

I.T.P.

Dissertation

Resources

Packet

**Prepared for Students in the
I.T.P. Dissertation Phase**

**By William Braud, Ph.D.
Dissertation Director**

December 27, 2000

A satisfying dissertation project . . .

- is meaningful to the *researcher*: It addresses issues important to the investigator; ideally, the topic arises out of the researcher's personal experiences and interests;
- is meaningful to the *research participants*: It helps them learn more about, and assimilate and understand, important issues in their lives;
- is meaningful to the *reader* of the dissertation: The future reader can identify with the participants, the researcher, and the issues explored and can benefit personally from the findings of the study;
- addresses a topic of *transpersonal relevance*: It contributes toward a gain in knowledge and possible practical application in the field of transpersonal studies;
- can provide, in addition to new information, the opportunity for *transformation* for those involved in the project (researcher, participants), the reader (audience), the field of transpersonal studies, and society as a whole;
- is rich in *implications* for our understanding of human nature and the nature of the world;
- contributes to the *professional growth* and development of the researcher: The project may build upon and extend present strengths and skills, as well as provide opportunities to acquire and develop new skills and abilities.



Considerations for Choosing a Dissertation Topic

- Pick a topic that has heart and meaning for you, personally—sufficiently close to you that it will sustain your interest, but not so close to unfinished issues that it could overwhelm you and divert you from the research itself.
- Pick a topic that will help you move ahead in your own psychospiritual development; as researcher, be prepared to experience important changes and transformation.
- Know that, as you work on your dissertation, you will confront all of your own issues during the course of the work, you will become what you study, and you will experience the complementary parts of all aspects of your work. Be prepared for this, and pick a topic accordingly.
- Pick a topic that will be beneficial to your research participants (co-researchers); in exploring the research topic with you, participants will deal with issues that are meaningful to them and that will help in their own working through and assimilating of important issues.
- Pick a topic that will help advance the discipline of transpersonal psychology—one that can help fill a need or gap in knowledge, resolve conceptual issues, further theoretical development, lead to potential application, and/or suggest important implications for the field.
- Pick a topic that matches or overlaps the research interests of the ITP faculty and that can contribute to the research emphases at ITP (in terms of content and/or methods).
- Pick a topic that is manageable for a dissertation—one that can be completed within 12 to 18 months or so. The dissertation is one delimited research project, not a life's work.
- Consider the audience of greatest interest to you, and keep that audience in mind so that the audience's reception of, and benefit from, your work will inform all phases of your research project.
- Consider the possible societal impact of your completed research project.
- Consider your dissertation work as one phase in a greater plan of study; how could you build upon what you learn in your dissertation work--what would be some likely next steps?
- Do not let your choice be dictated solely by intellectual considerations; solicit and consider inputs from many sources--your body; your feelings and emotions; your dreams; your intuitions; suggestions from others; hints, affirmations, lessons, and obstacles provided by the universe.

Three Views of "Research"

If we look closely at the meanings of *research*, we see that the word suggests *searching again, anew, back; going about again or going around again; and circling around again*. This circling around again and again provides a fine metaphor for the research enterprise—by moving around a topic, examining it carefully from many different perspectives, we eventually gain a more complete understanding of what we are examining. The very image of the circle suggests completeness, wholeness, regularity, order, and, indeed, disciplined inquiry itself. The image and metaphor call to mind a statement of Carl Jung, made in connection with personal growth and development: "There is no linear evolution; there is only circumambulation of the self" (Jung, 1965, p. 196).

As we circle around the object of inquiry, we look at it again and again. There is another word that carries the flavor of repeated looking, and that word is *respect*. When we respect someone or something, we *look again (re-spect)*, we *pay special attention*, we *honor*. The resemblances of these words suggest that at some important level, *research* and *respect* are synonymous. Both imply a fullness of attention, with minimal distortion, minimal filtering, minimal projection, minimal denial, and minimal preferences or biases. Respect involves looking fully and appreciatively at who or what is before us, honoring that person, thing, or event for what it is in itself and for what we may learn from this interaction. This is the opposite of an approach characterized by *prejudice*. In research, we are careful not to pre-judge our data or findings or bias their collection, analysis, or interpretation on the basis of preexisting views or theories that may blind us to what the data really are telling us. The privileging of empirical findings over theoretical or rational expectations is a stance against prejudice in the research domain. We learn more from the unexpected—the anomalies—than we do from what is expected. We welcome surprises, for it is from surprises that discoveries are made.

Still another word that is similar to *research* in its emphasis on repeated looking is the word *revision*. Harold Bloom, one of America's leading literary critics, makes these apropos comments about re-vision:

What is revisionism? As the origins of the word indicate, it is a re-aiming or a looking-over-again, leading to a re-esteeming or a re-estimating. We can venture the formula: the revisionist strives to *see* again, so as to *esteem* and *estimate* differently, so as then to *aim* "correctively." (Bloom, 1975, p. 4)

R

Bloom, H. (1975). *A map of misreading*. New York: Oxford University Press.

Jung, C. G. (1965). *Memories, dreams, reflections*. New York: Vintage.

{Insert the “flow chart” page [boxes and circles] from the Dissertation Handbook as this page}

Important Steps in the ITP Dissertation Process

- ❑ Complete required research courses
- ❑ Complete field work or research group/transpersonal practicum sequence
- ❑ Complete and submit Dissertation Planning Considerations form
(for helping student prepare for, and determine readiness for, the “mini-proposal course”; for helping faculty plan their dissertation-related work loads)
- ❑ Prepare mini-proposal in *Doctoral Research and Process* course (16-30 pages, exclusive of references and end materials)
- ❑ Enroll in optional *Dissertation Seminars*
- ❑ Set up (optional) Dissertation Support Group
- ❑ Request approval of Dissertation Committee
Form (302a)
Letter (brief, describing reasons for recommending each person)
Two-page description of your dissertation project
Contact information for potential adjunct research faculty (ARF) member

Chairperson (Core or ARF: list three and rank-order in terms of preference)
Designated Dissertation Director (DDD) (William Braud, Arthur Hastings, Rose Bruce: List three and rank-order in terms of preference)
Third member (other than core faculty)

For the Committee as a whole:
Three persons
All three must have **doctoral degrees**
Chair and majority of committee must have degrees **related** to student’s field of investigation
At least two of the committee must have degrees conferred by regionally **accredited** institution
Each should have 3 or more years of field or research **experience** after obtaining the doctoral degree
Each must have been **active** in her or his field within the last 5 years
Each must be ITP **faculty** (core, adjunct, contract, mentor faculty, ARF, CRF [Consortium Consulting Research Faculty])
Each must have **expertise** related to topic and/or method
There should be a **good working relationship**
- ❑ Arrange advising expectations and plan with each committee person
- ❑ Request approval of Expert Outside Reader (EOR)
- ❑ Form (302a)
Letter (brief, describing reasons for recommending each person)
Two-page description of your dissertation project
Contact information for potential EOR
Criteria for selection of EOR:
Not ITP core or adjunct faculty
Have **Ph.D.** or equivalent (Ed.D., research M.D., etc.)
Be familiar with quality dissertation research (i.e., experience in chairing dissertation **committees** and/or conducting **research**)
Current or previous faculty member of regionally **accredited Ph.D.**

program

Expertise in method and/or topic

- ❑ **Work closely with Chairperson** of your dissertation committee to prepare formal proposal (60 pages or less, exclusive of reference and end materials)
- ❑ Get inputs from other committee members; keep everyone informed about what you are proposing and how you plan to prepare the proposal and conduct the research
- ❑ Start routing Advancement to Candidacy Form (5 weeks before proposal meeting)
- ❑ When you and your Chairperson think your formal proposal is ready, distribute formal proposal to Designated Dissertation Director, Third Member of Committee, and EOR.
(DDD reads primarily for methodological adequacy; EOR provides fresh-eyes, outside peer review of content and method; Chair and Third Member read for content, method, writing, overall adequacy)
- ❑ Allow 4 weeks for above mentioned to read and comment; comments go to Dissertation Coordinator, who distributes comments to student and all committee persons
- ❑ Proposal meeting (reserve room)—working meeting, address comments from all sources
- ❑ Make record of recommendations and how each is addressed
- ❑ When Chair is satisfied with finished proposal, submit proposal to ITP Ethics Committee
for Research (copy to each of three members)
- ❑ Allow 3 weeks for Ethics Committee to review and comment on proposal
- ❑ Make any changes required by Ethics Committee
- ❑ Have Chairperson determine that Ethics Committee recommendations have been addressed adequately
- ❑ Prepare formal listing of comments from all sources and how you addressed each comment; submit this to the Dissertation Coordinator
- ❑ Conduct research, analyze findings, write dissertation first draft, **working closely with Chairperson** (first draft: 250 pages or less, exclusive of references and end materials); get inputs from other committee persons; include an Abstract of 300 words or less
- ❑ When you and your Chairperson think your first draft is ready, distribute first draft to DDD, Third Member of committee, and EOR
- ❑ Allow 4 weeks for above mentioned to read and comment; comments go to Dissertation Coordinator, who distributes comments to student and all committee persons
- ❑ First draft meeting (reserve room)—working meeting, address comments
- ❑ Make record of recommendations and how each is addressed
- ❑ Change draft, as necessary
- ❑ Final draft meeting (if extensive changes are required)
- ❑ Prepare formal listing of comments from all sources and how you addressed each comment; submit this to the Dissertation Coordinator
- ❑ Submit final draft to Academic Dean (firm completion date for each quarter: 5:00 p.m. on 8th Friday of each quarter)
- ❑ Final accounted of additional advising hours, if necessary, with each committee person
- ❑ Fulfill UMI/Bell & Howell requirements (with help from Dissertation Coordinator)

- ❑ ITP Library Resource Information requirements (floppy disk file with name, title, Abstract, key words, references, assessment instruments)
- ❑ Rejoice and Celebrate!!!!
- ❑ Observe 10-year rule (entire ITP process) and 4-year rule (dissertation phase)—but try for 2 years (dissertation phase)
- ❑ ***Share your dissertation research with others through publications and applications.***



*I've heard it said there's a window that opens
from one mind to another,
but if there's no wall, there's no need
for fitting the window, or the latch.*

-- Jlaluddin Rumi

Dissertation-Related "Recipes"

To help you in recommending dissertation committee members, adjunct research faculty (ARFs), and expert outside readers (EORs), we are *reprinting* these listings of requirements. Use these as handy checklists in exploring committees, ARFs, and EORs that meet the requirements and also work for you and for your dissertation project.

ITP Dissertation Committee, Adjunct Research Faculty, and Expert Outside Reader Requirements

Dissertation Committee Requirements

- Chairperson is **Core** Faculty or **Adjunct Research** Faculty (ARF)
- Second member is **Designated Dissertation Director** (Braud, Bruce, or Hastings)
- Third member is an ITP Faculty, **other than Core** Faculty (may be another ARF)
- All three must have **doctoral degrees**
- Chair and majority of committee must have degrees **related** to student's field of investigation
- At least two of the committee must have degrees conferred by regionally **accredited** institution
- All should have 3 or more years of field or research **experience** after they obtained their degrees
- All must have been **active** in their field within the last 5 years
- All must be ITP **faculty** (core, adjunct, contract, mentor faculty, adjunct research faculty)
- All must have **expertise** regarding topic and/or method
- There should be a **good working relationship**

Adjunct Research Faculty (ARF) Requirements

- Must have a **doctoral degree**
- Should have 3 or more years of field or research **experience** after obtaining the doctoral degree
- Must have been **active** in their field within the last 5 years
- Must have **expertise** regarding topic and/or method
- Should have a **strong research background**

Expert Outside Reader (EOR) Requirements

- Must **not be ITP core or adjunct** faculty
- Must have **Ph.D.** or equivalent (Ed.D., *research* M.D., etc.)
- Must be familiar with quality dissertation research (i.e., experience in chairing dissertation **committees** and/or conducting **research**)
- Must be or have been a **faculty** member of a regionally **accredited Ph.D. program**
- Must have **expertise** related to student's topic and/or method

For additional information about committees, adjunct research faculty, and expert outside readers, see the *ITP Dissertation Handbook for Students*, and consult the Dissertation Coordinator, the Dissertation Director, and the Associate Dissertation Directors.

{Insert Arthur's page that contains the two Leunig's World cartoons and the Murray Scottish Himalayan Expedition quote as this page.}

Dissertation Process Considerations

Name _____

In doing my dissertation work, my three greatest fears, resistances, obstacles to completion are:

In doing my dissertation work, my three greatest strengths, allies, facilitators of its completion are:

Additional thoughts, feelings, practices, and activities that can support me in my dissertation process:

Things to be on the lookout for or to avoid:

Seeds for the Mini-Proposal

Name _____

1. The general topic of my mini-proposal is:

2. My specific research question or hypothesis is:

3. The transpersonal aspect of this project is:

4. The significance, value, or usefulness of studying this topic is:

5. Three articles or books on the topic/question are (put the most important one first):

6. The methods of investigation I am considering are:

___ surveys

___ questionnaires

___ interviews

___ self-reports

___ in-depth case

___ several cases

___ experiment

___ assessments

___ observations,
logs, measures

7. I will analyze and present results using:

___ group statistics

___ correlations

___ meta-analysis

___ experiential content analysis

___ themes

___ narratives

___ participant reports

___ heuristic/organic/intuitive approach

8. I am considering the following *methodological* innovations:

9. This research question is important to me because:

10. How will I *conceptualize*, model, or theorize about my findings?

11. How does my research contribute to the advance of the discipline of transpersonal psychology?

12. My research overlaps/matches that of ITP faculty in that:

13. Possible members of my dissertation committee are (give three ranked preferences for each position):

Chairperson (Core or Adjunct Research Faculty)	Designated Dissertation Director (Braud, Hastings, Bruce)	Third Member (not core faculty; may be other faculty or Adj. Res. Faculty)
1st	1st	1st
2nd	2nd	2nd
3rd	3rd	3rd

14. A possible Expert Outside Reader for my dissertation is:

Mini-Proposal Information Sheets

General and Format

See the *ITP Dissertation Handbook for Students* for additional information. See the *Publication Manual of the American Psychological Association*, the *ITP Dissertation Handbook for Students*, the *ITP Dissertation Express* newsletters, and the *ITP Writing & Style Handbook* for style and format information.

Double-space all materials (exceptions: single-space block quotes and individual references, but double-space between references); use 1 _ -inch left margin; all other margins 1 inch; use 12-point serif (*not* sans serif) typeface (Times New Roman or Courier preferred); do not right-justify (use “ragged-right” margin).

Use spell-checker and proof-read all materials carefully before submitting.

Title Page

- See sample for mini-proposal title page in ITP Dissertation Handbook
- Keep title short
- Avoid unnecessary words (e.g., “A study of,” “Effects of”)
- Avoid terms that are too suggestive of causality (e.g., “Results of,” “Effects of”), if your design does not permit such firm conclusions.
- Lead with the “big news”
- Consider a subtitle
- Consider abstractors/searchers who will be looking for keywords; and include major keywords in title
- This title can be a provisional, working title (you may change it, up to the time you submit your final draft)

Table of Contents

- Provide a Table of Contents even with the first chapter you submit, for practice purposes
- Do not include the Table of Contents within itself
- Include major sections with starting page numbers
- Table of Contents is part of the “front material” of the proposal/dissertation and should be numbered, using lower-case Roman numerals, at the center, bottom

Partial Reference Listing

In the final proposal and dissertation, all references will go at the very end; however, in these drafts, please attach a reference listing to each chapter you submit. Include all references cited in the chapter. Do this so that the instructor can check your APA referencing format and the nature of your references (primary, professional) and so that a curious reader can know where to go for more information.

Owed to the Spell Checker

I have a spelling checker—
It came with my PC.
It plane lee marks four my revue
Miss steaks aye can knot sea.

Eye ran this poem threw it,
Your sure reel glad two no.
Its vary polished in it's weight,
My checker tooled me sew.

A checker is bless sing,
It freeze yew lodes of thyme.
It helps me right awl styles two reed,
And aides me when aye rime.

To rite with care is quite a feet
Of witch won should be proud.
And wee mused dew the best wee can,
Sew flaws are knot aloud.

And now bee cause my spelling
Is checked with such grate flare,
There are know faults with in my cite,
Of none eye am a wear.

Each frays come posed up on my screen
Eye trussed to bee a joule
The checker poured o'er every word
To cheque sum spelling rule.

That's why aye brake in two averse
By righting wants too pleas.
Sow now eye sea why aye dew prays
Such soft wear to pea seas!

Mini-Proposal Information Sheets

Chapter 1: Introduction

- Approximately 2 – 4 pages
- Paginate, using Arabic numerals, at upper, right corner
- Do not use page headers or footers
- The Introduction may be “incomplete” at this and at the proposal stage—i.e., you may indicate present “gaps” and indicate, explicitly, how you intend to fill such gaps in later versions of your work
- **Begin by presenting your topic.** Do this at the very beginning, using a crisp, clear description of what you plan to be doing in this dissertation project
- Indicate why you are doing this work; **place it in a context, indicating the purpose, significance, and importance of the work**; what is the transpersonal relevance of your work? Which theoretical, practical, and methodological issues will the work address (emphasizing the original, unique aspects of your contributions)? How will your work address or help fill gaps in: description of a phenomenon, understanding of a phenomenon (theory), practical application of principles, exploring an implication, working with a unique sample, providing a next step to what already has been done?
- **Present your specific research question(s) or hypothesis(es)**; in an hypothesis, you make a directional prediction of what will happen; in a question, you ask more generally what will happen; **indicate specifically, yet briefly, how you will go about testing each hypothesis or answering each question** (mentioning the tools and data treatments you will use); do not do this in great detail—such detail will go into Chapter 3; consider dividing your questions/hypotheses into primary and secondary ones
- **Briefly mention the approach/method/design to be used**; this could go right after the initial statement of your topic (in the first paragraph or so) or after the research questions/hypotheses
- **Provide a brief overview of the contents and organization of the rest of the proposal or dissertation**

Mini-Proposal Information Sheets

Chapter 2: Review of Relevant Literature

- approximately 6 - 10 pages (double-spaced, 12-point, serif typeface)
- paginate (upper right; no header/footer needed)
- may be “incomplete” at this and at proposal stage; however, indicate explicitly what is missing and how you plan to fill in the gaps later
- purpose of this chapter: to demonstrate that you can *focus* your literature search on relevant topics, *find* relevant articles, *summarize* these clearly and concisely, *critique* articles appropriately, and *integrate* the literature that you have reviewed
- it may be helpful to have two major sections: an empirical literature review and a theoretical review
- for *empirical findings* section, review reports that present original research findings that are most relevant to your topic(s); these are the *findings themselves*
- for *theoretical views* section, review the most important, dominate theories, models, conceptualizations that others have offered to explain and integrate the empirical findings; these are the *interpretations* of the findings
- throughout the literature review chapter, do not summarize and present materials in a relatively isolated, unconnected, “series of book report cards” fashion; rather, build a case, make a particular point, construct an “argument,” and bring in literature, as needed—and with just the right amount of detail or absence of detail—in order to help you make such an argument. Useful metaphors: avoid an unconnected “beads on a string” approach; do use a “threaded rope” approach (the rope is the case, point, argument, thesis you are building or proposing; the literature provides the fibers from which the rope is constructed) or use a “mosaic” approach (bringing in certain tiles [literature] to fill in certain portions of the overall picture you are constructing by means of your literature review).
- throughout, emphasize *primary literature* (i.e., reports of original findings in professional, peer-reviewed journal articles, dissertations, and theses; avoid secondary sources and popular sources)
- use Venn-diagram method to help you decide on density of coverage
- read appropriate sections of the *ITP Dissertation Handbook* and the *ITP Writing & Style Handbook*, articles on scholarly writing and literature reviews in past issues of the *Dissertation Express* newsletters (articles by Jeanne Achterberg, William Braud, and Arthur Hastings), and the handout on “Suggestions for the Scholarly Paper” for useful information and hints relevant to the writing of this chapter
- remember that a more detailed review of the literature relevant to *your instruments and assessments* goes in Chapter 3, rather than in this chapter
- attach a list of all the references you cite in this chapter, using appropriate APA format
- read earlier *Dissertation Express* newsletter articles and relevant sections of the *ITP Writing & Style Handbook* on appropriate APA formats for citing sources in the text (i.e., articles on errors to avoid with respect to format, punctuation, etc.)
- use spell-checker, and proof-read all materials carefully before submitting them

Suggestions for the Scholarly Paper
(Applicable, also, to the Dissertation Literature Review)

William Braud ♦ Winter, 1995/96

In the Scholarly Paper, you demonstrate professional skills of scholarly writing, critical thinking, and ability to integrate and advance the thoughts and conceptualizations in a particular area of interest.

ITP Core Faculty members who read your paper will be looking for evidence of the following in your paper:

Your judgment in choosing the topic itself:

- How is the topic relevant and important to transpersonal studies?
- Is the topic of an appropriate scope, range, or size for such a paper (or is it too large or too small to be handled feasibly in such a format?)

How well were you able to find relevant scholarly materials?

- Did you emphasize material from the primary literature (preferably, articles in peer-reviewed, refereed professional journals that present original findings, or dissertations and theses presenting original findings), rather than popular (e.g., popular books or magazine articles) or secondary (summarizing the work of others) sources?
- Did you fail to include some of the classic or obviously relevant references?

What were the aims or objectives of your review, and did you achieve those aims or objectives?

- Did your paper have an appropriate focus?
- What were you attempting to show or to discover or to explore?
- Was there a good match between your major aim and the contents and methods of the articles you chose for review?

How well did you summarize the articles you've chosen?

- What were the major findings or conclusions?
- Did you present these in clear and concise forms?

How well did you critically evaluate the articles you summarized?

- Did you point out the strengths of articles you found especially useful (not in general terms, but mentioning specific, concrete details)?
- Did you point out weaknesses of articles?
- Did you consider alternative possibilities for the authors' conclusions? Did you point out possible alternative explanations, possible artifacts, possible confounds, hidden or inappropriate assumptions, flaws in reasoning or argument?

How well were you able to integrate the findings in the area of interest?

- Did you present new ways to conceptualize or order the findings, so that our understanding is greater than before?
- Did you show creative insights or originality in presenting or making sense of the material?

Did you offer fruitful future directions in which to take the research?

- If you present new ideas, conceptualizations, models, or theories, did you indicate how such conceptualizations might be tested or explored for their usefulness?

Was the paper well written—well organized, clearly written, written in an appropriate professional style?

Was the paper presented in the appropriate format (proper length, proper APA format, free from errors)?

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It will be helpful to consult the following references in preparing your paper:

- For proper format, consult the *Publication Manual of the American Psychological Association* (4th Edition).
- For suggestions on literature searches and scholarly writing, read the four articles by Jeanne Achterberg, William Braud, Arthur Hastings, and Jean Harbin in the Fall, 1994 (volume 3, number 1) issue of the *ITP Dissertation Express* newsletter.
- For checklists that are useful in evaluating quantitative and qualitative research reports, see Appendix 3 and Appendix 4 (pp. 427-434) of Borg, Gall & Gall, *Applying Educational Research* (3rd edition).
- Read examples of scholarly, integrate reviews in the professional literature. Good examples may be found in *Psychological Bulletin* and in similar journals.
- Read appropriate sections of the *ITP Writing & Style Handbook*.

Mini-Proposal Information Sheets

Chapter 3: Research Methods

approximately 8 - 16 pages (double-spaced, 12-point, serif typeface)

paginate (upper right; no header/footer needed)

must be as **detailed, complete, and finalized** as possible

complete and detailed enough for another person to be able to replicate your procedures/work

describe your **general design or approach**

- . rationale for selecting it
- . describe it
- . address how your design handles threats to internal and external validity

describe your **participants**

- . nature / characteristics you will seek (population; sample)
- . how will you find them?
- . solicitation procedures, flyers, announcements, letters, etc. (include as Appendix)
- . how many will there be? (allow for attrition; how will you handle incomplete materials, substitution of participants, excess numbers, etc.?)
- . how will you select them? (inclusion/exclusion criteria)
- . descriptive information about them?

describe your **instruments or the measurements/measurement techniques** you will use

- . you will provide a “mini-literature review” of the instruments themselves
- . how have others used these or similar instruments or techniques? (describe and review relevant literature; assessment manuals can be very helpful for this, as can other dissertations in which the same assessments/methods were used)
- . in reviewing your instruments, pay special attention to how they have been used in similar situations or with similar participants in the past, strengths and weaknesses with respect to your own purposes; report reliability and validity information--usually in the form of correlations).

describe your **procedure**

- . Informed Consent Form (include a copy of this in your mini-proposal; it will have nine major components (see *ITP Dissertation Handbook* for content and examples)
- . detailed; include all important steps that involve what you will do or what you will ask the participants to do (flow charts and pilot studies will help you identify all steps and detect possible rough spots in your plans)
- . when, where, how will all the steps take place? Who will conduct the various steps?
- . detail any interventions you plan to use; how will you assign participants to conditions?
- . how will data be collected (step-by-step; include transcription aspects)

describe your **planned treatment of data**

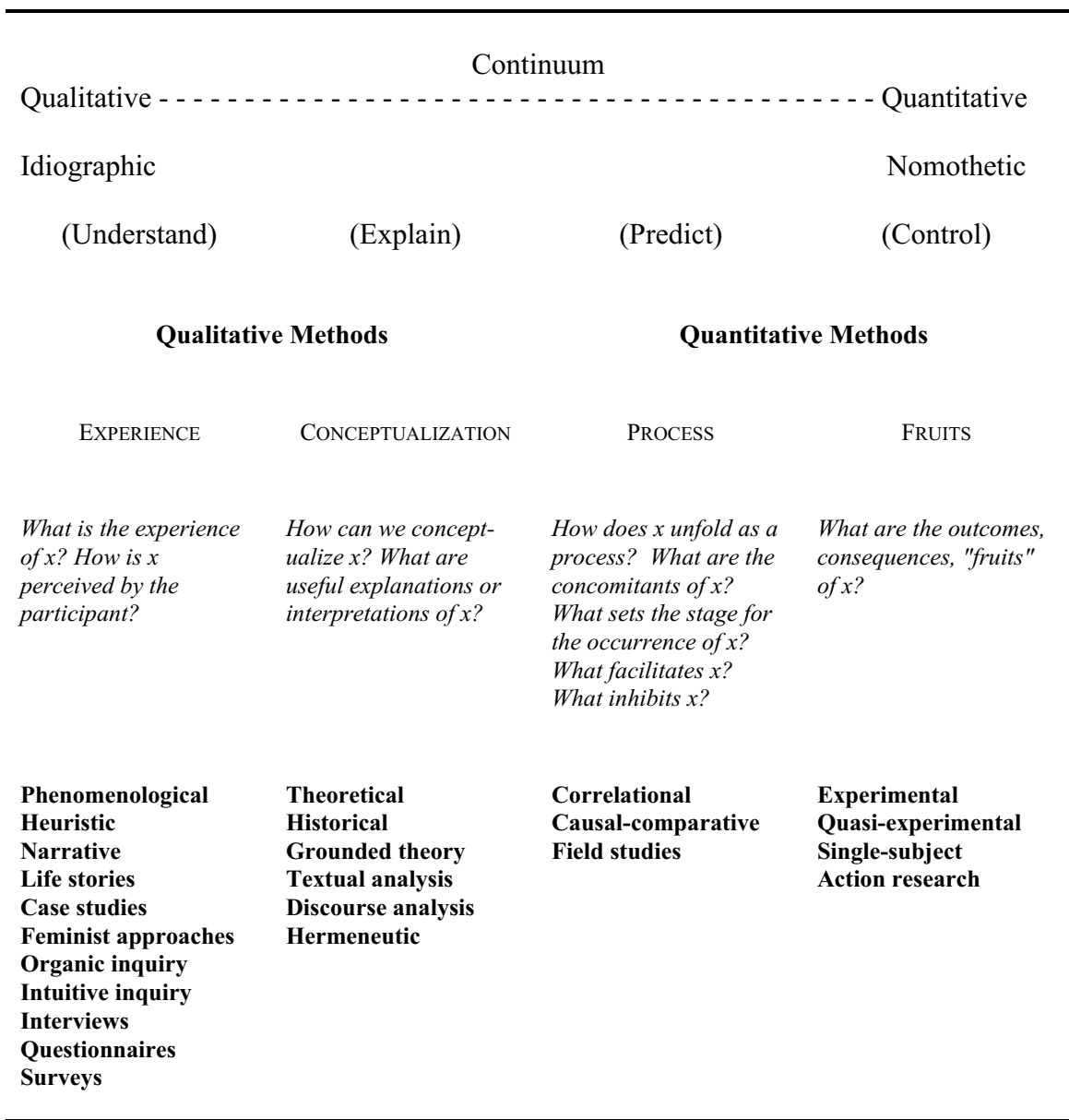
- . this will move to Ch. 4 in the dissertation itself
- . how, in detail, will you collect, treat, and present/report your data/findings?

describe the **delimitations and limitations** of your study

- . delimitations = deliberate limitations, choices made by you, under your control
- . limitations = out of your control, must live with
- . Note: these will move to Ch. 5 in the dissertation itself
- . new limitations will probably arise during the course of the work itself; you can look back on these in your Discussion chapter.

NOTE: Attach a list of the *references* you used in this chapter.

Approaches of Disciplined Inquiry That Closely Match Four Major Types of Research Questions



Disciplined Inquiry Approaches Emphasized at ITP

Overall approach: *Integral inquiry*

Quantitative methods

- Experimental, quasi-experimental, causal-comparative, meta-analysis (differences)
- Correlational (bivariate, multivariate), meta-analysis (relationships)

Qualitative

Basic (taught in ITP's curriculum)

- Questionnaires / surveys
- Case studies / interviews / narrative
- Qualitative content analysis and conceptualization
- Heuristic research
- Intuitive inquiry
- Organic inquiry
- Feminist approaches
- Textual / interpretive / hermeneutic methods

Specialized (not part of regular curriculum)

- Theoretical studies / grounded theory
- Historical and archival studies
- Field studies

Unique measurement issues and concerns

- Single-subject designs
- Physiological / bio-medical designs
- Parapsychological designs

Components of Emphasized Approaches

Research topic

Circumstances, context, conditions

Acquiring information

- Standardized assessments (psychological, physiological / biomedical, behavioral, parapsychological)
- Questionnaires / surveys
- Interviews
- Observation (of self, of others)
- Textual material; public and archival data
- Transpersonal sources (accessing "unconscious" material, dreams, intuition, imagery, emotion, bodily sources, psi, direct knowing, extended uses of intention, breaking set, etc.)

Working with Findings (organizing, integrating, analyzing, interpreting)

- Scoring, judging
- Statistical processing (including meta-analysis)
- Qualitative content analysis and interpretation
- Transpersonal (intuition, gestalt, dreams, imagery, emotion, creative expression, symbols, metaphors, archetypal elaboration, etc.)

Communicating findings

- Statistical presentations
- Themes (pre-established, emerging, common, unique)
- Written
- Spoken
- Audio-visual and computer tools
- Action outcomes
- Transpersonal (creative expression, etc.)

Informed Consent Form

The following *nine areas* should be covered in all Informed Consent Forms:

1. Indicate *what* the participant will be asked to do in the study; indicate approximate *time and effort* required, and *where* the study will take place (indicate place, date, time, how multiple events—if any—are to be scheduled).
2. Indicate that participation is *entirely voluntary* and that no pressure has been applied to encourage participation.
3. Indicate that *confidentiality*—as to source of materials—will be assured and maintained (give specific procedures that will be used to assure confidentiality—e.g., code numbers, pseudonyms, locked files).
4. Indicate the expected or *potential personal benefits* (to the individual participant) of participating in the study.
5. Indicate any physical or psychological *risks* (to the participant) that may be involved. If uncomfortable materials arise, how will this be handled? Referrals?
6. Indicate that the participant may *withdraw* from the study, at any time during its conduct, without penalty or prejudice.
7. Indicate that you (the investigator) have explained the study to the participant and have answered his or her questions; you should include a phone number and/or address so that the participant may *contact* you later to answer new questions, provide additional information, or deal with any concerns that may arise. Give your name and phone number (as investigator), give your dissertation committee chairperson's name, title, and office phone number, and give the name, title, and office phone number of the current chairperson of the Institute of Transpersonal Psychology's Ethics Committee for Research. Do **not** mention the Academic Dean or the Dissertation Director in your Consent Form.
8. Include the sentence: "The Institute of Transpersonal Psychology assumes no responsibility for psychological or physical injury resulting from this research."
9. Indicate how the participant can obtain *results* (for the participant and for the study as a whole) once the study is completed. Which types of results or summary will you make available? How?

Conclude the form with spaces for you and for the participant to sign and date.

If different types of participants are involved (e.g., clients, therapists, teachers, parents, resonance panelists), be sure to include a separate, and appropriate, Consent Form for every participant. If there are different components in the study (e.g., participating in several phases, participating in a video, participating in a group meeting), be sure to obtain participant's informed consent for each phase.

For additional information about the Consent Form and for sample forms, see the *ITP Dissertation Handbook for Students*.

Seven Interview Questions That May Provide Increased Confidence in the Reality of Noted Changes:

1. What changed?

Be concrete, detailed, specific.

What could be noticed from the outside?

Were things noticed from the outside?

Who noticed what, and under which circumstances?

What do you now do that you didn't do previously?

What do you now not do that you did previously?

What do you now experience that you didn't experience previously?

What do you not experience now that you did experience previously?

In all of this, do not play down inner events or inner changes.

2. How much of a change was it?

What was the degree of change?

What was the nature of the change?

Here, you could ask about the various levels, aspects, or facets of the change (e.g., in body? in feelings? in emotions? in relationships? in reactions to the outer world?)

3. What do you think or feel fostered the change?

Mention specifics.

4. How do you think it (they) fostered the change?

What provided opportunity(ies) for what?

What led to what?

What processes seemed to be involved?

Did intermediaries or mediators seem to be involved?

Be specific.

5. What do you feel hindered the change?

Mention specifics.

6. How do you think it (they) hindered the change?

Mention specifics and specific ways.

7. In which ways did you not change?

Mention specifics.

Mini-Proposal Information Sheets

Chapter 4: Results

- This is the place to present your findings in an as-yet uninterpreted fashion.
- Let the data (your assessments and your participants) speak with their own voices; keep yourself out of this chapter.
- This chapter is **descriptive**.
- Begin by describing how you treated the data: How did you get the numbers you will be presenting? How did you derive the qualitative materials you will be presenting?
- Describe, clearly and concisely, what you found.
- Begin the data presentation by providing characteristics of your participants (e.g., “demographic” information; in a qualitative study: “introduce the people”).
- Then, summarize your actual findings, organizing them in a clear and meaningful way.
- For quantitative studies, present your statistical results. Lead with descriptive statistics (give sample means, standard deviations, sample sizes), then present inferential statistics (group or condition comparisons via *t* tests, analysis of variance, nonparametric statistics, correlations, etc.). Make your statistical presentations as complete as possible. For example, report the test statistic, degrees of freedom, exact *p* value (indicating one- or two-tailed) (e.g., $t = 2.41$, 31 *df*, $p = .02$, one-tailed). Report effect sizes and 95% confidence limits. Consider tables as convenient ways to present a lot of statistical results efficiently. Provide summary tables for analysis of variance results; include these in the text or in an appendix. Include figures for easy-to-grasp graphical representations of findings. Consult the *APA Publication Manual* for proper formats for tables and figures. Give all tables and figures numbers and list them by name and number in a list of tables and list of figures following your regular table of contents.
- For qualitative studies, present your results in a clear, well-organized, meaningful way. Decide whether you wish to present cases or stories intact or whether you wish to present themes or areas addressed by summarizing across cases or stories. Present preexisting themes and emerging themes, common and unique themes or materials (global and individual patterns). Even for qualitative studies you can give “density” assessments of how often certain types of data are given (e.g., how many participants mention a particular theme or area?); these “degree” or “intensity” counts or assessments can help prioritize themes in terms of order of presentation (you could present the dominant themes first, followed by the ones that occur less frequently.) Consider whether to present your own story or case, and how to do this?
- In some studies, there may be pilot results that could be presented separately from main results (and prior to main results); consider the most appropriate format for presenting pilot versus formal study results.
- Summarize the results in a succinct manner at the end of this Results chapter.

Additional Considerations for the Results Chapter

Descriptive; data speak; describe clearly and concisely what you found

Brief organizational preview

How the data were treated (sources? how were qualitative materials derived?)

Begin with demographic and participant characteristics (narrative or tabular)

For a qualitative study, “introduce the people”

For quantitative studies:

Descriptive, then inferential statistics

A useful sequence is figure, then table, then narrative highlights of most important results

Main findings in text; more detailed or less important in appendix

Concisely summarize each main section of presented findings

For qualitative studies:

Edited narratives (individual, group, researcher’s)

Themes, subthemes, “expressions,” illustrations (in participants’ own words)
(tabular or narrative format)

Themes: anticipated, emergent, more common, less common
(ordered by frequency)

Creative expression presentations

Impact(s) on participants (of having participated)

Impact(s) on researcher (of having conducted the research project)

Summarize major results succinctly

{ Pilot study considerations }

Table 1

Example of a Tabular Presentation of Themes, Subthemes, More Specific Expressions of the Subthemes, and Illustrations in Participants' Own Words

Theme	Subtheme	Expression	Illustration	
Personal growth (34)	Emotional growth (19)	Accessing emotions (4)	“During these two years of ITP, I have gone through periods which felt as though I was experiencing emotions which have been stored for many years. This has involved a great deal of weeping. This has been a good thing.” M-95	
			“During breathwork I was able to experience old emotions that I had held in since childhood.” F-95	
				“I think emotional maturity is one of the most profound growth areas I’ve experienced in the last two years....I’ve done a lot of expressing, releasing, and healing in the last 3 years.” F-95
			Being with emotions (8)	“[Group process] was particularly helpful in learning to sit with strong emotion without immediately moving to repress or suppress it, and then risking expressing it.” F-97
				“I am able to let feelings arise and give them expression more spontaneously than I ever have before.” F-97
				“I am more able to experience my anger and release it rather than deny my feelings....” F-95
			Increased awareness of emotions (5)	“Now I can watch and understand the part of myself that is responding and have

			more clarity about my emotions.” F-95
			“Emotional development has been one of the largest growth areas for me. Prior to my education at ITP I had little awareness of my emotional process.” F-95
			“I have begun to get more in touch with my emotions as they happen, rather than in retrospect.” M-97
		Decreased fear of emotions (2)	“In the emotional arena I felt stronger and less fearful than last year....” F-95 “In the emotional arena I felt stronger and less fearful than last year....” F-95
			“I believe I was afraid of my emotions at the beginning of ITP....Through my ITP experience I have been given safe containers through which to express my emotions.” F-96
	Integration or assimilation (2)	Becoming more complete or more like true self (2)	“I feel as if I am becoming my true self.” F-96
			“The process of change... during the last two years... has allowed me to become a more complete human being.” F-95
	Creativity or creative expression (13)	Increased emphasis (3)	“I do intend to use creative expression as a major part of my inner work as I take leave of ITP.” F-95
			“Perhaps the most major impact here is my determination to find more time for Creative Expression in the future....” F-97
			“Another class . . . gave me the opportunity to work with clay. I have done a lot of sculpting

			since that class and all of it has been beneficial. Working with clay in a spontaneous fashion without any attachment to the outcome is practice for life!" F-95
		Increased creative expression (4)	"Creatively, I have become more in touch with my creative side.... When I entered ITP I was completely out of touch with, and even doubted the existence of, my creative side. I now am not only aware of it, but I frequently call upon it...." M-95
			"My freedom of creative expression grew immensely at ITP." F-95
			"I have experienced a great deal of loosening around creative expression." M-95
		Accessing and processing use (6)	"Discovering the power of creative expression was very important in my personal growth. It became an important way for me to communicate with my unconscious as well as to express myself." F-97
			"I became acquainted with creative expression as a way to manifest a more personal, deeper relationship with this Self." F-95

Notes. In the first three columns, numbers of reports are indicated in parentheses. In "Illustrations" column, appended numbers identify particular participants. In a formal presentation, the themes, subthemes, and illustrations would be sorted and ordered according to decreasing frequency of reporting; this has not yet been done in this example table. In a formal table, the gray-shaded grid lines probably would be removed; these are included here for clarity. Also, the font would be increased to 12-point (or, perhaps, 11 point). It is likely that fewer illustrative quotes would be used for each expression.

Qualitative Themes, Subthemes, Summary Statements, and Illustrations

This Appendix includes an extensive listing of themes, subthemes, summary statements, and illustrative quotes from the qualitative self-studies of student participants. These are the results of the “subsequent thematic content analysis” of 31 self-study records mentioned in the formal report. These are indications of areas in which student participants perceived increased awareness or changes, during their first 2 years in the Institute’s programs. Statements and examples are coded for the numbers of females, males, and members of the 1995, 1996, and 1997 entering doctoral classes who contributed the same or similar subthemes, summary statements, or examples. Examples have been limited to three representative, illustrative quotes for any given summary statement. This Appendix will be most informative when used in conjunction with the related text, tables, and figures of the Results section of the formal report.

1.1. Personal growth: Emotional growth

A. A few students indicated they got in touch with and were able to experience and/or express previously repressed emotions. F=3; M=1; 95=3; 97=1

“During these two years of ITP, I have gone through periods which felt as though I was experiencing emotions which have been stored for many years. This has involved a great deal of weeping. This has been a good thing.” M-95

“During breathwork I was able to experience old emotions that I had held in since childhood.” F-95

“I think emotional maturity is one of the most profound growth areas I’ve experienced in the last two years....I’ve done a lot of expressing, releasing, and healing in the last 3 years.” F-95

B. Several indicated that they are now better able to experience, sit with, and express emotions as they arise. F=6; M=2; 95=3; 96=1; 97=4

“[Group process] was particularly helpful in learning to sit with strong emotion without immediately moving to repress or suppress it, and then risking expressing it.” F-97

“I am able to let feelings arise and give them expression more spontaneously than I ever have before.” F-97

“I am more able to experience my anger and release it rather than deny my feelings....” F-95

C. Several students said they had developed increased awareness of their emotions and emotional process. F=3; M=2; 95=2; 97=3

“Now I can watch and understand the part of myself that is responding and have more clarity about my emotions.” F-95

“Emotional development has been one of the largest growth areas for me. Prior to my education at ITP I had little awareness of my emotional process.” F-95

“I have begun to get more in touch with my emotions as they happen, rather than in retrospect....” M-97

D. A couple of women expressed a decrease in fear regarding their emotions. F=2; 95=1; 96=1

“In the emotional arena I felt stronger and less fearful than last year....” F-95

"I believe I was afraid of my emotions at the beginning of ITP.... Through my ITP experience I have been given safe containers through which to express my emotions." F-96

1.2. Personal growth: Integration and/or assimilation

A. A couple of women felt they were becoming more complete or more like their true selves. F=2; 95=1; 96=1

"I feel as if I am becoming my true self." F-96

"The process of change... during the last two years... has allowed me to become a more complete human being." F-95

1.3. Personal Growth: Creativity (creative expression)

A. Several women found the experience of working with creative expression to be positive enough that they have resolved to give it more emphasis in their lives. F=3; 95=2; 97=1

"I do intend to use creative expression as a major part of my inner work as I take leave of ITP." F-95

"Perhaps the most major impact here is my determination to find more time for Creative Expression in the future...." F-97

"Another class . . . gave me the opportunity to work with clay. I have done a lot of sculpting since that class and all of it has been beneficial. Working with clay in a spontaneous fashion without any attachment to the outcome is practice for life!" F-95

B. Several people experienced an opening to, or an increase in their own creative expression. F=1; M=3; 95=3; 97=1

"Creatively, I have become more in touch with my creative side.... When I entered ITP I was completely out of touch with, and even doubted the existence of, my creative side. I now am not only aware of it, but I frequently call upon it...." M-95

"My freedom of creative expression grew immensely at ITP." F-95

"I have experienced a great deal of loosening around creative expression." M-95

C. Several women found that creative expression helped them to access and process deeper parts of themselves. F=6; 95=2; 96=3; 97=1

"Discovering the power of creative expression was very important in my personal growth. It became an important way for me to communicate with my unconscious as well as to express myself." F-97

"I became acquainted with creative expression as a way to manifest a more personal, deeper relationship with this Self." F-95

"I found that I was able to open up to my creativity and let myself play in the process of creating... I found this process very integrating and it really helped me work through and process the many changes I was going through emotionally and spiritually." F-96

Mini-Proposal Information Sheets

Chapter 5: Discussion

- This is the place for **interpreting and conceptualizing** your findings, and for contextualizing them further with respect to your own thinking and the findings and theories of others.
- Begin by summarizing your findings briefly.
- Interpret your results. This is the heart of the chapter. What do the findings seem to mean?
- Discuss your major findings, elaborate on those that deserve elaboration, qualify those that need qualifications or caveats.
- This is the place to bring in your own thoughts about what you found and what you think is going on in the area you researched.
- Relate your own findings to one another, back to your research questions or hypotheses, back to your own introduction, and to the findings and theories you mentioned in your Literature Review chapter.
- How did your findings answer your research questions? Did your findings support your hypotheses or not? How or how not?
- Did your findings help fill the gaps you hoped they would fill? How do your own findings fit with findings of other investigators? Do they substantiate prior claims? Do they conflict with earlier findings? Do they extend earlier findings?
- Place your new findings in the context of a conceptualization, model, or theory that might help you, the reader, and the field better understand your findings. Use already existing conceptualizations or develop your own! What would be the next steps in testing any models or theories you propose or create?
- Discuss the implications and possible practical applications of your findings; this is relating your present findings to future possibilities.
- What are some next steps in furthering the research you've just completed? Do you plan to carry out any of those extensions yourself?
- Include a section (moved from Chapter 3 of the proposal) on the limitations of your work--you've probably already mentioned some limitations; new ones may have arisen in the course of the work or as you thought further about your findings.
- Typically, one does **not** introduce any of one's own new findings into the Discussion chapter for the first time; all of your new findings should already have been given in the Results chapter. The Discussion chapter is the place to talk about what has already been introduced in the Results chapter. You may, however, introduce additional findings *of others*--from the literature, even literature not already included in your Chapter 2--here, or introduce still other conceptualizations of other researchers, to show how they might fit with, support, or not support your own work.
- If (as in all good research) there were surprises, and issues and concepts arise that were not anticipated or covered in your original literature review (Chapter 2), you can do a very focused new literature review of sources most relevant to these "surprises" and include this new literature in the Discussion chapter itself.
- Now is the time to let your own voice be heard. You are the expert with respect to the work you've completed. Voice your thoughts about the meaning, value, and importance of what you've done.

Additional Considerations for the Discussion Chapter

Interpretive; your voice (how do you make sense of the results?); conceptualization

Do not introduce new data into the Discussion chapter; all data already should have been introduced (presented) in the Results chapter.

A useful strategy is to include various kinds of *relations* (“relational arrows”):

- Relate results to one another (local arrows)
- Relate results back to your questions or hypotheses (backward arrow 1)
- Relate results back to the literature you previously reviewed (backward arrow 2)
- Relate results to the findings and conceptualizations (models, theories) of others (outward arrow); here, you may bring in new literatures, concisely presented
- Relate results to the future (future arrows): further research, possible applications, implications

What have been the most important, most meaningful, and most unique findings?

What were the surprises? the discoveries?

How has this work contributed to the advancement of the field of transpersonal studies?

Move section of Limitations from Chapter 3 of Proposal to near the end of this Chapter (foreseen and newly identified limitations)

Provide an upbeat, optimistic ending.

Necessary Considerations for Mini-proposals, Proposals, and Dissertations

1. discussions of research in general
2. transpersonal sources of inspiration and guidance
3. transpersonal implications and applications of research
4. using one's knowledge and inner wisdom to identify and choose a dissertation topic
5. focusing one's topic to one that is meaningful and manageable
6. identifying your burning research question(s)
7. selecting the best research method(s) and approach(es) for studying a chosen topic
8. crafting a research project that can be of service to the research participants, the audience of the research report, the researcher, and the field of transpersonal studies at large
9. planning a research project that can yield new information and also foster transformation of everyone involved in the project
10. suggestions and resources for literature searches
11. selecting standardized assessment instruments
12. creating, developing, and testing one's own assessment instruments
13. determining reliability of tests and measures
14. identifying and minimizing threats to internal validity
15. approaches to external validity/generalizeability
16. assessing and increasing the "trustworthiness" of your qualitative study
17. collecting, working with, and presenting quantitative data
18. statistical suggestions and resources
19. collecting, working with, and presenting qualitative data
20. coding qualitative data
21. identifying anticipated, emerging, common, and unique themes
22. preparing Informed Consent Forms (their eight essential ingredients)
23. preparing announcements, research solicitations, flyers, and other communications to potential and actual participants
24. finding, screening, and selecting research participants
25. ethical issues in research
26. practical issues in research
27. seeking and receiving permissions to use assessments
28. seeking and receiving permissions to use and reproduce copyrighted materials
29. becoming familiar with the ITP dissertation process: its steps, forms, procedures, requirements, time frames
30. audience considerations in research and in report writing
31. writing the mini-proposal, proposal, first draft, dissertation, and abstract
32. finding a dissertation committee chairperson and committee members
33. finding an appropriate expert outside reader
34. learning to receive, evaluate, and apply feedback
35. suggestions for conducting interviews
36. becoming proficient in following APA writing guidelines
37. uncovering hidden assumptions
38. identifying and minimizing biases and distortions
39. learning the idiographic-nomothetic dance: honoring both the general and the particular
40. honoring the diverse backgrounds and characteristics of your research participants
41. addressing the different needs, preferences, and sensitivities of your audience
42. mixing, blending, extending, and expanding research methods
43. appreciating how your temperament, character, personality, sensitivities, habits, and response styles can support or interfere with particular forms of research
44. attending to ways in which the universe may be saying "no!" or "yes!" to your topic or approach
45. taking care of yourself as you work on your dissertation
46. computer tricks and traps
47. honoring plans and structures while being flexible and open to change and surprises
48. working with conceptualizations, models, and theories
49. presenting and publishing one's findings
50. learning to stop when you've done enough