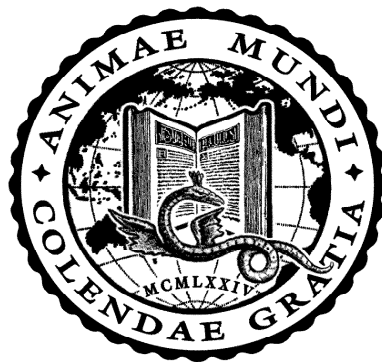# PACIFICA GRADUATE INSTITUTE

Counseling Psychology
Thesis Handbook
for
2023 Matriculates

Table of Contents

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 research and thesis writing process, from the library database paper and thesis proposal in Summer Quarter of 1st year, to completion and submission of the thesis in Winter Quarter of 3rd year.

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 paper.

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

Please note that a fully formatted examples of student papers and theses can be located in the Counseling Psychology Student Resource Center in D2L under Learning Modules →D2L and Word Tutorials→ Course Paper and Thesis Templates.

If you have a question that is not answered in this handbook, on the Desire2Learn (D2L) website at elearning.my.pacifica.edu, the thesis website at **http://www.pacifica.edu/counseling-students-thesis-resources**, 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, 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 APA style guidelines for all papers. To facilitate your understanding and application of these guidelines, please familiarize yourself with the guidelines before beginning to write.

Please utilize both the Counseling Psychology Program's *Student Papers Handbook* and the 7th edition of the APA *Publication Manual* (2020), when writing all papers. Papers will be graded on both form and content.

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

Please note that fully formatted examples of student papers and theses can be located in the Counseling Psychology Student Resource Center in D2L under Learning Modules →D2L and Word Tutorials→ Course Paper and Thesis Samples. <u>Those interested in an editable student papers template can find one located here on the APA 7 website: https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers</u>

I. Layout and Format

A. Please use 12-point Times New Roman font for all theses. Do not use bold type except on Title Pages and as indicated on page 7 in Section II. Headings. Print on only one side of each page. Use only paper that is 8.5 by 11 inches. **Papers submitted electronically must be .doc or .docx. Do not submit papers papers in Pages or RTF, or convert from Pages or RTF. Only the final RA Approved Draft of the thesis should be in PDF form.** Photographs must be .jpeg or .pdf, and video must be mp4.

B. Every paper should have a Title Page* that is formatted in keeping with the Editable Thesis Template provided to students:

<div align="center">

Title:
Subtitle

by
Author's Name (Incl. middle initial)

Submitted in partial fulfillment of the requirements

for the degree of

Master of Arts in Counseling Psychology

Pacifica Graduate Institute

15 February 2023

</div>

C. All pages in the thesis have a 1.5 inch margin on the left side, a 1 inch margin on all remaining sides and all text (except the title—which is bolded and centered above the first body paragraph on page one) is left aligned.

D. Pages are numbered in the top, right-hand corner, 0.5 inches from the top edge and 1 inch from the right edge of the page. All papers are printed on one side only.

E. Double space the body of your paper. Exceptions to this spacing rule are footnotes, captions below pictures, and mathematical equations. Paragraphs in a double-spaced paper are not separated by an extra space.

F. Avoid danglers. 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."

G. 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.

H. 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. Upload the paper to the D2L DropBox for the course, making sure it is timestamped no later than the due date.

II. Headings

The heading structure follows a top-down progression for all sections of your paper. Level 1 is used for the paper title. If two levels of headings are needed in a paper, 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. Please follow the APA guidance for formatting headings: https://apastyle.apa.org/style-grammar-guidelines/paper-format/headings

III. 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. One 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 use of primary sources is appreciated by scholarly readers.

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

IV. 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 in all academic writing (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 4.18, pp. 120-121) 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 classical 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 to) 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 Section IV.E above also apply to these pronouns.

G. Numbers 10 and above are written in numbers, except when they begin a sentence (e.g. There were 15 children at the party. **_OR_** Fifteen children attended the party).

H. 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. Numbers which express age are also exceptions to this rule (e.g. Four children attended the party. **_OR_** The children arrived at the party around 10:15am. **_OR_** The children at the party were all 6 years old).

(Follow the rules in the APA *Publication Manual*, Sections 6.32-6.39, pp. 178-181, for all instances of the use of numbers.)

V. 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 6.12, pp. 162-163) and formatting lists (seriation) (Section 6.49, pp. 189-191).

VI. 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).

In quotations shorter than 40 words, the period follows the end parenthesis.

Note: 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 double-spaced and indented or 1/2 inch from the left margin and extend to the right margin. Double space the entire block quotation; do not add extra space before or after it. 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 sur-
> >
> > rounding 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 1/4 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 8.33, p. 277.)

VII. 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 citing the author's general ideas or theories, but not quoting directly, you are not required to provide a page number (only the year) but you 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 of a paper and also when summarizing, 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 paper that the citations match throughout in the different places you use them. In other words, if a topic cited in the beginning of your paper is cited again in your 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. Please follow APA rules apply for citing multiple authors and for the use of "et al." Citing multiple works with three or more authors and the same publication year is covered in Section 8.18 of the APA Publication Manual.

I. If you define words in your text using a dictionary or encyclopedia as a source, the citation contains the name of the dictionary, and the source is listed in References under

that name. Dictionary entry references (both online and print) are covered in Section 10.3 of the APA Publication Manual.

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. Examples: Carl G. Jung, founder of analytical psychology, or Jungian analyst Alice Miller, or archetypal psychologist James Hillman.

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 all headings within a work, Levels 1 through 5. 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 (e.g. Self-Esteem).

N. Epigraphs—quotations placed beneath a heading to suggest the theme of the following text or used as a frontispiece—should also be formatted and cited according to APA 7 guidelines. The epigraph should appear before the first line of text and should be indented 0.5 in. from the left margin, like a block quotation, without quotation marks" (APA, 2020, p. 277).

Poems can be centered on the page. Poems that are formatted as centered in the original source should remain centered.

VIII. References Section

A. Every paper should have a References section on the final page(s).

B. References should be formatted as indicated in the APA *Publication Manual* (Chapter 9, pp. 281-307). **<u>Study this part of the manual carefully.</u>**

C. 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 paper.

D. 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.). Basic Books. (Original work published 1979)

E. 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.

F. 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.* Parabola Books.

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

Citing Jung's *Collected Works* can be incredibly complex and technical. **The Pacifica library guide is the best and most complete formatting resource for these works and can be found here: https://pacifica.libguides.com/Jung/CW**

In the library guide to the *CW*, you will also find a DOI for all entries. APA 7 requests that the DOI be included for all works that have a DOI, regardless of whether you used the online version or the print version.

Students are expected to research these Jung sources carefully when developing a reference list and not to rely on reference or citation information from secondary sources or leave this research up to an editor. Please be aware of your responsibility to record this information while you are researching the literature.

These volumes can be accessed at Pacifica's library and may be available at other university or local libraries. For access to EBSCO's digital edition of Jung's *Collected Works*, utilize the Graduate Research Library's online databases at **https://library.pacifica.edu/cw/toc.html** or the Desire2Learn website at elearning.my.pacifica.edu. Current students may obtain the password from the Research Library staff. (See page 21 for instructions on referencing this digital edition.) The contents of some volumes can be viewed on Google Books or Amazon Books.

H. 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. Please see the following APA Reference Guide addressing some of these differences: https://apastyle.apa.org/instructional-aids/reference-guide.pdf.

I. 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.

Note: The "Original work published" statement and the double date may be used for translated works, or for works originally published in English which may have gone out of print and then been republished. In Reference entries and citations, use the latest *copyright* date that appears on the copyright page of the book. Do not confuse it with the *printing* date.

J. Personal Communication

This form is used for personal conversations, 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, 2011)

K. 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)

(Author's dream, August 8, 1994)

L. Nonprint Media

See the APA *Publication Manual* (Section 10.12, pp. 342-347) for information about citing other forms of audiovisual media.

M. 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 and examples of reference entries for electronic sources in the individual sections on different types of sources (books, articles, etc.) (Section 10.15, pp. 348-352).

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 non-electronic 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.

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

IX. Miscellaneous

A. 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").

B. 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].

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

D. If you use footnotes, follow the guidelines for theses and dissertations in the APA *Publication Manual* (Section 2.13, pp. 40-41).

E. When referencing the *Student Papers Handbook* employ the form below:

Pacifica Graduate Institute. (2021). *Counseling psychology student papers handbook.*

F. When naming DSM disorders in the text of your paper or thesis, do not capitalize the name of a diagnosis or disorder, per APA guidelines. For example, use posttraumatic stress disorder, as opposed to Posttraumatic Stress Disorder.

G. Take care with the capitalization of archetypal terms. Although this is not specifically addressed in the APA *Publication Manual*, consensus in the M.A. Counseling Psychology program is that single-word or more generalized archetypes utilize lower-case lettering (e.g. child, witch), while multi-word or more specific archetypes utilize capitalization of all major words (e.g. Great Mother, Dark Temptress).

A Note About Gender and Pronoun Usage

Growing numbers of individuals identify as gender-neutral or gender-fluid, or simply reject being categorized by a specific traditional gender category. There is a supportive and evolving collective dialog taking place about the appropriate way to honor the individual in professional and academic writing. The use of gender-neutral, self-identified and gender-honoring pronouns has been publicly embraced and implemented in the style guides of major publications and institutions of higher learning as well as in the most recent 7th edition APA Publication Manual.

Specifically, students are allowed the flexibility to use gender-neutral or gender-honoring pronouns in order to respectfully identify either writer or subjects in both academic coursework and in the Thesis Capstone Project.

For example, flexibility is granted in the use of pronoun phrasing such as "he, she, or they" as opposed to simply "he or she," or the use of the pronoun "they" in its singular form. The allowance of this variation in the APA Style Guidelines refers specifically to the selection (or non-selection) of gender with pronoun use. Students should still adhere to other pronoun-specific APA Style Guidelines, such as the pronoun agreeing in number with the antecedent, and correct choice of "who" or "whom" with preposition use.

Avoid referring to one sex or gender as the "opposite sex" or the "opposite gender" as this implies a gender binary and does not account for gender non-binary individuals or those who are intersex.

This proposed variation in APA Style Guidelines aligns with APA's edict to honor the diversity of the individual and to reduce sexist bias and its impacts.

> Pronouns associated with a specific gender have been found to induce readers to think of individuals of that gender even when the pronoun use is intended to be generic (Gastil, 1990; Moulton et. al., 1978). In addition, exposure to gender-specific language in a professional context has been linked with a lower sense of belonging, reduced motivation, and professional disidentification for individuals who do not identify with that gender (Stout & Dasgupta, 2011). When writers use the singular "they," it reduces bias in the way that readers perceive the individuals referred to in the text and thereby helps ensure that readers do not feel ostracized by that text (American Psychological Association [APA], 2020, p. 140)

American Psychological Association. (2020). *Publication manual of the American*

   Psychological Association (7th ed.).

Sample References Page

References

Level 1 heading, centered at the top of the page

References

Aristotle. (1996). In E. Ehrlich & M. De Bruhl (Eds.), *The international thesaurus of*

quotations (p. 585). HarperCollins.

Bacon, F. (1979). In F. G. Cassidy (Ed.), *The Oxford dictionary of quotations* (p. 27).

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issues (2nd ed.). Sage.

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

Pacifica provides access to three writing tutors listed below, free of charge, to currently enrolled students. Writing tutor service is available for students working on course papers but is not utilized for thesis writing. 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. Tutors may help with grammar, structure, MLA and APA formatting, and more. Obtaining this service needs to be independently arranged with a writing tutor. For more information please contact Vicki Stevenson at **vickieditor@gmail.com**, Emily Balaguer at **erbalaguer@gmail.com,** or Laura Simko (*ESL specialization) at **lpsimko.eng@gmail.com.** Vicki, Emily, and Laura are well versed in our program's Pacifica/APA style guidelines and will assist you to develop your own skills, rather than serve as editors. They are available on a first-come, first-serve basis.

*ESL (English as a Second) tutor services are also available for students working on course papers. Obtaining this service needs to be independently arranged with the ESL Tutor. For more information please contact Laura Simko at **lpsimko.eng@gmail.com**.

Editors:

See page 26 for a recommended list of editors to contact for copyediting and formatting of student papers and the thesis. It is required that all theses be edited by a professional editor. Please inquire from each about rates and terms, as editors are independent contractors and not Pacifica Graduate Institute employees.

APA Style Guidelines Checklist/Thesis Editing Checklist

The following checklist highlights common problems in 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* (7th edition, 2020), referred to herein as the APA *Publication Manual*.

Layout and Format

1. Use an APA 7 approved font (12-point Times New Roman, 11-point Calibri, 11-point Arial, or 10-point Lucida Sans Unicode, 11-point Georgia, or 10-point Computer Modern for all papers, and 12-point Times New Roman for the Thesis Capstone Project. Do not use bold type except on Title Pages and as indicated on page 7 in Section II. Headings. Print on only one side of each page.   _____

2. In a paper, every page 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. In the thesis, every page is numbered except the title page. Front matter is numbered using Roman numerals. All margins are set at 1" except in the thesis, which has a 1.5" left margin to accommodate binding.   _____

3. The References section of a paper does not count toward fulfillment of the page requirements for an assignment.   _____

4. Double-space the body of the paper *except for* footnote, captions below pictures, and mathematical equations. Paragraphs in a double-spaced paper are not separated by an extra space.   _____

5. 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, F & G, p. 7).

_____

Diction and Style

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

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

8. Be discriminating when using the personal pronoun "I." Avoid using "I" when stating others' ideas and research. _____

9. 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. Numbers used to express age are also exceptions to this rule. For all instances of the use of numbers, follow guidelines in APA *Publication Manual* (Sections 6.32, pp. 178-181). _____

Punctuation and Spacing

10. A comma is required before "and" in a series of three or more items. _____
11. 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. _____
12. Do not use single or double quotation marks to distance yourself from the text. Example: He is a "modern" thinker. _____
13. 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"). _____
14. 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 (--). _____
15. Use the standard tab setting on your computer to indent at the beginning of paragraphs. This is meant to correspond to 0.5 inches. _____
16. Follow the APA *Publication Manual*'s rules for hyphenating words (Section 6.12, pp. 162-163) and formatting lists (seriation) (Section 6.49, pp. 189-191). _____

Quotations

17. 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. _____
18. Long quotations are those of 40 words or more. These are double-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 closing parenthesis.

19. 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. _____

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

21. 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. _____

22. Cite epigraphs (quotations set beneath headings or as a frontispiece) in the correct format (see example in Student Papers Handbook APA Style Guidelines VII.N, Reference Citations in Text). Include the source in the References section only if the epigraph comes from a scholarly book or journal, is a quotation used with permission, or is cited elsewhere in the text. _____

Reference Citations in Text

23. 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. _____

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

25. 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. _____

26. 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.G, Reference Citations in Text, p. 11) _____

27. 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. _____

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

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

30. In the text of a paper or thesis, capitalize all words of four letters or more in titles of works as well as in headings. _____

31. 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. _____

32. All claims made must be cited within the body of the text. Claims made without adequate citation constitute plagiarism. _____

References Section

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

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

35. 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. _____

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 a poem 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 recommended editors to contact for assistance copyediting and formatting student papers and theses. It is required that <u>all</u> theses be edited by a professional editor. Theses must meet APA 7 standards and adhere to all guidelines listed in the APA Style Guidelines Checklist/Thesis Editing Checklist. Editors listed below 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.

Liza Gerberding
email: lizagerb@mac.com

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

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

Vicky Jo Varner
email: vj@vjphd.com

Jesse Jacob
email: jjacobpsyd@gmail.com

Ahnie Litecky
Tel: 907-299-9713
email: ahnie@liteckyeditingservices.com

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

Christy Gardner
Tel: (562) 719-4985
email: christygardnerphd@gmail.com

Jessica Koslow
Tel: (310) 403-6646
email: jessica.koslow@gmail.com

Arie Kupferwasser
e- mail: arie8k111@gmail.com

Michael Saltzman
Tel: (202) 909-5585
email: misaltzman@gmail.com

Barbara Joy Laffey
email: bjlaffey@whidbey.com

Brook Ambers
Tel: (585) 410-5450
email: brook.ambers11@gmail.com

Writing Tutor Services

Please see Writing Tutor Services section in D2L and in this handbook **(p. 19)** for information regarding free writing tutor services provided by Pacifica Graduate Institute for those students who need assistance with writing skills.

**Section II
The Research and Thesis Process**

Research and the 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 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. **The traditional thesis is 40 to 50 pages in length (not including the front matter, reference pages, and appendices), is fully edited, follows APA style guidelines, and includes a minimum of 20 references.**

A wonderful way to learn more about thesis structure and content requirements is to read past theses from the M.A. Counseling Psychology program. Theses from the years 2015 to the present will give a strong representation of current program requirements. Researching past theses relevant to current students' research questions will additionally facilitate meeting the current objectives of the thesis 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.

To research information about past Counseling Psychology theses, visit the Pacifica Graduate Institute Online Library Catalog. The online catalog can be accessed by navigating to **https://catalog.my.pacifica.edu/cgi-bin/koha/opac-search.pl.** Theses can be searched by many parameters including author, title, publication year, advisor, methodology, and key words. Each library record will provide the thesis abstract, as well as direct link to the full text of the thesis on ProQuest.

Hard copies of theses are also available in the Pacifica Library, and electronic copies are available through ProQuest for academic and research purposes by researchers worldwide. Please visit **http://www.pacifica.edu/graduate-research-library** for more information, and to locate access to the ProQuest database.

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. A template for this permission form can be located in D2L at Research Portfolio Center→Learning Modules→Thesis Resources→Thesis Forms→Informed Acknowledgment Form.** If the thesis contains information, for example, that identifies someone by name or other manner, 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 Research and Thesis Process: From Start to Finish

Research in Psychology (CP 620)
Summer Quarter, 1st Year

This course introduces students to the distinctive theory and practice of research in marriage and family therapy, professional clinical counseling, and depth psychology including designing and conducting qualitative research, quantitative research designs, and mixed methods at the conceptual level. The organic relationship between methodological approach, research questions, and research findings will be studied and students will be introduced to a conceptual overview of statistical analysis. An emphasis will be placed on the identification of research problems related to personal healing, collective healing, and human services with a depth psychological perspective. During this course students begin to organize their research for the thesis capstone project. This course is the first in the seven-course research sequence of courses.

Seminar in Directed Research IA (CP 650A)
Fall Quarter, 2nd Year

Students enroll in this course in the fall quarter of the second year. Students explore specific research designs and qualitative approaches that involve library literacy and an imaginative approach to a research problem and research question grounded in marriage and family therapy and professional clinical counseling. Students engage in research related to the recovery model and systemic contexts while incorporating a depth perspective in the integration of the material. This course is the second in the seven-course research sequence of courses.

Seminar in Directed Research IB (CP 650B)
Winter Quarter, 2nd Year

Students enroll in this course in the winter quarter of the second year. The transferential aspects of depth psychological research and the importance of research in advancing the professions of marriage and family therapy, professional clinical counseling, and depth psychology are presented and explored. Reflection regarding the research question and healing, both individual and collective, is pursued. Students explore specific research designs and qualitative methodological approaches that involve library literacy, an imaginative approach to a research question, and clinical applicability. This course is the third in the seven-course research sequence of courses.

Seminar in Directed Research IC (CP 650C)
Spring Quarter, 2nd Year

Students enroll in this course in the spring quarter of the second year. Students will identify designs used in published research, and hone critical thinking skills in depth psychological research and methodology grounded in the fields of marriage and family therapy and professional clinical counseling. This course focuses on the vocational aspects of depth psychological research and its impact on the clinical practice of marriage and family therapy and professional clinical counseling, inclusive of social justice implications. Each student is assigned a Thesis Advisor to assist the student with the conceptualization of the thesis, feedback about written components of the thesis, and the thesis process. This course is the fourth in the seven-course research sequence of courses.

Seminar in Directed Research IIA (CP 651A)
Summer Quarter, 2ʳᵈ Year

The transferential aspects of depth psychological research and the importance of research in advancing the professions of marriage and family therapy, professional clinical counseling, and depth psychology are presented and explored. Methods of analysis needed for formative and summative program evaluation will be assessed inclusive of the depth perspective. The research and writing of the thesis is supervised by a Thesis Advisor who guides the students through critiques of sections of the thesis assigned this quarter. Elements written by the student are archived in the student's Research Portfolio. This course is the fifth in the seven-course research sequence of courses.

Seminar in Directed Research IIB (CP 651B)
Fall Quarter, 3ʳᵈ Year

Students deepen their understanding of the vocational and transformational aspects of depth psychological research as a container for soul work and to foster individual, community, and cultural well-being grounded in marriage and family therapy and professional clinical counseling. All components of the thesis capstone project are assessed and refined. Research and writing is supported by the instructor and supervised by a Thesis Advisor. All elements of the thesis are submitted to the Research Portfolio. This course is the sixth in the seven-course research sequence of courses.

Seminar in Directed Research IIC (CP 651C)
Winter Quarter, 3ʳᵈ Year

Supervision of research and writing of the thesis. Successful completion of the course requires completion and submission of the thesis archived in the student's Research Portfolio and approved by the Thesis Advisor and Research Associate. The thesis is grounded in the fields of marriage and family therapy and professional clinical counseling. This course is the seventh in the seven-course research sequence of courses. Pass/No Pass.

Uploading Assignments to the Course Shell DropBox in D2L

In order for documents to be responded to in the course shell DropBox in D2L, submitted assignments that require a response or feedback must be formatted as .doc or .docx files that have been created in Microsoft Word. Students may not utilize PDF, Pages, or RTF for any research courses or thesis-related assignments. **These documents must originate as Microsoft Word documents**. Do not create documents in Pages or RTF and convert them to Microsoft Word.

Completion of the Thesis

Successful completion of the thesis process requires that three bound copies of the thesis are received by the Research Coordinator, that the thesis and all related materials and payments are submitted to ProQuest electronically by the student, that the student electronically submits a course evaluation to the Research Coordinator, and a Completion of Thesis Form has been placed in the student's file**.** If students intend to participate in Commencement in the spring, the

thesis must be approved by the Research Associate and all thesis materials submitted by the due dates listed in the syllabus for CP651C.

Final Deadline for Thesis and Posting of the Degree

As stated in the PGI *Student Handbook* 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 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 1st** are invited to participate even if not eligible to participate in Commencement.

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 in our program is based on two general kinds of data: text-based data and arts-based data. Participants may be used as part of the generation of art using artistic-creative methodology but **not** to collect participant-based data. Even though participant-based data are **not** gathered, Informed Consent Forms do need to be signed by involved participants (e.g. photographers, videographers, graphic designers, dancers, etc.) in production theses and submitted by the student.

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 are used to supplement, corroborate, or strengthen findings grounded primarily in text-based data. In some cases, however, arts-based data provide 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. 49-50).

Analyzing Data

Having examined the approach to research, developed a research question, and decided which kind of data are 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 require 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 hermeneutic, heuristic, artistic-creative, intuitive inquiry, and organic inquiry. At Pacifica, the most frequently used methods to analyze qualitative data are hermeneutic and heuristic. Each of these methods 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 50 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.

Statement of the Research Problem and Research Question

Your statement of the research problem and research question, though brief, is the very heart and soul of your thesis. What you write here not only defines your 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. It is important to bear in mind that the research problem speaks to a gap or lack in existing research, rather than to societal problem specifically. For example, climate change is an acknowledged societal concern. However, it is not a research problem. Your stated research problem accompanying this topic might be that "Little has been written about the grief accompanying climate change….", or perhaps "A gap in the research exists related to the treatment of climate-change based anxiety utilizing ecopsychological interventions…"

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 research course instructor and portfolio.

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, materials, and procedures.

Research Methodology

The criteria for the thesis in the Counseling Psychology program were stated previously 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 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 procedures in and the limitations of the chosen research methodology, and a citation or citations that describe the methodological approach. The use of human participants or co-researchers is not permitted for the purposes of researching or writing the Counseling Psychology M.A. thesis (see exception noted on page 51).

Quantitative Methodology

Though the use of quantitative methodology is rare in Counseling Psychology theses since the use of human participants is not allowed, 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.). 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 use of human participants is not allowed for the purposes of researching and writing the thesis. As such the methodological approaches below are those that do not involve human participants. 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 a subject. 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.). Sage.

Frankfort-Nachmias, C., & Nachmias, D. (2008). *Research methods in the social sciences*

(7th ed.). Worth.

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. 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). Rutgers University Press.

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

Romanyshyn, R. (2007). *The wounded researcher: Research with soul in mind*. 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*. Sage.

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

Moustakas, C. (1994). Human science perspectives and models. In *Phenomenological*

research methods (pp. 1-24). 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. 58-59). 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*. 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. http://www.deakin.edu.au/dro/eserv/DU:30005892/

barrett-creativeartspractice-2005.pdf

Leavy, P. (2009). *Method meets art: Arts-based research practice*. The

Guilford Press.

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

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.

The steps in intuitive inquiry are first to choose a research topic or *text* (e.g., a song, painting, ballet, 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 collected narratives. This original textual data are 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. 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). 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 (2006), 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*. 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. The data are personal stories 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. Narrative analysis, sequential analysis, or heuristic inquiry 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.
>
> http://www.serpentina.com/research/organic-ifresearchsacred.html

Participants

When describing your methodology, if your thesis is a production thesis involving a study with participants, it is crucial to include the number of participants and the rationale as to why you selected them. 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. 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. If participants are used (production theses only), they will not be used for gathering data. Nevertheless the researcher needs to indicate procedures for selecting participants (or sites); procedures for obtaining informed consent and insuring

confidentiality; procedures for instructing participants; and procedures for conducting and documenting your study (e.g., notes, audio tape recording, video tape recording, etc.), 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, 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. Please note that existing legal and ethical best practices (e.g. related to inclusion of potentially libelous claims, disclosures that would compromise confidentiality, or self-disclosures around use of Schedule 1 substances) must always be adhered to and cannot be circumvented in the thesis by naming such concerns in the ethical concerns section. Additionally, ethical concerns need to be assessed and addressed even though no human participants or co-researchers are used. The health and well-being of the researcher as well must be considered. See page 53 for information regarding the principles of ethical research and obtaining procedures for completing a Non-Use of Human Subjects Acknowledgement.

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 Appendix B, Guide for the Use of Multimedia Materials, p. 106.)

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 50 pages, not including front matter, references pages, and pages in appendices. In a fully edited production thesis, however, the length may be reduced to 35 to 45 pages, not including front matter, references pages, and 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 research course instructors 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.

Procedures for Acknowledging Non-Use of Human Subjects

A discussion of ethical issues is important in all scholarly research. Students MAY NOT engage in any research that incorporates the use of human or animal participants as part of their MA Thesis Capstone work. If any human or animal participant's involvement was to be proposed, the student would need to complete a full external IRB review through Cottage Health to ensure that the research was ethically sound and sanctioned.

Non-Use of Human Subjects Acknowledgement

Since human subjects will not be used in the proposed MA Thesis research, the student should submit the form entitled Form 3A Non-Human Subjects Acknowledgement (use template, p. 88).

Principles of Ethical Research

As you develop your research design, please keep the following basic ethical principles in mind:

- o Respect for persons
- o Beneficence
- o Justice
- o Informed consent

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. Whether paraphrasing or quoting an author directly, you must credit the source. This is true throughout the thesis. Citations should always follow Pacifica/APA style guidelines and all works that you cite must be placed in your list of references at the end of your thesis. It is

important to remember that whether you are citing a single idea, a few words or phrases, or whole sentences, 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. 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.

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 matter) should not be more than 150 words and must include a statement of research methodology, as well as state the research question.

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, procedures, and materials used in your research. Utilize scholarly references to support your descriptions. Describe the rationale for using the research methodology employed and its limitations.

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.

<div align="center">

Chapter III
Findings and Clinical Applications

</div>

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.

<div align="center">

Chapter IV
Summary and Conclusions

</div>

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, inclusive of a social justice perspective? 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? How could a social justice perspective inform the field and its approach?

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

<div align="center">

Appendix or Appendices (if applicable)
References (A minimum of 20 references is required for all theses.)
Autobiographical Sketch (optional)

</div>

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 need not interfere 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.

Publication of your thesis with ProQuest is a requirement for successful completion of CP651C, and of the M.A. Counseling Psychology program. You will utilize an electronic submission process with ProQuest, utilizing their ETD Administrator website at: **http://www.etdadmin.com/pacificama.** Please contact the Research Coordinator, or the Research Associate for your track, with any questions about your ProQuest submission. Instructions for submission will also be reviewed during class in CP651C.

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. Thesis Advisors 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   _____

Thesis Advisor   _____

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. Thesis Advisors will utilize this rubric to provide 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 a social justice perspective on the material, and takes into account systemic context for any pathology or marginalization discussed in the work.

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 and curiosity 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, inclusive of a social justice perspective.

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 social justice, 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 Improvement Demonstrates little 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 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   Little exploration of symbolic, mythopoetic, and archetypal perspectives related to
Improvement 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 reference list 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 Thesis Advisor to agree to regularly scheduled, consistent meetings by phone, in person, or e-mail, if need be. Some Thesis Advisors are more responsive than others.

5. Even if you resist or do not like suggestions your Thesis 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 reference list; 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 research course instructor 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 50 pages, not including the front matter, reference pages, and appendices. A production thesis is a minimum of 35 pages and a maximum of 45 pages, not including the front matter, references pages, and appendices.

Page Numbering

Every page 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, the front matter, are numbered with Roman numerals (i, ii, iii, iv, v, vi, etc.)

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.

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 thesis where bold type is used for the entire page.)

Level 1:   **Centered, Bold, Title Case**

> Text starts a new paragraph, and is indented 1/2"

Level 2:   **Left-Aligned, Bold, Title Case**

> Text starts a new paragraph, and is indented 1/2"

Level 3:   ***Left-Aligned, Bold Italic, Title Case***

> Text starts a new paragraph and is indented 1/2"

Level 4:   **Indented, Bold, Title Case Ending With a Period.** Text continues on the same line and begins immediately after period**.**

Level 5:   ***Indented, Boldface Italic, Title Case Ending With a Period.*** Text continues on the same line and begins immediately after period.

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. ***<u>The abstract should clearly state your research question, the methodology employed, the findings, and be no longer than 150 words.</u>*** 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. 100, 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 7.22-7.36, pp. 225-234). 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 from source materials that have been analyzed. 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 7.4-7.21, pp. 197-206) 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 also Overview of the Thesis, pp. 77-78, for a description of content to be included under these headings in your work). This format also applies to the first page of each Appendix, the References, and the Autobiographical Sketch.

    Chapter I: Introduction

        Area of Interest

        Guiding Purpose

        Rationale

        Methodology

        Ethical Concerns

        Overview of Thesis

    Chapter II: Literature Review

    Chapter III: Findings and Clinical Applications

Chapter IV: Summary and Conclusions

Summary

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

Conclusions

Contribution to the fields of marriage and family therapy, professional clinical counseling, and depth psychology.

Clinical implications, inclusive of a social justice perspective.

Recommendations for further research.

Appendix or Appendices

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

Autobiographical Sketch (optional)

Appendices

Include only documents directly pertinent to your paper. Examples include illustrations or figures which are too cumbersome for the body of the thesis. Dissimilar items should be placed in separate appendices (e.g., Appendix A, Appendix B), and each appendix starts on a new page. If using human subjects with a production thesis, a template of your ethics application and all accompanying materials (voided of any signatures or identifying information) should be included in an appendix. Appendices are included in your Table of Contents, and each Appendix must be mentioned in the body of the thesis

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 9.1-9.52 pp. 281-309) for the format of the References section. Remember to double-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.

Editable Thesis Template

Please note that there is an editable thesis template in Microsoft Word format available for students and editors to use. The template can be found in the Research Portfolio Center in D2L (Desire2Learn), or on the Thesis Website at www.pacifica.edu/counseling-students-thesis-resources.

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 Research Associate approval of thesis

15 February 2023

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

(Please note that your name listed on the copyright page must match
your name exactly as it is listed on the title page)

</div>

Signature Page (required) iii

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.

_____
Joanna Walling, M.A., L.M.F.T.
Thesis Advisor

↕ 1.25"
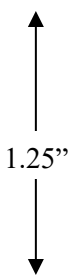
On behalf of the thesis committee, I accept this paper as partial fulfillment of the requirements for Master of Arts in Counseling Psychology.

_____
Jacquelyn Toth, M.A., L.M.F.T.
Research Associate

↕ 1.25"
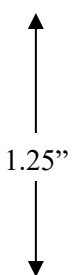
On behalf of the Counseling Psychology program, I accept this paper as partial fulfillment of the requirements for Master of Arts in Counseling Psychology.

_____
Gioia Jacobson, M.A., L.M.F.T.
Director of Research

Abstract (required)   iv

Level 1 heading

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, 4 spaces down from top of 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

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 Illustrations

Include figure number and title above figure. 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 repeated entries in the References section.

Figure

The figure is centered
horizontally on the page.

Figure 1. The Uroborus,

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. Reprinted with permission.

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.

References

Level 1 heading, centered at top of page,
four spaces from top of page

References

Bacon, F. (1979). In F. G. Cassidy (Ed.), *The Oxford dictionary of quotations* (p. 27).

Oxford University Press.

Benditt, T. (2007). Revenge. *Philosophical Forum*, *38*(4), 357-363.

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Psychology Bulletin, 28, 724-731. http://dx.doi.org/10.1177/0146167202289002

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picture]. 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.). Sage.

Dijker, A., & Koomen, W. (2007). *Stigmatization, tolerance and repair: An integrative*

psychological analysis of responses to deviance. Cambridge University Press.

Binding and Presentation of the Thesis

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 <u>will submit one bound copy to the Pacifica library and any additional printed copies submitted will be signed and returned to the student.</u>

If your thesis contains a media component, the media file must be included on a single disc which is inserted into a pocket attached to the inside back cover of each of the bound copies of the thesis. This disc should be labeled with CD/DVD-specific labels (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)

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.

ProQuest Submission

All approved student theses must be submitted to ProQuest for publication. Please utilize the electronic submission process via ProQuest's ETD Administrator site at **http://www.etdadmin.com/pacificama.** Please contact the Research Coordinator or the Research Associate for your track with questions.

Appendix A
Form Templates

PACIFICA
GRADUATE INSTITUTE

Form 3A: Non-Human Subjects Acknowledgment Form

Student/
Investigator: _____   Date: _____

Address: _____

_____

Phone: _____   Email: _____

Student/Investigator: I have read the contents of the application for approval to use human participants. Since 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 to use human participants.

Investigator's signature: _____   Date: _____

☐   My name, typed on the line above, is my official signature

Research Associate (RA): I have read and approved the enclosed protocol, and I believe that the investigator does not need to submit an application to use human participants and is competent to conduct the activity they described in the enclosed summary.

Research Associate: _____   Date: _____

☐   My name, typed or signed on the line above, is my official signature

---

PROCEDURE

1. STUDENT reviews information regarding research using participants and determines that the student is not conducting such an inquiry.
2. STUDENT signs this form and sends it to the internal reader.
3. RESEARCH ASSOCIATE: Verify that the proposed research will not use participants, then submits this form to the appropriate D2L Drop Box.
4. DIRECTOR OF RESEARCH: Verify that this prosed study does not involve participants, then sign the document and email to the student and internal reader.

Director of Research: I have read and approved the enclosed protocol, and I believe that the investigator does not need to submit an application to use human participants and is competent to conduct the activity they described in the enclosed summary.

Director of Research: _____   Date: _____

☐   My name, typed or signed on the line above, is my official signature

Intellectual Property and Copyright Infringement Form

Students engaging in thesis research at Pacifica Graduate Institute own the copyright to their finished work. Two copies of the work are available to the public, one printed and bound copy that is housed in Pacifica's research library, and one digital copy that is published by ProQuest. As the rights-holder to the thesis, students are legally and ethically responsible for any infringement of copyright and intellectual property law, and may be subject to a lawsuit if they do not comply.

Copyright law is nuanced and Pacifica is unable to provide legal advice to students on this issue. The purpose of this form is to explain the students' responsibilities. Please read the steps below, check the boxes to indicate that you have read and understand each point, and sign and date the form. Return this form electronically to the instructor of CP 651A-Seminar in Directed Research IIA. The instructor will archive this document in your research portfolio. **Note: Your thesis will not be approved unless this signed form is archived in your research portfolio**.

> You are not permitted to make unauthorized reproductions of copyrighted materials in your thesis.

> Do not assume that since you are writing an academic thesis that your use of copyrighted materials will be deemed to be "fair use."

> Contact the copyright owner of each work used in the thesis and request express written permission to use the material, whether it is published or unpublished, then document the requests by keeping copies of any letters or email correspondence.

> Make it clear to the copyright holder that the thesis will be published in two forms: one printed and bound copy stored in the Pacifica Graduate Institute's research library, and one electronic copy published online by ProQuest.

> Allow plenty of time to get necessary permissions prior to submitting the thesis for Research Associate approval; Pacifica recommends allowing at least four months.

> Keep copies of every permission statement in your own files

Your signature below acknowledges that you have received, read, and understand this form.

_____   _____   _____   _____

Student name   *Student Signature*   *Track*   *Date*

Informed Acknowledgment Form

The thesis capstone project is a requirement for graduation in the M.A. Counseling Psychology program at Pacifica Graduate Institute. Once complete, my thesis will be published via the ProQuest database.

The thesis I am writing is an inquiry into the following research question:

place research question here…

It is possible that reference will be made to you and/or to our relationship in the explication of the research and research findings. It is not the intention of this researcher to cause any harm to or to slander you or any person or persons, living or dead.

Signing this Informed Acknowledgment form signifies you understand and accept that you may be named or alluded to in the thesis capstone project.

I have read and fully understand the above.

Signature: _____ **Date:** _____

Signature of Researcher: _____ **Date:** _____

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

If your thesis contains a media component that is not accessible via a link included in the document, the media file must be included on a single disc to be included with each of the three bound copies of the thesis. 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 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.

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, you 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.

Copyright Law

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.

What else might be protected by intellectual property rights? Such items include patents, trademarks, registered trademarks, registered designs, company logos, cartoons, created scents, trade dresses, performances, maps, spoken recordings, and lectures. All are examples of items or ideas that can be protected from unauthorized use.

Fair Use

Fair use is a copyright exemption that has, in the past, allowed some latitude for scholars and critics engaged in non-commercial use. Increasingly the fair use exemption has been challenged, particularly for images. Section 107 of the Copyright Act provides the statutory framework for determining whether something is a fair use and identifies certain types of uses— such as criticism, comment, news reporting, teaching, scholarship, and research—as examples of activities that may qualify as fair use. Under Section 107, Courts consider the following four factors in evaluating a question of fair use:

1. Purpose and character of the use, including whether the use is of a commercial nature or is for nonprofit educational purposes.
2. Nature of copyrighted work.
3. Amount and substantiality of the portion used in relation to the copyrighted work as a whole.
4. Effect of the use upon the potential market for or value of the copyrighted work.

More details on fair use can be found on the U.S. Copyright Office website: https://www.copyright.gov/fair-use/more-info.html

ProQuest, the digital publisher of theses and dissertations, now assumes all images are protected

and requires students to provide permission statements for every one of them used in the work. Since all Pacifica theses must be published by ProQuest, the most efficient way to learn these rules is to read ProQuest's own proprietary guide to copyright, which is available at: https://media2.proquest.com/documents/copyright_dissthesis_ownership.pdf. Please consult this document for all questions concerning videos, movies, music or lyrics, visual art, books, manuscripts, poetry, as well as other printed materials and multimedia.

Using Protected Materials
To use protected materials such as photographs, works of art, or other images in the thesis, students must gain written permission. For example, if you wish to use a strip from *Calvin and Hobbes*, you must obtain explicit written permission from Bill Watterson to do so. This extends to photographs of protected architecture, and buildings/architecture created on or after Dec. 1, 1990 – in some cases, even if you snapped the photo. So, if you wish to use a picture of the Guggenheim, you may be required to obtain written permission to use the image. If you intend to use a photograph of a person, you will need to possess (written) permission to do so. As mentioned earlier, the link to the PDF file describing ProQuest's copyright guidelines, which govern all Pacifica theses, is this: https://media2.proquest.com/documents/copyright_dissthesis_ownership.pdf.
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.)
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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