PACIFICA GRADUATE INSTITUTE

Counseling Psychology
Thesis Handbook
for
2005-2010 Matriculates

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Section I
Writing for Papers and Theses

Writing… is a way of looking into darkness and seeing what cannot be seen. It is a way of listening in the silence, for what cannot be heard, of experiencing both the emptiness and the fullness of all that cannot be held in one's hands.

Vaughn, 1989, p. 83

Introduction

Welcome! This handbook is designed to help you with the craft of writing—whether it is writing papers for your classes or writing your thesis. An important part of your education at Pacifica is developing your own voice as a writer, and our goal in this handbook is to help make this process flow more smoothly for you.

Section I covers guidelines for the format of student papers, common editorial errors made by students, grading guidelines for your papers, and writing as it relates to the creative imagination.

Section II provides an overview of the thesis process, from the thesis proposal, which is submitted as an assignment for the research course summer of 1st year, to the thesis outline and ethics application submitted in the research course summer of 2nd year, to the final assessment criteria for the thesis.

Section III covers more of the technical, hands-on information that will become important to you during the actual writing of your thesis—deadlines, copyright issues, informed consent guidelines, order of pages, and suggestions for publishing your thesis.

Two appendices are included at the back of the handbook: Appendix A, Form Templates; and Appendix B, Guide for Use of Multimedia Materials and Guide for Intellectual Property and Copyright.

If you have a question that is not answered in this handbook, on the thesis website at http://www.pacifica.edu/counseling-students-thesis-resources, the Desire2Learn website at elearning.my.pacifica.edu, or in the APA *Publication Manual*, please contact the Research Associate for your Track:

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Writing and the Creative Imagination

Writing is one way among many of finding meaning within and conferring meaning on experience. This fundamentally human activity is deeply imaginal and intuitive. In writing, we seek to uncover from what we have read and heard as well as from our lived and remembered experiences the deep truth of the human condition.

Writing need not be divided into the artificial categories of academic and creative. Both can be seen as two impulses of the same activity: a search to discover what is truly revelatory about the subject of your focus and expression. Imagining and perceiving are both essential activities in written expression and seek an integral relational language at home in a world of meaning. The act of writing allows you to go beyond what is given or simply perceived in detail; you hope to glimpse what is promised, what is anticipated in the givenness of experience, grasping its deeper psychological ground. It is important to remember that just as you are in a process of a deepening formation, what you intuit as you write is similarly provisional and tentative—true for the moment but always open to being reshaped as your larger understanding shifts and grows.

The tradition of depth psychology is less interested in the split between academic and creative expression and more attentive to comprehending a coniunctio between them: a marriage between the senses, ideas, insights, and images that, when summoned together, offer readers a place they have not traveled to before, and an insight for the writer that you can call your own. The act of writing is a way to free the imagination to explore, to see relationships, to intuit possibilities, and to glean new and provocative forms inherent in the commonplace. It is a uniquely creative act that attempts to bring the voices of authority into a common cause with your own unique voice in order to discern what has not been articulated in just such a way before.

Pacifica/APA Style Guidelines

We welcome you as a member of Pacifica Graduate Institute's Counseling Psychology community of faculty members, teaching assistants, thesis advisors, editors, and students. We hope the academic and creative environment proves to be rewarding for you. One of the rich elements of Pacifica culture is the high regard placed on students' participation in and contributions to the fields of marriage and family therapy, professional clinical counseling, and depth psychology through writing course papers and theses. The Counseling Psychology program utilizes Pacifica/APA style guidelines for all papers and theses. To facilitate your understanding and application of these guidelines, familiarize yourself with the guidelines before beginning to write.

Please utilize the Counseling Psychology Program's *Student Papers Handbook, Thesis Handbook,* and the 6th edition of the APA *Publication Manual* (2009), when writing all papers and your thesis. Where variations are noted between Pacifica/APA style guidelines and standard APA style guidelines, follow the indications in this handbook. Papers will be graded on both form and content.

Questions about form and style guidelines on student papers and theses can be addressed to your instructors, your teaching assistants, or to your Research Associate.

I. Layout and Format

A. Use 12-point Times New Roman font for all papers and theses. Do not use bold type except as indicated for Title Pages and on page 95 in Headings. Print on only one side of each page. Use only paper that is 8.5 by 11 inches. Course papers and thesis drafts submitted electronically must be .doc or .docx, photographs must be .jpeg or .pdf, and video must be mp4.

B. Every paper should have a Title Page* that contains the following (see page 99 for Title Page of a thesis):

Centered (maintaining 1.5 inch left margin) and positioned 4" from top of page, bold type.

**Title of the Paper
by
Student's Name
Student's Track**

Positioned 5" from left edge and 9" from top of page, bold type.

**Name of Class
Number of Class
Instructor's Name
Date**

*Please see the Templates section in D2L (Desire2Learn) for formatted templates of the Title Page, References Page, and additional sections of course papers and theses.

C. The first page of the body of a course paper and of the References*, and of each chapter and of the sections* noted on pp. 101-107 of the thesis has a 2-inch top margin. The Title Page and Copyright Pages (pp. 99-100) have 4-inch top margins. All other pages in the paper or thesis have a 1-inch top margin.

D. Right and bottom margins are always 1 inch; the left margin is always 1.5 inches, and all student papers and theses are left aligned.

E. Every page (except the Title page, the first page of a paper or chapter, and the first page of the sections specified on page 88) is numbered in the top, right-hand corner, 0.5 inches from the top edge and 1 inch from the right edge of the page. The Title Page is not counted or numbered. All papers and theses are printed on one side only.

F. In a paper for a course, the first page of the body of the paper is counted as page 1 but is not numbered. In a paper for a course, the first page of the References section is not

numbered and though subsequent pages of the References section do display numbers, the References section of a paper does not count toward fulfillment of the page requirements for an assignment.

G. For page numbering in a thesis, see Section III, Page Numbering (p. 94) in this handbook. In a thesis, excluding the front matter and references pages (and appendices in production theses), all count toward the minimum and maximum page numbers allowed.

H. Double space the entire paper or thesis, except for long quotations (see V, Quotations, B, pp. 9-10) and references (see VII, References Section, B, p. 14), footnotes, and captions below figures.

I. Paragraphs in a double-spaced paper or thesis are not separated by an extra space.

J. Avoid danglers or widows. These are the first line of a paragraph beginning at the bottom of a page or the last line of a paragraph appearing on the top of a page. You may include these sentence fragments at the bottom of the page, even if they extend slightly below the bottom 1-inch margin, OR to automatically correct or prevent widows and orphans from occurring in a Word document, select the whole document, and on the menu at the top of the screen, click on Format>Paragraph>Line & Page Breaks, and then check the box for "Widow/Orphan Control."

K. In your final check for formatting, make sure that no p. (for page number) appears at the end of a line separated from the numbers down on the next line. Use the space bar to move the p. down to appear before the numbers.

L. Do not begin a heading at the bottom of a page. Rather, allow the bottom margin to exceed 1 inch, and begin the heading on the following page. Headings in student papers are formatted the same way as in the thesis. (See Section III, Headings, p. 95.)

M. Pages should be stapled together in the top, left-hand margin. Do not put the paper in a folder. Mail the paper to the instructor at the address given in class, making sure it is postmarked no later than the due date.

II. Clarity and Flow

A. The title should offer a nutshell summary of your paper. A short, metaphoric title might be followed by a colon plus a more discursive version: for example, *Wisdom's Feast: Sophia in Study and Celebration.* Titles with words used in keyword searches will be found more readily by other researchers.

B. The first sentence in a paper should focus the reader's attention on your original contribution in a provocative, entertaining way.

C. The initial paragraph should present a map of your paper without giving away too much. The central focus, however, should be clear by the end of the paragraph, as well as the main source or sources you will be using. Ideally, your method of inquiry should be explained.

D. Make sure your paragraphs and sections are well developed. A sentence does not equal a paragraph; a paragraph does not equal a section. Paragraphs consisting of strings of quotations create an absence of the writer's voice and detract rather than add to the writer's point.

E. Each paragraph should end with a transitional sentence that moves the reader easily from one topic to the next.

F. Keep your quotations short, under 10 lines or so, and condense the rest where possible. Paraphrasing the filler lines will usually do the job as well, unless your point is a linguistic or rhetorical one.

G. Cite original sources if you possibly can rather than taking the citation from a reference work. It takes more time but is appreciated by scholarly readers.

H. Integrate ideas in the text where possible rather than footnoting.

III. Diction and Style

A. Vague locutions such as "and so forth," "and so on," or "etc." are not considered scholarly and should not be used in your paper. The use of "such as" and "for example" suffice to indicate more than what you are naming.

B. Avoid the use of contractions (use "do not" instead of "don't").

C. Whenever possible, please find ways to avoid the use of dual pronouns as they are cumbersome to the reader (i.e., "he/she," "herself/himself"). For alternatives to this usage, refer to the APA *Publication Manual* (Section 3.1, pp. 73-74) for unbiased language regarding gender. Additionally, avoid the use of slash marks, which do not always convey the relationship you intend to imply between the two terms in the way that a connecting word can. Avoid using "and/or"; either word alone will usually suffice.

D. When you are contrasting two themes, prefer "whereas" or "although" to "while." "While," used properly, is a temporal term.

E. Be discriminating when using the personal pronoun "I," especially in a thesis or research paper, and especially in the Literature Review section of your thesis. The strict view is that authors of an academic paper should remove themselves entirely from the text and express all information impersonally. In recent years, this attitude has softened; many authors now argue that an opinion held or an action taken by an author should be referred to directly: "I believe that . . . ," "I chose six participants from the available candidates." You should nevertheless avoid "I" when stating others' ideas and research and use it primarily to express personal experience or opinion. Maintain a clear separation between your own thoughts, responses, and actions and those of other authors to whom you refer (and possibly respond) in your work. If in doubt, try writing your passage without "I" and in the active voice. If you find yourself forced to use awkward, roundabout locutions, passive voice, and phrases like "the present author," then you may want to return to a phrasing with "I."

F. Avoid the use of the editorial "we," "our," and "us," unless you state clearly whom you mean (e.g., "As therapists, we must . . . "). The cautions made in III.E above also apply to these pronouns.

G. Numbers 10 and above are written in numbers, except when they begin a sentence. Numbers nine and below are spelled out. Periods of time (hours, minutes, day, month, year) are exceptions: They are formatted with numerals, except at the beginning of sentences. (Follow the rules in the APA *Publication Manual*, Sections 4.31-4.38, pp. 111-114, for all instances of the use of numbers.)

IV. Punctuation and Spacing

A. APA requires a comma before "and" in a series of three or more items.

B. Place periods and commas within closing single or double quotation marks. Place all other punctuation marks (e.g., colons, semicolons, question marks) inside quotation marks only when they are part of the quoted material.

C. Do not use single or double quotation marks to distance yourself from the text. Example: He is a "modern" thinker.

D. Space *once* (a) after commas, colons, and semicolons; (b) after periods and other punctuation marks at the end of sentences; (c) after periods that separate parts of a reference citation; (d) after the period when citing page numbers (e.g., "p. 13"); (e) after periods which follow the initials in personal names (e.g., "C. G. Jung").

E. To indicate a dash (used for a strong break in a sentence) you should use what is termed an "em dash" (—) with no spaces before or after, or type two hyphens without intervening spaces (--). Some word processors will automatically convert two hyphens to an em dash as you type.

F. Use the standard tab setting on your computer to indent at the beginning of paragraphs. This is meant to correspond to 0.5 inches.

G. Follow the APA *Publication Manual*'s rules for hyphenating words (Section 4.13, pp. 97-100) and formatting lists (seriation) (Section 3.04, pp. 63-65).

V. Quotations

A. Short quotations are those of 39 words or less. These are incorporated into the body of the text and enclosed in quotation marks. The author, date, and page number of the reference must be indicated. The date is usually placed within parentheses directly after an author's name because, together, these link the text citation to the source in the References section of the thesis. If this structure impedes the meaning of your sentence, the author and date can be placed with the page number at the end of the sentence. Examples:

> Von Franz (1972) said, "Puberty is an age when neurotic attitudes often break out" (p. 36).
>
> "Puberty is an age when neurotic attitudes often break out" (Franz, 1972, p. 36).
>
> Von Franz said, "Puberty is an age when neurotic attitudes often break out" (1972, p. 36).
>
> Note that the period follows the parenthesis in quotations shorter than 40 words.
>
> Since the 'von' in Marie-Louise von Franz' name is an honorific, she is most properly referenced under "F." However, in English, some Jungian authors reference her under "V." Pacifica accepts both options though it is necessary to ensure only one method is employed throughout a paper or thesis.

B. Long quotations are those of 40 words or more. These are single-spaced and indented 1/2 inch from the left margin and extend to the right margin. In this case, no quotation marks are used, and the period precedes the parenthesis. Example:

This pattern of adult behavior can be related to an earlier developmental era:

> The dark side, the evil side of nature, threatens to cut off this girl from all surrounding life at the fifteenth year, the age of puberty. Puberty is an age when neurotic attitudes often break out. It would mean that a certain part of femininity is allowed to develop as far as the infantile plane and not beyond. . . . Development to the age of fifteen is permitted, and then the lid is put on. (Franz, 1972, pp. 36-37)

C. Do not further indent the first line of a block quotation. Only subsequent paragraphs within the block quotation begin with a further indentation of ¼ inch. Example:

A similar question arises in archetypal psychology, and receives a partial answer from

Hillman (1983):

> Moreover, and more important than the act itself, who is doing the introspection? Is it not the same old "I"? How can we introspect this introspector? How can we relativize the observer and move deeper than the subject who is trying to know so as to discover a psychic objectivity that is not determined by the I?
>   For psychic objectivity, or what Jung calls the objective psyche, we require first of all psychic objects, power that relentlessly obstruct the ego's path as obstacles, obsessions, obtrusions. And this is precisely how Jung speaks of the complexes as Gods or daimons that cross our subjective will. (p. 59)

D. You may alter the initial capitalization of quoted material to blend with your text.

E. Use an ellipsis (three ellipses points with spaces surrounding each) to indicate material left out of the middle of a quotation. If the missing material is within a sentence use three points . . . but if the missing material is more than a sentence add a fourth point. . . . In this case, the first point indicates the period at the end of a sentence and the three points are the ellipse. Do not use ellipses at the beginning or end of quoted material.

F. Quoted material within quotations: Enclose direct quotations within a block quotation in double quotation marks. In a quotation in running text that is already enclosed in double quotation marks, use single quotation marks to enclose quoted material. (See APA *Publication Manual*, Section 4.08, p. 92.)

VI. Reference Citations in Text

A. You must cite author and date anew in each new paragraph. Within a paragraph, you need to cite page numbers but do not need to repeat the author or date after the initial citation unless another author's citation intervenes or unless confusion would result.

B. Page numbers are always required for direct quotes. Try to cite specific page numbers (e.g., pp. 28-29) rather than (pp. 28ff) when referring to a section of text.

C. Whether paraphrasing or quoting an author directly, you must credit the source. When using material from another source in which you are paraphrasing the author or using the author's ideas, but not quoting directly, you are not required to provide a page number but are encouraged to do so especially when it would help an interested reader locate the relevant passage in a long or complex text.

D. Use representative citations when referring to sources of a topic reflecting the work of individuals whose ideas, theories, or research directly influence your work. For example, when introducing the ideas or concepts in the Introduction (and at certain introductory points in your Literature Review), and also when summarizing in the Chapter IV Summary, cite the main contributors to the topic. Cite them in parenthetical form, in alphabetical order, with each source separated by a semi-colon. For example: (Bly, 1990; Johnson, 1989; Jung, 1928/1960; Sullivan, 1989). This is necessary to properly represent the primary sources in relation to main ideas and concepts, and in cases when referring to a body of research (e.g., scholarly research on a topic). It is important when using representative citations in different areas of the thesis (i.e., Chapter I's Overview, Chapter II's Introduction, Chapter IV's Summary, etc.) that the citations match throughout in the different places you use them. In other words, if a topic cited in the Overview is cited again in the Summary, the same representative citations should be used in both places.

E. Maintaining credibility with a reader is key to ensuring one's work is acknowledged and accepted in an academic forum. To that end, it is essential that students evaluate all reference material to determine its credibility. This is especially important when considering online material for incorporation into one's papers and portfolio. Wiki websites (those that can be edited by any user with or without moderation) such as Wikipedia are generally not considered credible because of the lack of review and controls. Personal websites, Web logs (blogs), open forum discussion boards, and self-published websites generally should not be used as references in scholarly writing. Online content that is peer-reviewed is preferred over content that is not. Academic journals and articles published on university websites are generally peer-reviewed and thus considered credible.

F. Plagiarism includes quotations and borrowed ideas. The key element is not to present the work of another as if it were one's own work. Changing a few words in a quote and calling it one's own work is plagiarism. Keep the author's voice and your voice separate.

G. Secondary sources should be cited as follows: (as cited in X, 19XX, pp. XX-XX).

H. The following APA rules apply for citing multiple authors and for the use of "et al."

In text citations:

For two authors, use both authors' names:

Casey and Smith (2008) . . . or (Casey & Smith, 2008)

For three to five authors, use all authors' names at the first mention, and in subsequent mentions, use "et al.":

In a sentence, Harding, Johnson, Rubio, Carlson, and Garcia (2009) *becomes* Harding et al. (2009).

In a citation, (Harding, Johnson, Rubio, Carlson, & Garcia, 2009) *becomes* (Harding et al., 2009).

For six or more authors, always use the first author's name and "et al."

Caldwell et al. (2005) . . . or (Caldwell et al., 2005)

In reference entries:

For up to seven authors, include all authors' names:

Author, A., Author, B., Author, C., Author, D., Author, E., Author, F. & Author, G. (2006).

For more than seven authors, list the first six, insert a 3-point ellipse, and add the last author named for the article:

Broidy, L., Nagin, D., Tremblay, R., Bates, J., Brame, B., Dodge, K., . . . Vitaro, F. (2003, March). Developmental trajectories of childhood disruptive behaviors and adolescent delinquency: A six-site, cross-national study. *Developmental Psychology*, *39*(2), 222-245. http://dx.doi.org/ 10.1037/0012-1649.39.2.222

I. If you define words in your text using a dictionary or encyclopedia as a source, the citation contains the actual word defined, not the name or editor of the dictionary, and the source is listed in References under the word that is defined.

Definition from a hardbound dictionary:

Citation:

Identity is defined as "sameness in all that constitutes the objective reality of a thing" ("Identity," 1995, p. 575, def. 1.b).

The citation includes the page number, and when the dictionary provides multiple numbered definitions for a word, as in this example, include the definition ("def.") number in the citation.

Reference entry:

Identity. (1995). In *Merriam Webster's collegiate dictionary* (10th ed., p. 575). Springfield, MA: Merriam Webster.

Definition from an online dictionary:

The following definition was found on *The Free Dictionary*, an online source:

Citation:

The term, *identity*, is defined both as "the collective aspect of the set of characteristics by which a thing is definitively recognizable or known" ("Identity," 2000, def. 1) and "the distinct personality of an individual regarded as a persisting entity; individuality" (def. 4).

Like most online dictionary sites, *The Free Dictionary* credits the original source of the definition, which you would use in the reference entry:

Reference entry:

> Identity. (2000). In *The American Heritage dictionary of the English language* (4th ed.). Retrieved from http://www. thefreedictionary.com/IDENTITY

Encyclopedia entries are cited the same way as dictionary entries.

Exception: If a dictionary or encyclopedia was created by an obvious author or editor (e.g., some dictionaries of etymology, mythology, or symbolism) include the name of the author or editor:

> Identity. (1989). In J. A. Simpson & S. C. Weiner (Eds.), *The Oxford English dictionary* (2nd ed., Vol. 7, p. 620). Oxford, England: Oxford University Press.

> Circle. (1994). In J. Chevalier & A. Gheerbrant, *The Penguin dictionary of symbols* (J. Buchanan-Brown, Trans.) (p. 195). London, England: Penguin. (Original work published 1982)

NOTE: Wikipedia and other Wikis, handy as they may be, are not accepted as a source in work written for Pacifica Graduate Institute. The entries are written and edited by contributors and not always reliable. Wikis are sometimes a good source of information, though, and often you can do a general Internet search on keywords or phrases in the text you find on these sites in order to find an original source that is reliable.

J. Always state the first name of a person at the first mention (except in parenthetical citations): for example, Carl G. Jung. Do not include the person's title (e.g., Dr.) in the name. Also, at the first mention of an author, identify him or her by profession or field of expertise.

K. In the text used to introduce a quotation or idea, use the past tense: for example, "Jung said, . . . ," not "Jung says, ..."

L. The first letter of each major word of *titles of books* in the text is capitalized, and the entire title is italicized. The first letter of each major word of *titles of articles* in the text is capitalized, and the entire title is put in quotation marks, but not italicized. Titles of plays, journals, magazines, films, poems, and videos are italicized in the text. In the text of a thesis or paper, capitalize all words of four letters or more in titles of works and in heading Levels 1 and 2. In a reference entry, capitalize only the first word of a title and the first letter of the first word after a colon or dash.

M. Capitalize the first letter of both words of a hyphenated compound in a title when mentioned in the text.

N. Epigraphs—quotations placed beneath a chapter title or section heading to suggest the theme of the following text or used as a frontispiece (see example on p. 2 in this handbook)—are indented .5 inches if prose, are single-spaced, and are followed by a citation placed one double-space below and aligned with right margin of quoted material. Poems can be centered on the page. Poems that are formatted as centered in the original source should remain centered. The source must be listed in the References. Example:

> If life is to be lived in a healthy, holy way, the archetypes that nourish the imagination must be pouring their energy into the ego.
>
> Woodman, 1982, p. 126

VII. References Section

A. Every paper should have a References section on the final page(s). All theses must have a minimum of 20 references.

B. References should be formatted as indicated in the APA *Publication Manual* (Chapter 7, pp. 193-224). Study this part of the manual carefully. Exception: Pacifica style guidelines require that each reference be single-spaced, with double spacing between references.

C. In a reference, abbreviate the name of the state, using U.S. Postal abbreviations. For locations outside the United States, spell out the country name. For the publisher's name, use the briefest form that is intelligible (e.g., Harper). It is not necessary to include superfluous terms such as "Publishers," "Co.," or "Inc." in the name of a publisher; however, use "Books" and "Press" when part of the publisher's name. If the publisher could be confused with another of a similar name, the full name is retained (e.g., Spring Publications).

D. Do not include any source in the References section that is not cited in the text. All cited works must be included in the References section at the end of the thesis.

E. All translated works except ancient texts require original date of publication as well as the date of the translated version. In the text, for example, you would write (Miller, 1979/1997), and in the References list:

> Miller, A. (1997). *The drama of the gifted child* (3rd ed.) (R. Ward, Trans.). New York, NY: Basic Books. (Original work published 1979)

F. If you are referencing and citing multiple works by a single author in the same year, use the form 1979a, 1979b, 1979c. You need not do this with translated works whose original year of publication distinguishes them from other translations published in the same year.

G. In titles of books and articles in the Reference section, capitalize only the first word, the first word after a colon or a dash, and proper nouns.

> Dunne, C. (2000). *Carl Jung: Wounded healer of the soul.* New York, NY: Parabola Books.

VIII. Examples of Common References

Below are examples of APA format for references for the various types of sources commonly used for papers and theses at Pacifica. Included are specific sections on referencing Jung's *Collected Works* (see VIII.C.1, pp. 15-17) and electronic sources (see VIII.H, pp. 20-22).

A. Unpublished Lecture

> Aizenstat, S. (2010, May). *Dream tending.* Unpublished lecture presented at Pacifica Graduate Institute, Carpinteria, CA.

> Citation: (Aizenstat, 2010, lecture). Include the word "lecture" in the first citation only.

For lectures presented in a particular course at Pacifica or another university, use the following format:

> Ferrari, D. (2011, Winter). Unpublished lecture presented in the course, Process of Psychotherapy III, Pacifica Graduate Institute, Carpinteria, CA.

B. Unpublished Master's Thesis

> DeSanna, R. A. (1990). *Amor and Psyche: A tale of feminine initiation and psychological transformation* (Unpublished master's thesis). Pacifica Graduate Institute, Carpinteria, CA.

> Citation: (DeSanna, 1990)

C. Books

In book titles, capitalize only (a) the first word; (b) proper nouns; and (c) words which follow a colon (:). Book titles are written in italics. After every city of publication, include the state, using U.S. Post Office abbreviations. Spell out the name of foreign countries.

The following examples are reference formats for some frequently cited types of books.

> American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.

> > Citation: (American Psychiatric Association, 2013, p. #)

> > Note: The first time this manual is mentioned in your text, write out the full name and include edition information in parentheses:

> > > According to the *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.) (*DSM-5*) (American Psychiatric Association [APA], 2013), . . .

> > In subsequent mentions, the acronyms can be used:

> > > The symptoms of Posttraumatic Stress Disorder, as listed in the *DSM-5* (APA, 2013) are . . . .

> Franz, M.-L. von. (1991). *Individuation in fairy tales* (Rev. ed.). Boston, MA: Shambhala.

> > Citation: (Franz, 1991, p. #)

> Freud, S. (1961). The ego and id. In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19, pp. 3-66). London, England: Hogarth Press. (Original work published 1923)

> > Citation: (Freud, 1923/1961, p. #)

> > (The same format is used for Jung's *Collected Works*. See VIII.C.1)

> Hillman, J. (1989). *A blue fire* (T. Moore, Ed.). New York, NY: Harper.

> > Citation: (Hillman, 1989, p. #)

For electronic version of print books or chapters from books (including Kindle):

Provide information on the version in brackets after the title. The electronic retrieval information takes the place of the publisher location and name:

> Goslee, S. (1998, July 7). Barriers to closing the gap. In C. Conte (Ed.), *Losing ground bit by bit: Law-income communities in the information age* (Chap. 2) [ERIC full text version]. Retrieved from http://www.benton.org /Library/Low-Income /two.html

Schiraldi, G. R. (2001). The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth [Adobe Digital Editions version]. http://dx.doi.org/10 .1036/0071393722

(See VIII.H, Electronic Media, p. 20 for further electronic source information, including explanations of the use of the URL and the DOI number.)

1. **Carl G. Jung's** *Collected Works*

When citing Jung's writing from his *Collected Works*, be sure to provide a reference entry for the specific essay and not for the volume (unless it is a single manuscript like *Mysterium Coniunctionis*). In the following example, the components you need to include are color-coded and explained.

Jung, C. G. (1968). Religious ideas in alchemy (R. F. C. Hull, Trans.).In H. Read et al. (Eds.), *The collected works of C. G. Jung* (Vol. 12, 2nd ed., pp. 225-423). Princeton, NJ: Princeton University Press. (Original work published 1948)

(1968): Most recent publishing (copyright) date of the volume.
Religious ideas in alchemy: Title of the essay.
Vol. 12: Volume number in which the essay appears. The name of the volume is not included.
2nd ed.: Designated edition. Include this if specified.
pp. 225-423: Inclusive page numbers of the essay. Usually, only the essay is cited, not subsections within an essay, but if you want to cite a subsection, in the reference entry, use the title and inclusive page numbers for it.
(Original work published 1948): Original publishing (copyright) date of the essay. No period is included inside or after the parenthesis. Use the most recent original publishing (copyright) date if there are two for an essay; it can be assumed that the translation was based on that version.

Citation: Place the original date first, then the date of the translated volume:

(Jung, 1948/1968, p. 29)

To include more information, Pacifica's manual suggests this format:

(Jung, 1948/1968, p. 29 [*CW* 12, para. 206])

The additional, bracketed portion is optional; however, if you use it, the preceding dates and page number are still mandatory. If you choose this format for the *Collected Works*, it must be used consistently throughout the thesis.

The following volume is a book included as one volume in the *Collected Works*, and therefore, the separate chapters need not be cited:

Jung, C. G. (1970). *Mysterium coniunctionis* (H. Read et al., Eds.), *The collected works of C. G. Jung* (R. F. C. Hull, Trans.) (Vol. 14). Princeton, NJ: Princeton University Press. (Original work published 1956)

NOTE: All of the *Collected Works* are listed in the back of each volume, showing the dates of the volumes (in footnotes) and the original publishing date of each essay in parentheses after the essay title. Inclusive page numbers are not included there; they must be obtained from the actual volume. A listing of abstracts of essays from the *CW*, with the page numbers provided for certain editions, can be found on this Web site: http://iaap.org/academic-resources/cg-jungs-collected-works-abstracts/

Additional Jung References:

Jung, C. G. (1950). *Modern man in search of a soul* (W. S. Dell & C. F. Baynes, Trans.). New York, NY: Harcourt. (Original work published 1933)

Jung, C. G. (1958). Psyche and symbol (V. S. d. Laszlo, Ed.). Garden City, NY: Doubleday.

Jung, C. G. (1964). Approaching the unconscious. In C. G. Jung & M-L. von Franz (Eds.), *Man and his symbols* (pp. 18-103). London, England: Aldus Books.

Jung, C. G. (1969). The transcendent function. (R. F. C. Hull, Trans.). In H. Read et al. (Eds.), *The collected works of C. G. Jung* (Vol. 8, 2nd ed., pp. 67-91). Princeton, NJ: Princeton University Press. (Original work published 1957)

Jung, C. G. (1971). *The portable Jung* (J. Campbell, Ed.). New York, NY: Penguin.

Jung, C. G. (1973). *C. G. Jung letters: Vol. 1: 1906-1950* (G. Adler & A. Jaffé, Eds.) (R. F. C. Hull, Trans.). Princeton, NJ: Princeton University Press.

Jung, C. G. (1983). *The essential Jung: Selected writings* (A. Storr, Ed.). Princeton, NJ: Princeton University Press.

Jung, C. G. (1983). *The Zofingia lectures* (W. McGuire, Ed.) (J. V. Heurck, Trans.) (Vol. A). Princeton, NJ: Princeton University Press.

Jung, C. G. (1988). *Nietzsche's Zarathustra: Notes of the seminar given in 1934-1939* (S. L. Jarrett, Ed.) (Vols. 1-2). Princeton, NJ: Princeton University Press.

Jung, C. G. (1996). *The psychology of Kundalini yoga: Notes of the seminar given in 1932 by C. G. Jung* (S. Shamdasani, Ed.). Princeton, NJ: Princeton University Press.

Jung, C. G. (1997). Foreword (C. F. Baynes, Trans.). In *The I ching or book of changes: The Richard Wilhelm translation* (3rd ed., pp. xxi-xl). Princeton, NJ: Princeton University Press. (Original work published 1950)

Jung, C. G. (1998). *Jung's seminar on Nietzsche's Zarathustra* (J. L. Jarrett, Ed.) (Abridged ed.). Princeton, NJ: Princeton University Press.

Jung, C. G. (2009). *The red book* (S. Shamdasani, Ed. & Trans.). New York, NY: Norton.

Jung, C. G., & Kerenyi, K. (1963). *Essays on a science of mythology: The myth of the divine child and the mysteries of Eleusis* (R. F. C. Hull, Trans.) (Rev.

ed.). Princeton, NJ: Princeton University Press. (Original work published 1949)

2. Essays From Anthologies

Be alert to edited books that are collections or anthologies of various authors' works. When you quote from one of these authors' works, the article, essay, or chapter must be entered in the References section under the name of the particular essay's author. If you are quoting from the editor's preface or introduction, the entry is formatted in the same way as a selection within the book.

> Solomon, H. (1997). The developmental school. In P. Young-Eisendrath & T. Dawson (Eds.), *The Cambridge companion to Jung* (pp. 119-140). Cambridge, England: Cambridge University Press.

> Solomon, H.: Author of the essay
> (1997): Most recent copyright date of the anthology or collection of essays.
> The developmental school: Title of essay.
> pp. 119-140: The inclusive page numbers of the essay.

Citation: The citation in the text states the name of the author of the essay and the copyright year of the anthology: (Solomon, 1997, p. 120)

Cite the edited anthology or collection of works only when your text refers to the book as a whole:

> Young-Eisendrath, P., & Dawson, T. (Eds.). (1997). *The Cambridge companion to Jung*. Cambridge, England: Cambridge University Press.

Citation: (Young-Eisendrath, & Dawson, 1997)

3. Translated Works

Citations and reference entries for any translation of an author's work must include the publishing date of the work in the original language as well as the copyright date of the translated edition you use. Any book with a translator listed may have been published previously in another language. This information is usually listed on the copyright page of the book or is discussed in the introduction.

> Neumann, E. (1954). *The origins and history of consciousness* (R. F. C. Hull, Trans.). Princeton, NJ: Princeton University Press. (Original work published 1949)

Citation: (Neumann, 1949/1954, p. 58)

NOTE: The "Original work published" statement and the double date are used only for translated works, not to indicate an original edition in the same language. In Reference entries and citations, use the latest *copyright* date that appears on the copyright page of the book. Don't confuse it with the *printing* date.

D. Articles in Journals, Magazines, and Newspapers

1. Journal and Magazine Articles

For a journal or magazine with no volume or series number:

Gardener, H. (1981, December). Do babies sing a universal song? *Psychology Today*, 70-76.

The title of the journal is italicized, but the title of the article is not. Inclusive page numbers are included after a comma at the end of the entry.

Citation: (Gardener, 1981, p. 73)

For a journal or magazine with a volume number:

Seligman, M. E. (1987). What is a dream? *Behavior Research and Therapy, 25*(1), 1-24.

The volume number is italicized. If the particular issue of the journal also has a issue number, as shown here, include the number, not italicized, in parentheses, directly after the italicized volume number.

For journals and magazines published in electronic form:

Tamas, S. (2008). Writing and righting trauma: Troubling the autoethnographic voice. *Forum: Qualitative Social Research, 10*(1). Retrieved from http://www.qualitative-research.net/index.php/fqs/article /viewArticle/1211/2641

If a DOI (digital object identifier) is assigned, use this format:

Foulkes, D. (2006). What is a dream? *Journal of Child Psychology and Psychiatry, 8*(2), 81-97. http://dx.doi.org/10.1111/j.1469-7610.1967.tb02184.x

See section VIII.H for further electronic source information, including explanations of the use of the URL and the DOI number.

Citations for online journal and magazine articles:

If page numbers are included in the online source, cite the same as for a print article:

(Foulkes, 2006, p. 16)

If the online source has visible paragraph numbers, use the paragraph number in place of a page number:

(Stoddard, 2002, para. 5)

If the online source has no page numbers and no paragraph numbers, count the number of paragraphs and use the paragraph number. If the article has internal headings, include the heading (or a shortened version for long headings), within quotes, to direct the reader to the location of the quoted material:

(Stein, Torgrud, & Walker, 2000, "Social phobia subtypes," para. 2).

2. Newspapers

The format is the same as for journals and magazines, except for the day added to the month and "p." or "pp." included before the page numbers. When the text of an article skips to another page, include that page number after a comma.

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

Citation: (Schwartz, 1993, p. A1)

For electronic versions of newspaper articles, apply the same format as for online journal and magazine articles (See D.1, pp. 18-19)

E. Personal Communication

This form is used for personal conversations, interviews, telephone conversations, and letters. The citation is listed in the text but is *not* listed in the References section.

(J. O. Reiss, personal communication, April 18, 2001)

F. Personal Journals and Dreams

Entries from journals and dreams are cited in the text but *not* listed in the References section.

(Author's personal journal, September 18, 2002)

(Client's dream, August 8, 1994)

G. Nonprint Media

Shocked, M. (1992). Over the waterfall. On *Arkansas traveler* [CD]. New York, NY: PolyGram Music.

Costa, P. T., Jr. (Speaker). (1988). *Personality, continuity, and changes of adult life* [Cassette Recording No. 207-433-88A-B]. Washington, DC: American Psychological Association.

Crystal, L. (Executive Producer). (1993, October 11). *The MacNeil/Lehrer news hour.* New York, NY: Public Broadcasting Service.

Maas, J. B. (Producer), & Gluck, D. H. (Director). (1979). *Deeper into hypnosis* [DVD]. Englewood Cliffs, NJ: Prentice-Hall.

See the APA *Publication Manual* (Section 7.07, pp. 209-210) for other forms of audiovisual media.

H. Electronic Media

Electronic publishing has greatly increased access to all types of sources online. The APA *Publication Manual* includes basic guidelines and rules for providing publication data for electronic sources (Sections 6.31 & 6.32, pp. 189-192) and examples of reference entries for electronic sources in the individual sections on different types of sources (books, articles, etc.) (Chapter 7, pp. 193-224).

Confirm that the website you are using as a source for citations is reliable. PGI considers Wikipedia and personal blogs unreliable. Check electronic references before submitting your paper or thesis to confirm the website used still exists and the publication is still posted.

For all electronic sources you have cited, you must provide the appropriate online publication data. In references for electronic sources, in general, include the same

elements, in the same order as you would for a nonelectronic source and add as much electronic retrieval information needed for others to locate the sources you cited.

Reference entries for online sources should include either the URL (uniform resource locator) or, if provided, the DOI (digital object identifier). Do not include retrieval dates unless source information may change over time. A period is not included after the URL or DOI to prevent the impression that the period is part of the URL.

Using a URL for retrieval information:

> The URL is the "web address" that your browser provides in a window at the top of the screen on the first page of the online document you are citing. You may copy the URL directly from the address window and paste it into your reference entry. Be sure to remove the hyperlink if the URL appears with it on your references page. If the URL extends to two lines, break the URL before punctuation so that the URL starts directly after the words "Retrieved from . . . ."

For an essay retrieved from EBSCO:

> Jung, C. G. (2014). On hysterical misreading (R. F. C. Hull, Trans.). In H. Read et al. (Eds.), *The collected works of C. G. Jung: Complete digital edition* (Vol. 1, pp. 89-92). Retrieved from http://www.ebscohost.com/ (Original work published 1904)

> Citation: (Jung, 1904/2014, pp. 89-92)

For the electronic version of a printed article:

> VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research, 5,* 117-118. Retrieved from http://jbr.org/articles .html

For the electronic version of an online reference from a source like ARAS or a device like Kindle that is not likely to be available in print or through multiple aggregators like EBSCO:

For a reference retrieved from ARAS:

> Penitence of David - Record 5Ck.009. (2014). In ARAS online [online archive]. Retrieved from http://www.aras.org

For a Kindle version of an essay (some do and some do not indicate page numbers):

> Jung, C. G. (2014). On hysterical misreading (R. F. C. Hull, Trans.). In H. Read et al. (Eds.), *The collected works of C. G. Jung: Complete digital edition* [Kindle version] (Vol. 1, page numbers if available). Retrieved from http://www.amazon.com/ (Original work published 1904)

> Citation: (Jung, 1904/2014, On hysterical misreading)

> If an article has been retrieved from an electronic database such as PubMed, PsycINFO, EBSCO, or OVID, do not include the name of the database in the retrieval information, but include only the URL or DOI number. (See sample with DOI below.)

Using a DOI for retrieval information:

> If an electronic journal article or other document has been assigned a DOI by the publisher, it typically appears on the first page of the article, near the copyright notice. For articles found on databases (e.g., PubMed, PsycINFO, EBSCO, or OVID), the DOI is usually found at the bottom of the opening page of the article or abstract. (When DOI numbers appear online, they are often hyperlinked to the document they represent.)

> The DOI number can be copied and pasted into your reference entry. When a DOI number is used, no further retrieval information is needed. The number is preceded by "http://dx.doi.org/" in lower case, followed by the number, with no spaces included before or in the number and no period at the end:

> > Foulkes, D. (2006). What is a dream? *Journal of Child Psychology and Psychiatry, 8*(2), 81-97. http://dx.doi.org/10.1111/j.1469-7610.1967.tb02184.x

> Readers wishing to find the article you have referenced can access it online using the DOI number by typing http://dx.doi.org/ into their browser window followed by the DOI number beginning with 10, or they can access the DOI registration agency CrossRef.org and copy the DOI number into the search window this website provides.

For other specific types of electronic sources, please refer to the APA *Publication Manual* for formatting references.

IX. Miscellaneous

A. Check on the different levels of headings used in Pacifica/APA style guidelines. (For required heading level format, see Section III, Headings, p. 95, in this handbook.) Use headings to divide chapters and subsections.

B. Use Latin abbreviations ("i.e.," "e.g.," and "etc.") only in parenthetical phrases. In your text use the unabbreviated English phrases ("that is," "for example," "and others").

C. Use *italics* when giving emphasis to a word only if emphasis might otherwise be lost or when introducing key terms. Use this technique sparingly. If emphasizing within a quotation, italicize the word or words, and immediately after them, add this phrase in brackets: [emphasis added].

D. Rather than using BC and AD in dates, use the more academically accepted BCE (Before the Common Era) and CE (Common Era).

E. If you use footnotes, follow the guidelines for theses and dissertations in the APA *Publication Manual* (Section 2.12, pp. 37-38).

F. When referencing the *Thesis Handbook* employ the form below:

Pacifica Graduate Institute. (2014). *Counseling psychology thesis handbook for 2013 and 2014 matriculates*. Carpinteria, CA: Author.

Grading Guidelines for Student Papers

More than one path can be taken to achieve excellence or very good, competent work* on student papers. Some courses, for example, have as their focus a large overview of a particular idea or concept that asks the student to know material accurately without necessarily interpreting it. Other courses may focus on moving the students to their own deep insights based on the material presented. Such insights may be revealed in writing, an art project, or a combination of both. The following grading guidelines encompass the standards for a variety of papers and projects assigned in classes at Pacifica.

A Range: Reflects thinking and writing which is truly exceptional. The A range demonstrates a paper of unusual originality, organization, or style as well as conceptual complexity and critical thinking skills or reveals extensive imaginative use of course materials. In addition, the essay is free of basic errors and adheres in all cases to the elements of appropriate Pacifica/APA formatting. The student has taken up an angle of vision towards the material such that some new understanding emerges from his or her engagement with it. If the paper or project is to be primarily expository, then both the scope and the quantity of the material discussed is outstanding, going well beyond the basic requirements of the assignment.

B Range: Demonstrates a solid grasp of course materials, a clear, well-organized presentation, and a thesis that is consistently developed throughout the paper. The work represents a thorough synthesis and commentary on the material that, although not necessarily moving the ideas into any new and original terrain, nonetheless reveals a sure and deep understanding of it and a competent expression of that comprehension. If the paper or project's intention is to move towards personal insight based on the course material, then this category reveals some original discovery. The writing adheres to all the basic propositions of standard English and follows Pacifica/APA formatting accurately. It is a very good and competent paper but not extraordinary or outstanding.

C Range: Reflects work that shows a familiarity with the course material but is per-haps too personal or too subjective, lacks a clear thesis and focus, does not engage in any sustained way the idea or image, or has repeated errors in writing, formatting, and facts. Where subjective writing is called for, the paper lacks an adequate grasp of the necessary underlying theory developed in the course and is therefore overly subjective. It contains many assertions that have no support or authoritative voice to help support what is said and assumes that the reader will simply accept what is declared at face value. Absent in C work is any original thought, complexity, subtlety, or reflective sense of the ideas or insights from the course.

D Range: Reflects generally scattered and unfocused writing that includes course material only minimally, is almost entirely personal, has no discernible thesis, tends to drift from one idea to another, and is flawed in grammar,

syntax, format, and style. It is absent of any elegance in thought or expression. The format is arbitrary and inconsistent with the accepted rules governing documentation and style of presentation.

F: Reflects the defects found in a D paper but in addition is obviously the product of carelessness, speed, and a lack of any deep reflection, evidenced most prominently by lack of proofreading, extreme brevity, note-like form, or failure to develop a thought with any finesse, subtlety, or overall coherence. This grade would also be given for those papers handed in beyond the due dates for credit.

Writing Tutor Service
Available for All Students

*Writing tutor service is available for students working on course papers. This service differs from working with an editor in that it is intended for students who need assistance with basic writing skills and as it is provided at no cost by Pacifica. Obtaining this service needs to be independently arranged with the writing tutor. For more information please contact the Vicki Stevenson at vickieditor@gmail.com. Vicki is well versed in Pacifica/APA style guidelines and will assist you to develop your own skills, rather than serve as an editor. She will be available on a first-come, first-serve basis.

Editors:

See page 31 for an approved list of editors to contact for copyediting and formatting of student papers and the thesis. It is required that all drafts of the thesis be edited by an editor from this list. Please inquire from each about rates and terms, as editors are independent contractors and not Pacifica Graduate Institute employees.

Pacifica/APA Style Guidelines Checklist

The following checklist highlights common problems in Pacifica/APA formatting which require correction. The list is not exhaustive and should be used in conjunction with the current Counseling Psychology Program's *Student Papers Handbook, Thesis Handbook,* and the *Publication Manual of the American Psychological Association* (6th edition, 2009), referred to herein as the APA *Publication Manual*.

Layout and Format

1. Use 12-point Times New Roman font for all papers and theses. Do not use bold type except as indicated for Title Pages and on page 95 in Headings. Print on only one side of each page. _____

2. The first page of the body of a course paper and of the References has a 2-inch top margin. All other pages in the paper have a 1-inch top margin. _____

3. In a thesis, the 2-inch top margin applies to the Abstract, Table of Contents, List of Illustrations or Figures, List of Tables, and the first page of each chapter, each Appendix, the References, and the Autobiographical Sketch. _____

4. The left margin should be 1.5 inches, and all papers and theses are left aligned. Right and bottom margins are always 1 inch. _____

5. In a paper, every page (except the title page and the first page of the References section) is numbered in the top, right-hand corner, 0.5 inches from the top edge and 1 inch from the right edge of the page. The title page of a paper is not counted or numbered. _____

6. In a paper for a course, the first page of the body of the paper is counted as page 1 but is not numbered. In a paper for a course, the first page of the References section is not numbered and though subsequent pages of the References section do display numbers, the References section of a paper does not count toward fulfillment of the page requirements for an assignment. _____

7. In a thesis, excluding the front matter and references pages (and appendices in production theses), all pages beginning with the first page of the manuscript count toward the minimum and maximum page numbers allowed. For page numbering in theses, follow the guidelines in the *Thesis Handbook* (Section III, Page Numbering, p. 94). _____

8. Double-space the entire paper *except for* long quotations (see Pacifica/APA Style Guidelines V.B, Quotations, pp. 9-10), between references (see VII.B References Section, p. 14), footnotes, and captions below pictures. _____

9. Paragraphs in a double-spaced paper are not separated by an extra space. _____

10. Check for and repair widows and orphans, any p. (for page number) separated from its numbers on the next line, and headings appearing at the bottom of a page (see Pacifica/APA Style Guidelines I, Layout and Format, J, K, & L, p. 7). _____

Diction and Style

1. Avoid the use of contractions. Use "do not" instead of "don't."   _____

2. Whenever possible, find ways to avoid the use of dual pronouns as they are cumbersome to the reader (e.g., "he/she" or "herself/himself"). Please refer to "Reducing Bias by Topic" in Section 3 in the APA *Publication Manual* (pp. 73-77).   _____

3. When you are contrasting two themes, prefer "whereas" or "although" to "while." "While," used properly, is a temporal term.   _____

4. Be discriminating when using the personal pronoun "I," especially in a thesis and particularly in the literature review of a thesis. Avoid using "I" when stating others' ideas and research.   _____

5. Numbers 10 and above are written in numbers, except when they begin a sentence. Numbers nine and below are spelled out. Periods of time (hours, minutes, day, month, year) are exceptions and are formatted with numerals, except at the beginning of sentences. For all instances of the use of numbers, follow guidelines in APA *Publication Manual* (Sections 4.31-4.38, pp. 111-114).   _____

Punctuation and Spacing

1. A comma is required before "and" in a series of three or more items.   _____

2. Place periods and commas within closing single and double quotation marks. Place all other punctuation marks (e.g., colons, semicolons, question marks) inside quotation marks only when they are part of the quoted material.   _____

3. Do not use single or double quotation marks to distance yourself from the text. Example: He is a "modern" thinker.   _____

4. Space *once* (a) after commas, colons, and semicolons; (b) after periods and other punctuation marks at the end of sentences; (c) after periods that separate parts of a reference citation; (d) after the period when citing page numbers (e.g., "p. 13"); (e) after periods which follow the initials in personal names (e.g., "C. G. Jung").   _____

5. To indicate a dash (used for a strong break in a sentence) use what is termed an "em dash" (—) with no spaces before or after, or type two hyphens without intervening spaces (--).   _____

6. Use the standard tab setting on your computer to indent at the beginning of paragraphs. This is meant to correspond to 0.5 inches.   _____

7. Follow the APA *Publication Manual*'s for rules for hyphenating words (Section 4.13, pp. 97-100) and formatting lists (seriation) (Section 3.04, pp. 63-65)   _____

Quotations

1. Short quotations are those of 39 words or less. These are incorporated into the body of the text and enclosed in quotation marks. They are followed by parentheses which contain the author, date, and page number of the reference. Note that the period *follows* the closing parenthesis. _____

2. Long quotations are those of 40 words or more. These are single-spaced and indented ½ inch from the left margin and extend to the right margin. In this case, no quotation marks are used, and the period *precedes* the closing parenthesis. _____

3. Do not further indent the first line of a block quotation. Only subsequent paragraphs within a block quotation begin with a further indentation of 1/4 inch. _____

4. You may alter the initial capitalization of quoted material to blend with your text. _____

5. Use an ellipsis (three ellipses points with spaces between) to indicate material left out of the middle of a quotation. If the missing material is within a sentence use three points . . . but if the missing material is more than a sentence add a fourth point. . . . In this case, the first point indicates the period at the end of the first sentence quoted. Do not use ellipses at the beginning or end of quoted material. _____

6. Cite epigraphs (quotations set beneath title chapters or headings or as a frontispiece) in the correct format (see example in Pacifica/APA Style Guidelines VI.N, Reference Citations in Text, p. 13), and include the source in the References. _____

Reference Citations in Text

1. You must cite author and date anew in each paragraph. Within a paragraph, you do not need to repeat the author or date after the initial citation, unless another author's citation intervenes or unless confusion would result. _____

2. Try to cite specific page numbers (e.g., pp. 28-29) rather than (pp. 28ff) when referring to a section of text. _____

3. Secondary sources should be cited as follows: (as cited in X, 19XX, pp. xx-xx) for citations less than 39 words and (As cited in X, 19XX, pp. xx-xx) for citations which are 40 words or more and indented. _____

4. If a work has more than one author, use the ampersand "&" when citing in parentheses and when referencing at the end: for example, (Hillman & Ventura, 1992). Use "and" in the body of the text: for example, Hillman and Ventura (1992). (For citations of sources with multiple authors, see Pacifica/APA Style Guidelines VI.H, Reference Citations in Text, pp. 11.) _____

5. Always state the first name of a person at the first mention in your text, except in parenthetical citations: for example, Carl G. Jung. Do not include the person's title (e.g., "Dr.") in the name. _____

6. At the first mention of an author, identify him or her by profession or field of expertise. _____

7. In the text you use to introduce a quotation or idea, use the past tense: for example, "Jung said, . . ." not "Jung says, . . . " _____

8. Titles of books in the text are capitalized and italicized. Titles of articles in the text are capitalized, not italicized, and are put in quotation marks. Titles of plays, journals, magazines, films, poems, and videos are italicized in the text. (See Pacifica/APA Style Guidelines VI.L, Reference Citations in Text, p. 13.) _____

9. Capitalize major words in titles of books and articles in the text of a paper or thesis. When a capitalized word is a hyphenated compound, capitalize both words. Also, capitalize the first word after a colon or a dash in the title. _____

10. In the text of a thesis or paper, capitalize all words of four letters or more in titles of works and in heading Levels 1 and 2. _____

11. If you are citing from an essay in an edited collection of essays or an anthology, cite the author of the essay, not the editor. _____

References Section

1. Every paper and thesis should have a References section on the final page(s). _____

2. Each reference is to be single-spaced with double spacing between references. _____

3. Do not include references that are not cited in the text. All works you do cite must be included in the References section at the end of the paper or thesis. _____

Writing Tips

by Dennis Patrick Slattery, Ph.D.

In writing, as with any craft, it never hurts to return periodically to the basics of grammar, punctuation and rhetoric. Here are some frequent mistakes, along with a few suggestions:

1. Paper titles. Use the same font as the text. Do not use bold or underline the title. Avoid dullness. *Reflection on the Odyssey* stirs no blood. Have some creative fun with your title.

2. Note that the title of the poem above is in italics. Titles of essays, chapters in a book, short stories, are in quotations marks.

3. Sentence structure: avoid beginning sentences with "this is . . ." or "it is . . . ." In almost every case, the referent of "it" or "this" is unclear. Avoid verbiage such as "It is of note that . . . ." Wordy, fluffy, and dull writing will not persuade the reader. For the record, *this*, *that*, *these*, and *those* are demonstrative pronouns and should be used with a word they modify: "This belief of Jung's is seriously questioned today."

4. Read your paper no sooner than 48 hours after you have written it. Read it aloud. Notice the pattern of your sentence structure. Work consciously to vary your sentences.

5. Avoid using phrases such as: "In this paper I will attempt to . . . " and "Then I will point out the various connections . . . ." Just do it.

6. Avoid phrases like "It is interesting that . . . ." Rather, write what you see such that the reader says, "Hey, this idea is interesting."

7. Proofread. Every time the reader has to struggle over missing words or misspellings, the effectiveness of your writing diminishes. One cannot separate the idea from its mode of transportation.

8. Can you point to and identify a thesis sentence in the first or second paragraph? If not, then the trajectory of your essay may be faulty.

9. Pay attention to the length of writing called for. If 2-3 pages, do not hand in 5 pages. In addition, no fair using a microscopic font such that 500 words appear on a page. Estimate 250 words per page. That's fair.

10. Transitions: Paragraphs must relate to one another. You can accomplish this connection often by using no more than a transitional sentence that furthers or contrasts what has come before it. Do not ask the reader to make the connection for you.

11. When you make an assertion, don't walk away from it. Support it, either by another source, by your own amplification, or by a further illustration. Justify the assertion in some fashion.

12. Remember at all times that you have an audience trying to grasp what you see and wish to convey; therefore, do not make the writing cryptic or an expression of a self-indulgent whimsy. Be conscious of the reader.

13. Write in active voice, using simple, present-tense verbs whenever possible: "Odysseus washes up on the beach of Phaecia . . . ." Let the historical present be your guide. In the historical present, the action is taking place right now, as you write about it. Avoid passive voice.

14. Avoid jargon such as the term *around*, as in "the issues around . . ."; a better choice is *concerning* or *involving*. Avoid the phrase "show up" when you mean to be present and accountable. The word *impact* is better used as a noun ("The trauma had an impact on his ability to bond.") than as a verb ("The trauma impacted his ability to bond," or "He was impacted by the trauma.")

15. Keep your psycho-sensor on high so that you do not engage in too much psycho-babble analysis of characters, action, or thematic emphases.

16. Pay attention to paragraph coherence, cohesiveness, and development. Paragraphs generally should not run for a page or two with no break. Give the reader a break.

17. When citing: If there is a question mark in the quote, place it at the end of the quote, followed by quotation marks. If it is your question, then place the question mark after the citation reference.

18. As much as possible, avoid using the dictionary for a source. If you do use a dictionary definition, then you must cite the word and put the reference in the References section.

19. Generally, in your writing, risk something of yourself. Push into these works and trust your own thought to reveal to you a new slant or idea on the material. Then craft that idea into prose that makes the reader say: "Yes, this idea is plausible."

20. A working relationship with an editor is essential for your work to reach its potential.

21. Don't get frustrated with yourself. Writing well is a life-long journey.

Editors

Below is a list of approved editors to contact for assistance copyediting and formatting student papers and theses. It is required that all drafts of the thesis be edited by an editor from this list. Editors are independent contractors, not Pacifica Graduate Institute employees. Please contact editors directly regarding rates and terms for their services. Pacifica Graduate Institute and the Counseling Psychology Program cannot mediate contractual disagreements between independent contractors and students.

Rachel Altman, Tel: (805) 450-1031; email: raltmansb@gmail.com

Marsha Kobre Anderson; Tel: (702) 569-0766; email: docudoc18@aol.com

Rekha Chakraburtty; Tel: (760) 753-7830; email: rekhachakra@gmail.com

Jan Freya; Tel: (831) 427-2502; email: janfreya@sbcglobal.net

Liza Gerberding; email: lizagerb@mac.com

Dan Gordon; email: danielkgordon@yahoo.com

Linda Gray; Tel & Fax: (505) 982-6498; email: lgraypoet@q.com

Valerie Harms; Tel: (406) 587-3356; email: valerie@valerieharms.com

Arie Kupferwasser; Tel: (917) 941-2406; email: arie8k111@gmail.com

Nancy Meyer; Tel: (626) 863-5175; email: onetha1@yahoo.com

Anna Lee-Popham; Tel: (404) 916-3547; email: info@annaediting.com

Rebecca Livingston Pottenger; Tel: (916) 751-9000; email: writingpottenger@gmail.com

Elaine Rosenberg; Tel: (805) 699-5615; email: elainerosenberg@gmail.com

Lana Todorovic-Arndt; email: arndtlana@yahoo.com

Hilary Watts; Tel: (206) 790-2739; email: hilarywatts@mac.com

Stephanie Westphal; Tel: (805) 794-0157; email: stephanie.westphal@gmail.com

Writing Tutor Service

Please see Writing Tutor Service section on D2L and in the Student Papers Handbook and Thesis Handbook for information regarding free writing tutor services provided by Pacifica Graduate Institute for those students who need assistance with basic writing skills.

**Section II
The Thesis Process**

The Research and Writing of the Thesis

Guiding Vision of the Institute

Inspired by the pioneering work of C. G. Jung, the guiding vision of Pacifica Graduate Institute is built on the conviction that the science of psychology is enhanced immeasurably by the study of literature, religion, art, and mythology. Towards this end, the Institute's Counseling Psychology curriculum includes within its domain three complimentary areas of study: Marriage and Family Therapy and Professional Clinical Counseling; Theory and Praxis; and Humanities and Depth Traditions. These areas converge to ground the psychotherapist's work in the practical healing concerns of therapeutic practice and, concurrently, in the archetypal motifs permeating life and culture.

Objectives of the Thesis

The Counseling Psychology thesis is the culminating expression of the student's graduate course of study. The thesis provides a forum for contributing back into the community the knowledge that students have gained during their 2-year educational experience. As such, the topic and method of the thesis should reflect the overall aims of the Institute. Additionally, the thesis serves as an opportunity for the student to incorporate the theories and practices gleaned from the course work, clinical training, and traineeship experience. Lastly, this work is to be fully edited and 40 to 120 pages in length, follow Pacifica/APA style guidelines, and include a minimum of 20 references.

To research information about past Counseling Psychology theses, visit the Theses Database online. The database can be accessed in the following ways. A link to the database is located in the Desire2Learn (D2L) website at elearning.my.pacifica.edu by selecting Counseling Psychology Theses Database. The second access point is located in the thesis website at http://www.pacifica.edu/counseling-students-thesis-resources. Open the Counseling Psychology Theses Database link. The third method to access the Theses Database is by entering the following URL web address into a browser: http://www.pacifica.edu/lib/theses.html. The Counseling Psychology Theses Database can be searched by author, title, year, advisor, methodology, or theme. Researching past theses relevant to current students' research questions will facilitate meeting the current objectives of the thesis and when writing research methodology statements and abstracts. It is a requirement that all theses include a research methodology statement in the Abstract and in Chapter I. Examples can be found in theses completed beginning with the 2007-2008 academic year.

Theses are available in the Pacifica Library and through ProQuest for academic and research purposes by researchers worldwide. To access theses in the Library visit the Desire2Learn website at elearning.my.pacifica.edu and click on *library catalog*. Then click on *expert* at the top of the page. Use the keyword drop down menu and click on *call number*. Type *thesis*. Start search by clicking on *expert*. To access ProQuest, visit http://www.proquest.com/products-pq/descriptions/pqdt.shtml/

Students also are encouraged to familiarize themselves with and utilize the Graduate Research Library's online databases at http://www.pacifica.edu/counseling-students-thesis-resources or the Desire2Learn website at elearning.my.pacifica.edu. Click on EBSCO Databases. Current students may obtain the password from the Reference Librarian.

The Criteria for the Thesis

Within the context of the Institute's guiding vision, students are encouraged to select a particular topic that they wish to explore in depth. Towards this end, the student is asked to

- pursue an area of individual interest relevant to the issues of marriage and family therapy, professional clinical counseling, and depth psychology (e.g., therapeutic issues, psychological motifs, clinical procedures);

- ground this particular area of interest in a conceptual framework (e.g., background information, findings, concluding evaluation);

- demonstrate competency in researching a specific area and in expressing ideas with clarity and precision; and

- submit a thesis that meets all criteria for the completion of the thesis and is worthy of submission to ProQuest for publication as determined by the Research Associate.

The Autobiographical Origins of Research and Privacy Concerns

Pacifica recognizes the reciprocal relation between researchers and their topics, a relation that precedes, perhaps by years, the actual formulation of the specific research problem and question. Given this co-constitutional nature of inquiry, Pacifica requires you to clarify and examine the nature and parameters of your topic as well as the autobiographical origins of your specific interests within it. Such a discussion can simultaneously engage readers and assure them that you are cognizant of your own emotional attachments to the topic. Although this section is often written in an autobiographical voice, it is important to remember that its purpose is to increase both self-understanding and collegial comprehension with reference to your research topic. You should do your best, therefore, to avoid merely providing personal confession (i.e., confession for its own sake) which loses sight of its purpose, namely to open up the possibilities for rigorous psychological inquiry.

Regarding privacy concerns, students should be judicious in what they choose to include. Students should receive written permission to include highly personal or sensitive materials or information about people or organizations that are not already in the public domain. If the thesis contains, for example, a picture or video that identifies someone by name or clearly shows where the person lives or works, the student should let the individual know how this will be used and obtain written approval before it is included in the thesis. Likewise, quotes gleaned from course discussion boards, comments by classmates in classroom discussions, and other material that was gained when there was an expectation of confidentiality should be used only with written permission. The information you reveal should also be balanced with how much you are willing to disclose. Remember that once your thesis is completed it will be published, including any personal or sensitive information about others or organizations, on ProQuest and will thus become part of the public domain.

The Thesis Process: From Start to Finish

Research in Psychology (CP 620)

Research in Psychology explores the varieties of research methods appropriate to an academic work like the master's thesis. At the end of this course, students submit a Thesis Proposal indicating the topics they plan to address in the thesis and a review of the literature relevant to those topics. The Thesis Proposal is not a Thesis Outline, which comes later in the process. For more information, see The Thesis Proposal (p. 63). Thesis advisors will be assigned.

Thesis Advisorship

During the second and third year of study at Pacifica Graduate Institute, students enroll in Directed Research I and Directed Research II. Enrollment in these classes entitles students to consultation time with a faculty thesis advisor consisting of thesis meetings with the thesis advisor throughout the second year of study and the advisor's review and approval of the thesis in the third year of study. Review and approval of thesis material during the third year of study includes consultation via telephone, e-mail, and mail. Students are entitled to the thesis advisor's timely response to the various drafts of the thesis, including consultation regarding written material prior to submission of the first, fully edited draft. It is not the job of the thesis advisor to teach students how to write or to serve as an editor for students. Students must seek assistance from an editor on the approved editors list which can be found on p. 31.

Directed Research I (CP 650)

Directed Research I involves the completion of the Thesis Outline, which builds on the Thesis Proposal to develop the organization of the thesis, and submission of the Ethics Application. At the end of the second summer's classes, students receive the grade of Pass or No Pass in Directed Research I. A Pass grade in this class is assigned to those students who have completed the Thesis Outline and Ethics Application. Students who have not completed these assignments receive a No Pass grade and have one quarter to complete this requirement. (For more information about the Thesis Outline, see The Thesis Outline, p. 77 and for more information regarding the Ethics Application see pp. 64-74, 110-118). Upon completion of these requirements, please submit a grade change form to your thesis advisor.

Directed Research II (CP 651)

Directed Research II involves the completion of the thesis. Completion is achieved when one compact disc containing one portable document format file (PDF file) and three bound copies of the thesis have been received, all ProQuest forms have been submitted with the thesis, and a Completion of Thesis Form has been placed in the student's file. If the thesis contains a multimedia component, see Publishing Your Thesis and ProQuest (p. 80) for instructions regarding submission of an additional disc containing the multimedia component. Students enroll in CP 651 during their second summer session, and pay a Thesis Fee that covers three quarters of thesis work (fall, winter, and spring of the third year). If students intend to participate at commencement in the spring, the thesis must be approved by the Research Associate by the end of Winter Quarter. To participate in commencement, students are advised to submit a first, fully edited draft of the entire thesis to the thesis advisor no later than December 15; a revised, fully edited draft to the thesis advisor for approval no later than February 1; and a final, fully edited draft to the Institutional APA Proofreader and Research Associate for final revision and approval no later than February 15. The Research

Associate must receive three bound copies and one electronic copy on a disc containing one PDF file of the thesis, ProQuest forms, and an electronically submitted course evaluation no later than March 31, so that a Completion of Thesis Form may be filed by the end of Winter Quarter. If the thesis contains a multimedia component, see Publishing Your Thesis and ProQuest (p. 80) for instructions regarding submission of an additional disc containing the multimedia component. This schedule allows the student to walk at commencement during Memorial Day weekend. As stated in the PGI *Student Handbook* (pp. 52-53), a Leave of Absence may not be taken during Directed Research II-CP 651 or during Extension on Directed Research II-CP 653 A or B.

Students who do not wish to take part in commencement or do not complete the thesis in time to participate in commencement but do wish to have their degree posted by the end of Spring Quarter (when enrollment in CP 651 concludes) are advised to submit a first, fully edited draft of the entire thesis to the thesis advisor no later than March 31; a revised, fully edited draft to the thesis advisor for approval no later than May 1; and a final, fully edited draft to the Internal APA Proofreader and Research Associate for final revision and approval no later than May 15. The Research Associate must receive three bound copies and one electronic copy on disc containing one PDF file, ProQuest forms, and an electronically submitted course evaluation no later than June 30, so that a Completion of Thesis Form may be filed by the end of Spring Quarter. If the thesis contains a multimedia component, see Publishing Your Thesis and ProQuest (p. 80) for instructions regarding submission of an additional disc containing the multimedia component.

The Research Coordinator will distribute the bound copies of the thesis to the student, the thesis advisor, and the Pacifica library. The Research Coordinator will submit the electronic copy of the thesis to ProQuest for publication. Upon return from ProQuest, the electronic copy of the thesis will be archived at Pacifica.

Leave of Absence

Students who are not ready to work on the thesis by the end of the second summer session have the option of taking a leave of absence. At the point when they wish to resume work with the thesis advisor, they first contact the Research Associate for their track in order to begin the process of enrolling or reenrolling in CP 651. Students enrolling in Directed Research II-CP 651 pay a thesis fee that covers three quarters of thesis work.

Students who choose to take a leave of absence for an extended period of time should be aware that their original thesis advisor may no longer be available to work with them and they may be assigned to a new advisor. As stated in the PGI *Student Handbook* (pp. 58-59), a Leave of Absence may not be taken during Directed Research II-CP 651 or Extension on Directed Research II-CP 653. The latest a student can register for Directed Research II-CP 651 is three quarters before the end of their Program Time Limit. Students must complete the thesis by the end of their Program Time Limit (5-year clock) even if leaves of absence have been taken.

Extension on Directed Research II (CP 653A and CP 563B)

Students who do not complete the thesis in the three quarters allotted for CP 651 have the option of taking a leave of absence or of reenrolling in CP 653A and, if needed, CP 653B. CP 653A and CP 653B are one quarter each and are the maximum number of thesis extensions allowed. When a student is ready to return to working on the thesis after a leave of absence, the student contacts the Research Associate for his or her track to begin the reenrollment process. A quarterly fee will be charged for reenrollment in this course.

Early Enrollment in Directed Research II (CP 651)

Some students may wish to complete the thesis during the second year of coursework because they are planning to transfer into a doctoral program, or because they have a job offer requiring completion of the M.A. degree. In such cases, students can complete CP 650 during fall, winter, and spring quarters of the second year. When CP 650 is completed in spring quarter, students submit their Thesis Outline, Ethics Application, and a Grade Change Form to their thesis advisor. Then, students can enroll in CP 651 beginning in summer quarter of the second year, and the separate thesis fee for CP 651 will be included in the cost of summer tuition. Registration for Early Enrollment in Directed Research II is possible July 1st-July 15th only. Students should check with the financial aid and business offices when considering this option.

Final Deadline for Thesis and Posting of the Degree

As stated in the PGI *Student Handbook* (p. 71) regarding the Program Time Limit, students have 5 (five) years from their original date of enrollment in the Counseling Psychology Program to complete the thesis and to have their degree posted.

Thesis Process Timeline

Fall Quarter, 1st Year:

The Research Associate meets with students to introduce the Counseling Psychology Program's *Student Papers Handbook* and Pacifica/APA style guidelines, available online at http://www.pacifica.edu/counseling-students-thesis-resources and on Desire2Learn (D2L) at https://elearning.my.pacifica.edu/index.asp

Summer Quarter, 1st Year:
Research in Psychology-CP 620

The *Thesis Handbook*, library literacy and databases, research methodology, reviewing the literature, developing a research question, the thesis resource center on D2L.

End of summer quarter, due with summer assignments:
1. Two copies of the Thesis Proposal.

Fall, Winter, Spring, Summer Quarters, 2nd Year:
Directed Research I-CP 650

Fall Quarter: Research Associate posts thesis advisor/advisee assignments.

In Session I and each following session of the second year, the student meets with the thesis advisor developing the thesis topic, methodological approach to the research question, research design. Beginning to work with an editor on thesis material.

Students read extensively in the chosen thesis topic area.

Summer Session, 2nd Year:
Due at the beginning of the Directed Research I-CP 650 two-hour class: Thesis Outline and Ethics Application *submitted electronically* to both the Research Associate and thesis advisor.
Research Associate approval signifies completion of Directed Research I-CP 650 if the attendance roster submitted by the thesis advisor to the Director of Research indicates sufficient attendance at thesis meetings.

Fall, Winter, Spring Quarters, 3rd year: Directed Research II-CP 651:

Students work to complete the thesis with their thesis advisor and editor.

Timeline to 'walk' at Commencement on Memorial Day weekend:

Also applies to Early Enrollment in Directed Research II-CP 651 (Fast Track). Thesis advisors may suggest earlier guideline dates for their advisees.

December 15 Fully edited, first full-length draft of the thesis to the thesis advisor.
February 1 Fully edited, revised, full-length draft to the thesis advisor for approval.
February 15 Fully edited, advisor-approved, full-length draft, without editing marks, to the Research Associate and Internal APA Proofreader.

After review by the Internal APA Proofreader and Research Associate and completion of necessary revisions by the student, the final, fully edited, full-length draft is submitted to the Research Associate for approval.

Deadline:

March 31 If the final draft is approved by the Research Associate, the student submits the following to the Research Associate via USPS or FedEx:

1. One electronic and three bound copies of the thesis
2. ProQuest forms (three) and check made out to ProQuest
3. One hard copy of the Title Page
4. One hard copy of the Abstract
5. Permission letters necessary to use material under another copyright in your Manuscript
6. Evaluation of thesis advisor sent via e-mail attachment

This constitutes completion of the thesis and of Directed Research II-CP 651.

Thesis Presentation Day:

Thesis Presentation Day is held on Friday, the day before Commencement. Students may choose to present a brief synopsis of the thesis to the Pacifica community, friends, and family. Students who complete the thesis by **May 1** are invited to participate even if not 'walking' at commencement.

Timeline for students not completing the thesis in time to 'walk' at Commencement or participate in thesis presentation day:

Thesis advisors may suggest earlier guidelines than the following for their advisees:

March 31 Fully edited, first full-length draft of the thesis to the thesis advisor.
May 1 Fully edited, revised, full-length draft to the thesis advisor for approval.
May 15 Fully edited, advisor-approved, full-length draft, without editing marks, to the Internal APA Proofreader and Research Associate.

After review by the Internal APA Proofreader and then the Research Associate and completion of necessary revisions by the student, the final, fully-edited, full-length draft is submitted to the Research Associate for approval.

Deadline:

June 30 If the final draft is approved by the Research Associate, the student submits the following **to the Research Associate** via USPS or FedEx:

1. One electronic and three bound copies of the thesis
2. ProQuest forms (three) and check made out to ProQuest
3. One hard copy of the Title Page
4. One hard copy of the Abstract
5. Permission letters necessary to use material under another copyright in your manuscript.
6. Evaluation of thesis advisor sent via e-mail attachment

This constitutes completion of the thesis and of Directed Research II-CP 651.

Timeline for Thesis Extensions:

The following applies for students who:

1. Signed up for Early Enrollment in Directed Research II-CP 651 (Fast Track) Summer, 2nd Year, and fail to complete the thesis by March 31, 3rd Year,

2. Signed up for Directed Research II-CP 651 in Fall, 3rd Year, and fail to complete the thesis on June 30, 3rd Year.

- Students register for Extension on Directed Research II-CP 653A for one quarter and, if needed, for CP 653B for one quarter completing a fully edited, revised full-length draft that is approved by the thesis advisor. These two thesis extensions are the maximum number of thesis extensions allowed.

- Students submit* the fully edited, clean, advisor-approved, full-length draft to the Internal APA Proofreader and Research Associate for final review and approval. The submission of the advisor-approved draft to the Internal APA Proofreader and Research Associate must occur at least six weeks prior to the end of a quarter-long thesis extension for the Internal APA Proofreader and then the Research Associate to review and contact the advisee about final revisions.

  *Submission Due Dates:
Fall Quarter:	**November 15**
Winter Quarter:	**February 15**
Spring Quarter:	**May 15**
Summer Quarter:	**August 15**

- If the final draft is approved by the Research Associate, submit the following **to the Research Associate** via USPS or FedEx:

  1. One electronic and three bound copies of the thesis
  2. ProQuest forms (three) and check made out to ProQuest
  3. One hard copy of the Title Page
  4. One hard copy of the Abstract
  5. Permission letters necessary to use material under another copyright in your manuscript.
  6. Evaluation of thesis advisor sent via e-mail attachment

  This constitutes completion of the thesis and of Extension on Directed Research II-CP 653A or Extension on Directed Research II-CP 653B.

Overview of the Research Process

Research at Pacifica has a dual purpose: to contribute to the domains of marriage and family therapy, professional clinical counseling, and depth psychology and to develop depth psychological approaches to understanding psychological life and service. We describe five primary stages of research in marriage and family therapy, professional clinical counseling, and depth psychology as it is commonly experienced by M.A. students in the Counseling Psychology program

- Approaching research and the research question
- Articulating a research question
- Gathering data
- Analyzing data
- Reporting the research outcome

The discussion of each of these stages is not intended to be exhaustive or exclusive but merely to indicate general standards and parameters for M.A. level research.

Approaching Research and the Research Question

Pacifica Graduate Institute recognizes that that all research, regardless of how objective it purports to be, grows out of a particular philosophical stance that defines the possibilities and limits of research. All research is informed by this philosophical stance. This stance constitutes one's position vis-à-vis the nature of reality (ontology) and human knowledge (epistemology). The recognition and understanding of one's own philosophical stance is an invaluable resource in designing, conducting, and evaluating research. Pacifica, therefore, strongly encourages students to examine their epistemological position vis-à-vis the nature of reality and human knowledge. In examining their own approach to research, students need to consider not only the nature of their particular research interests and their philosophical assumptions about psychology in general, but also their own personal temperaments. Clearly students' approach to research is significantly influenced by their research question.

Articulating a Research Question

Perhaps the most significant feature of research is the identification and articulation of a passionate and worthwhile question. Pacifica's commitment to marriage and family therapy, professional clinical counseling, and depth psychology makes special demands of students: The Institute assumes that students' research questions will grow out of important domains of their private and professional lives. Students are required to examine the autobiographical origins of their research questions and their predispositions or transferences to their topics. The self-assessment involves both identifying and managing predispositions and transferences for the purpose of maximizing openness and minimizing distortion and bias.

Another important aspect of articulating a question is establishing and clarifying its potential significance for the field of psychology. Developing a research question involves, first and foremost, establishing how the research question is germane.

Gathering Data

Having selected a relevant research question, students' next concern is to decide what kind of data they will draw upon to answer their questions. Psychological research is based on three general kinds of data: participant-based data, text-based data, and arts-based data.

Participant-based data. Participant based data are data that are gathered directly from selected research participants, sometimes referred to as *co-researchers*. The particular kind of data provided by such participants depends on the research methodology. All participant-based studies deal with empirical data, that is, the actual, concrete responses in behavior, gesture, and language of real persons. Naturally, because these data are obtained from the responses of human participants, all such studies must adhere to specific ethical procedures and guidelines established by The American Psychological Association, Pacifica Graduate Institute, and any other institution directly involved in the research project. Two different kinds of data are used in participant-based studies: quantitative and qualitative.

Quantitative data. Quantitative, participant-based data are generally used in studies designed, for example, to demonstrate the relationship between two or more psychological variables; to prove a specific psychological hypothesis; to compare similarities or differences between particular social, ethnic, or developmental populations; or to evaluate certain psychological interventions. Such data may be gathered in a number of ways including, for example, psychological tests such as the MMPI-2, multiple choice or Likert scale survey questionnaires, or surveys requiring only brief responses from participants. In each of these cases, the data that are gathered are analyzed using established statistical methods.

Qualitative data. Qualitative, participant-based data refers to various forms of descriptive data, that is, descriptions of human experience in written or recorded form. Such data may be gathered in a number of ways depending on the methodology. For example:

- *Phenomenological* studies are usually based on descriptive, qualitative data from solicited written narratives or open-ended, face-to-face interviews.

- *Interdisciplinary qualitative studies* such as grounded theory or case studies are based on first person reports, observations, or documents describing concrete human events or behaviors.

- *Ethnographic and participant observation studies* are based on descriptive, qualitative data usually in the form of field notes, some form of electronic recordings, or both.

- Certain *hermeneutic studies* may also be based on descriptive, qualitative data, such as a case study drawing on a client's lived experiences, therapeutic dialogue, or descriptive data from interviews.

Regardless of whether the design of a study is phenomenological, hermeneutic, or ethnographic, marriage and family therapy, professional clinical counseling, and depth psychological research often includes autobiographical data derived from the lived experience of the researchers as participants in their own studies.

Text-based data. The second general kind of data upon which research at Pacifica is based is textual or, as it is sometimes called, archival. Text-based data are generally drawn from published or unpublished texts or manuscripts of a scholarly, scientific, literary, or theoretical nature.

- Scientific texts might include reports or analyses of research in various domains of study, including, of course, psychology.

- Scholarly texts might include works from literature, religion, history, or the arts; for example, essays offering cultural, scientific, or literary criticism are one such kind of scholarly text.

- Literary texts include, for example, poetry, short stories, novels, folk stories, mythology, biographies, letters, or published diaries.

- Theoretical texts are works presenting theoretical perspectives on psychological life including the domains of personality theory, human development, social existence, ethnicity, psychopathology, and psychotherapy. Texts may be authored by widely known thinkers such as Freud, Jung, Winnicott, Klein, Bion, Hillman, and Corbin as well as Institute scholars like Romanyshyn and Corbett.

A theoretical study using hermeneutic methodology is an intensive analysis of text-based data. It involves analyzing texts to extract central themes, form connections, and possibly to construct a fresh theory or some unprecedented way of understanding the topic.

All researchers will, in the preliminary stages of research, do intensive analysis of text-based data because a key feature of writing a review of literature is relevancy to the chosen topic. Known as the Literature Review, it features a cogent analysis of the texts that establish the ground of the research question by providing knowledge on the topic, evaluating the quality of research that has been done, and identifying gaps in the field. The preliminary use of texts for a literature review, which all students conduct in preparation for their research, should not be confused with the methodology students propose to use to address their research questions.

Arts-based data. Because Pacifica is committed to interdisciplinary study of psychological life, research in marriage and family therapy, professional clinical counseling, and depth psychology often draws upon material emanating from the arts. Primary arts-based data can include the following:

- Classical paintings, drawings, sketches, photography, and sculptures

- The artistic creations of patients in psychotherapy

- Motion picture, theater, music, and dance productions

- Cultural or ethnic ritual, dance, or song

- Historical artifacts such as ancient engravings or woodcuts (e.g., the Rosarium or Thurneisser woodcuts), or illuminated manuscripts (e.g., *Les Vaisseaux D'Hermes)*

- Architecture, archeological ruins, or the artifacts of ancient cultures

In most cases, arts-based data is used to supplement, corroborate, or strengthen findings grounded primarily in participant-based or text-based data. In some cases, however, arts-based data provides the primary evidence from which studies in marriage and family therapy, professional clinical counseling, and depth psychology draw and which form the heart of artistic-creative research methodology and production theses (see Production Theses, pp. 61-62).

Analyzing Data

Having examined the approach to research, developed a research question, and decided which kind of data is most appropriate for their study, students' next concern is choosing a methodology and procedure for analyzing their data. Obviously, the research question and the nature of the research data will influence students' choice of methodology for data analysis.

Data requires researchers to make sense of a whole body of information. Researchers can conduct either a quantitative analysis, a qualitative analysis, or use a mix of quantitative and qualitative methods.

Analyzing quantitative data. Quantitative data invariably require some form of analysis using specific statistical techniques. Initially, the outcome of such an analysis is given in mathematical language and usually presented in tables and charts. Nevertheless, such data always require some kind of verbal analysis which involves the selection and discussion of salient findings as well as a discussion of the implications of these findings for knowledge in the field of psychology.

Analyzing qualitative data. Qualitative data require some kind of qualitative analysis. Methods for analyzing qualitative data include ethnography, phenomenology, hermeneutic, heuristic, and grounded field theory. At Pacifica, the most frequently used methodologies to analyze qualitative data are phenomenology, hermeneutic, and heuristic. Each of these methodologies also is an approach to data analysis, carrying with it specific assumptions about the nature of reality and knowledge, as discussed earlier.

Reporting the Research Outcome

The preceding four stages of research are the prelude to conducting the research itself. Each stage—one, examining one's a research approach; two, developing a research question; three, deciding on which kind of data is most appropriate for the study; and four, choosing a methodology and procedure for analyzing data—is part of the overall research design. The fifth and final stage includes carrying out the research and documenting the outcome, which results in the complete thesis manuscript.

The primary purpose of the thesis manuscript is to report the focus, structure, outcomes, and implications of the research to colleagues in the field, to the academic community as a whole, and, ultimately, to the community of scholars at large. Although the specific form, organization, and language of this manuscript is largely dependent on the particular topic, the researcher, the research process, and the research findings, a number of general matters should always be addressed within the manuscript. These matters include, among others, the topic, research question, literature review, methodology, findings, evaluation and implications of the findings for the field of psychology, and suggestions for further research.

Early Stages of the Research Process

A great deal of preparation goes into the development and design of a thesis research project. Much of this preparation occurs prior to ever putting pen to paper or fingers to keyboard. What follows are some basic considerations in the early stages of developing the thesis.

Imagining the Thesis

The first questions that face students in considering doing thesis research are "What shall I investigate?" and "How shall I go about it?" A depth psychological approach to research recognizes, however, that a number of attitudes and assumptions that can significantly influence students' decisions and subsequent actions underpin these questions.

Some Obstacles on the Path

Years of experience in educational institutions plus related experiences in family and everyday life can contribute to the development of complexes that can be awakened in the thesis process. Such complexes underscoring attitudes and beliefs can easily hinder one's progress. Three particularly common obstacles are worth noting here: insecurity, grandiosity, and misconstruing the intent of thesis research.

Insecurity. For many students, writing a thesis presents psychological challenges in addition to the more obvious logistical demands. Insecurities may emerge about their ability, intelligence, worth, knowledge, and sheer capacity to create a major piece of psychological writing. Whereas the completed thesis is often the first permanent and universally available record of their scholarship in psychology, anticipating doing such substantive, important work often brings up the self-doubt that has plagued students in the past.

Although few, if any, students find the writing of a thesis easy, anyone who has completed their graduate coursework already has the capacity to complete this final assignment. To reach this point, students must have had many successes along the way. Nonetheless, self-doubt may inspire students to assess their work honestly, in a way that is critical without being self-demeaning. It may be helpful to conceive of thesis research not only as an opportunity to make a contribution to the field, but also as an opportunity for self-knowledge, self-reflection, and self-development.

Grandiosity. If insecurity is one potential pitfall for researchers, the opposite, grandiosity is just as challenging. Some students for example, harbor wishes that their theses will change the whole field of psychology and significantly impact culture. Others have difficulty recognizing that their research rests on the contribution of scholars who have devoted entire lifetimes to research in psychology and that eminence in this field, as in so many others, is slowly earned over a lifetime of careful craft.

Grandiosity, like insecurity, grows out of longstanding complexes and should be addressed because it can easily inhibit or even paralyze a student's work. A healthy capacity for self-doubt, when balanced with a relatively healthy narcissism, can serve students as a critical psychic asset for the long and arduous work of thesis research. It is helpful to bear in mind that your work is unlikely to change significantly the fields of marriage and family therapy, professional clinical counseling, and depth psychology or any sizeable portion of society at large; however, your work certainly has the potential for making a meaningful contribution to the field, particularly within a fairly circumscribed area.

Misconstruing thesis research. Unfortunately, many students misconstrue the purpose of thesis research as one of writing a book or, perhaps, a series of topically related essays that develops and defends an idea or position. The intent and tone of such work is polemical rather than exploratory, using rhetoric to demonstrate researchers' intelligence, insight, and authority, and to establish the correctness of their points of view. These are not appropriate objectives for a thesis.

Given the fact that M.A. education in counseling psychology has required writing many papers, it is understandable that students might think of the thesis this way. Although being intelligent, insightful, and literary are certainly required for thesis research, these are not the ends but the means to the goal. The goal, as stated earlier, is to make a modest and deserving contribution to the fields of marriage and family therapy, professional clinical counseling, and depth psychology with a sound piece of research that is exploratory, rather than polemical, in tone.

Approaching Research

Pacifica Graduate Institute recognizes that that all research grows out of a pervasive philosophical stance or approach. It constitutes one's position vis-à-vis the nature of reality (ontology) and human knowledge (epistemology). A researcher's approach, therefore, includes basic philosophical assumptions that shape the very way one goes about understanding the world.

Examining one's approach orients researchers to their topic and shapes and delimits both methodologies and findings. In examining their own approach to research, students need to consider the nature of their philosophical assumptions about psychology as well as their own personal temperaments. Naturally, one's approach is also significantly influenced by the focus and nature of a student's particular research project. A key element to remember is that one's approach to research is a philosophical stance towards knowledge in the field.

Selecting a Research Topic, Problem, and Question

One of the most challenging aspects of thesis research is actually choosing a topic or problem to investigate. This is especially challenging at Pacifica where students are encouraged to choose topics of personal interest which at the same time have potential to contribute to the development of marriage and family therapy, professional clinical counseling, and depth psychology as well as to the growth of knowledge or understanding in the field of psychology as a whole. In addition, Pacifica encourages students, in all of their academic activities, to be mindful of the implications of their studies for their own personal and professional development.

Begin with yourself. In selecting a research topic, Pacifica encourages students to begin with their own experience in life as persons and as professionals. What has a profound sense of personal vigor and relevance is likely to be valuable to others. Whereas it is certainly acceptable to select a topic for its extrinsic value (e.g., it will help one get a job or media exposure or will satisfy an employer's needs), choosing research with intrinsic intellectual interest helps carry you through the many months of labor ahead. Without such intellectual passion, a project can easily grow cold before the thesis is complete.

Students who intentionally select a topic on the basis of personal or professional interests face special challenges. Such a topic is likely to come with significant emotional intensity that merits two words of caution. First, consider whether it generates so much emotion that it is impossible to maintain the open, inquiring attitude that is crucial to good research. This may indicate that you have not adequately worked through the issue. Second, it is especially crucial to attend to the depth psychological dimensions of the research. How will you be steadily vigilant of your personal

predispositions, transferences, and complexes in relation to the problem throughout the research process?

Consider the other. Once you have begun to have a sense of what general topic or problem may have sufficient intrinsic intellectual interest to merit the devotion of so much time, energy, and expense, you must ask how this topic or problem may be of concern to others. Essentially this means identifying ways in which your topic is of value to other members of your society, including, of course, other psychotherapists. You should therefore seriously ask yourself how the topic might contribute to the development of thought, knowledge, and practice in marriage and family therapy, professional clinical counseling and depth psychology. In short, how might knowledge and understanding of your topic make a difference to others in your field? How might future scholars use your work to advance their own? What insights into problems or issues might your work yield? How might your research findings be used in teaching, parenting, psychotherapeutic practice, or other applied settings? If the answers to all of these questions are unclear, the area may lack theoretical or practical relevance. Research that begins to feel like "busy work" will drain your intellectual energy. In order to be sustainable, a topic should carry academic, personal, and community meaningfulness.

An important aspect of identifying the significance of your topic for others is surveying relevant literature in the field. As you survey the literature, uncovering from 25 to 75 references in the first run is a good sign; this number demonstrates that the need for research on the problem is recognized but, at the same time, not overly worked. Admittedly, many excellent topics will yield fewer or more references than this number. Although it is remotely possible that you have selected a topic that is so new or so unusual that no author has written about it, this is rarely the case. In such instances, as noted above, your challenge is to determine whether or not your topic actually *should* be of concern to psychotherapists in spite of the lack of apparent historical interest.

Hone the question. One of the greatest difficulties beginning researchers have is developing an appropriate focus for their investigation. Students tend to be too general in their research aspirations. This hinders their ability to design an effective research plan that has a realistic chance of addressing the problem and answering the question. A study on gender identity, for example, is not only likely to yield thousands of articles and books to survey but is also so broad as to contain innumerable potential research questions. In such a circumstance, you would be prudent to delimit your question by selecting a specific aspect of gender identity, a specific population to investigate, or a specific, untried, approach to the problem. Of course, you could choose to delimit your problem in all three ways.

Once having identified a research topic and problem, your challenge is to sharpen and structure your research further by formulating a specific research question. This may well be a lengthy process characterized by confusion and ambiguity as much as clarity. Often, the researcher is confronted with the challenge of tending to what is unknown, in doubt, elusive, and unarticulated and is "sitting with" the topic in very much the same way a therapist sits with a client. So, although the goal is sharpness and structure, the process of achieving it is often quite fluid and protean.

The following example illustrates one possible way to move from topic to problem to question, tightening the focus at each step.

Research Topic: gender identity in pre-adolescent Latino males

Research Problem: No current literature or research in psychology offers a depth psychological understanding of gender identity in pre-adolescent Latino males.

Research Question: What is an object relations understanding of gender identity in pre-adolescent Latino males?

Although you might have only a hunch or intuition about your topic at first, eventually you will have to formulate an appropriate and effective research problem and research question. One of the most common impediments to this process is a researcher's ambitions. It is not at all unusual for students to wish to answer a number of often widely divergent questions on the same topic. In the example presented, in addition to the above question, a student may ask such questions as these: Is gender identity in pre-adolescent Latino males in some way related to gang affiliation? How does gender identity in pre-adolescent Latino males influence their educational experience? Does gender identity in pre-adolescent Latino males eventually impact the rates of teenage pregnancy among Latino youth? How does gender identity in pre-adolescent Latino males correlate with adult employment records? How does gender identity in pre-adolescent Latino males correlate with adult criminality? Not only do such questions imply a number of unexamined assumptions and biases, they also inordinately add to the demands that are placed on the research and, therefore, inevitably on the researcher.

Prudent researchers try to reign in their ambitions and focus on the least possible number of unknowns. Nothing is at all wrong and, indeed, much is right with asking a single, carefully worded research question. The more questions you ask, the more you have to answer. The more words you have in each of your questions the more words you will have to explain. Along with relevance, parsimony and elegance are preeminent values for researchers to embrace in asking their research questions, not only for their own sake, but for that of their eventual readers as well.

Please note that if you are doing a quantitative study, this process of honing your research question may take a somewhat different form, often concluding with the statement of a research hypothesis. Nevertheless, clarity and parsimony are just as crucial for quantitative studies as they are for qualitative ones.

Reviewing the Literature

A thesis is rarely conceived or written in the order suggested in the Overview of the Thesis presented in this handbook (pp. 78-79). Most students are refining the various elements of the thesis as they progress through the process of researching and writing. This discussion on reviewing the literature does not represent the order of appearance of the parts of the thesis in the final product, but rather illustrates a likely progression of stages in the process of creating a thesis. Your research into the literature influences the formation of the research problem and question, whereas the Literature Review itself comprises Chapter II in the actual thesis.

When beginning to review the literature, it is useful to think of research in stages, in which the topic unfolds as the search deepens and the search deepens as the topic unfolds. Initially, it is necessary to learn how to search for relevant literature. One needs to learn to construct search strings in appropriate databases so that the net result is neither minimal nor overwhelming. Sometimes, this process is simply a question of language—learning how to think of or discover synonyms for terms that initially come to mind as relevant search terms. Also, where a student searches for information is affected by the stage of research. Someone who has a very preliminary idea of a topic can often begin by searching encyclopedia collections for broad discussions and consult the reference lists in sources (e.g., Web sites, articles, books) for further reading. If the student has a compelling idea that is beginning to solidify as the focus of research, the ProQuest database is useful for recently published theses and dissertations and to generate reference lists. Once the research problem and question are established, EBSCO is extremely useful. At this point adjusting a search engine's settings for preferences on how the search results are displayed (e.g., by relevance, by publication date, etc.) becomes important. Also, the more detailed information available in a journal article can be overwhelming in the beginning if one's topic is not clear, yet may be perfect when the research question is established.

Statement of the Research Problem and Research Question

Your statement of the research problem and research question, though brief (usually 1-2 pages in Chapter I, the Introduction), is the very heart and soul of your thesis. What you write here not only defines your entire research, but also provides the most reliable and effective grounds for guiding and evaluating your work as it progresses as well as for eventually evaluating your research results. Effective statements of the research problem and question tend to include at least the following three components: a brief reiteration of the problem, a lucid and concise statement of the primary research question along with relevant auxiliary questions, and clear unambiguous definitions of key terms.

Statement of the Research Problem

Briefly summarize or synthesize your present understanding of the research problem and its relevance for the fields of marriage and family therapy, professional clinical counseling, and depth psychology. One to two well-written paragraphs should be sufficient.

Naturally, how you express the research problem depends on the selected methodology. Quantitative research often leads to the articulation of specific, testable hypotheses. In contrast, qualitative research requires the articulation of a broader research question. Formulating the research problem and research questions should be done in conjunction with the faculty thesis advisor.

Statement of the Research Question

Whereas the process of arriving at a worthwhile research question is often characterized by confusion and uncertainty, your goal should be a concise, focused statement. Do your best to achieve clarity, parsimony, and elegance. Avoid unexamined assumptions or biases in your question, closed-ended questions that can be answered with a yes or no, and questions that imply their own answer. Remember the function of a research question is to open up the unknown, not fill it with hidden agendas and convictions. Imagine yourself as an explorer of the psyche, heading toward terra incognita, rather than someone traveling a well-worn and comfortable path. When asking your research question you should find yourself reminded of what it is you do not know or understand and what you hope to discover or comprehend.

Though it is not necessary to have auxiliary questions, they may be useful but only if they relate directly to your main question. In other words, they should support your primary research question rather than add tangential or related problems to consider.

Methodology and Procedures

The first purpose of the section on methodology and procedures, which is included in Chapter I, is to demonstrate your familiarity with the particular research methodology you intend to use. (Note that this discussion uses the term *methodology*, singular, though your research may draw on one or more specific research methodologies.) The second purpose of this section is to describe, at least tentatively, specific procedures that you anticipate adopting for your thesis. In other words, this section succinctly articulates specific procedures for addressing your research problem and what you intend to do to answer your research question. The methodology and procedures sections include a concise discussion of your methodology, participants, materials, and procedures.

Research Methodology

The criteria for the thesis in the Counseling Psychology program were stated previously (see) as follows:

> Within the context of the Institute's guiding vision, students are encouraged to select a particular topic that they wish to explore in depth. Towards this end, the student is asked to
>
> - pursue an area of individual interest relevant to the issues of marriage and family therapy, professional clinical counseling, and depth psychology (e.g., therapeutic issues, psychological motifs, clinical procedures);
>
> - ground this particular area of interest in a conceptual framework (e.g., background information, findings, concluding evaluation);
>
> - demonstrate competency in researching a specific area and in expressing ideas with clarity and precision; and
>
> - submit a thesis that meets all criteria for the completion of the thesis and is worthy of submission to ProQuest for publication as determined by the Research Associate.

In order to satisfy these criteria and to assist future researchers, the student will select a methodology or methodologies suitable for the research problem and research question and write a statement regarding research methodology in the thesis proposal for CP 620-Research in Psychology, in the thesis outline for CP 650-Directed Research I, and in both the Abstract and Chapter I of the thesis itself. In Chapter I, in addition to naming the research methodology utilized, the statement will include information about participants, materials, procedures, and the limitations of the chosen research methodology. Additionally, if the data gathering process has included the use of human participants or co-researchers, the final, approved ethics application will be included as an appendix in the thesis.

Quantitative Methodology

Though the use of quantitative methodology is rare in Counseling Psychology theses, you are and will be consumers of quantitative research and therefore need to be familiar with this approach. Also, some students use the thesis as a pilot project for what becomes a doctoral dissertation, which may involve the use of quantitative research methods

In a quantitative study there must be a testable hypothesis and the hypothesis must include concepts that can be measured by numbers. In quantitative studies the experimental methods must be appropriate and well designed and the statistical applications and tools must be appropriate.

Quantitative studies are conducted with a variety of research designs. One form involves distinct experimental and control groups. In this form, to research clinical interventions, a study might be designed so one group receives the intervention and one group does not. The group that does not receive the intervention is called the control group. Other forms of quantitative studies may not have a separate control group.

ABAB designs, for instance, have one group that alternates back and forth between control and experimental conditions. This design can yield important results. ABA and ABBA designs are similarly important.

Quantitative research is a process of disproving the null hypothesis. Such a study tries to prove that there will be no difference in response between the experimental and control groups. If a difference in response occurs 95% of the time, then the null hypothesis, which states that there is no meaningful difference between the group receiving the treatment and the control group, has been disproved by the study. When this occurs the opposite of the null hypothesis, which the researcher surmised was the case, is proven.

Quantitative methodology takes care to control the variables studied and to determine which variables are cause, which variables are effect, and which variables are correlative. An important consideration is choosing a sample in which both the test group and the control group are large enough to provide statistically significant results. Sample groups chosen can be representative or random samples. A quantitative study needs to be described sufficiently in the literature so that it can be replicated by other researchers.

In quantitative methodology the researcher tries to be objective and to present a blank screen to the research participants. Nevertheless, ethical considerations are paramount, and, though neutral, the researcher must ensure the participants' rights and well-being.

Suggested Reading:

> Frankfort-Nachmias, C., & Nachmias, D. (2008). *Research methods in the social sciences* (7th ed.). New York, NY: Worth.

Qualitative Methodology

Many types of qualitative studies share common aspects. They are descriptive, and rather than proving or disproving a hypothesis, they explore some aspect of human experience in depth. A description of some behavior (e.g., a therapeutic strategy or approach) is offered as something described, not as a proven approach. The sample size of a qualitative study varies and can include one or more participants. Usually three or four is best if participants are other than oneself, and six participants is usually the maximum for the thesis project.

In qualitative studies, the focus is on the wholeness of the experience rather than its parts. The focus is also on meanings and essences of experience rather than parts of the experience that can be measured more easily. The purpose of qualitative studies is to develop ideas and theories about human experience rather than quantified, replicable comparisons of identified groups of people. The interest is therefore in the subjective experience of oneself as the subject or in the experience of co-researchers. Data from co-researchers can be obtained from interviews, observations, or historical records and is open-ended and nonquantitative. Often the findings are shared with the co-researchers and this process informs the design of the research and investigation of the research. Below are a few qualitative research methods that might be used in the Counseling Psychology thesis.

Suggested Reading:

> Denzin, N., & Lincoln, Y. (2003). *The landscape of qualitative research: Theories and issues* (2nd ed.). Thousand Oaks, CA: Sage.

> Frankfort-Nachmias, C., & Nachmias, D. (2008). *Research methods in the social sciences* (7th ed.). New York, NY: Worth.

Ethnographic. Ethnographic research methodology arose primarily in anthropology and sociology. This methodology includes entering into the field; doing fieldwork; gathering information through direct observation, interviews, and photographs; and using materials and artifacts available to members of the group or culture.

This method is often informal and can appear unsystematic. The researcher observes events as they arise and things that appear obtuse may become clear over time. Researchers attempt to find key informants who can direct them toward what they need, or they choose those in the sample group deemed to be appropriate members of the group, creating *judgmental sampling*. The data is then organized into a portrait that conveys a holistic cultural impression. The attempt is to describe a culture or social group in a full and complex manner through immersion with the group at a personal level.

Suggested Reading:

> Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

> Fetterman, D. M. (1989). Ethnography: Step by step. Newbury Park, CA: Sage.

> Moustakas, C. (1994). Human science perspectives and models. In *Phenomenological research methods* (pp. 1-24). Thousand Oaks, CA: Sage.

Case study. The use of case study research methodology also developed in the fields of anthropology and sociology and has roots similar to ethnographic studies. Unlike ethnographies that study entire social systems or cultures, case studies usually focus on smaller units like a specific program or an individual. Case studies are an exploration over time through detailed, in-depth data collection. It is important to clarify the rationale behind the choice of the case that is being studied, and this is known as *purposeful sampling*. After the participant is identified, data is collected, a detailed description of the case is given, themes or issues are analyzed, and interpretations about the case are proposed. Data is collected through observations, interviews, documents, audio-visual material, artifacts, or archival records. A case study is contextualized within its physical, historical, and socio-economic setting.

Suggested Reading:

> Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

> Daiute, C., & Lightfoot, C. (2003). *Narrative analysis: Studying the development of individuals in society*. Thousand Oaks, CA: Sage.

> Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Phenomenological. Phenomenological research is experiential and qualitative. Nevertheless, detachment is important. The researcher tries to *bracket out* his or her own biases and expectations. Though bracketing is not fully achievable, an effort is made by the researcher to be as open as

possible to what the data are revealing. In terms of methodology, often, a number of in-depth interviews are conducted. They are open-ended and oriented to gathering personal descriptions of lived human experience. The focus is usually more on a particular aspect of human experience as it occurs in several people rather than on describing in a more total manner the experience of one person.

In phenomenological research, it is important to attain immediacy. Participants to be interviewed are chosen for their close involvement with what is being studied; however, the participants themselves are not the primary focus in the process of descriptive analysis. Phenomenological research instead attempts to engage with the essence of the experience. An effort is made to find the meaning of the experience and to seek general and more universal meanings arising from these explorations. Phenomenological research permits conclusions that are more definitive than in heuristic research.

Suggested Reading:

Manen, M. van. (1990). *Researching lived experience: Human science for an action-sensitive pedagogy*. New York, NY: State University of New York.

Moustakas, C. (1994). Human science perspectives and models. In *Phenomenological research methods* (pp. 1-24). Thousand Oaks, CA: Sage.

Hermeneutic. Hermes is the god of communication. Traditional hermeneutics involves the search for meaning in and between different contexts including texts, stories people tell about themselves, films, and art. Hermeneutic methodology places concepts in dialogue with one another to look for deeper meaning through exploring their relationships to each other and involves the comparative study of various source materials.

Theoretical theses involve hermeneutic methodology and often focus on philosophical questions concerned with rational structures, organizing principles, and the nature of the relationship between the researcher and the researched. Theoretical theses may evaluate existing theories or propose new theories.

Alchemical hermeneutics, a new research framework proposed by Robert Romanyshyn (2007), posits that one is chosen by the research rather than the reverse, as in traditional hermeneutics. As an imaginal and depth-oriented methodology, the task of alchemical hermeneutics is to make philosophical hermeneutics more psychologically aware. This approach perceives the soul as a landscape that can be accessed through continuous dialogue within psyche. The methodology asks that the intentions of the researcher's ego be differentiated from the soul's voice in the work. Research is a *re-membering* and a *re-turning* to the source. All interpretation is seen as filtered through a complex, which is Carl Jung's way of describing important archetypally-based structures occurring in the psyche which powerfully influence behavior (e.g., father-complex, mother-complex, hero-complex).

In the alchemical hermeneutic approach, transference "dialogues" take place, in which the soul of the work is invited into dialogue with the ego's intentions. Reflection, reverie, synchronicity, dreams, visions, revelations, and all manifestations of the *mundus imaginalis* are sources of data. The researcher is transformed as the research progresses, and therefore the work is considered alchemical in nature.

Suggested Reading:

Manen, M. van. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. New York, NY: State University of New York.

Messer, S. B., Sass, L. A., & Woolfolk, R. L. (1988). Introduction to hermeneutics. In *Hermeneutics and psychological theory: Interpretive perspectives in personality, psychotherapy, and psychopathology* (pp. 2-26). New Brunswick, NJ: Rutgers University Press.

Moustakas, C. (1994). Human science perspectives and models. In *Phenomenological research methods* (pp. 1-24). Thousand Oaks, CA: Sage.

Romanyshyn, R. (2007). *The wounded researcher: Research with soul in mind*. New Orleans, LA: Spring Journal Books.

Heuristic. Heuristic research encourages relationship and connectedness rather than detachment. In heuristic research, a particular phenomenon in the researcher's personal experience is explored over time. The approach is more autobiographical than found in phenomenological research, and the researcher usually is personally *called* to the topic. Heuristic research seeks immediacy and meaning. The researcher then synthesizes the experience and writes about the structure and meaning of the entire study.

Methodologically, the first step is the initial engagement of the researcher to discover a question with intense interest. The second step is total immersion of the researcher in the question. The third step is incubation, which is like tending to or sitting on one egg waiting for it to hatch. The fourth step is illumination and is a change in consciousness in which the constituents of the experience come alive and rearrange themselves with new meaning and relevance. The fifth step in this methodology is explication, in which the researcher examines the various levels of meaning arising through these processes. The final step is creative synthesis, in which the researcher expresses the findings.

In heuristic research, whatever presents itself to the researcher can be considered data. The researcher is both the object and subject of the research. The researcher goes back and forth from experience to witnessing to experience. The methodology requires developing the capacity to be objective about self while delving deeper into subjectivity. It requires simultaneously being the researcher, the object of the research, and the comparative researcher as readings and the literature review cast light on the experience. In heuristic methodology, the subject remains visible throughout the process of research and is portrayed as a whole human being. Heuristic research retains the essence of the subject in the experience. It leads to meaning on an essential and personal level and leaves room for paradox and inconclusive results.

Suggested Reading:

Heron, J. (1996). *Co-operative inquiry: Research into the human condition*. London, England: Sage.

Moustakas, C. (1990). *Heuristic research: Design, methodology, and applications*. Newbury Park, CA: Sage.

Moustakas, C. (1994). Human science perspectives and models. In *Phenomenological research methods* (pp. 1-24). Thousand Oaks, CA: Sage.

Artistic-creative. Artistic-creative methodology involves engagement in the creative process combined with thorough understanding of the theoretical contexts of the work and its implications. Immersion in the material studied and the arising of material from the unconscious are both legitimate aspects of artistic-creative qualitative research. A production thesis contains both a production component and a theoretical analysis of the production (see Production Theses, pp. 61-62). The nature of the production is a creative, original piece of work, completed during one's time as a

student at Pacifica. Production theses have included multimedia, media, art, literature, and cultural interventions such as performance and ritual.

Suggested Reading:

> Barrett, E. (2004, April). What does it meme? The exegesis as valorization and validation of creative arts research [Special issue no. 3], *TEXT*. Retrieved from http://www .textjournal.com.au/speciss/issue3/barrett.htm

> Barrett, E. (2005). Creative arts practice, creative industries: Method and process as cultural capital. Paper presented at the Specialization and Innovation (SPIN) Conference, *Applying practice led research in the creative industries*, Queensland University of Technology, Brisbane, Australia*:* Retrieved from http://www.deakin .edu.au/dro/eserv/DU:30005892/barrett-creativeartspractice-2005.pdf

> Leavy, P. (2009). *Method meets art: Arts-based research practice*. New York, NY: The Guilford Press.

> Sullivan, G. (2004). *Art practice as research: Inquiry in the visual arts*. Thousand Oaks, CA: Sage.

Grounded theory. Grounded theory research attempts to construct integrated, new theories from a careful, systemic analysis of a variety of data such as field notes, interviews and the review of written materials. The theory is constructed during the process and not prior to beginning the study. This approach is inductive—the data comes first, and then the theory arises from it. The emphasis is on developing a theory born of the analysis of the data. To accomplish this, the focus is on unraveling the elements of experience and letting the theory grow out of the process. Grounded theory, which incorporates feminist theory, recognizes context and social structure as core constituents of the data and therefore the resultant theories.

Suggested Reading:

> Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

> Moustakas, C. (1994). Human science perspectives and models. In *Phenomenological research methods* (pp. 1-24). Thousand Oaks, CA: Sage.

Participatory action and appreciative inquiry. In research that is participatory action or appreciative inquiry based, students and researchers seek to do more than report on what they find following a research study or project; their purpose is to engage the research environment to promote, initiate, or sustain social or organizational change. Very often, the nature of this dual purpose— research and change—requires the researcher to use nontraditional approaches that bridge the theory-practice gap. The researcher must be willing to risk his or her biases and prejudices. The methodology includes beginning with a thorough review of the literature, proposing questions, selecting participants, collecting data, keeping a log or journal, analyzing the data, and communicating the final results. Currently, no measures of validity and reliability have been developed for this methodology.

Suggested Reading:

> Greenwood, D., & Levin, M. (2006). *Introduction to action research: Social research for social change* (2nd ed.). Thousand Oaks, CA: Sage.

Reed, J. (2006). *Appreciative inquiry: Research for change*. Thousand Oaks, CA: Sage.

Tolman, D. L., & Brydon-Miller, M (Eds.). (2001). *Subjects to subjectivities: A handbook of interpretive and participatory methods*. New York, NY: New York University Press.

Intuitive inquiry. Intuitive inquiry is inclusive of transpersonal experiences and can be blended with other research methods. This methodology is based upon compassionately informed research using intuition and altered states of consciousness as sources of amplification and refinement of data observed. Dreams, visions, somatic experiences, and contemplative practices can provide insights that are considered intuitive. This approach seeks to incorporate subjective and objective knowledge. It posits that the personal is universal and that the intersubjective field between the researcher, participants, and audience is primary, as all can be changed by the research.

The steps in intuitive inquiry are first to choose a research topic or *text* (e.g., a song, painting, ballet, interview transcript, or image) that is usually not the researchers own *text*. The researcher then engages the *text* daily, recording impressions. A specific topic emerges from this initial cycle. In the second cycle, with the topic in mind, a new set of *texts* is engaged to help clarify the initial structure and values the researcher brings to the topic. These become lenses for interpretation and can develop and change as the researcher moves through cycles of interpretation. An interactive template is generated comprised of clustered lists of *texts*. This cycle concludes with a literature review. The third cycle begins with the collection of original textual data through interviews or collected narratives. This original textual data is used to modify, refine, and expand the researcher's understanding of the topic. The imaginal is engaged as a subjective source of knowledge in a circular relationship with more objective knowledge. Metaphors, similes, symbols, and poetic writing or poetry may be used to convey the richness and fullness of experience. Embodied writing is encouraged, using the physical and visceral wisdom of the body.

The goal of intuitive inquiry is to ensure that the researcher has expanded beyond his or her projections and has obtained some kind of breakthrough and synthesis of findings that can be communicated through empathic resonance, with validity formed through consensus building with participants and audience. Currently, no standards have been developed for data analysis.

Suggested Reading:

Anderson, R. (1998). Intuitive inquiry: A transpersonal approach. In W. Braud & R. Anderson (Eds.), *Transpersonal research methods for the social sciences: Honoring human experience* (pp. 69-94). Thousand Oaks, CA: Sage.

Anderson, R. (2000). Intuitive inquiry: Interpreting objective and subjective data. *ReVision*, *22*(4), 31-39.

Participatory epistemology. Participatory epistemology, a new philosophical framework proposed by Richard Tarnas (2007), is comprised of the recognition that meaning is neither outside of the human mind in the objective world waiting to be discovered (the paradigmatically modern/structuralist worldview), nor simply constructed or projected onto an inherently meaningless world by the subjective human mind (the paradigmatically postmodern/ poststructuralist worldview). Rather, participatory epistemology posits that meaning is enacted through the participation of the human mind with the larger meaning of the cosmos. The mind draws forth a meaning that exists in potentia in the cosmos, but which must go through the process of articulation by means of human consciousness.

Posited as a mode of integral thought, participatory epistemology is inclusive of the insights of transpersonal psychology, poststructuralism, and postmodernism. As a philosophical framework for qualitative research, participatory epistemology can be blended with other research methods.

Suggested Reading:

> Tarnas, R. (2006). *Cosmos and psyche: Intimations of a new world view*. New York, NY: Plume.

Organic inquiry. Organic inquiry is based upon feminist and transpersonal psychology. This orientation validates the personal and a nonhierarchical relationship between the researcher and the researched. Research is considered sacred and is entered into with an attitude of reverence. The researcher's attitude is exploratory and oriented toward discovery.

Like many other qualitative methodologies, organic inquiry is more descriptive than interpretive. The methodology involves a thorough excavation of old ways of thinking and the genesis of an initial concept for the study arising from the researcher's personal experience. The first step is a descent into one's own story, allowing the chthonic to emerge, and honoring the imaginal. Co-researchers may be involved, and the data are personal stories and interviews that are semistructured or unstructured. The primary material is seen as a personified image, muse, or deity who has universal teachings that need to be shared. It is posited that a connection with the numinous emerges. The analysis is the harvesting of the stories. No structure for harvesting them is specified. Interview analysis, narrative analysis, sequential analysis, heuristic inquiry, or resonance panels may be employed. Organic inquiry is anti-method and unique results are expected.

Suggested Reading:

> Clements, J., Ettling, D., Jenett, D., & Shields, L. (n.d.). *If research were sacred: An organic methodology*. Draft manuscript available from Serpintina Bookstore. Retrieved from http://www.serpentina.com/research/organic-ifresearchsacred .html
>
> Clements, J., Ettling, D., Jenett, D., & Shields, L. (1998). Organic research: Feminine spirituality meets transpersonal research. In W. Braud & R. Anderson (Eds.), *Transpersonal research methods for the social sciences: Honoring human experience* (pp. 114-127). Thousand Oaks, CA: Sage.

Participants

When describing your methodology, if your thesis involves a study with participants, it is crucial to include the number of participants and the rationale as to why you selected them. In a phenomenological study, for example, it is often essential to choose participants who are able to articulate their lived experience of the world. Regarding your choice of participants, state any relevant inclusion or exclusion criteria such as age, ethnicity, education, absence of severe psychopathology, diagnosis, or comorbidity. One of the main purposes for such criteria is that you want to insure that your selection of participants will adequately represent the variable(s) you are studying. Conversely, you want to make sure they will not confound your results.

Materials

Many studies utilize materials such as tests, images, or apparatus. It is thus important to describe these materials. Frequently, formal psychological tests are used, such as the Beck Depression Inventory-II, Myers Briggs Types Indicator, or the MMPI-2. These should be listed along with their number of items, response format (True-False, Likert, self report, ratings by clinician), reading level,

and psychometric properties. If using arts-based images, a description of these and their source would be important.

Procedures

This final major component of your methodology section describes the processes and procedures you employed throughout the conduct of your study. This section will provide a confident sense of your own direction and activity as a researcher. It will also provide your readers with an unambiguous understanding of the specific research actions you undertook. Your description of processes and procedures also provides a basis for readers eventually to evaluate the nature, integrity, and veracity of your findings. For quantitative studies, it is also essential that your description of procedures is specific enough for other investigators to replicate them if necessary or desired. For qualitative studies, your procedures should be clear enough for other researchers to learn from them how to conduct similar, related, or follow up studies.

   Procedures for gathering data. For participant-based studies, this includes procedures for selecting participants (or sites); procedures for obtaining informed consent and insuring confidentiality; procedures for instructing participants; and procedures for conducting and documenting interviews (e.g., notes, audio tape recording, video tape recording, etc.), for gathering solicited written narratives, or for participating in social settings. For text-based and arts-based studies, include criteria and procedures for selecting texts and other materials and procedures for gathering and documenting data (e.g., written notes, voice recorded notes, reference cards, etc.).

   Procedures for analyzing data. Regardless of the kind of data used for your study, you need to articulate the specific steps and procedures followed in analyzing and interpreting the data. This means identifying and discussing your overall theoretical lens (e.g., psychoanalytic, Kleinian, object relations, Jungian, archetypal, existential, phenomenological, etc.) and also any particular conceptual lens you plan to employ (e.g., transference, self, primary process, splitting, projective identification, transference, complexes, archetypes, developmental stages and processes, etc.).

   Limitations and Delimitations. Discuss ways in which you have, in advance, intentionally set certain parameters (delimitations) on your study, specifically in relation to the scope of your research question or the demographics of your choice of participants, texts, or other primary research data. Also, discuss ways in which you anticipate that your research design itself may establish certain limitations with respect to such matters as the generalizability of findings. Finally, discuss, at least briefly, the ways in which you anticipate relevant socio-cultural-historical contexts influencing the outcomes and implications of your study.

Ethical Concerns. In this section, describe ethical concerns related to your topic, research problem, research question, approach to research, and their impact on the process of your research. Ethical concerns need to be assessed and addressed regardless of whether one is using or not using human participants. The health and well-being of the researcher as well as participants must be considered. See pages 64-74 for information regarding the principles of ethical research and obtaining Institutional Review Board approval. See pages 67-74 for a sample Ethics Application for Approval for the Use of Human Participants. See pages 110-115 for templates of Ethics Applications for both the Non-Use of Human Participants and the Use of Human Participants.

Organization of the study. In this section, you present a brief prospective overview of the anticipated thesis manuscript as a whole. Readers are well served with a clear sense as to the direction of your study.

Production Theses

Arts-based research may be included in all theses, but production theses utilize artistic-creative methodology as the primary methodological approach to the research problem and research question. A production thesis must have two components: one is a production, and the other is a theoretical analysis of the production. Though the center of gravity of a production thesis is based on artistic-creative methodology, in all cases the production must be accompanied by a theoretical, written analysis (often utilizing hermeneutic methodology) that demonstrates how the production together with theoretical component contributes to the advance of research and a deepened understanding of marriage and family therapy, professional clinical counseling, and depth psychology.

The *production* itself must demonstrate psychological insights and qualities; that is, the creative, original component of the thesis must both be creative and have significance for marriage and family therapy, professional clinical counseling, and depth psychology. It must be completed during your tenure as a student at Pacifica—in other words, you may not submit a work completed prior to your admission to the program.

A *production* can take many forms and formats. It can be presented as the core of the thesis in Chapter III, or as an appendix. The production can be presented in *toto* (e.g., a complete novel; a complete movie script) or in part (five chapters of a novel; two episodes of a series). Enough material should be included to give a clear or persuasive sense of the work's longer trajectory. A production might take the following forms:

> *Multimedia:* Hypertext, CD-ROM, art installation with multimedia dimensions, interactive website, computer art and animation, video games, interactive programs for children or adults.

> *Media:* Video, film script, film, radio documentary, television series.

> *Art and Literature:* Painting; sculpture; Photoshop art; writing of a novel or script, a collection of poems, or a series of short stories. Images must be scanned or printed on the page rather than glued or attached to the page.

> *Cultural Intervention:* Creation and performance of a dance, ritual, storytelling, choreography, opera libretti.

Production theses are often accompanied by a disc that contains the multimedia component and accompanies the ProQuest submission and is inserted into a pocket attached to the inside back cover of the three bound copies of the thesis. This disc must be labeled properly containing information regarding the program necessary to open the media component (e.g. Adobe Acrobat Reader, Internet Explorer, QuickTime, Windows Media Player, etc.). (See pp. 81, 101, 126 for labeling instructions. Also, see Appendix B, Guide for the Use of Multimedia Materials, p. 125.)

Regardless of whether the production component of the thesis is in Chapter III, an appendix, or on a separate disc, you must introduce your creative piece of work in Chapter III, describe its relationship with your research problem and research question, and discuss its relevance and significance to marriage and family therapy, professional clinical counseling, and depth psychology.

The length of a production thesis varies. A traditional thesis is fully edited using Pacifica/APA style guidelines and 40 to l20 pages, not including front matter. In a fully edited production thesis, however, the length may be reduced to 35 to 60 pages, not including front matter or pages in appendices. It is impossible to give a precise number of pages for the theoretical presentation of such

a thesis, since it depends on the nature and extensiveness of the research involved in the production, and on the kind of production. If your production is, for example, an art installation in a gallery, with a video or catalogue presentation in an appendix, you may have to write a lengthy theoretical text, perhaps as long as a traditional thesis, to explain how your artistic vision may challenge, expand or inform depth psychology. In all cases, the length, structure, and content of the theoretical presentation of a production thesis should be discussed with your thesis advisor and the Research Associate.

All needs for special equipment or special expertise are the responsibility of the student. Also, a production thesis may require guidance or assessment by people with competencies not possessed by any core or adjunct faculty. In such cases, it is the student's responsibility to seek and, if necessary, to pay outside experts who can advise or guide the production.

The Thesis Proposal

Students in the Counseling Psychology program are asked to submit a Thesis Proposal in order to complete the Research in Psychology course successfully. The development of the proposal is an opportunity for the students to display comprehension of the course work and clinical understanding of various therapeutic issues. It also affords the opportunity to deepen inquiry into a topic the student finds compelling and, most importantly, to formulate guiding questions for the thesis.

The Thesis Proposal is a *working* paper. Consequently, students need to be aware that their thesis advisor may ask them to elaborate on the rationale of their scholarly intentions, to highlight particular themes in areas to be investigated, and to limit the work sufficiently so that research can be conducted with depth and precision. The Thesis Proposal should follow the Pacifica/APA style guidelines, be four to five typewritten pages, and address the following questions as they pertain to the particular thesis proposal.

1. What is your area of interest? What topic or issue are you addressing? What research problem and research question are you proposing to investigate?

2. What is your guiding purpose? What do you hope to accomplish?

3. What is your rationale? Why is the issue an important one to investigate? Why is it important at this time?

4. What research method(s) will you use? You will also describe your research methodology in your Thesis Outline (due 2nd year, summer session) and in both the Abstract and Chapter I of the thesis itself. (See Methodologies and Procedures,   pp. 51-60).

5. What population does your issue address (children, adolescents, families, women, ACAs, etc.)?

6. What ethical considerations will your study raise?

7. What are the underlying concepts, assumptions, and theories that you will use to ground and support your work?

8. What is the origin of the ideas you are exploring? Who first began researching the issue? Who has carried this research forward? Who is writing in the area now? If you go beyond listing possible sources and use ideas or quotes from sources in the Thesis Proposal, include citations and a references page.

9. How will your work contribute to the fields of marriage and family therapy, professional clinical counseling, and depth psychology? Who/what will your work serve (beginning psychotherapists, an agency, a population)?

10. What about this issue engages you personally?

11. What will be your stumbling blocks? How will you sabotage a successful, timely completion of your thesis?

12. What do you need to do for yourself to ensure a successful, timely completion? How can your advisor be most helpful?

Procedures for Obtaining Institutional Review Board Approval

A discussion of ethical issues is important in all scholarly research, but is imperative when the student proposes to work with human participants or animals. All students must process an Ethics Application with the Institutional Review Board. This Ethics Application should be submitted to the Research Associate at the time the Thesis Outline is submitted. The Institutional Review Board must approve the Ethics Application before final acceptance of the Thesis Outline. In most instances, and if the student has followed the guidelines, the Ethics Application will be approved promptly.

The operative principle is that every study acknowledges whether or not human participants or animals will be used. Every Thesis Outline therefore must be accompanied by an Ethics Application that clarifies this issue.

If human participants will not be used in the proposed research, the student should submit the form entitled Ethics Application for Approval for the Non-Use of Human Participants (use template, p. 110). If human participants will be used, the student must submit an Ethics Application for Approval for the Use of Human Participants (use template, pp. 111-115; see sample application, pp. 67-69). If animals will be used, the student must submit an Ethics Application for Approval for the Use of Animals (use template, pp. 116-118).

The following steps are employed in reviewing the application:

1. The Thesis Outline and Ethics Application are submitted to the Research Associate who reviews them as a member of the Institutional Review Board.

2. The Research Associate notifies the student of any changes necessary to gain approval. Students who encounter irresolvable conflicts with the Institutional Review Board may petition the Education Council for adjudication.

3. An approved Use of Human Participants Ethics Application must be on file before final acceptance of the Thesis Outline and before any work is done with or data gathered from any human subject.

Ethics Application

After the Thesis Outline is approved by the Research Associate, you must receive approval of the Ethics Application from the Research Associate (the Institutional Review Board representative) before beginning your research.

The purpose of submitting your design to the Institutional Review Board is to protect and insure the safety of all participants, the investigator, and the Institute. Here are some guidelines to keep in mind as you complete this Ethics Application:

1. The ultimate responsibility for assuring the safety of all research participants rests with you, the investigator. Current clients may not be used as participants in research for the thesis.

2. Your investigation cannot begin until you have received written approval from the Institutional Review Board. After you receive approval, any changes in research design, population served, or conditions for the study must be approved by this committee.

3. You must get written consent from your participants before they participate in your study.

4. Minors cannot sign the Informed Consent Form; their parents or legal guardian must sign it.

5. In cases where the researcher wishes to utilize records or case notes gathered under the auspices of another institution (hospital, prison, or clinic), the researcher will need the appropriate director or officer of that institution to sign consent forms. In such cases, please consult with the Research Associate.

6. This is your research and should be represented to interested parties as such. Any use of the Institute's name, stationery, or other identifying material must have the approval of the Research Associate.

Principles of Ethical Research

As you develop your research design and complete the Ethics Application for approval, please keep the following basic ethical principles in mind. These principles will serve as the basis for evaluation of your application by the Institutional Review Board.

Respect for persons. Individuals must be treated as free and autonomous. This means that participants must freely agree (in writing) to participate in your study with no coercion or harmful consequence should they elect not to participate. Participants must also be free to end their participation in your study at any stage during its development.

Participants with diminished capacity must also be respected and protected. The ability for self-determination can become limited due to illness, mental disability, or physical circumstances; therefore, investigators must protect the welfare of people who participate in their research. This includes maintaining confidentiality in terms of their participation and the data collected from their participation.

Beneficence. This principle involves not harming the participant physically, emotionally, or psychologically. It relates to the Hippocratic Oath, which includes "Do no harm" (See Informed Consent, below). A basic guideline for applying this principle is to maximize the benefit and minimize any harm or risk to the participants in the study.

Justice. This principle relates to the population that you choose for your study. You should not choose a population just because its members are easily available, in a compromised position, or because they are open to manipulation. The burden for research should be fairly distributed and related to the problem being studied. In addition, participants have a right to know the purpose of the research. Thus, truthfulness, at least at the post-experiment interview, is a necessary ingredient in your research design.

Informed consent. It is difficult to insure that absolutely no harm will come to participants in a psychological study. For this reason, it is essential that the Informed Consent form (as well as your Ethics Application) state honestly any possible psychological or physical risk (see sample application and consent form, pp. 67-74).

Harm may be considered in the following categories:

1. Physical harm: Whereas obvious physical risks may be minimized or eliminated sometimes more subtle physical risks go undetected. The following are some examples of physical risk.
   a. Any study involving physical activity (such as dance therapy) may create an environment for physical injury.

    b. Projects involving more physically demanding activity such as wilderness experience present considerable risk and also difficulties if participants wish to withdraw from the study. Studies involving such strenuous activity or geographical isolation are not recommended.

    c. Activities such as painting may present subtle risks if, for example, workspace is not well ventilated. Any activity involving potentially toxic materials must be assessed for risk.

2. Stress: Psychological stress is a risk factor that must be clearly assessed. Probing questions can cause considerable discomfort; certain topics may generate embarrassment or discomfort; and psychological issues and painful memories may be reactivated. The documentation that you present to the participants must accurately reflect these considerations.

3. Use of patients as research participants: The Institute recommends against the use of patients for research purposes when such research would take place concurrent with a therapeutic relationship. Technically, such a situation would constitute a dual relationship as researcher and psychotherapist. The use of past or terminating patients for research presents less difficulty. Nevertheless, care must be taken. At all times, the researcher must maintain an awareness of potential impact on the patient and on the transference situation, which may remain present beyond termination.

4. Case material that is utilized in such a manner that the patient may recognize it as their own experience always suggests the need for informed consent. Quoting directly from the patient or using dream images or narratives necessitates informed consent.

5. The use of case material should be discussed with your advisor and the Research Associate as a part of the ethics approval process. Of course, measures to conceal the identity of the patient must be employed.

6. Coercion: It is not ethical willfully to mislead the participant as to the nature of the experiment or study. Any form of trickery or manipulation in order to produce a particular result or response is a violation of ethical principles. Over recent decades, ethical considerations in research have shifted in affirming this sensibility.

7. This principle does not necessitate that you disclose every detail of the study. When you are seeking to understand a particular phenomenon, you can simply state what that phenomenon is and that you are "exploring this phenomenon and looking at many issues."

In terms of the above issues, as you complete the Ethics Application for Approval for the Use of Human Participants form, carefully consider items 1-8 under "Brief Description" in the sample application that follows. You may extract phrases and sentences, adapting the example to your own study. Templates for the Informed Consent Form are provided in Appendix A of this handbook. The Ethics Application for Use of Human Participants and attachments accompanying it will be included in the thesis as an Appendix. The Appendix will not display names or identifying information of the participants or signatures whatsoever.

Sample: Ethics Application for Approval for the Use of Human Participants

I. Please type. Type n/a if question is not applicable.

Researcher: <u>Barbara Pierce</u>   Today's Date: <u>June 1, 2011</u>

Full Address: <u>222 David Street, St. Clair, CA 97201</u>

Phone (Day): <u>(212) 222-2345</u>   Phone (Eve): <u>(212) 222-4567</u>

Title of Activity: <u>The Experience of Undiagnosed Illness in Gulf War Veterans: A</u>

<u>Phenomenological Study</u>

Sponsoring Organization: _____ Contact Person: _____

 Signature of sponsoring organization:_____

Phone number: _____

II. Affix appropriate signatures

I will conduct the study identified in the attached application. If I decide to make any changes in the procedures, or if a participant is injured, or if any problems arise which involve risk or the possibility of risk to the participants or others, including any adverse reaction to the study, I will immediately report such occurrences or contemplated changes to the Institutional Review Board.

Investigator Signature: _____Date: _____

I have read and approve this protocol, and I believe that the investigator is competent to conduct the activity as described in this application.

Research Associate: _____Date:_____

III. Notice of Approval

The signature of the representative of the Institutional Review Board, when affixed below, indicates that the activity identified above and described in the attached pages has been approved with the conditions and restrictions noted here.

Restrictions and Conditions:_____

_____

Institutional Review Board Representative:_____ Date: _____

Sample: Ethics Application (Cont'd.)

Brief Description: This study will explore the psychological experience of a specific phenomenon, that of undiagnosed illness in the Gulf War Veterans. Aside from documenting in depth this particular experience, the study seeks to expand the literature on postwar psychological issues.

1. Participants: Describe the participant population and how it will be obtained. Who will participate and how will you find/select them? **Current clients may not be used as participants in research for the thesis.**

    I will interview 5-8 veterans of the Persian Gulf War who suffer from undiagnosed illnesses that appear to be related to their service in the Gulf. The participants will be selected from veterans groups I am in contact with in the San Francisco area. I will distribute a flyer (Attachment 3) that announces the study. Interested veterans will be invited to contact me. I will explain the study, its procedures and confidentiality issues.

2. Procedures: From the participants' point of view, describe how you will involve them in your study. How will you conduct your study?

    After initial phone contact, participants deemed suitable will be sent a packet including a brief information form (Attachment 4), and informed consent form (Attachment 1). Selected participants will participate in two audiotaped interviews of 90-minute duration. The interviews will take place at a mutually agreed upon location, most likely my psychotherapy office. After the interviews have been transcribed, all interviewees will be asked to review their transcribed interview and add any additional comments or reflections via telephone. At all times, they will be assured about the maintenance of confidentiality.

3. Consent: Describe procedures for how and when you will receive informed consent from your participants. Enclose in this application a copy of the informed consent form you will use. (Consult the guidelines provided below for completing the Consent Form. A template is provided in Appendix A.)

4. Risks: Describe and assess any potential risks and the likelihood and seriousness of such risks. How might participants be harmed during or after their participation in the study?

    A potential risk exists in exacerbating any psychological symptoms through engagement and discussion of war-related material. Some participants may suffer from a form of PTSD and be extremely sensitive to issues surrounding the interview topic. It is possible that the interview may trigger strong affects and provoke psychological problems.

5. Safeguards: Describe procedures for protecting and/or minimizing the potential risks (including breaches in confidentiality) and assess their likely effectiveness. Given the risks, how will you prevent them from occurring?

    Participants will initially be screened for their suitability through initial information gathering and phone contact. These steps will most likely result in a group of stable, articulate participants who can suitably manage the discussion of their present and past experiences. Informed consent acknowledges that either the participant or the researcher may discontinue the interview process at any stage. This option is available in case of unforeseen instability. If the interview process proves to be troubling for the participant, referrals for therapy will be provided.

Confidentiality will be maintained at all times: participants will be provided with a pseudonym; transcribed and taped materials will not carry identifying information. No other party will be aware of the individual's possible involvement. Aside from myself, no other party will have access to identifying information.

6. Benefits: Describe the benefits to be gained by the individual participants and/or society as a result of the study you have planned. What good will come of this research?

An in-depth exploration of the experience of undiagnosed war-related illness will hopefully lead to two outcomes: (a) a heightened sensitivity to the problems of the Gulf-War veteran, specifically the psychological challenges which accompany a war-related illness which, as yet, has no definitive etiology; (b) an increased appreciation of the unforeseen long-term consequences of military action, adding to the accumulated understanding of the psychological costs of war.

The discussion of war-related illness and experience may have a cathartic effect on the participants. Focused exploration of experience, time for reflection, and review of interview material may lead to greater understanding and insight into the participants' suffering.

7. Post Experiment Interview: Describe the contents of your conversation with people in the study after their participation is completed. How will you inform them of the study's purpose?

I will mail each participant's transcribed interview to that participant and follow up with phone contact. Participants will be asked to share their experience of the interview process and to add any additional comment following from their review of the transcript. This will also provide an opportunity to assess for any negative outcomes from the interview process and offer referral if necessary.

The purpose of the study will be described during initial contact with prospective participants and communicated prior to the start of the interview.

8. Attachments: Include in this application all of the following supplemental information:

    1. Informed consent form
    2. Verbatim instructions to the participants regarding their participation
    3. All research instruments to be used in carrying out this study, including a list of questions to be asked
    4. Other documentation pertaining to the study that will be shown to participants. See attached materials.

Attachments to the Ethics Applications Form

The attachments to the Ethics Application Form, as listed in #8 in the sample form above, include copies of the Informed Consent Form you send to participants, Instructions to Participants, the flyer or other form of solicitation of participants, and the Participant Information Form. Samples of these attachments are presented below and templates of the Informed Consent Form provided in Appendix A can be copied for your use. Just as the samples reflect the study described in the sample documents above, the documents you provide will reflect the particular nature of your study. (See templates for Attachment 1: Informed Consent Form for an Experimental Study and Attachment 1: Informed Consent Form for an Interview Study,
pp. 114-115.)

Attachment 1: Informed consent form. The following are guidelines for the information that should be included in the Informed Consent Form that each person in your study needs to complete *before* participating in your research project.

1. Investigator's name, phone number and times he or she can be reached.

2. A brief description of the nature and purpose of the project.

3. A statement regarding the confidentiality of records.

4. An explanation of the procedures to be followed.

5. A description of any discomforts or risks to be expected.

6. An explanation of the benefits to be gained.

7. An offer to answer any questions regarding the procedures.

8. An instruction that participation is voluntary and that consent to participate may be withdrawn at any time.

9. A signature space where the participants (or their legal guardians) sign to attest that they have read and understood this information.

Note: Participants must be given the opportunity to consent or not to consent without the intervention of any element of force, fraud, trickery, duress, coercion or undue influence on the participant's decision.

Sample Informed Consent Form

Title of the study: The Experience of Undiagnosed Illness in Gulf War Veterans: A
Phenomenological Study

1. I agree to allow Barbara Pierce to ask me a series of questions on the topic of my experience of illness following my service in the Persian Gulf.

2. Following the completion of a brief information form, I will participate in two 90-minute audiotaped interviews at a mutually agreed upon location, most likely the psychotherapy office of Barbara Pierce. After the interviews are transcribed, I will receive a copy and complete an additional telephone interview for additional comment and reflection. I understand that all interview materials will remain confidential.

3. The purpose of this study is to investigate the nature of psychological experience relating to undiagnosed symptoms that appeared following my Gulf War service.

4. I understand that some questions may cause stress, psychological discomfort, and exacerbate some of my symptoms. I may take a break or discontinue the interview at any time. If necessary, Barbara Pierce will provide me with referrals for psychotherapy, the cost of which will be my own responsibility. I understand that a pseudonym will be provided to insure my confidentiality and that my answers will be used by the researcher and her committee only for data analysis.

5. I realize that this study is of a research nature and may offer no direct benefit to me. The interview material will be used to further the understanding of Gulf-War-related illness and its effects.

6. Information about this study, the time and location of the interviews, and my contribution to the study was discussed with me by Barbara Pierce. I am aware that I may contact her by calling (212) 222-2345 (9 a.m.-4 p.m., Mon.-Fri.).

7. Participation in this study is voluntary. I may decide not to enter the study and may refuse to answer any of the questions. I may also withdraw at any time without adverse consequence to myself. I also acknowledge that the researcher may drop me from the study at any point.

8. I am not receiving any monetary compensation for being a part of this study.

Signed:_____ Date: _____

Attachment 2: Instructions to participants.

Sample Instructions Sheet

1. Interviews will take place in a mutually agreed upon location. The two 90 minute interviews will be conducted on separate days at mutually agreed times.

2. The interviews will be taped then transcribed into a written format. Your confidentiality will be respected at all times. The transcriber will not know your identity.

3. You will be asked to answer a series of questions about your illness, its associated difficulties, and relevant experiences. Although I will initiate discussion with these questions, the dialogue will be open, and you are free to comment on anything that seems significant to you.

4. During the course of the interviews, strong emotions and memories may surface. You may feel some psychological discomfort. You are free to take a break from the interview or discontinue the interview at any point. If following the interview you feel the need for psychological counseling, referrals will be provided.

5. Following the transcription of the interviews you will be sent a copy of the transcript. After reviewing the document you will be contacted by phone and asked to add comment and/or clarification. Added comments will then be included in the final draft of the thesis.

Attachment 3: Notice for solicitation of participants.

Sample Flyer

The Experience of Undiagnosed Gulf War-Related Illness: A Research Study

If you are interested in sharing your experience of having symptoms related to your service in the Persian Gulf, please consider the following study:

> I am searching for suitable persons to interview on the topic of psychological stresses and problems that have arisen in relation to war-related illnesses. My research is designed to increase the understanding of such experiences and to raise the general level of sensitivity to these issues.

If you are interested in participating please contact Barbara Pierce at (212) 222-2222 (9 a.m.-4 p.m., Mon.-Fri.).

Attachment 4: Participant information form.

Sample Participant Information Form

Name: _____

Address: _____

Phone: Work: _____ Home:_____

Age:_____

Occupation:_____

Briefly describe your symptoms: _____

_____

_____

When did these symptoms first appear?_____

In what capacity did you serve in the Gulf War?_____

The Literature Review

The Nature of the Literature Review

The literature review has two purposes: first, it demonstrates your preliminary familiarity with relevant literature; and second, it locates your topic effectively within the literature of marriage and family therapy, professional clinical counseling, and depth psychology.

A literature review is a thoughtful initial overview of published literature. Your review should cover the most important works or studies that touch upon your thesis topic; however, you need to be quite selective because you cannot possibly include all the relevant works available. You also need to be concise in your discussion of the research and examine only the most central issues, omitting more peripheral research or merely citing it.

It is important to remember that your purpose is not merely to review the literature for its own sake, as one does in an annotated bibliography, but to clarify the relationship between your proposed study and previous work on the topic. To do this, organize your literature review thematically, based on the nature and focus of your investigation. Ask yourself questions such as these:

- What does this work have to say about my topic?
- What aspect of my topic has not been addressed by this work?
- What are the limitations of this research?
- What additional research should be done?

When complete, your literature review should provide a systematic, coherent introduction to relevant texts; convince readers you are knowledgeable about existing works; and, more significantly, provide a rationale for the proposed study to demonstrate why it is important.

The Content of the Literature Review

The literature review is always subordinate or subservient to your research topic. Likewise, a literature review is *not* the place for you to make unexamined truth claims or assert ideological arguments but rather for you to critically examine how each work contributes and/or fails to contribute to knowledge or understanding of the topic as well as how the various works discussed relate to one another. Whenever you make claims in the process of critiquing the literature or clarifying your perspective, such claims must be adequately cited (using Pacifica/APA style guidelines) and, wherever appropriate, qualified (e.g., "X said . . ." or "Some are convinced . . ."). As with theses as a whole, the most effective literature reviews are written in the voice of a seeker, an investigator who is careful to report and describe, as objectively as possible, his or her observations as they occur. Careful description, systematic organization, critical reflection and evaluation, and a sense of genuine interest characterize the thoughtful literature review.

It is imperative that you thoroughly and appropriately document your entire literature review with citations for quotations. Your citations should always follow Pacifica/APA style guidelines and all works that you cite or quote must be placed in your list of references at the end of your thesis. It is important to remember that whether you are quoting a single new idea, a few words or phrases, or whole sentences or paragraphs, correct acknowledgement is required including author(s), date of publication, and, where appropriate, page numbers. The purpose of such thoroughness is to provide

your readers direct access to sources so they can substantiate your work or investigate further on their own.

You may find it helpful to write your literature review with two kinds of readers in mind. On one hand, imagine providing informed readers with evidence of your familiarity with and critical mastery of the bodies of literature that are relevant to your topic. On the other hand, imagine providing uninformed readers with a clear, coherent, and self-explanatory introduction to those same bodies of literature. Another way to imagine your literature review is as an intensive course on your topic presented to an intelligent and interested but not necessarily sympathetic audience. Your job is to educate this audience about what is already known about your topic and closely related issues and contexts, to inform them of similar and contrasting points of view with reference to the topic, and then indicate what is yet unknown or not yet understood that you hope to learn in the research upon which you are about to embark.

The Organization of the Literature Review

You may choose any one of a number of different ways to organize your literature review depending on your own style as a writer and the particular demands of the research itself. A writer might begin by reviewing the broad context of works within which his or her topic falls and then gradually narrow down the focus, step by step, to reach the specific circumscribed domain of the chosen topic. In a study of some aspect of the self psychological view of the idealizing transference, for example, the literature review might begin with therapeutic practice, then move to self psychological views of transference, and, finally, to current research on the topic.

Other writers, particularly those conducting interdisciplinary studies, may choose to organize their literature reviews according to the relevant disciplines, subdisciplines, or theoretical approaches. Such a literature review would go about systematically showing how the literature of each particular discipline or theoretical approach has addressed the research topic and helps illuminate and define the research problem. Other writers may structure their literature review historically or chronologically; dialectically, with respect to opposing or contradictory points of view; or, conceptually, according to those basic concepts most salient to the research topic. Once again, your choice of how to organize your literature review depends both on your own style as a writer and on the particular demands of the research itself.

Naturally, as with all other writing in connection with your thesis, this review should be organized in accordance with Pacifica/APA style guidelines for the structure, format, and use of headings and subheadings (see Section III, Headings, p. 95 in this handbook). Judicious use of headings and subheadings can help structure and guide the discussion. Taking some time to study the requirements for headings will benefit both you and your reader in terms of clarity and transparency.

The Thesis Outline

The Thesis Outline is a true outline, not an exploratory paper like the Thesis Proposal. Use an outline format including the items below. The generic outline below serves as a template for your own Thesis Outline assignment based on your thesis topic. Please see the Overview of the Thesis (pp. 78-79) for a thorough guide to the contents of the completed thesis.

Chapter I – Introduction
    A. Area of interest
        1. Name the thesis topic.
        2. What aspect of this issue engages you?
        3. What brought you to your interest?
    B. Guiding purpose
        1. What do you wish to accomplish?
        2. What is the goal of doing this work?
    C. Rationale
        1. State why you feel your thesis topic might be worthy of exploration.
        2. State how you feel your work might be a contribution to the fields of marriage and family therapy, professional clinical counseling, and depth psychology.
    D. Methodology
        1. State the research problem.
        2. State the research question.
        3. List the research methodology, participants, procedures, and materials you propose using in your research. (See Overview of the Research Process, pp. 41-44 and Methodology and Procedures, pp. 51-60)
    E. Describe any ethical concerns related to your research.
    F. Overview of Thesis: A brief synopsis of the upcoming chapters.

Chapter II – Literature Review
    A. Describe the historical perspective and origins of research related to your research problem.
        1. Who first began researching the issue?
        2. List subsequent research that advanced the inquiry into the topic area.
    B. What theories support and refute your research question?

Chapter III – Findings and Clinical Applications
    A. Name the model, theory, or production you are employing, developing, exploring, or creating?
    B. List the possible findings of your research?
        1. What do you expect to find?
        2. What would surprise you to find?

Chapter IV – Summary and Conclusions
    A. List what you expect will be the ramifications and implications of your findings.
    B. Name how your thesis might contribute to marriage and family therapy, professional clinical counseling, and depth psychology.
        1. What shift or enhancement in understanding might your thesis contribute to?
        2. What might the clinical implications be for psychotherapists?
        3. What implications for future research are indicated?

Overview of the Thesis

Below is a general overview of the thesis that shows the information that must be included in every thesis and the usual order and placement of those topics. Within limits, students may organize the thesis in a manner that meets the specific needs of their work. Note that the Abstract in the completed thesis (which comes before Chapter I, in the front material) should not be more than 150 words and must include a statement of research methodology.

Chapter I
Introduction

Area of Interest

Establish the thesis topic. This includes the population you are addressing. What aspect of this issue is engaging you? What brought you to your interest?

Guiding Purpose

What do you wish to accomplish? What is the goal of doing this work?

Rationale

Why is your thesis topic worthy of exploration? How will your work be a contribution to the fields of marriage and family therapy, professional clinical counseling, and depth psychology?

Methodology

Explain the topic you are addressing.

>   Research problem. State and describe the research problem.

>   Research question. State and describe the research question.

>   Methodology. Describe the research methodology, participants, procedures, and materials used in your research. Describe the rationale for using the research methodology employed and its limitations. (See Overview of the Research Process, pp. 41-44, and Methodology and Procedures, pp. 51-60).

Ethical Concerns

Describe any ethical concerns related to your topic and their impact on the inquiry.

Overview of Thesis

Give a brief synopsis of the upcoming chapters.

Chapter II
Literature Review

Introduction

Give the historical perspective of your topic area. What are the origins of your research problem and research question? Give an overview of published literature relevant to research problem and research question.

Lineage of Research Related to Research Problem and Research Question

Who first began researching the issue? What has been done to carry this research forward? What theories support your problem statement? Summarize the primary sources. Elucidate contrasting

points of view with reference to the research question and indicate what is yet unknown or not understood.

Summary

Summarize the chapter and bridge to the next chapter.

Chapter III
Findings and Clinical Applications

Introduction

Reiterate your research problem and research question.

What is the model or theory you are employing, developing, or exploring?

Findings

Describe your research comparing and contrasting established theory with your own findings or demonstrate the results of your inquiry in the context of your research problem and research question.

> Analysis of findings. All theses including production theses must provide a theoretical analysis of findings in the context of the research problem and research question.

> Summary of findings. What are the results of your research, inquiry, and explorations?

Clinical Applications

Summary

Summarize the chapter and bridge to the next chapter.

Chapter IV
Summary and Conclusions

Summary

Reiterate the research problem and research question from Chapter I, major points from the literature in Chapter II, and the findings in Chapter III.

Conclusions

What are the ramifications and implications of your findings? How does your thesis contribute to the fields of marriage and family therapy, professional clinical counseling, and depth psychology?

> Clinical implications. What are the clinical implications for psychotherapists?

> Suggested research. What avenues for further research are indicated?

Appendix or Appendices (if applicable)

References (A minimum of 20 references is required for all theses.)

Autobiographical Sketch (optional)

Publishing Your Thesis and ProQuest

Master's theses are primary literature. They are valuable contributions to the discourse in every field of inquiry and to the culture of all creative fields. ProQuest has been publishing dissertations and theses since 1938 and is the Library of Congress' official offsite repository for dissertations and theses. All top-ranked research universities in the United States, as defined by the Carnegie Foundation, publish graduate works with ProQuest, as do hundreds of other institutions around the world. Currently, more than two million dissertations and theses are published on ProQuest dating from 1861 and more than one-half million dating from 1637 with bibliographic citations only.

Academic and scholarly convention urges the release of theses into the public domain, making such research available for other researchers. In keeping with the core values of Pacifica Graduate Institute and a commitment to contributing to the fields of marriage and family therapy, professional clinical counseling, and depth psychology, all Counseling Psychology theses will be submitted for ProQuest publishing and copyrighting. Importantly, you retain copyright for your thesis. This process in no way interferes with subsequent books or articles that you may publish upon completion of the thesis. Publishing your thesis provides you with a legitimate citation for your curriculum vitae and for other scholars who refer to your work. Otherwise, scholarly convention requires your work be listed as an unpublished manuscript. Students are not permitted to embargo (delay release of) completed theses.

After your thesis has been approved by the Research Associate, go to the Desire2Learn (D2L) website at elearning.my.pacifica.edu or the thesis website at http://www.pacifica.edu/counseling-students-thesis-resources. Fill out the three (3) required ProQuest forms listed here. Samples of these forms can also be found in this handbook (see Appendix A).

1. Publishing Options Form
   The cost of publishing will depend upon your choice of Open Access ($120) or Traditional Publishing ($25). Mark either box OA-1 or box TR-1 only on this form. Note that Pacifica does not allow embargo of thesis work, so do not mark boxes OA-2 or TR-2. Please send a check made out to ProQuest for the correct amount. More information about these two forms of publishing and the fees required can be found below.

2. Copyright Registration Form
   Pacifica requires that you obtain copyright ($55) for your thesis as part of the submission process described here. The fee is listed below. Do not register for copyright prior to this submission process.

3. Master's Thesis Submission Form
   Attach a copy of your abstract and title page to this completed form.

   To assist with the bottom section on this form called "Thesis Information" please use Guide 2 found on pages 123-124 on the Desire2Learn (D2L) website at elearning.my.pacifica.edu or the thesis website at http://www.pacifica.edu/counseling-students-thesis-resources.

   On this form, indicate the thesis advisor as the Advisor/Committee Chair and the Research Associate as the Committee Member.

Please submit the following to the Research Associate:

1. Three (3) completed, required ProQuest forms (with a copy of the abstract and title page attached to the Master's Thesis Submission form)

2. A check made out to ProQuest for the correct amount

3. One (1) electronic copy of your thesis as a PDF file copied onto a compact disc.

   The PDF file should be labeled as follows: "authorlastname_authorfirstname.pdf" where the name is that of the student author.

   Label the disc with a CD/DVD specific label (no handwritten or address labels):
   > Author Name
   > Title of Thesis
   > Pacifica Graduate Institute
   > file format (PDF or other)
   > software needed to open file (Adobe Acrobat Reader or other)

   If your thesis contains a media component, the media file must be included on a single, separate disc labeled "authorlastname_authorfirstname.media" and the file structure should adhere to the structure in which the author submitted them. This second disc is labeled similarly to the disc containing the text of the thesis except Title of Thesis is followed by Volume II. (See Appendix B for a more complete description).

4. Three (3) bound copies of your thesis

5. Permission letters necessary to use material under another copyright in your manuscript.

Please submit to the Research Coordinator:

1. A course evaluation sent electronically.
   Find the "Evaluation – Student of Course and Thesis Advisor" form on the Desire2Learn (D2L) website at elearning.my.pacifica.edu and in the Thesis Forms link on the thesis website at http://www.pacifica.edu/counseling-students-thesis-resources.

Pacifica will submit the electronic copy of the thesis, forms and check to ProQuest:

The Research Associate will then send a Notification of Completion of Thesis to the Registrar, which must be received by the Registrar for your degree to be posted.

Before you make out your check to ProQuest, you must decide if you want your thesis to be available to researchers at academic institutions and libraries via the Internet (Traditional Publishing) or available through major search engines to anyone who has access to the Internet (Open Access Publishing). The two forms of publishing cost different amounts and the check you send must match the form of publishing you have chosen on the Open Access vs. Traditional Publishing Options Form plus the copyright fee.

The publishing fee plus copyright fees is $80 for Traditional Publishing and $175 for Open Access Publishing. The check that you send with your bound and electronic copies of your thesis and three required ProQuest forms, and one hard copy of the abstract page and the title page, and permission letters to use material under another copyright must be made out to ProQuest and must include the amount that accurately reflects your publishing choice.

Assessment of Counseling Psychology Thesis Capstone Project Domains

The Counseling Psychology program has adopted the following guidelines for assessing theses. Although such guidelines are not intended to be exhaustive or exclusive, the intention is to increase faculty and student awareness of the criteria that determine the quality of the thesis capstone project. These guidelines, developed by the research faculty, can be helpful to students in all stages of the thesis research process. Portfolio Evaluators will utilize this rubric to provide specific feedback about thesis drafts as well as to determine if the quality of the completed work meets the standards of the M.A. Counseling Psychology Program.

Student _____

Track _____

Title of Thesis _____

Date _____

Portfolio Evaluator _____

1=Needs Improvement	2=Sufficient	3=Proficient	4=Exemplary

If a measure is not applicable to this thesis, please check the box "N/A"

	1	2	3	4	N/A
Quality of Thought:					
Quality of Scholarly Writing:					
Significance of Topic:					
Clarity of Research Question:					
Methodology, Discussion of Ethical Issues, and Research Design					
Literature Review					
Quality of Analysis, Findings, and Discussion					
Clinical and/or Scholarly Contribution to the Field					
Multiple, Complex, and Diverse Perspectives					
Depth Psychological Awareness					

Assessment of Counseling Psychology Thesis Capstone Project Domains

The Counseling Psychology program has adopted the following guidelines for assessing theses. Although such guidelines are not intended to be exhaustive or exclusive, the intention is to increase faculty and student awareness of the criteria that determine whether the research is exemplary, proficient, sufficient, or deficient. These guidelines, developed by the research faculty, can be helpful to students in all stages of the thesis research process. Portfolio Evaluators will utilize this rubric to providing specific feedback about a thesis draft as well as to determine if the quality of the work meets the standards for a grade of "Pass" or needs revisions to meet acceptable standards.

1=Needs Improvement	2=Sufficient	3=Proficient	4=Exemplary

Quality of Thought

Exemplary   Lucid, coherent, and evocative thought that immediately engages readers and sustains their excitement throughout.

Language that reflects both intellectual sophistication, depth of feeling and critical thinking.

Clear evidence of development and proficiently regarding theory, depth psychology, and/or self-assessment, insight, and self-awareness of one's internal process.

Proficient   Clearly conceived ideas, organized in a logical manner that sustains the reader's interest.

Critiques other works, authors, or theories in a knowledgeable, fair, and respectful manner.

Clearly substantiates any conclusions.

Well organized and complete with no conceptual gaps in content; easy for reader to follow.

Clear evidence of development regarding theory, depth psychology, and/or self-assessment, insight, and self-awareness of one's internal process.

Sufficient   Thought given to guiding the reader into the topic or beginning to establish the need for the research.

Competent use of language.

Demonstrates fair and respectful approach to other works.

Clear articulation that leads reader through the research in a fairly smooth manner.

Evidence of development regarding theory, depth psychology, and/or self-assessment, insight, and self-awareness of one's internal process.

Needs Improvement Little thought given to guiding the reader into the topic or beginning to establish the need for the research.

Limited flow of ideas, problematic use of language and vocabulary.

Vague generalizations and incomplete thoughts.

Little evidence of development regarding theory, depth psychology, and/or self-assessment, insight, and self-awareness that is self-reflexive rather than ideological or polemical.

Quality of Scholarly Writing

Exemplary Lucid, coherent, and evocative writing that immediately engages readers and sustains their excitement throughout.

Language that reflects both intellectual sophistication and depth of feeling in elegantly constructed sentences, paragraphs, and whole chapters.

Clear evidence of a developing scholarly voice inclusive of understanding of depth psychology and capacity for self-assessment that is inquiring rather than ideological or polemical.

Proficient Clearly and complete writing, organized in a logical manner that sustains the reader's interest.

Substantiates any conclusions.

Organized and complete with no conceptual gaps in content; easy for reader to follow.

Adheres to Pacifica/APA style guidelines.

Sufficient Clear evidence of a beginning scholarly voice that is inquiring, not ideological.

Good organization that leads reader through the research in a fairly smooth manner.

Declarative statements or claims are substantiated with clear citation and referencing.

Adheres to Pacifica/APA style guidelines with very few exceptions.

Needs Improvement Noticeable presence of errors in grammar, paragraph construction, and transitions between paragraphs.

Generalizations that are poorly substantiated in a scholarly manner.

Shows little awareness of Pacifica/APA style guidelines.

Significance of Topic

Exemplary Compelling evidence that the research is relevant to the fields of counseling and depth psychology with reference to theory, systems theory and/or clinical skills and interventions.

Compelling evidence that the research is relevant to the student's development as a therapist with reference to theory, systems theory and/or clinical skills and interventions.

Compelling evidence that the research is relevant to the student's engagement with depth psychology.

Compelling attention to the issue's significance in the student's development as a therapist.

Proficient Clear evidence that the research is relevant to the fields of counseling and depth psychology with reference to theory, systems theory and/or clinical skills and interventions.

Clear evidence that the research is relevant to the student's development as a therapist with reference to theory, systems theory and/or clinical skills and interventions.

Clear evidence that the research is relevant to the student's engagement with depth psychology.

Clear attention to the issue's significance in the student's development as a therapist.

Sufficient Evidence that the research is relevant to the fields of counseling and depth psychology with reference to theory, systems theory and/or clinical skills and interventions.

Evidence that the research is relevant to the student's development as a therapist with reference to theory, systems theory and/or clinical skills and interventions.

Evidence that the research is relevant to the student's engagement with depth psychology.
Attention to the issue's significance in the student's development as a therapist.

Needs Little thought given to the significance of the topic.

Improvement Inadequate evidence that the issue is relevant to the student's development as a therapist.

Clarity of Research Question

Exemplary Compelling, and thought- provoking question for other therapists and researchers as well as the student researcher.

Proficient Thought-provoking question that is relevant and/or grounded in a discipline.

Sufficient Researchable question that is relevant and/or grounded in a discipline.

Needs Question too complex, not clear, or too broad.
Improvement

Methodology, Discussion of Ethical Issues, and Research Design

Exemplary   Sophisticated research design that reflects careful planning.

Sophisticated critical thinking and self-awareness: researcher is able to question mindfully his or her own assumptions and biases.

Detailed ethics section, including a thorough discussion of ethical issues and current legal and ethical standards and guidelines related to diverse clinical populations and community systems.

Demonstrates multicultural competence integrated into the research.

Incorporates the role of the unconscious and/or unconscious processes into the methodology.

Proficient   Thoughtful research design that reflects careful planning.

Developed critical thinking and self-awareness: researcher is able to question his or her own assumptions and biases.

Developed ethics section, including a relevant discussion of ethical issues and current legal and ethical standards and guidelines related to diverse clinical populations and community systems.

Demonstrates multicultural competence related to the research.

Demonstrates understanding of the role of the unconscious and/or unconscious processes related to the methodology.

Sufficient   Research design is clear and relevant to the question.

Some critical thinking and self-awareness of assumptions and biases.

Addresses ethical issues in a general way with some understanding of current legal and ethical standards and guidelines related to diverse clinical populations and community systems.

Some discussion of cultural and community awareness.

Some discussion of unconscious and/or unconscious processes related to the methodology.

Needs   Little relationship between research question and chosen methodology.

Improvement Researcher demonstrates little self-awareness of assumptions and biases.

Potential problems with ethical issues that may lead to harm.

Little understanding of current legal and ethical standards and guidelines related to diverse clinical populations and community systems.

Demonstrates little awareness of cultural diversity issues.

Little discussion or awareness of unconscious processes.

Literature Review

Exemplary   Comprehensive discussion that demonstrates good critical thinking and the ability to relate existing literature to the research.

Well-organized literature categories that relate organically to the research question and are introduced in a concise way.

Well-integrated discussion that relates the literature reviewed to the research question.

Polished presentation of multiple perspectives that deepens an understanding of the literature reviewed and the research question.

Clear attribution of sources engaged with the student's voice.

Proficient   Extended discussion that demonstrates good critical thinking and the ability to relate existing literature to the research.

Organized literature categories that relate organically to the research question and are introduced in a concise way.

Integrated discussion that relates the literature reviewed to the research question.

Good presentation of multiple perspectives that deepens an understanding of the literature reviewed and the research question.

Clear attribution of sources related to the student's voice.

Sufficient   Adequate coverage of the literature with basic critical analysis and synthesis with the research question.

Literature categories with some thought to how each text is related to the research question.

Integrates quotes from the literature to explore the research question.

Clear attribution of sources.

Discusses multiple perspectives.

Needs   Misses some important studies relevant to the topic.

Improvement Does not use adequate original sources.

Relevance of the literature to the research question is unclear.

Uses quotes without adequately integrating their relevance to the research question and topic.

Unclear attribution of sources.

Tone of criticism is biased.

Quality of Analysis, Findings, or Discussion

Exemplary   Integrates evidence based, recovery oriented, and/or depth psychological approaches to scholarly research and writing inclusive of researcher reflexivity, ethical considerations, diversity and professional development.

Complete discussion that integrates all parts of the work in a thorough, balanced presentation.

Discussion is well-informed and explores unanticipated results.

Clinical application and scholarly contribution is clear and insightful.

Stimulating discussion of implications for future research.

Proficient   Develops evidence based, recovery oriented, and/or depth psychological approaches to scholarly research and writing inclusive of researcher reflexivity, ethical considerations, diversity and professional development.

Discussion that integrates most parts of the work in a thorough, balanced presentation.

Discussion is informed and explores unanticipated results.

Clinical application and scholarly contribution is clear.

Solid discussion of implications for future research.

Sufficient   Presents evidence based, recovery oriented, and/or depth psychological approaches to scholarly research and writing inclusive of researcher reflexivity, ethical considerations, diversity and professional development.

Summarizes the results and provides interesting and meaningful interpretations related to the research question.

Discussion is knowledgeable and integrated.

Discussion includes clinical application and scholarly contribution.

Contextualizes research in an adequate manner.

Needs Improvement   Discussion demonstrates minimal understanding of evidence based, recovery oriented, and/or depth psychological approaches to scholarly research and writing inclusive of researcher reflexivity, ethical considerations, diversity and professional development.

Shows little understanding of the research and little thought to the meaning and implications of the results.

Interpretation of data is either superficial or broad, little supported by the actual results.

Tone is biased; researcher has not adequately examined his or her own assumptions.

Clinical and/or Scholarly Contribution to the Field

Exemplary Makes a unique contribution to the lineage of research in depth and counseling psychology.

Makes a unique contribution to the clinical application of depth and counseling psychology.

Demonstrates refined understanding of evidence-based assessment procedures relevant to clinical presenting problems.

Clearly identifies underlying psychological and systemic dynamics of human interaction.

Exemplifies mastery of the criteria for submission for publication.

Proficient Makes a considerable contribution to the lineage of research in depth and counseling psychology.

Makes a considerable contribution to the clinical application of depth and counseling psychology.

Demonstrates developing understanding of evidence-based assessment procedures relevant to clinical presenting problems.

Exceeds the criteria for submission for publication.

Sufficient Makes a contribution to the lineage of research in depth and counseling psychology.

Makes a contribution to the clinical application of depth and counseling psychology.

Demonstrates understanding of evidence-based assessment procedures relevant to clinical presenting problems.

Meets the criteria for submission for publication.

Needs Makes little contribution to the lineage of research in depth and counseling psychology.

Improvement Makes little contribution to the clinical application of depth and counseling psychology.

Demonstrates little understanding of evidence-based assessment procedures relevant to clinical presenting problems.

Meets the minimum standards of the criteria for submission for publication**.**

Multiple, Complex, and Diverse Perspectives

Exemplary Contributes new and differentiated understanding of individual, systemic, community, political, and biologic aspects of diversity as they relate to the resilience of a multi-cultural society, addressing issues of power, privilege, marginalization, and oppression, inclusive of advocacy, referrals, and community strengths.

Demonstrates a refined and informed awareness of the cultural considerations (e.g.,

gender identification, religion, age, cultural context, ethnicity, sexual orientation, developmental factors, economic/class factors) relevant to the topic.

Develops a central theme concerning some aspect multi-cultural diversity (e.g., gender identification, religion, age, cultural context, ethnicity, sexual orientation, developmental factors, economic/class factors).

Proficient   Demonstrates developed understanding of individual, systemic, community, political, and biologic aspects of diversity as they relate to the resilience of a multi-cultural society, addressing issues of power, privilege, marginalization, and oppression, inclusive of advocacy, referrals, and community strengths.

Demonstrates considerable awareness of the cultural considerations (e.g., gender identification, religion, age, cultural context, ethnicity, sexual orientation, developmental factors, economic/class factors) relevant to the topic.

Contains a central theme concerning some aspect of multi-cultural diversity (e.g., gender identification, religion, age, cultural context, ethnicity, sexual orientation, developmental factors, economic/class factors).

Sufficient   Demonstrates understanding of individual, systemic, community, political, and biologic aspects of diversity as they relate to the resilience of a multi-cultural society, addressing issues of power, privilege, marginalization, and oppression, inclusive of advocacy, referrals, and community strengths.

Demonstrates an awareness of the cultural considerations (e.g., gender identification, religion, age, cultural context, ethnicity, sexual orientation, developmental factors, economic/class factors) relevant to the topic.

Contains a theme concerning some aspect of multi-cultural diversity (e.g., gender identification, religion, age, cultural context, ethnicity, sexual orientation, developmental factors, economic/class factors).

Needs   Demonstrates little understanding of individual, systemic, community, political, and
Improvement biologic aspects of diversity as they relate to the resilience of a multi-cultural society, addressing issues of power, privilege, marginalization, and oppression, inclusive of advocacy, referrals, and community strengths.

Demonstrates little awareness of the cultural considerations (e.g., gender identification, religion, age, cultural context, ethnicity, sexual orientation, developmental factors, economic/class factors) relevant to the topic.

Contains little concerning some aspect of multi-cultural diversity (e.g., gender identification, religion, age, cultural context, ethnicity, sexual orientation, developmental factors, economic/class factors).

Depth Psychological Awareness

Exemplary   Demonstrates refined symbolic, mythopoetic, and archetypal perspectives related to theoretical, systemic, individual, and cultural contexts and research.

Interprets and develops psychological meaning in cultural expressions of myth, literature, and religious traditions.

Demonstrates refined understanding of how the depth psychological traditions enhance community mental health service delivery.

Proficient Demonstrates symbolic, mythopoetic, and archetypal perspectives related to theoretical, systemic, individual, and cultural contexts and research.

Interprets psychological meaning in cultural expressions of myth, literature, and religious traditions.

Demonstrates developed understanding of how the depth psychological traditions enhance community mental health service delivery.

Sufficient Approaches symbolic, mythopoetic, and archetypal perspectives related to theoretical, systemic, individual, and cultural contexts and research.

Explores psychological meaning in cultural expressions of myth, literature, and religious traditions.

Demonstrates understanding of how the depth psychological traditions enhance community mental health service delivery.

Needs Improvement Little exploration of symbolic, mythopoetic, and archetypal perspectives related to theoretical, systemic, individual, and cultural contexts.

Little explorations of psychological meaning in cultural expressions of myth, literature, and religious traditions.

Demonstrates little understanding of how the depth psychological traditions enhance community mental health service delivery.

Thesis Suggestions From a Student

by Betsy Warren

1. *Follow the Pacifica/APA style guidelines from the beginning*. This will make your life much easier.

2. *Hire and use an editor for the first draft, the revised draft, and the final draft.*

3. Make a running bibliography of all the sources from which you are collecting quotes or material you might use. It's a lot easier to delete unused sources than to track down and add references at the end when you're already at your wit's end with deadlines and details.

4. If for some reason your thesis advisor does not respond in a timely manner, let your Research Associate know. Also, try to get your advisor to agree to regularly scheduled, consistent meetings by phone, in person, or e-mail, if need be. Some advisors are more responsive than others.

5. Even if you resist or do not like suggestions your advisor makes, seriously consider them; you may discover later that they make your thesis stronger. Sometimes the resistance is due to feeling overwhelmed, overworked, or overprotective of your *baby*.

6. If you are using resources found on the Internet, make sure that you bookmark the website, print out the information if possible, and keep a list of the website addresses. Some websites may no longer exist or may be impossible to locate by the end of your thesis!

7. When you experience a creative dry spell, take care of the *housework*: do a spell-check; update and check the accuracy of the bibliography; organize quotes or paragraphs; create or revise the outline; set up the table of contents and list of illustrations, even if you insert dummy chapter titles; write your autobiography and acknowledgment pages; and create the signature page. These noncreative but very necessary components must be done and are often time consuming, especially if you are trying to figure out how your word processing or page layout program handles tasks such as page numbering (e.g., insertion of page numbers, Arabic and roman numerals, no page number showing on the first page of each chapter), the setting of tabs (also how to create tabs with a leader), figure titles, and so on.

8. Check with your advisor to see if you will need a definition of terms section in Chapter I.

9. Check to see that *all citations in the text are in the References section* and that the information is the same in the text and in the References section.

10. Check to see that *every entry in References section is actually used for a citation in your final draft*.

11. Shop for the least expensive place for getting your thesis bound before the deadline is staring you in the face!

**Section III
Thesis Layout, Printing, and Binding**

Final Form of the Thesis

Type Size and Font

Type size and font should be 12-point Times New Roman.

Number of Pages

The thesis is a minimum of 40 pages and a maximum of 120 pages, not including the front matter and references (there are no appendices in a traditional thesis. A production thesis is a minimum of 35 pages and a maximum of 60 pages, not including the front matter, references pages, and appendices.

Page Numbering

Every page (except the first page of each chapter and others noted below) should be numbered at the top, right-hand corner, 0.5 inches from the top edge and 1 inch from the right edge of the page.

Pages appearing before the first page of the manuscript are numbered with Roman numerals (i, ii, iii, iv, v, vi, etc.); however, the Title page, although counted, is not numbered.

Page 1 begins with the first page of the manuscript, and numeration continues throughout (in Arabic numerals: 1, 2, 3, etc.) including Appendices, the References section, and the Autobiographical Sketch. Note that the first page of each chapter, pages that contain only graphs or figures, the first page of any Appendix, the first page of the References section, and the first page of the Autobiographical Sketch are counted but not numbered.

Order of Pages in Front Section (the Front Matter)

Title Page	i	(page number does not appear)
Copyright Page	ii	
Signature Page	iii	
Abstract	iv	
Acknowledgments	v	(optional page)
Dedication	vi	(optional page)
Table of Contents	vii	
List of Illustrations or Figures	viii	(optional page)
List of Tables	ix	(optional page)

Headings

The heading structure follows a top-down progression for all sections of your paper or thesis. Level 1 is used for the titles of sections in the front material of the thesis, the thesis chapter titles, and the titles Appendix, References, and Autobiographical Sketch. If two levels of headings are needed in a paper or chapter, use heading Levels 1 and 2; if three levels of headings are needed, use Levels 1, 2, and 3; and so on. One section may use fewer levels of subheadings than another; however, if subheadings are included, use at least two subheadings (not just one) under any given heading. (Do not apply rules for Headings to the title page of a paper or thesis where bold type is used for the entire page, as indicated on page 99.)

Level 1: **Centered, Bold, Uppercase and Lowercase**

Text begins here, indented 1/2".

Level 2: **Left-Aligned, Bold, Uppercase and Lowercase**

Text begins here, indented 1/2".

Level 3: **Indented 1/2", bold, *lowercase with period.** Text begins

immediately after the period.

Level 4: ***Indented 1/2", bold, italics,*lowercase with period.*** Text begins

immediately after the period.

Level 5: *Indented 1/2", not bold, italicized, *lowercase, with period.* Text

begins immediately after the period.

*The first letter of the first word is uppercase.

Abstract

The purpose of the abstract is to give the reader or researcher a clear sense of your work without having to read the entire paper. The abstract is a clear and concise summary of your thesis and may be the single most important paragraph as it will be used to represent your work in databases and annotated bibliographies. Begin the abstract with the most important points and include words you think researchers will use in electronic searches. *The abstract should clearly state your research question, the methodology employed, the findings, and be no longer than 150 words.* Report rather than evaluate. The title of the thesis is not repeated in the text of the abstract.

Acknowledgments and Dedication

An Acknowledgments page and a Dedication page are optional but may be included in order to honor those who supported your effort in writing the thesis and others important in your life. These sections appear on separate pages; their headings are Level 1 and are placed 2 inches down from the top of the page.

Table of Contents

The Table of Contents may be developed concurrently with the writing of your thesis or when the body of the thesis is completed. Include only heading Levels 1, 2, and 3, even if your thesis extends to four or five levels of headings. Use the formatting indicated in the sample Table of Contents on p. 103, using tabs to create the dotted line leader and lining up the page numbers flush with the right margin.

List of Illustrations and Tables

Similar in layout to the Table of Contents, a List of Illustrations or Figures (choose either title) is reproduced from the titles of photographs, art work, graphs, and charts each designated in the text as a Figure with sequential numbering. This list includes any supplementary information (optional), and source references for the figure. Italicize titles of works of art.

Tables are separately numbered in the thesis and are listed on a separate page in a List of Tables.

Figures and Tables

Figures used in theses include photographs, art work, graphs, and charts either created by the author or reproduced from another source. All figures require a caption beneath the image. In accord with the guidelines in the APA *Publication Manual* (Sections 520-530, pp. 150-167), The source information is included in the caption. If permission for use is required and obtained, the caption ends with this statement: Reprinted with permission. Figures may appear on the same page as text or may be placed singly or in a group on a separate page. If on a separate page, the thesis page number should not appear on that page. Italicize titles of works of art.

Tables are sometimes useful for presenting data analyzed from interviews of participants used in a study. A table is presented alone on a page and can include an explanatory "Note" below it. Tables can be constructed with the Table function in most word processing programs. Refer to the APA *Publication Manual* (Sections 5.08-5.19, pp. 128-150) for the formatting of tables.

Chapters

Chapters denote the major divisions of your paper. They are numbered with Roman numerals (as in Chapter I, Chapter II, etc.) and are formatted as Level 1 headings (see Overview of the Thesis, pp. 78-79, and the APA *Publication Manual*, Sections 3.02-3.03, pp. 62-63). Remember that each chapter begins with a top margin of 2 inches, and the page is counted but not numbered. This format also applies to the first page of each Appendix, the References, and the Autobiographical Sketch.

    Chapter I: Introduction

        Area of Interest

            Establish the thesis topic. What about this issue or topic is engaging you?

        Guiding Purpose

            What do you wish to accomplish? What is the goal of doing this work?

        Rationale

            Why is your thesis topic important? What will it contribute?

Methodology

> State the research problem and research question. (See Statement of the Research Problem and Question, p. 50).

> Make a concise statement regarding your methodology, participants, materials, and procedures. Describe the rationale for using the methodology and the advantages and limitations of the methodology. (See Methodology and Procedures, pp. 51-60).

Ethical Concerns

Overview of thesis.

> Give a brief synopsis of upcoming chapters.

Chapter II: Literature Review

> Give the historical perspective of your topic area. What theories support your research problem statement?

> Overview of published literature relevant to research problem and research question.

> Clarification of relationship between previous work on the topic and the proposed study.

> Previously published literature's statements regarding the proposed topic.

> What is yet unknown or not yet understood that you hope to learn in the research?

Chapter III: Findings and Clinical Applications

> Describe or demonstrate the results and findings of your research

> Describe clinical applications of your research findings

Chapter IV: Summary and Conclusions

> Brief summary of Chapters I, II, and III.

> Clinical implications.

> Contribution to the fields of marriage and family therapy, professional clinical counseling, and depth psychology.

> Recommendations or indications for further research.

> Conclusions.

Appendix or Appendices:

> Material directly related to the thesis including the approved Ethics Application for Approval for the Use of Human Participants and attached Informed Consent Form, with no identifying information about participants and no contact information for the student.

References (A minimum of 20 references is required for all these).

Autobiographical Sketch (optional)

Appendices

Include only documents directly pertinent to your paper. Examples include a copy of instruments, such as the Informed Consent Form used with participants; the Ethics Application for Use of Human Participants; illustrations or figures which are too cumbersome for the body of

the thesis; copies of materials used in therapy; transcriptions of sessions, etc. Dissimilar items should be placed in separate appendices (e.g., Appendix A, Appendix B), and each appendix starts on a new page. Appendices are included in your Table of Contents.

References

Every source cited in the body of your paper must be referenced. Include reference entries only for the sources cited in the manuscript. They should appear in your References section exactly as they are in the body of your paper (i.e., name, spelling, dates, etc.).

Consult the APA *Publication Manual* (Sections 6.22-6:30, pp. 180-187) for the format of the References section. Remember to single-space each reference, and double-space between them.

Autobiographical Sketch

The optional Autobiographical Sketch is a one or two-page *story* about you. People reading your paper may be interested in the *person behind the work*, so include any biographical data and work-related experiences that contribute to a fuller and richer picture of your life and work. This section welcomes life and creativity, as opposed to the *drier*, scholarly section of your manuscript.

Sample Thesis Pages

**Title Page: (required, use
          bold type)**

**Title: No more than 15 words,
bold type, upper and lower
case, and centered 4" down
from top of page**

Only words prior to colon on first line

**Working Wounded:
Distress in the Therapist and
the Practice of Psychotherapy**

1.5"

**by
Robert E. Hoover**

Submitted in partial fulfillment of the requirements

for the degree of

Master of Arts in Counseling Psychology

Pacifica Graduate Institute

Date of final printing of thesis

15 March 2011

Copyright Page (required) ii

The copyright page consists of the following text, centered, positioned 4 inches from the top of the page:

<div align="center">

© Year Your Name
All rights reserved

</div>

Signature Page (required) iii

**No heading. Text begins 2" down
from top of the page.**

I certify that I have read this paper and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a product for the degree of Master of Arts in Counseling Psychology.

_____
Allen Koehn, D.Min., L.M.F.T.
Faculty Advisor

1.25"
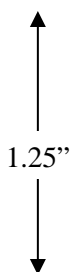
On behalf of the thesis committee, I accept this paper as partial fulfillment of the requirements for Master of Arts in Counseling Psychology.

_____
Sukey Fontelieu, Ph.D., L.M.F.T.
Research Associate

1.25"
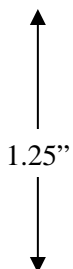
On behalf of the Counseling Psychology program, I accept this paper as partial fulfillment of the requirements for Master of Arts in Counseling Psychology.

_____
Avrom Altman, M.A., L.M.F.T., L.P.C.
Director of Research

Abstract (required)   iv

Level 1 heading, 2" down from top of the page

Abstract

Title as it appears on the title page, not bold type, followed by your name.

Working Wounded:
Distress in the Therapist and
the Practice of Psychotherapy

by Robert E. Hoover

Major distress in the therapist's life can highlight unremarked aspects of how therapists work,

what needs therapists bring into therapy, and how those needs are met or frustrated in their work.

Utilizing hermeneutic and heuristic methodology, this thesis considers empirical studies of

distress in the therapist, first-hand accounts of therapist distress in the literature of depth

psychology, and the author's personal experience. Readings of the literature attend to both overt

clinical concerns and covert or unconscious determinants of these concerns. Major clinical and

ethical issues emerge; as do powerful unconscious patterns rooted in the needs, defenses, and

character structures of the authors, with applications to therapists generally. There is clear

evidence that disruption of basic selfobject needs by distressing life events can drive therapists to

over-rigid adherence to rules highlighting the need for education of therapists for dealing with

traumas they are likely to experience during their working lives.

The abstract should be no longer than 150 words. Summarize. Synthesize. Be concise.

The body of the abstract is a concise summary of your work without citations. It stands alone, and may be used to represent your work in databases and annotated bibliographies. The reader will want to know specifically what you did or what you found and your methodological approach. The purpose of the abstract is to give the reader a clear sense of your work without having to read the entire paper.

Table of Contents (required)   v

Level 1 heading, 2" down from top of the page   **Page numbers flush right**

Table of Contents

Include only Levels 1, 2, and 3 headings. Although these headings are bolded in the body of the thesis, do not bold them in the Table of Contents.

Not listed in the Table of Contents are the title page, Copyright page, signature page, Abstract, Acknowledgments, Dedication, Table of Contents, List of Figures, or List of Tables.

List of Illustrations or Figures (required if figures included in thesis)   vi

Level 1 heading, 2" down from top of the page

A List of Illustrations or Figures (use either term) corresponds to photographs, art work, graphs, and charts, which are all numbered as "Figures" sequentially throughout the thesis.

List of Illustration

Include captions, supplementary information (optional), and source references for the figure. This information is set below the caption, indented .5" from the left margin and 1" from the right. Sources for figures do not need entries in the References section.

Figure

The figure is centered
horizontally on the page.

Figure 1. The Uroborus, the tail-eating serpent. From *Atlantis Fugiens*, by M. Maier, 1618. Published by de Bry. Reprinted in *The Hermetic Museum: Alchemy and Mysticism*, by Alexander Roob, 1997, p. 343. Copyright 1997 by Taschen.

The caption is formatted flush with
the left margin and extends to the
right margin of the page.

The source information is stated
differently than in a Reference
entry.

Appendix

Appendix A
Ethics Application

Ethics Application for Approval for the
Use of Human Participants

Researcher:_____ Today's Date: _____

Full Address: _____

Phone (Day): _____ Phone (Eve): _____

Title of Activity: _____

Sponsoring Organization: _____ Contact Person: _____

Signature of sponsoring organization: _____

Phone number: _____

Affix appropriate signatures

I will conduct the study identified in the attached application. If I decide to make any changes in the procedures, or if a participant is injured, or if any problems arise which involve risk or the possibility of risk to the participants or others, including any adverse reaction to the study, I will immediately report such occurrences or contemplated changes to the Institutional Review Board.

Investigator/Student:_____ Today's Date: _____

I have read and approve this protocol, and I believe that the investigator is competent to conduct the activity as described in this application.

Research Associate:_____ Today's Date: _____

Notice of Approval

The signature of the representative of the Institutional Review Board representative above indicates that the activity identified above and described in the attached pages has been approved with the conditions and restrictions noted here.

Restrictions and Conditions:_____

References

Level 1 heading, 2" down from top of the page ⟍

References

Aristotle. (1996). In E. Ehrlich & M. De Bruhl (Eds.), *The international thesaurus of quotations* (p. 585). New York, NY: HarperCollins.

Bacon, F. (1979). In F. G. Cassidy (Ed.), *The Oxford dictionary of quotations* (p. 27). New York, NY: Oxford University Press.

Benditt, T. (2007). Revenge. *Philosophical Forum*, *38*(4), 357-363. http://dx.doi.org/10.1111/j.1467-9191.2007.00273.x

Brontë, C. (2003). *Jane Eyre.* New York, NY: Barnes & Noble Books.

Buechner, F. (1993). *Wishful thinking*. New York, NY: HarperCollins.

Bushman, B. (2002). Does venting anger feed or extinguish the flame?: Catharsis, rumination, distraction, anger, and aggressive responding. *Personality and Social Psychology Bulletin, 28,* 724-731. http://dx.doi.org/ 10.1177/0146167202289002

Carlsmith, K., Wilson, D., & Gilbert, D. (2008). The paradoxical consequences of revenge. *Journal of Personality and Social Psychology*, *95*(6), 1316-1324. http://dx.doi.org/10.1037/a0012165

Carlsmith, K. M., & Darley, J. M. (2008). Psychological aspects of retributive justice. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 40, pp. 193-236). San Diego, CA: Elsevier.

Cavell, M. (2003). Freedom and forgiveness. *The International Journal of Psychoanalysis*, *84*(3), 515-531. http://dx.doi.org/ 10.1516/QFGA-CL3K-WKCB-H19V

De Laurentiis, D. (Producer), & Winner, M. (Director). (1974). *Death wish* [Motion picture]. USA: Paramount.

Demos, J. (1970). Underlying themes in the witchcraft of seventeenth-century New England. *American Historical Review*, *75*(5), 1322.

Denzin, N., & Lincoln, Y. (2003). *The landscape of qualitative research: Theories and issues* (2nd ed.). Thousand Oaks, CA: Sage.

Dijker, A., & Koomen, W. (2007). *Stigmatization, tolerance and repair: An integrative psychological analysis of responses to deviance.* New York, NY: Cambridge University Press.

Douglas, T. (1995). *Scapegoats: Transferring blame*. London, England: Routledge.

Binding and Presentation of the Thesis

Three Bound Copies of Thesis

Tape binding or velo binding only. Black vinyl or leatherette cover, both front and back with no cutouts. Do not put labels on the cover. The Research Coordinator will return one bound copy to the student, one to the thesis advisor, and one to the Pacifica library.

Paper Weight and Printing

Use white cotton bond paper (at least 25% cotton fiber). Regular Xerox paper is not acceptable because it is not archival quality and does not last. A watermark is acceptable but not required. The thesis must be printed professionally.

One Electronic Copy of Thesis

The PDF file should be labeled as follows: "authorlastname_authorfirstname.pdf" where the name is that of the student author. Label the disc with a CD/DVD-specific label (no handwritten or address labels) containing the following information:

> Author Name
> Title of Thesis
> Pacifica Graduate Institute
> file format (PDF or other)
> software needed to open file (Adobe Acrobat Reader or other)

If your thesis contains a media component, the media file must be included on a single, separate disc to accompany your submission to ProQuest. Also, this disc is inserted into a pocket attached to the inside back cover of the three bound copies of the thesis. This disc should be labeled with a CD/DVD-specific label (no handwritten or address labels) containing the following information:

> Author Name
> Title of Thesis
> Volume II
> Pacifica Graduate Institute
> file format (FLV, SWF, or other)
> software needed to open file (Adobe Flash Player or other)

The Research Coordinator will submit the electronic copy of the thesis to ProQuest for publication. Upon its return to Pacifica from ProQuest, it will stored in the archive of theses.

Appendix A
Form Templates

Ethics Application for Approval for the Non-Use of Human Participants

Researcher:_____ Today's Date: _____

Full Address: _____

Phone (Day): _____ Phone (Eve): _____

Affix appropriate signatures

I have read the contents of the application for approval for the use of human participants. As I am not using human participants or any unpublished clinical material (such as clinical vignettes, case notes, video or audio tapes) for any phase of my research, I am requesting an exemption from completing the application for approval for the use of human participants. In lieu of the application, I am enclosing with this application a copy of my thesis proposal.

Investigator/Student:_____Date: _____

I have read and approved the enclosed protocol, and I believe that the investigator does not need to submit an application for the use of human participants and is competent to conduct the activity they described in the enclosed summary.

Research Associate: _____Date:_____

Notice of Approval

The signature of the representative of the Institutional Review Board above indicates that the activity identified above and described in the attached pages has been approved with the conditions and restrictions noted here.

Restrictions and Conditions:_____

_____

_____

Ethics Application for Approval for the Use of Human Participants

Researcher:_____ Today's Date: _____

Full Address: _____

Phone (Day): _____ Phone (Eve): _____

Title of Activity: _____

Sponsoring Organization: _____ Contact Person: _____

Signature of sponsoring organization: _____

Phone number: _____

Affix appropriate signatures

I will conduct the study identified in the attached application. If I decide to make any changes in the procedures, or if a participant is injured, or if any problems arise which involve risk or the possibility of risk to the participants or others, including any adverse reaction to the study, I will immediately report such occurrences or contemplated changes to the Institutional Review Board.

Investigator/Student:_____ Today's Date: _____

I have read and approve this protocol, and I believe that the investigator is competent to conduct the activity as described in this application.

Research Associate:_____ Today's Date: _____

Notice of Approval

The signature of the representative of the Institutional Review Board above indicates that the activity identified above and described in the attached pages has been approved with the conditions and restrictions noted here.

Restrictions and Conditions:_____

_____

_____

Ethics Application (Continued)

Brief Description: Describe the study in two or three brief sentences.

1. Participants: Describe the participant population and how it will be obtained. Who will participate and how will you find/select them? Current clients may not be used as participants in research for the thesis.

2. Procedures: From the participants' point of view, describe how you will involve them in your study. How will you conduct your study?

3. Consent: Describe procedures for how and when you will receive informed consent from your participants. Enclose in this application a copy of the informed consent form you will use. (Consult the guideline sheet for developing a consent form.)

4. Risks: Describe and assess any potential risks and the likelihood and seriousness of such risks. How might participants be harmed during or after their participation in the study?

5. Safeguards: Describe procedures for protecting and/or minimizing the potential risks (including breaches in confidentiality) and assess their likely effectiveness. Given the risks, how will you prevent them from occurring?

Ethics Application (Continued)

6. Benefits: Describe the benefits to be gained by the individual participants and/or society as a result of the study you have planned. What good will come of this research?

7. Post Experiment Interview: Describe the contents of your conversation with people in the study after their participation is completed. How will you inform them of the study's purpose?

8. Attachments: Include in this application all of the following supplemental information:
    1. Informed Consent Form from participants.
    2. Verbatim instructions to the participants regarding their participation.
    3. All research instruments to be used in carrying out this study.
    4. Other documentation pertaining to the study that will be shown to participants.

Attachment 1

Informed Consent Form
for an Experimental Study

Project Title:

1. I understand that this study is of a research nature. It may offer no direct benefit to me.

2. Participation in this study is voluntary. I may refuse to enter it or, may withdraw from it at any time without creating any harmful consequences to myself. I understand also that the investigator may drop me at any time from the study.

3. The purpose of doing this study is:

4. As a participant in this study I will be asked to take part in the following procedures:

5. Participation in the study will take_____of my time and will take place in

    _____.

6. The risks, discomforts and inconvenience of the above procedure might be:

    _____

7. The possible benefits of the procedure might be

    a. Direct benefits to me:

    b. Benefits to others:

8. The information about this study was discussed with me by_____.
    If I have further questions, I can call her/him at: _____

9. My compensation for being in this study is $_____. If I do not finish the procedures, I will receive a minimum of $_____.

Signature: _____Date: _____

Parent or Legal Guardian (if participant is a minor):

Signature: _____Date: _____

Attachment 1

Informed Consent Form
for an Interview Study

Project Title:

1. I agree to have _____ ask me a series of questions about
                       (investigator name)
    _____

2. These questions will be asked in _____ and will take about _____
                                (location)
    minutes.

3. The purpose of asking these questions is to _____
    _____
    _____

4. I understand that some (none) of the questions might (will) be embarrassing or annoying to
    me. The researcher has explained that my name will (not) be recorded on the questionnaire
    and that my answers will be used only by the investigator (any others) in the analysis of the
    data.

5. I understand that this research may result in _____ which will (not) be of
                                 (benefit)
    immediate value to me personally.

6. Information about this study and the place of my interview in it has been given to me by
    _____. I can reach her/him any time I have questions by calling
    _____.

7. I understand that I can refuse to answer any question and can withdraw from this study
        without jeopardizing my standing in (care by, or…)
    _____

8. I am (not) receiving any compensation for participating in this study.

Signature: _____ Date: _____

Parent or Legal Guardian (if participant is a minor:

Signature: _____ Date: _____

Ethics Application for Approval for the Use of Animals

Researcher:_____ Today's Date: _____

Full Address: _____

Phone (Day): _____ Phone (Eve): _____

Title of Activity: _____

Sponsoring Organization: _____ Contact Person: _____

Signature of sponsoring organization: _____

Phone number: _____

Affix appropriate signatures

I will conduct the study identified in the attached application. If I decide to make any changes in the procedures, or if a participant animal is injured, or if any problems arise which involve risk or the possibility of risk to the participant animal(s) or others, including any adverse reaction to the study, I will immediately report such occurrences or contemplated changes to the Institutional Review Board.

Investigator/Student:_____ Today's Date: _____

I have read and approve this protocol, and I believe that the investigator is competent to conduct the activity as described in this application.

Research Associate:_____ Today's Date: _____

Notice of Approval

The signature of the representative of the Institutional Review Board above indicates that the activity identified above and described in the attached pages has been approved with the conditions and restrictions noted here.

Restrictions and Conditions:_____

_____

_____

Ethics Application (Continued)

Ethics Application for the Use of Animals

An ethics application for conducting research with animals, described below, must be prepared and approved before any aspect of the project is initiated, including procurement of the animals if procurement is necessary. Preparation of such an ethics application by students requires individuals to think carefully about how animals will be used in the project and, thus, contributes to the researcher's respect for animals' welfare. The ethics application is an important learning experience at all levels of research expertise and is required for scientific research in all colleges and universities.

Address each of the following areas in a brief description of two or three sentences:

1. What are the specific purpose, plan of action, and predicted outcomes of the project or demonstration? CARE (Committee on Animal Research and Ethics) recommends that the ethics application include justification of all methods and procedures.

2. How will the animals be procured and from what source? (Handling of wild animal species typically requires a special permit obtained from the U.S. Fish and Wildlife Service of the U.S. Department of the Interior.)

3. How will the animals be cared for at all times during the project? The fundamental needs for any animal's welfare are of primary concern. Minimally, CARE recommends that the application document describe how animals will be housed, fed, watered and kept clean; what individuals will be responsible for providing animal care on a daily basis and for checking that care is being provided; and what arrangements will be made for animal care needs during weekends, holidays and vacations.

Ethics Application (Continued)

4. How will animals be protected from sources of disturbance or harm? Who will be responsible for overseeing that the animals remain in good health throughout the project? It is recommended that the application identify a veterinarian who will be responsible for the medical care of the animals should an occasion arise at any point in the project.

    5. What is the rationale for the proposed project and how does this rationale dictate both the choice and number of animals to be used? CARE recommends that the application clearly articulate that the author of the project has read and understood relevant literature on the topic, has considered whether alternatives to live animals would better accomplish the instructional goals and has thought carefully about the number of animals needed for the project. CARE also recommends that the application reflect the author's understanding of readings relevant to the species chosen.

6. What are the plans for the disposition of the animals after the research project is complete?

PACIFICA GRADUATE INSTITUTE | Thesis Registration Form

STUDENT INFORMATION			
Student Name:		Date:	
Telephone:		Track:	

CONTRACT INFORMATION

I, the undersigned, request enrollment in Thesis for the time period:

Enrollment Type

Thesis Registration

☐ **CP 651** Directed Research II
Initial 3-quarter thesis enrollment (**check the beginning quarter only**)

☐ **CP 653 A** Extension on Directed Research II
1st extension beyond the initial 3-quarter thesis enrollment

☐ **CP 653 B** Extension on Directed Research II
2nd extension beyond the initial 3-quarter thesis enrollment

Thesis Advisor _____

Year Entered Program _____

Term   **Year**

☐ Fall   _____
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Guide 2: Subject Categories

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American history	0337
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Black history	0328
Canadian history	0334
European history	0335
History	0578
History of Oceania	0504
History of science	0585
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Medieval history	0581
Middle Eastern history	0333
Military history	0772
Modern history	0582
Russian history	0724
World history	0506

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Ancient languages	0289
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British and Irish literature	0593
Canadian literature	0352
Caribbean literature	0360
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Comparative literature	0295
English literature	0593
French Canadian literature	0355
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Language	0679
Latin American literature	0312
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Literature	0401
Literature of Oceania	0356
Medieval literature	0297
Middle Eastern literature	0315
Modern language	0291
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Romance literature	0313
Slavic literature	0314

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Aesthetics	0650
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Cultural anthropology	0326
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Economic history	0509
Economic theory	0511
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Forensic anthropology	0339
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Urban planning	0999

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Appendix B
Guide for Use of Multimedia Materials

Guide for Use of Multimedia Materials

Introductory Note

In increasing numbers, students are submitting a variety of interactive, multimedia components to accompany theses and dissertations. As an institute of higher learning, we are pleased to see our students utilizing new technologies, blending traditional academic study with modern modes of expression. Whereas a variety of software programs and file types are available, some standardization is necessary in order to ensure that your thesis components can be used by those who wish to explore your research. This document contains requirements and suggestions for submitting additional (electronic) materials with your theses.

Labeling

In today's computer-dependent society, CD-ROMs, disks, compact discs, and DVDs float through our workspaces with great regularity. As such, it can be difficult to match unlabeled items with their parent productions. Due to fading ink and illegible handwriting (in addition to lacking aesthetic value), we can no longer accept hand-written labels; even if written with indelible ink, which can smear or rub off over time. It is therefore necessary that you clearly label your CD, CD-ROM, or DVD with a clean, clearly legible, media-appropriate label. A variety of free or inexpensive CD/disk/DVD labeling software programs are available online or at a local office supply store; you may need to purchase other labeling materials to accompany these programs and will need access to a printer in order to produce them.

The PDF file should be labeled as follows: "authorlastname_authorfirstname.pdf" where the name is that of the student author.

> The disc itself should be labeled:
>
> Author Name
>
> Title of Thesis
>
> Pacifica Graduate Institute
>
> File format (PDF or other)
>
> Software needed to open file (Adobe Acrobat Reader or other)

If your thesis contains a media component, the media file must be included on a single, separate disc to accompany your submission to ProQuest and is labeled similarly to the disc containing the text of the thesis except Title of Thesis is followed in this case by Volume II. Also, this disc is inserted into a pocket attached to the inside back cover of the three bound copies of the thesis.

Notifying Your Readers

Because file extensions and file types vary greatly between programs and computers, either as an insert with your multimedia component or as a page within your thesis, you must identify the types you have used (e.g., Microsoft Word .doc files, PDF, .MP3, JPEG, etc.) and the program needed for viewing the item (e.g., Adobe Acrobat Reader, Internet Explorer, QuickTime, Windows Media Player, etc.).

Content

Many factors will influence your decisions regarding which multimedia components you will use to present your content.

For documents, PDF or RTF formats are recommended as they are currently multiplatform and fairly universal. For theses that have web-based components, you will need to include a CD/DVD backup containing copies of your web pages—if your site goes down, whether temporarily or permanently, your readers will need secondary access.

Audio files come in various formats (CD audio, MP3, M4P, AAC, etc.). Try to choose a format that can be used without the need to install additional programs. MP3 files are still widely used and work with most stereos, portable music players, and music players on computers.

Many video/movie players and subsequent file types are available. Try to choose one that is platform independent (such as QuickTime). It is strongly suggested that you test your interactive elements on different computers to ensure they work properly, independent of your own system. Two primary questions you will need to ask are: Does it work on Macs *and* PCs, or is it platform-dependent (this is important!)? Does it work on PCs/Macs *other than my own system?* Depending upon its significance, if your multimedia component does not work or cannot be read, the acceptance of your thesis may be delayed or denied entirely.

Finally, it is good academic practice to weave discussion of the content of multimedia component into the written part of your thesis. Do not simply attach a CD or other multimedia element without providing detailed analysis of the content and its importance to the core proposals of your work. If the item does not merit discussion within the thesis, then it may be an unnecessary inclusion.

In Closing

Multimedia and interactive components can be great additions to theses, but they can also be absolute disasters if not implemented correctly. Improperly constructed materials can cause your thesis to become completely unusable or so confusing that no one finds it of interest. You should enjoy this creative process, but keep in mind how uninitiated readers will access these materials and try to anticipate problems they might encounter.

We certainly cannot cover all of the possible issues in this document but hope we have given you a good start to thinking critically about portability and translation concerns for electronic materials. Please remember the guidelines for these types of submissions and feel free to ask the Library staff or your Research Associate for clarification on any of the topics discussed in this document.

Appendix C
Guide to Intellectual Property and Copyright

Guide to Intellectual Property and Copyright

Copyright rules for academia have grown more stringent in recent years and it is best to err on the side of caution when using material from other sources. As the author of the thesis, you are personally responsible for following copyright law. On the one hand, would not want to receive a cease and desist notice regarding the thesis after it is completed. On the other, you also would not want the work to be copied indiscriminately, without the borrower crediting your thesis as the source. This section serves as a guideline regarding current practices in Intellectual Property, principles that protect you and all other authors.

Definition of Terms

Intellectual Property

The term "Intellectual Property" refers to all ideas, information, creation, and knowledge that are protected by law. Intellectual Property concerns everything that human minds have created as opposed to physical property. For example, the Microsoft® butterfly is not a physical object, but it is a fixed form protected by Intellectual Property Rights.

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Copyright law is designed to protect the works of authors and creators of art, music, poetry, prose, etc., from unauthorized republication, reproduction, duplication, or distribution. Original copyright law was drafted to foster creativity and inspire new, original, academic, cultural or economic contributions. Any work, in a fixed, tangible form, is automatically protected by copyright the moment it is completed; registration with the Copyright Office offers additional benefits to copyright holders, but it is not necessary for protection under the law. Copyright is one more specific type of the many Intellectual Property Rights.

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Poetry

An entire poem may be quoted if its length is less than 250 words; if the poem is longer, you may use up to 250 words. Additionally, you may use no more than five poems or poem excerpts by different authors from the same anthology, and no more than three poems or poem excerpts by any one poet.

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For academic, educational fair use, 10%, but not more than 30 seconds, of a musical work may be copied. Furthermore, students may not alter or change the fundamental musical structure or character of the work. Even if you intend academic or educational applications of copying or distributing complete songs, you are not protected under fair use. Please note: This means that students may not submit entire songs or copied CDs to accompany their papers, theses, or dissertations without expressed permission from the copyright holders. CD art work, designs and lyrics may also be protected by copyright law, and you should seek permission to use these if you intend to reproduce them.

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For paintings, students are required to obtain permissions from the governing/owning body, such as the Tate, the Huntington, the Getty, the National Gallery, and so on, as well as the copyright holder. (As with music, you may not alter the integrity of copyrighted art work or make your own modifications.)

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Students often believe that an image found on the internet, especially when it is advertised as free, may be used without the permission of the artist or creator of the work. This is not true. Plan on seeking written permission from the creator or the governing/owning body of every image and submit these written permissions along with the thesis. Also include a list of illustrations ("List of Illustrations" or "List of Figures") as part of the front matter of the thesis.

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Failure to comply with copyright and intellectual property law and fair use guidelines also has important scholarly consequences. Without the appropriate and necessary permissions in the manuscript, Pacifica cannot publish the work. Since one of the degree requirements across all degree granting programs at Pacifica is a published thesis or dissertation, non-compliance means that students will not receive an official transcript or formally earn their degree. You will, in effect, have wasted the time, effort, and money you have invested in pursuing a master's degree.