

Capstone Resource Booklet

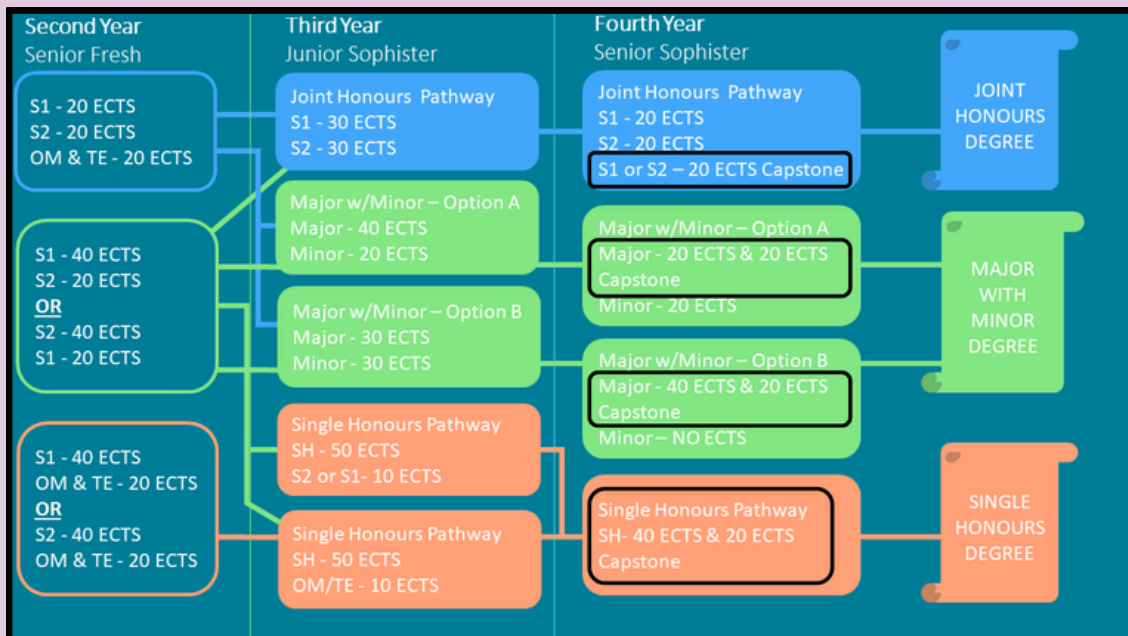


Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Trinity
disAbility Hub

What is a capstone project?

Although it is differently defined throughout degrees, a capstone is an independent piece of research often completed in final year worth 20 ECTS.



Above is the ECTS allocation for your capstone.

Capstone Example: Economics

Duration

Carried out through first and second semester of final year

Modules required

ECU33091 - Econometrics A and ECU33092 - Econometrics B

Assessment breakdown

Research proposal - 30% (Due at the end of Sem. 1)
Dissertation - 70% (Due during Sem. 2)

Example research question

"The Gig Economy and the Future of Work: Economic Security in the Digital Age"



Capstone/Dissertation Format

Front cover:

- Title
- Name

Title page:

- title of project,
- your name,
- supervisor's name,
- name of university,
- year completed

Declaration

Contents page

Abstract

List of figures or diagrams

List of tables or illustrations

Acknowledgements

Sections and chapters

Appendices

References

Supports for writing your capstone

Student Learning Development (SLD) service in Trinity - www.tcd.ie/sld

- Academic writing appointments
- Write here write now - collective writing session
- Tips talks - writing workshops
- Writing skills workshop
- SLD blackboard module



The screenshot shows the Trinity College Dublin website. At the top left is the Trinity College Dublin logo and name, including the Irish name 'Coláiste na Tríonóide, Baile Átha Cliath' and 'The University of Dublin'. To the right are navigation links for 'Students', 'Courses', 'Research', and 'Faculties & Scho'. A search bar is located on the right side of the top navigation. Below the top navigation is a blue banner with the text 'Student Learning Development'. Underneath the banner is a secondary navigation menu with links for 'Menu', 'Home', 'Whats On', 'Services', 'Academic Writing Centre', 'Learning Resources', and 'Privac'. The main content area has a breadcrumb trail 'SERVICES / ACADEMIC WRITING CENTRE' and a heading 'Academic Writing Centre'. Below the heading is a paragraph of text: 'A variety of writing services are on offer to undergraduate & postgraduate students, helping to develop your academic writing skills. Services are run by core SLD staff and also by PhD candidates from Trinity College, trained by SLD in general academic writing strategies. Click on the links below to see how the Writing Centre can support you.'

Supports for writing your capstone

www.tcd.ie/disabilityservices

- **[Dissertation planning](#)**
- **[How to plan and write a dissertation](#)**
- **[Aids for spelling and grammar](#)**
- **[Tips for researching](#)**
- **[How to proof read your essay](#)**

Trinity disAbility Service

☰ Menu Home Student Supports Application for Reasonable Accommodations Events

[SUPPORTS & RESOURCES](#) / [ACADEMIC SUPPORT](#) / [ESSAY AND WRITING SUPPORT](#) / [HOW TO PLAN AND WRITE AN ESSAY](#)

How to Plan and Write an Essay

Click on a leaflet to download or go to audio & video for an audio version.

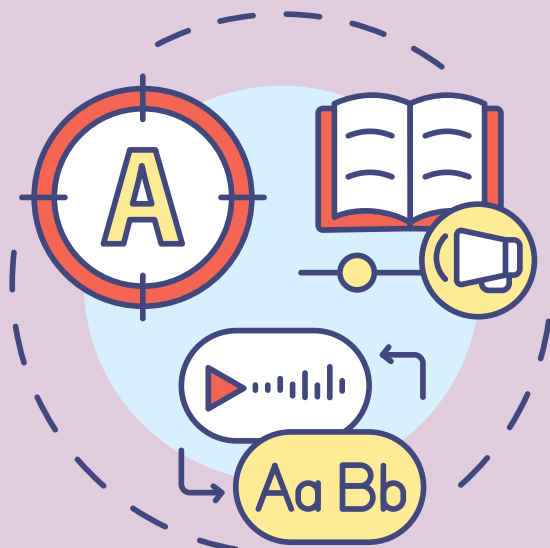
Click on the area appropriate for you.

Using assistive technology for writing

There are many tools for assisting your dissertation at the disAbility Service.

- Microsoft editor for spelling and grammar checks.
- Microsoft dictate for speech to text.
- Immersive reader for text to speech.

There are plenty more assistive tools on our website which you can access here - www.tcd.ie/disability/services/assistive-tech



Possible challenges and supports

1. Executive Function and Time Management Difficulties

Challenge: Organising tasks over two semesters, meeting milestones like proposals and drafts, and managing deadlines.

Example: A student with ADHD may struggle to initiate and maintain work on the project without structured check-ins, potentially missing the Semester 1 proposal deadline.

Support Needed: Structured timelines, progress monitoring meetings, and flexibility with deadlines where necessary.

2. Mental Health Challenges

Challenge: Sustained, self-directed work can be isolating and overwhelming, triggering anxiety or depressive episodes.

Example: A student with generalised anxiety may over-focus on perfection in the dissertation, delaying submission or burning out.

Support Needed: Access to counselling, academic mentoring, and realistic goal setting through occupational therapy support.

3. Specific Learning Differences (e.g., Dyslexia, Dysgraphia)

Challenge: Difficulties with large volumes of academic writing, spelling, grammar, and maintaining coherent structure.

Example: A student with dyslexia may require extra time to complete the dissertation due to reading and writing demands.

Support Needed: Use of assistive technology (e.g., speech-to-text, Grammarly, Microsoft Editor), extra time, and proof-reading support.

4. Physical and Sensory Disabilities

Challenge: Fatigue or pain may limit time spent on reading, writing, or accessing materials. Certain software or library layouts might be inaccessible.

Example: A student with a chronic pain condition may not be able to sit for long periods and might fall behind on typing up sections.

Support Needed: Ergonomic equipment, voice dictation tools, flexible deadlines, and access to digital copies of all materials.

5. Sensory Overload and Working Environment

Challenge: Finding a quiet, low-stimulation place to work can be difficult on campus.

Example: A student with sensory sensitivity may avoid libraries due to noise or lighting, limiting productivity.

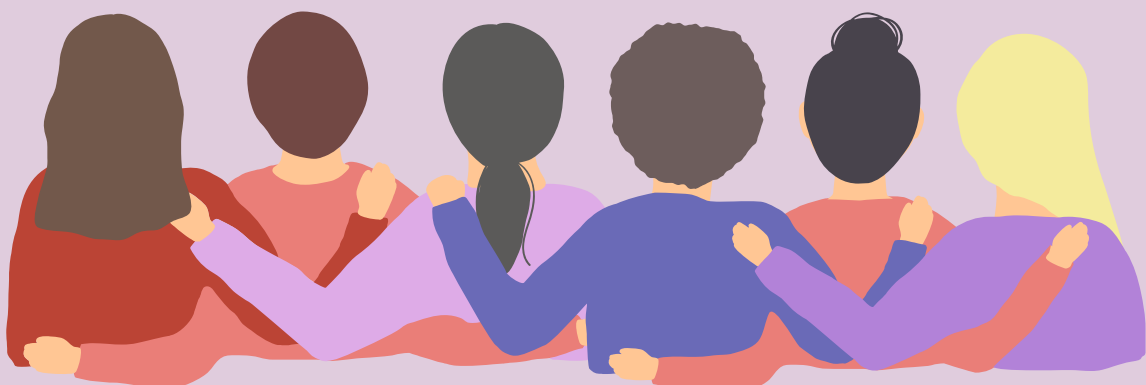
Support Needed: Access to respite rooms or low-stimulation spaces, noise-cancelling headphones, and the option to work remotely.

Accommodations for the capstone project

To find out more about accessing these accommodations please contact your Disability Officer in the disAbility Service

Example of accommodations for your capstone could be the following:

- Extended deadlines
- Alternative formats
- Assistive technology



Capstone Daily Planner

Reminders:

Capstone Tasks:

Estimated Schedule:

Questions for
the supervisor:

Weekly Goal:

Daily Goal:

Brain Dump:

Example Use

Capstone Daily Planner

Reminders:

- * CHANGE TITLE OF PARAGRAPH 2
- * LABEL GRAPHS!

Questions for the supervisor:

- DOES THE APPENDIX COUNT TOWARDS THE WORD COUNT?
- SHOULD I GO DOWN A NARROW PATH WITHIN THE GIG ECONOMY?

Weekly Goal:

FINISH
CHAPTER 2.
& REREAD

Daily Goal:

PARAGRAPH 5
+
DIAGRAM ON
ORG. CHANGE

Capstone Tasks:

- INTRODUCTION
- CHAPTER 1
- CHPT 2
- CHPT 3
- CHPT 4
- CHPT 5
- CONCLUSION
- REFERENCE
- APPENDIX
- GRAPHS
- FORMATTING
- PROOF READING

Estimated Schedule:

- 9 AM - READ OVER PARA WRITTEN SO FAR
- 9:30 AM - ROUGH PLAN OF PARA 5
- 11:00 AM - BREAK (NONE)
- 11:15 AM - RESEARCH FOR INFO IN RELATION TO CHPT 5
- 12:30 PM - ROUGH DRAFT ON PARA 5
- 1:30 PM - LUNCH
- 2:30 PM - PARA 5 WRITTEN FROM DRAFT
- 4:30 PM - GRAPH 4 MADE

Brain Dump:

- WHO IS RESPONSIBLE FOR CREATING A GIG ECONOMY?

↳ HAVE I MENTIONED THE DEMAND & SUPPLY YET??



CHECK SPELLING IN PARA 2



ASK SARAH ABOUT REFERENCING STYLE

Helpful Thinking Diary

My Worries

What am I worried about? List my worrisome thoughts	What am I predicting? How much do I believe it will happen (0-100%)?	What emotion(s) am I feeling? (Rate the intensity 0-100%)
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Helpful Thinking

What is the evidence <u>for</u> my prediction?	What is the evidence <u>against</u> my prediction?
What is the worst that could happen? And what could I do to cope?	What is the best that could happen?
What is the most likely thing that will happen?	
What are the consequences of worrying about this?	
What is a more helpful way to view the situation? What advice would I give to a friend feeling this way?	

Helpful Conclusion

A more balanced and helpful thought to replace my worry is:	
How much do I believe my prediction now (0-100%)	How intense are my emotions now (0-100%)

Example Use

What? Me Worry!?!

Helpful Thinking Diary

My Worries

<p>What am I worried about? NOT DOING WELL IN MY CAPSTONE</p> <p>List my worrisome thoughts I WON'T FINISH MY CAPSTONE IN TIME I'LL FORGET TO INCLUDE SOMETHING IN THE FINAL DRAFT</p>	<p>What am I predicting? I'M GOING TO DO TERRIBLE IN MY CAPSTONE</p> <p>How much do I believe it will happen (0-100%)? 70%</p>	<p>What emotion(s) am I feeling? (Rate the intensity 0-100%) ANXIETY = 70%</p>
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Helpful Thinking

<p>What is the evidence <u>for</u> my prediction? I'VE SLOWED DOWN IN MY PROGRESS IN MY CAPSTONE IN THE LAST COUPLE OF DAYS.</p>	<p>What is the evidence <u>against</u> my prediction? I'VE MADE GOOD PROGRESS BEFORE THIS LAST COUPLE OF DAYS. I GOT GOOD FEEDBACK FROM MY SUPERVISOR</p>
<p>What is the worst that could happen? And what could I do to cope? I FAIL MY CAPSTONE MODULE. TO COPE I CAN REACH OUT MY TUTOR OR DISABILITY OFFICER WHO CAN HELP ME.</p>	<p>What is the best that could happen? I DO WELL IN MY CAPSTONE</p>
<p>What is the most likely thing that will happen? I ATLEAST PASS MY CAPSTONE BUT MORE LIKELY I DO WELL.</p>	
<p>What are the consequences of worrying about this? I FOCUS TOO MUCH ON MY ANXIETY & THEN FIND MYSELF LESS PRODUCTIVE</p>	
<p>What is a more helpful way to view the situation? What advice would I give to a friend feeling this way? DON'T JUMP TO THE FUTURE & WORST CASE SCENARIO JUST CONTINUE WITH DAY TO DAY PROGRESS.</p>	

Helpful Conclusion

<p>A more balanced and helpful thought to replace my worry is: I KNOW I HAVEN'T MADE MUCH PROGRESS IN MY CAPSTONE THE PAST FEW DAYS BUT I SHOULD FOCUS ON MY NEXT STEPS RATHER THAN WHAT I COULD HAVE DONE</p>	
<p>How much do I believe my prediction now (0-100%) 20%</p>	<p>How intense are my emotions now (0-100%) 20%</p>

Student services to support you through your capstone

- Student Learning Development
- Trinity DisAbility Service
- Student counselling



How to get in touch with the Disability Service

Email askds@tcd.ie

**Weekly drop in 12-2pm , Monday to Friday
during term time**

Phone +353 1 896 3111