem and your findings. Page 2. The word “Abstract” should be at the top of the page. Centered. Not Bold, italics, or underlined.

**Introduction**
You will usually start your report with a paragraph or two presenting the investigated problem, the importance of the study, and an overview of your research strategy. You **do not need to label** this section. Its position within the paper makes that obvious.

The introductory paragraphs are followed by a Review of the Literature which is label. Following introductory paragraphs, Review of Literature should be centered not bold, underlined, or italics. This section will show how your research builds on prior knowledge by presenting and evaluating what is already known about your research problem. Assume that the readers possess a broad
knowledge of the field, but not the cited articles, books and papers. Discuss the findings of works that are pertinent to your specific issue.

The goal of the introduction and literature review is to demonstrate "the logical continuity between previous and present work" (APA, 1994, p. 11). This does not mean you need to provide an exhaustive historical review. Analyze the relationships among the related studies instead of presenting a series of seemingly unrelated abstracts or annotations. The introduction should motivate the study. The reader should understand why the problem was researched and why the study represents a contribution to existing knowledge. Literature Review

In a literature review you should give the reader enough ties to the literature that they feel confident that you have found, read, and assimilated the literature in the field. It should probably move from the more general to the more focused studies, but need not be exhaustive, only relevant.

Method

The word Method is centered and in bold. You will have sub-titles, such as Sample, Procedures, Materials, they will be hard left and bold. The method section includes separate descriptions of the sample, the materials, and the procedures. These are subtitled and may be augmented by further sections, if needed.

Describe your sample with sufficient detail so that it is clear what population(s) the sample represents. A discussion of how the sample was formed is needed.

Results

Present a summary of what you found in the results section. Here you should describe the techniques and statistical tools that you used, each analysis and the results of each analysis. Start with a description of any complications, such as protocol violations and missing data that may have occurred. Examine your data for anomalies, such as outliers, points of high influence, miscoded data, and illogical responses. Use your common sense to evaluate the quality of your data and make adjustments if need be. Describe the process that you used in order to assure your readers that your editing was appropriate and purified rather than skewed your results.

With today’s availability of statistical packages, it is fairly easy to use very sophisticated techniques to analyze your data. Understand the techniques you are using and the statistics that you are reporting. Try to use the simplest, appropriate technique for which you can meet the underlying assumptions.

If you are going to use inferential statistics, you should determine the power a priori based on your anticipated distribution, design, and definition of practical significance. This information must stem from your related literature and not the data that you collected. If you fail to reach statistical significance, then this analysis can be used to show that the finding does not stem from low power.

Where appropriate, compute and report effect sizes or, at a minimum, be sure you provide enough information so effect sizes can be computed. Effect sizes provide a common metric for evaluating results across studies and aid in the design of future studies. They will be needed by anyone who attempts a quantitative synthesis of your study along with the others in your area of research.

For most research reports, the results should provide the summary details about what you found rather than an exhaustive listing of every possible analysis and every data point. Use carefully planned tables and graphs. While tables and graphs should be self-explanatory, do not include a table or graph unless it is discussed in the report. Limit them to those that help the reader understand your data as they relate to the investigated problem.
Discussion
Centered and Bold. At this point, you are the expert on your data set and an authority on the problem you addressed. In this section, discuss and interpret your data for the reader, tell the reader of the implications of your findings and make recommendations. Do not be afraid to state your opinions.

Many authors choose to begin the discussion section by highlighting key results. Return to the specific problem you investigated and tell the reader what you now think and why. Relate your findings to those of previous studies, by explaining relationships and supporting or disagreeing with what others have found. Describe your logic and draw your conclusions. Be careful, however, not to over generalize your results. Your conclusions should be warranted by your study and your data.

Be sure to recognize the limitations of your study. Try to anticipate the questions a reader will have and suggest what problems should be researched next in order to extend your findings into new areas.

References
Last page. Centered. Not bold, italics, or underlined. There should be a one-to-one match between the references cited in the report and the references listed in the reference section. When using EndNote, it will automatically present the references in the proper APA 6 format.

References