

**ITP**

**Writing**

**&**

**Style**

**Handbook**

**Prepared for ITP Students  
September, 2006**

**NOTE:** The formatting of this document does not conform to proper style for scholarly papers. The format for this document was designed to minimize the number of pages you have to print and to maximize the utility of this document for you.

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## PART I: Principles and Guidelines for Scholarly Writing

Part I consists of several documents designed to reveal the nature of scholarly writing. The articles include advice on finding and working with source materials; maintaining a thoughtful, discerning, and professional tone in one's writings; and clearly presenting one's thoughts and conclusions.

## Overview of this Handbook

The short articles in this revised *Handbook* provide general guidelines for scholarly writing, as well as specific information about the writing style and format conventions used at ITP. The *Handbook* is divided into two main sections.

The articles in Part I address general issues of scholarly writing and give suggestions for conveying one's thoughts in an organized and effective manner. The articles include advice on finding and working with source materials; maintaining a thoughtful, discerning, and professional tone in one's writings; and clearly presenting one's thoughts and conclusions.

The articles in Part II deal with nitty-gritty matters of writing style and summarize the main features of the American Psychological Association (APA) standards to which the school adheres. The articles also indicate certain required and optional departures from APA writing guidelines.

At ITP, we attempt to be consistent in following APA format in our writing. We don't always succeed, however, and you may find inconsistencies in some printed materials, such as approved dissertations, published articles, and books—even in this very *Handbook*! If you encounter "models" that depart from APA standards, resolve the conflict by following the APA standards themselves, rather than their imperfect realizations in the models at hand. Be aware, also, that various publications follow writing guidelines and practices other than APA standards. Several journals have their own, unique formats—especially for citations and references. For ITP work, use APA format. Later, when you submit your work to professional journals, investigate and follow the special formats favored by individual journals.

Many of the articles in this *Handbook* initially were written for persons working on doctoral proposals and dissertations. The same suggestions and guidelines, however, apply to other forms of writing. Consult these articles not only in preparing your miniproposal, proposal, and dissertation, but also in writing your Doctoral Qualifying Paper, your Integration Paper, thesis, application paper, and in all of the various review papers, topic research papers, reaction papers, and other reports that you will be writing in your ITP courses and classes.

We recommend that students consult this *Handbook* often—both before and during their various writing exercises and assignments. We also recommend that faculty members become as familiar as possible with the content of this *Handbook*, so that they might better be able to foster APA-format writing habits in all courses. If all faculty members consistently apply APA writing standards in all writing assignments—regardless of the nature of the courses and types of papers—the resulting practice and feedback will help students identify the proper forms early, and will prevent errors and the necessity for re-learning or remediation in their later, advanced work at ITP.

The original *Writing and Style Handbook* was prepared by William Braud on December 31, 1997; the first revised edition was prepared by William Braud, Arthur Hastings, and Genie Palmer on September 22 (the Autumnal Equinox), 2000; and the second revised edition was prepared by William Braud and Genie Palmer on September 23 (also the Autumnal Equinox), 2002.

This current fifth version of the Writing and Style Handbook was prepared by William Braud, Genie Palmer, Ryan Rominger, and Eric FitzMedrud (September, 2006).

## Scholarly Writing

by Jeanne Achterberg

Scholarly writing style evolved organically for several very important reasons. Both the audience and the content of scholarly works are quite different from work written in a conversational, "creative," or journalistic style. *Please note that none of these styles are wrong, they are only different.* Grasping the difference is a vital part of graduate work. As a writer, you need to adopt the relevant style for your intent in order to have your presentation received appropriately. If the wrong style is used, your reader will be immediately turned off and little communication can be expected.

I will address the style adopted by the behavioral sciences, social sciences, and medicine—the elements are not greatly disparate. Not all scholarly work follows through with all the ideas below, but the points are summary statements of what is usually considered relevant to writing for graduate-level courses, professional papers and books, and dissertations.

1. Scholarly writing is designed to communicate clearly. All other purposes can be considered secondary.
2. Scholarly work reflects critical, rational, logical thought processes. One of the aims of most Ph.D. programs is to ensure that students have some ability to question the written word. Uncritical reverence (or critical, generalized disdain) for any topic, writer, or theme indicates the writer has not fulfilled this goal.
3. Scholarly style is characterized by brevity, densely packed sentences, and formal sentence structure. Space considerations by publishers have probably contributed to all of these. However, a clear, unfettered statement, rich with information, can be as elegant as fine poetry.
4. Scholarly writing is "Zen" writing. The writer is an objective observer of the world, noting information with "no blame." The true believer or the revolutionary is suspect when it comes to conveying an honest picture of the world.
5. Scholarly writing is fair. Both sides of the issue (or many sides, as the case may be) are presented: pros, cons, and balance are the rules of thumb.
6. Scholarly writing is *honorable*. The scholarship of others is honored by citations when they are due.
7. In scholarly writing, opinion is differentiated from fact, so that the reader knows what type of information you are presenting.
8. In scholarly works, the reader is not told what to believe, but rather is *respected* as an intelligent human being who can make his or her own decisions once the information is carefully and clearly marshaled.
9. The best scholarly writing is characterized by *warm objectivity*.
10. The worst scholarly writing is characterized by "ranting and raving"—heated, emotional, and/or one-sided presentations.
11. In scholarly writing, your opinion (unless you can be regarded as an authority in the field) must be carefully documented by the facts and opinions of others who have "done their work" scholastically, as well as any other way that is appropriate in the field. Your opinion and creativity have a strong place in some sections of scholarly work (such as the Discussion section), and certainly in the conception of the work itself, and its manner and presentation.
12. Scholarly writing need not be without passion, but this must be expressed in subtle ways that communicate, educate, and enlighten. If the reader is mortified by your verbiage, you have lost your chance to make your statement.

A final note: William Faulkner made the comment that, in order to write well, you must often "kill your darlings"—a good rule of thumb for any type of writing. As you re-read your paper, consider how many of your "darlings" had best make the transition.

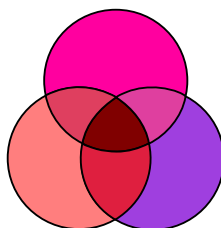
## The Tao of Scholarship

by William Braud

In my undergraduate days, one of my psychology professors gave us this interesting directive when assigning papers and examination questions. "Be complete and concise." This seemingly paradoxical admonition brings to mind the many paradoxes, blends, balances, harmonies, and complementarities that flow from the Tao. The following hints on scholarly writing are offered in the spirit of helping you navigate these particular eddies of the watercourse way with greater ease and joy.

1. *Know your audience.* Who will be the primary readers of your work, and what will be their expectations? Familiarize yourself with the styles and conventions of scholarship and the forms of writing that are used by others who address this same audience. Learn the language and format familiar to your intended readers and use it, but don't be afraid to stretch the reader, as well, by adding a bit of the new and unexpected. Show that you have mastered the reader's game, then introduce your own variations.
2. *Pick a manageable topic.* Choose a topic that is not too large for you to address adequately within the space limitations of your paper, yet not so small as to be trivial or lacking in import. Choose particularly salient aspects of a larger issue that you can address in sufficient depth.
3. *Pick a meaningful topic.* How can your writing increase understanding of the topic? Is the issue of sufficient importance to be worthy of your attention and that of the reader? Can you tie things together in a new or more useful way? Can you remind the reader of older thoughts that are relevant but forgotten or overlooked? Can you tie sets of findings together, or tie findings together with conceptualizations and theories, in ways that have not yet been tried? Can you identify interesting themes, trends, and trajectories in others' thoughts and findings? Which gaps or missing pieces have you uncovered? What are the implications and possible applications of your contribution? Be direct and explicit about all of these things.
4. *Review the relevant literature.* Focus on previous publications that are most relevant to the topic or issue you are exploring. Write your topic on a slip of paper, using the most specific words possible, and keep it visible as you work—use it as a visual mantram or centering device to keep you focused. Returning often to this reminder can help you stay on target when you are tempted to deviate onto other pathways that are new and interesting but don't really relate importantly to your present goal. Beware of tantalizing tangents.

I find the Venn diagram approach useful. If you are studying the interrelationships among three major concepts (three circles below), focus your literature review on the areas of overlap (areas of intersection), with maximal attention going to the areas where all concepts (circles) overlap. Try to find as much prior literature as possible for the areas of greatest intersection; treat the nonoverlapping parts of the circles much more cursorily. Cite more literature, and provide greater details, for areas closest to the specific



combination of concepts you are addressing. As you move away from this focus, cite fewer articles and more general articles. But sprinkle in *some* references, like spicy flavorings, from all parts of the circles, even the parts that don't overlap, to let the reader know you are aware of the greater expanses of the map that contextualize your tinier area.

5. *Emphasize primary sources.* This is an especially important practice in scholarly work. Document your thoughts and conclusions by citing references in the published literature. Try to limit your citations to *primary sources*. Primary sources are reports of *original findings* that have been published in *professional, peer-*

*reviewed journals, dissertations, and theses.* Avoid secondary sources such as popular books or articles in popular magazines. Don't rely on review articles, even those in which authors review their own work; *go to the original papers instead.* Distortions, additions, and omissions can occur as links are added to citation chains. Go to the original sources to learn what was really found or said. For example, quote Jung himself, rather than what "Jungians" say he said. Quote a paper reporting actual original findings or data, rather than what a secondary reviewer says about those findings or their meaning.

Emphasizing information from refereed journals provides some quality control, in that the works you will be citing have undergone scrutiny by other knowledgeable scholars, have "passed muster," and may be more trustworthy than information that has not been peer-reviewed. This is a place for judgment. There may be nonsense in the peer-reviewed literature, and there may be accurate, important, and trustworthy gems in self-published books and non-refereed journals and magazines. Use the Venn diagram approach once again. Try, first, to document what you present by citations of reports of original findings in peer-reviewed journals, dissertations, or theses. If you find a lot here, close to the center, fine. If you don't find sufficient material, then *cautiously* move away, in the direction of review articles, then peer-reviewed books, then non-peer-reviewed books and articles. Check out the experience and credentials of the authors to help you in judging non-refereed works. Again, judgment is required. Wonderfully accurate and useful information can be found in the writings of "non-credentialed" folks, and "experts" may often go astray. What does your intuition have to say here? How does your intuition agree with that of others?

6. *Request help from other sources in finding useful information and in expressing your thoughts.* Perhaps incubated dreams, synchronicities, and serendipity can guide you to useful resource persons and writings. Perhaps hypnotic or waking self-suggestions can help you access previously unconscious materials that will be useful to you in preparing and writing your paper. What do reports from your body tell you about what you are doing? Perhaps *intention* can be deliberately directed and amplified in ways that facilitate finding the right materials and writing about them in creative ways.

7. *Exercise critical thinking in reporting and evaluating findings and in drawing conclusions.* Don't merely summarize what others have found, taking their conclusions for granted. Thoughtfully evaluate what you are presenting. Is the reasoning in the reported work sound? Do the findings seem trustworthy, and do they truly support the author's conclusions? Are there alternative ways of interpreting what was found? Have possibly confounding or artifactual factors been ruled out or adequately considered and addressed? Could unintentional biases have been introduced into the findings or conclusions you are reporting? Have inconsistent findings or thoughts of others been ignored or omitted?

8. *Is there a nice balance in your writing?* The following complements can find homes in your writing:

- old and new findings and conceptualizations
- empirical findings and theoretical explanations
- your thoughts and those of others
- agreements and overlaps of findings and understandings (among others and between you and others) and disagreements and areas of divergence
- findings and thoughts that fit given conclusions and those that do not fit
- what we have learned from the past and what we might suggest for future studies

9. *Follow APA format for your paper's organization, style, and punctuation.* (Consult the *APA Publication Manual* to learn the appropriate formats.)

10. *Double check to assure that you include a reference (in your reference section) for each and every article you cite in the body of the text.*

11. *Carefully proofread your paper to find and correct errors of spelling, grammar, and punctuation before you submit it to any faculty member.* If you make use of the services of an editor, be certain that what emerges from the editor is in good form before you submit it.

12. *Be complete and concise.*

## **Your Literature Review**

by Arthur Hastings

Every dissertation has a review of the literature, usually a brief survey in the introduction, and then a detailed review in a separate chapter.

### *Some Objectives*

These are some objectives of the review:

1. As you review the literature, you will learn the ideas, theories, research studies, and research methods on your topic. You will get ideas for your own work.
2. By reading what has been done, you will make your research more precise and focused.
3. The review is intended to inform readers about the topic and bring them up to date on the theories and research.
4. The review should demonstrate the place and relevance of your work to what has been done, e.g., that your specific question has not been studied, that your work is considering a different aspect of the subject, or that you are expanding what has been done previously or using another method.
5. Looking ahead, when you write up your work for publication, your article will include a short lit review, which you can take from this chapter.

### *Reading for the Review*

You base the lit review on your reading, and you will need to spend ample time going through the literature on your topic. For example, here are some of the things I did when I was researching my book on channeling:

- I went through all of the relevant books in our library.
- I checked the public libraries (Palo Alto and Mountain View are excellent; you should get cards for both).
- When I found a reference to a book that seemed relevant, I had the library get the book via inter-library loan. (I got a major reference on the Delphic Oracle that way.)
- I purchased books for my personal library if they were important.
- I borrowed useful books from others.
- I did searches in PsychLit, Medline, and other computer sources, read titles and abstracts, and had the library get the articles that were relevant.
- I found journals and periodicals on the specific subject and read through them.
- I traveled to places where there were archival records (e.g., the St. Louis Historical Society).
- I told friends and colleagues about my interests and needs and asked them to give me references. They did. Be sure to ask your classmates and professors for recommendations.

### *Taking Notes*

- You have to keep records of the sources, so you can write the review from your notes.
- The original way to keep notes was on 4 x 6 or 5 x 8 cards. You can take them with you anywhere, have them with you all the time, spread them out on a table and write from them.
- With a computer you can type notes into a database or similar program, and retrieve them with various key words, add to and edit them, and print the record easily.
- Another method is to use a spiral notebook and write all the notes in it, dated and indexed. Everything is together in a physical form.

### *Tips*

- Write on only one side of the page if you use cards or paper.
- Always put quotation marks around direct quotes.
- Include all bibliographic data such as volume numbers, pages.
- Put page numbers on each quote.
- Get authors' full names or initials.
- Note where you got the book or reference--for example, the Palo Alto Library. One can become very unhappy upon discovering that a key quote is missing its page numbers or upon needing to recheck a book but not knowing where you found it.

### *What to Write*

What you will write in the lit review is principally information on these four aspects of the item:

1. A summary or synopsis of the ideas or theme. What was the purpose of the study? What are the ideas or concepts?
2. Relevant details of method, findings, and conclusions. You might use direct quotes, report statistics, list findings, paraphrase conclusions, explain aspects of the method or investigation that are of interest.
3. Your comments: a critique or evaluation.
4. Implications and relevance to your research.

Obviously, in your reading, make notes that will address those points, so when you write the lit review you can do it from your notes (or from the original if you have it).

How much do you write on the reference items? It can be anywhere from one sentence (perhaps a long one) to one page.

### *Which References to Select for the Review*

You should not review too much, and you should not review too little. Too much is usually "everything on the topic," and too little is usually to use only the most obvious references.

Here are some guidelines:

Review the major, significant scholarly works, research reports, and compilations on the topic. They are *musts* to include in the review. For example, in past life regression, Lucas' *Regression Therapy* is the major reference on researchers and technique; in meditation, Shapiro and Walsh's *Meditation* is a collection of basic research articles; in channeling, Jon Klimo's book and my book are the two scholarly studies of the field. These books are important to you also because THEY HAVE BIBLIOGRAPHIES! That saves you a lot of work because they point you to important references.

Review any classic works. If you are writing on spiritual experiences, you would include Bucke's *Cosmic Consciousness*, Laski's *Ecstasy*, Maslow's *Religion, Values and Peak Experiences*. Eliade's *Shamanism* is classic.

Include theories or models that relate to your question. If you are writing on mid-life transpersonal crisis, transpersonal developmental models such as Washburn's, Wilber's, or Jung's, or more traditional models such as Erickson's, would be relevant. Note any research on the models, although there may be little.

Review empirical research studies that address the situation or issues that you are researching. This is a *must*. (These don't have to be experiments, but can be surveys, interviews, observations, field studies, etc.) There are often studies that are considered the key or most significant research on a topic; these are *musts*. One way to know significance is by how frequently others cite them. You can also ask your professors to identify them.

If there are several areas of study in your project, you should review literature from each of them. For example, a dissertation on the effects of transpersonal films on adolescent self esteem reviewed the relevant research on adolescence, transpersonal education, effects of films on attitude and behavior, and self esteem. The lit review for a dissertation on individuation in African American Women reviewed Jungian models of individuation, Black Feminist thought, and African American literature on wholeness. A dissertation on synchronicity included findings on dream incubation and effects of ritual.

Sometimes the review includes a survey or description, not just research or theory. The dissertation on African American women discussed themes in contemporary African-American literature. A dissertation on vision quest described traditional native vision quest practices and contemporary presentations of neo-vision quests based on accounts and personal observation.

Review transpersonal research or note the lack of transpersonal research on this topic. You must show the relevance of your question within the transpersonal framework. Find the transpersonal (spiritual, religious, consciousness) ideas and investigations on your topic.

Do *not* review popular books, magazine articles, and workshop handouts. The review is to be on scholarly, academic, research, and professional literature. For example, the Grofs' book *The Stormy Search for the Self*, Scott Peck's *The Road Less Traveled*, Thomas Moore's *Care of the Soul*, and Frances Vaughan's *The Inward Arc* are all popular books. Books on doing dreamwork are not research. Case reports and testimonials are not research. Find scholarly writing or research from the professional literature instead. On dreamwork, go to the dream research literature. On breathwork, go to *pranayama* research and Reichian literature. On shamanism, read the anthropological and transpersonal professional writing.

There is a qualification on the above: You can discuss a popular treatment *if* there is no related professional research or discussion. In this case, you *identify* it as popular or applied, and *critique* it. You might indicate that your work will attempt to address this topic with appropriate methods and analysis. For example, there are popular accounts of vision quests, and one of our dissertations was a research study of individuals on a ritual vision quest.

Do search the dissertation lists for ITP and for other graduate schools for dissertations on your topic.

Do not review the literature on the broader subject area. If you are studying personality in relation to intuition, you do not have to review all of the research on personality. If you are studying psychic awareness in therapy, you do not need to review all psychic research or prove ESP.

But do give a brief overview of the larger field, and show where your study is situated within it. Then focus specifically on references that relate to your questions. Do not review the literature on transpersonal psychology as a field of psychology. In fact, you do not need to explain transpersonal or prove that it is credible. But you must include the professional transpersonal literature that relates to your topic.

#### *How Long, Oh Lord, How Long?*

How long should the lit review be? A survey of 12 recent ITP dissertations indicated that their lit reviews ranged from 30 to 70 double-spaced pages. A couple are shorter, and one tops the 100-page mark. Topics which incorporate several areas are longer; topics where there is little research have shorter reviews.

**Review Papers on Articles and Books**  
by Arthur Hastings

Here are some suggestions about content and style for review papers.

1. Give the title and source at the top of the review or in the first paragraph.
2. Tell what kind of material it is—e.g., research report, theory, essay on x, article about y, dissertation, reply to critics. Another way to say this is to state the purpose of the author.
3. Summarize or paraphrase the content. Write in your own words the ideas, the research procedure, or the concepts presented. It is important to learn to put it in your own language and, hopefully, more concisely and selectively than the author. You can use quotes from the material for precision, important author statements, elegant style, inspiring words, etc.
4. Critically comment on, and intellectually discuss, the material. This can be in many dimensions, not just negative comments. Explain and support your comments. Here are some questions that lead to comments for your discussion:

What is the origin or background of the ideas, concepts, or research?  
 How well does the author support or validate the ideas and assertions?  
 (This can be done with reasons, evidence, research, experience.)  
 Does this fit or not fit with your personal knowledge and/or experience?  
 For research, apply standards for good design and method.  
 Does the author follow good rules of argumentation and valid deductions and inductions in reaching conclusions?  
 What is the feeling dimension of the material? The heart sense?  
 How is the writing? Clear? Readable? Poor? Demanding?  
 What alternatives are there to the positions or ideas?  
 What does this contribute to transformation, personal growth, knowledge, spirit?  
 What are the implications of the ideas and information?  
 What application is there to clinical work, business, personal growth, global issues, etc.?

5. At the end, in a few sentences, you may wish to sum up your thoughts about the material.
6. For review papers, use APA style. Put in sub-headings for the sections.

\*\*\*\*\*

Instead of summarizing the whole article and then commenting, you can take the ideas one at a time and comment as you go.

You can focus on just one aspect of the material, or discuss just one of the questions above.

Be aware of your own opinions, and give some explanation or support for them, rather than just assertion. If you disagree with a point, reflect on why, and express this.

It is OK to brainstorm on the material, giving a series of questions or ideas that relate to the topic, without going into detail, but be selective and use the most relevant ones.

**Suggestions for Writing the Doctoral Qualifying Paper**  
by William Braud

In the Doctoral Qualifying 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?
- Did you bring in just the right materials (those most relevant) and describe them in just the right degree of detail (not presenting too much detail, unless a particular source is very relevant to the case you are building)?

*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 build a sustained argument or case for the particular point of view you wished to present, without giving the review the appearance of simply stringing together a string of "book review summary cards"?
- Did you present new ways to conceptualize or order the findings, so that our understanding is greater than before? Did you suggest useful models or theories to explain the findings you covered?

- Did you integrate the materials (a) by identifying possible common themes, (b) by presenting and evaluating multiple answers to important questions or multiple approaches or solutions to issues or problems, (c) by identifying gaps, weaknesses, inconsistencies, or exceptions in our understanding of what was reviewed, and (d) by indicating what is most meaningful or important in the area(s) reviewed?
- 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?
- Did you indicate important implications of the materials you reviewed? Did you indicate possible ways in which the materials could be applied practically in the future?

*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)?*

\* \* \*

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* (5<sup>th</sup> 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, and Gall, *Applying Educational Research* (3rd edition).
- Consult Mertens, *Research Methods in Education and Psychology: Integrating Diversity With Quantitative & Qualitative Approaches* (1998) for useful ideas and suggestions.
- Read examples of scholarly, integrative reviews in the professional literature. Good examples may be found in *Psychological Bulletin* and in similar journals.

**General Guidelines for Reflection Papers, Personal Reaction Papers, Experiential Self-Reports, and  
Journal Summaries**  
by Rosemarie Anderson

Relative to more traditional forms of academic writing favoring cognitive conceptualization and linear expression, a freer and more personal mode of writing often serves a unique function in transpersonal education. In giving voice and, ultimately, meaning to transpersonal or liminal experiences and insights, reflection papers, personal reaction papers, experiential self-reports, and journal summaries tend to explore the personal and intimate dimensions of these experiences through in-depth, and often very personal, descriptions of actual experiences. These thick or rich descriptions are typically spontaneous, expressive, and written in the first person. Commonly they include detailed descriptions of the context and circumstances as well as the associated physical sensations, feelings, and thoughts. Their purpose is to give full expression to a transpersonal or liminal experience so as to give the reader a full and undiluted account of an experience. It is not expected that these papers attempt to be dispassionate in the sense of objectification, but that the writing fully explore an experience and communicate it coherently to the reader. In this sense the papers are intended to be informative but not necessarily to seek closure and ready interpretation of the experience. Papers are sometimes characterized by inner inquiry and exploration, especially if the experience or insight has been newly encountered or newly formed in awareness. Frequently, papers are accompanied by various forms of creative expression in order to more richly express the non-linear, non-rational modes of knowledge and inquiry.

While reflection papers and other personal reaction papers are typically unique and personal, they are expected to richly explore an experience or phenomenon and to inform the reader. Papers are expected to be coherent and easy to follow even though the expression may not be fully “cooked” or processed conceptually. Merely free-associating from feeling to feeling or thought to thought is not acceptable.

To summarize, reflection papers, personal reaction papers, experiential self-reports, and journal summaries typically have some or all of the following characteristics:

- coherence
- informative to the reader
- non-linear modes of expression

They are expected to have the following conceptual integrity:

- expressive and spontaneous
- thick descriptions of experience
- intimate and personal
- an embodied sense about the writing (not just cognitive or emotional)
- inner inquiry
- specific, particular, and unique to the writer
- “uncooked” or still in process

**Recommendations on Special Writing Issues**  
by Rosemarie Anderson, William Braud, Arthur Hastings

Regarding dissertation guidelines, conventions, and presentation style, we recommend the following:

1. Personal references are appropriate when the dissertation writer is speaking professionally on the basis of expertise and experience, in summarizing evaluations of bodies of findings and theories, in calling attention to meaningful observations and evidence encountered in life experiences, and in giving information about the "context of discovery" (what led the investigator to pursue a particular topic or approach). Personal materials should be appropriate and not extended beyond what is necessary to make a particular point or build a particular case. Opinions must be clearly identified; foundations, support, and rationales must be provided for opinions.
2. There are several possible places in the dissertation where personal materials could be presented. Where to put such material (and how much to include) would be suggested by the nature of what is presented and where it would fit best (to be determined by student and committee judgments). Possibilities include: a preface, somewhere in the introduction, an appendix, a special section of any chapter (as appropriate), anywhere in the running text (when appropriate) if warranted and clearly identified.
3. Mentioning disciplines and first names of persons cited in the text of a dissertation is possible and encouraged for these reasons:
  - Because transpersonal studies involve a great range and variety of disciplines, it is useful to identify the discipline of the person cited (e.g., "Helene Jones, a physicist at X Institution"; "Robert Smith, a professional anthropologist"), and such fuller information may assist identification or recall of the person being cited.
  - In the tradition of feminist research, names remind one of gender and other personal characteristics, and they help us honor the unique voices of the persons we are citing—especially the voices of those whose voices have not been privileged previously.
  - Giving such information yields warmer and more inviting writing and reading.
4. Use of the first person singular pronoun, I, may be used when appropriate and, especially, when the repeated use of "the author," "the present writer," "the researcher," "this investigator," and so on becomes strained, awkward, or unnatural.

## PART II: Writing, Style, and Format Guidelines

Part II consists of a brief overview of proper writing and style at ITP. Refer to these pages early and often in your writing process.

### Why do These Guidelines Exist?

As a graduate student already overwhelmed by APA style, you may be wondering why the Institute of Transpersonal Psychology requires that you follow this guide as your primary style guide and the *Publication Manual of the American Psychological Association*, 5<sup>th</sup> edition as the secondary resource. This page explains why these style and formatting requirements exist.

Although many students have copies of the *Publication Manual of the American Psychological Association*, 5<sup>th</sup> edition and many try to acquire a working knowledge of the style and format requirements therein, few read Chapter 6 of that manual (pp. 321-330). This chapter contains the APA's explanation for graduate schools to have their own formatting requirements. Chief among those justifications is that, "theses and dissertations are submitted to the student's graduate school, not to a journal. Therefore, they must satisfy the graduate school's specific requirements, even if those requirements depart from the style outlined in the *Publication Manual*" (p. 325). A more complete justification for the style and formatting in this guide is provided below.

1. APA style is primarily intended for manuscripts submitted for publication. Editors of journal articles then change the style and/or formatting to create the final product. The manuscript must be designed to cue the editor to important aspects of the document. In the case of dissertations, theses, and student papers, the student is the final author of the finished product. The final product must be readable, clear, and aesthetically pleasing. This style and formatting guide helps the student create a final product rather than an incomplete manuscript.

2. APA style does not supply style and formatting requirements that meet the needs of students regarding long qualitative tables, a table of contents, title pages, front pages, feminist citation methods, transpersonal research methods, or appendixes. This style and formatting guide directly addresses these needs for students.

3. APA style is confusing and counterintuitive. For some of our students, the first year at ITP is the first time they are required to follow APA style. This style and formatting guide replicates some of the basics of APA style and can serve as an introduction or refresher to APA style.

These guidelines will help you in the long run while you are at ITP. The Dissertation Departments, the Library, and the Curriculum Committees at ITP are all working to ensure that you receive the training you need to complete your graduate school writing requirements. These guidelines are one resource you can use to help yourself.

### Writing Error Policy (revised, February 7, 2006)

All faculty-directed writings having academic content (for example, miniproposals, proposals, dissertation drafts, theses, second year final papers, formal final papers for courses, doctoral qualifying papers) must be in APA style and carefully edited. This policy may not apply to certain self-reflection papers (determined by the instructor) and online communications such as Caucus posts or electronic mail.

#### At the discretion of the reading faculty members:

- 1- If a paper contains extensive errors of any type, faculty may return the paper without a review being completed and do so within a deadline specified to the class or student (normally within 2 weeks of reception of the paper).

- 2- **Error types** tend to be repeated and therefore increase the total number of errors in a document. Even a total of **5 to 10 error types**—grammatical, spelling, typographical, or departures from APA guidelines—found within the document is considered unacceptable. It is likely that the paper will be returned under these circumstances.
- 3- If English is not a student's first language, the chair of the committee [or as appropriate, the mentor, faculty advisor, course instructor or thesis committee chairperson] should advise the student to get the needed editing support, being aware that all editing expenses are paid by the student.

Graduate students are expected to write correctly and well. It is a misuse of the faculty's time to expect them to read the paper through the errors or even correct extensive errors. If outside help is needed, it is the student's responsibility to secure that help (e.g., an editor) and pay any related expenses. This revised policy applies to all students in any program at ITP—Masters, Residential, and Global Programs.

### **ITP Departures from APA Style and Formatting**

There are three primary differences between APA style and proper style and formatting in scholarly papers at ITP.

1. Block quotes. At ITP, block quotes should be single spaced. This saves paper and space in long documents.
2. Running Header: At ITP, there should not be a running header. A running header is used in APA style to help the reader identify an article. Since student papers are submitted as separate documents, this is not required.
3. References: At ITP, references should be single-spaced within themselves but double-spaced between references. This saves space and paper in long documents.
4. Table and figures (along with their captions) may be interspersed in the text, at appropriate places, rather than placed at the end of the document.
5. Feminist citation and reference methods are allowed at ITP. Please see page 26 for more information.

**Style Guidelines - Institute of Transpersonal Psychology**  
Originally Created by Arthur Hastings, William Braud, and Genie Palmer  
Revised and Condensed, August 2005, by Eric FitzMedrud

These guidelines and style rules are based on the *Publication Manual of the American Psychological Association* (Fifth Edition). They have been modified for ITP student class papers. Not all of the format subtleties and exceptions are included here. Please note the special cases presented below for the Doctoral Qualifying Paper, miniproposals, proposals, theses, and dissertations. Instructors may ask for particular formatting variations. These guidelines use proper style but are single spaced and in 10 point font to save space.

All scholarly papers submitted at ITP must follow the APA (see *APA Publication Manual*, 5th edition) and ITP format.

Scholarly papers include the following:

- Scholarly overview papers
- Formal, academic papers
- Theses
- Miniproposals
- Proposals
- Dissertations

Non-scholarly papers are excluded from following APA format and include the following:

- Reaction papers
- Self-reflection papers

This listing includes many of the APA style guidelines in a condensed form. Please be aware of these guidelines, so that you can avoid errors and departures from APA format in your own work (if you are a student) and so that you can identify and point these out to students (if you are an editor or a faculty member). Thank you for your consideration of these matters.

The writing style and format requirements for all dissertation-related documents are those described in the *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.), unless these are superseded by specific ITP requirements as noted below.

#### Basic Elements

##### *General Good Advice*

*Spelling.* Spell check the text with your word processor, beginning with the first draft. However, read everything carefully, yourself, to catch errors that the spell-checker might not detect. For the final draft of a Thesis or Dissertation, we recommend you have a friend read for typos, style, and wording errors not caught by the spell checker (see p. 28 for an example of what can be missed by spellcheckers).

*Grammar.* Grammar check can be useful to help you find and eliminate passive voice, informal or colloquial phrases, dangling participles, and many more common grammatical errors.

*Holding it all together.* Ask your professor if he or she has a preference for staples or paper clips.

##### *Paper*

*Paper size.* Use standard 8½ x 11 white paper.

*Margins.* Set margins at least 1 inch wide on the top, bottom, and sides. Doctoral Dissertations and Masters Theses should have margins of 1.5 inches on the left, and 1 inch on the top, bottom, and right to allow for binding.

*One sided.* Papers should normally be printed single-sided. If you wish to print double-sided, please check with the professor. Theses and Dissertations must be printed on only one side.

### Fonts

*Font.* Use a font with a serif, such as Times Roman, Palatino, Courier, or Bookman. A serif is the little flag or foot at the tops and bottoms of letters, and the letters usually have lines with varying thickness. Here is a serif font: “The quick brown fox jumps over the lazy dog.” Here is a sans serif font: “The quick brown fox jumps over the lazy dog.” Exception: Use a sans serif font for the text within figures, graphs, and charts.

*Font size.* Use a 12 point font (type face) for all text, quotes, tables, and figure titles.

*Special fonts.* Use italics for book titles, journal titles, journal volume numbers, and for sub headings. Do not underline. Do not use bold anywhere in course papers. The only appropriate use of bold is in the Dissertation Abstract where the title, the word “by”, and your name are bolded (see p. 37). You may use italics (*italics*) according to the APA rules for use of italics, (APA Manual, p. 100-103 & 120).

*Page Numbers.* Do not list a page number on the title page, although the title page counts as page i. Pages for other front materials (e.g., Table of Contents, List of Tables, Abstract, etc.) should be numbered with lower-case Roman numerals (i, ii, iii, etc.), at the bottom center (see examples of all the front material p. 32-47). All other pages, continuing through the back pages, (e.g., references and appendixes) should be numbered with Arabic numerals (1, 2, 3, etc.), at upper right.

All pages (including tables, figures, color artwork, etc.) should “count” as pages, even if a page number does not actually appear on a certain page (e.g., a colored mandala or collage page). The page number for an art “plate” could be given as “following p. 43.”

### Title Pages

For final class papers, term papers, scholarly papers, research reports, and so forth, use a title page with the title, your name, date, and the course name. **Do not use a running head.** For short papers (3-5 pp.), reaction papers, and book reviews, you can put the title and other information at the top of the first page. See the examples of course paper title pages on page 31. For miniproposal, proposal, and dissertation title page formats please see the samples and explanations beginning on page 32. Inquire with the Global Program Coordinator for thesis title pages.

### Grammar

*Gender bias.* Avoid gender-biased language: use humanity, person, she or he, one’s, individual, or participant

*Tense.* Generally, the entire dissertation is written in the past tense [except for actions or situations that continue into the present, or when “dialoguing” with the reader]. Proposals and miniproposals should use future tense when describing proposed research. When writing in future tense, avoid passive voice if possible. Exceptions from these principles might be made for embodied writing styles and/or with approval of dissertation committee chairperson.

Use appropriate tense in the various dissertation chapters and using tenses consistently as follows (a) Introduction: future in proposal, past in dissertation, (b) Literature Review: all past or present perfect tense, (c) Methods: future in proposal, past in dissertation, (d) Results: past tense; present tense if “continuing issues,” and (e) Discussion: past for reporting what happened; present tense for discussing and deliberating.

*Plurals.* Do not use an apostrophe to indicate plurals; simply use an “s.” These are correct examples: in the 1960s, participants were in their 30s. These are *incorrect* examples: In the 1960’s, participants were in their 30’s.

*Data* is plural, and it requires a plural verb. Examples: The data show . . . the data indicate . . . [The singular of *data* is *datum*.] Phenomenon, criterion, matrix, spectrum, and medium are all singular forms that require singular verbs. Phenomena, criteria, matrices, spectra, and media are the corresponding plural forms for the above, and they require plural verbs.

*Word usage.* Use the following words appropriately: complement/compliment, effect/affect, elicit/illicit, enervate (weaken)/innervate (stimulate), counsel/council, immanent/imminent, predominant/predominate, illusive/elusive, that/which.

The following list includes the preferred or correct words or phrases in the left hand column and the not preferred or incorrect words or phrases in the right hand column.

<b>Preferred/Correct spelling</b>	<b>Not-preferred/Incorrect Spelling</b>
Method/Methods	Methodology/Methodologies; (“methodology” is the study of methods)
Assessment	Test
Try	Try and
Different from	Different than
Child/Children	Kid/Kids

<b>Correct</b>	<b>Incorrect</b>
Because (when indicating causation)	Since (when indicating causation)
In regard to/with regard to	In regards to/with regards to
Whereas	While (unless emphasizing time)
Irrespective or regardless	Irregardless
Ken Wilber, Frances Vaughan, and John Welwood.	Ken Wilbur, Frances Vaughn, and John Wellwood.
Appendixes	Appendices
Starting sentences with “Furthermore,” “However,” and “Therefore.”	Starting sentences with “And” or “But.”
20 <sup>th</sup> Century	Twentieth Century
“For example, . . . .”	“Say, . . . .”
	“Stuff,” “sort of,” and “kind of.”
Phenomenology and phenomenological	Any other spelling.
Chapter 3: Research Method or Chapter 3: Research Methods	Chapter 3: Method or Chapter 3: Methods
“Participants” or “Coresearchers”	“Subjects”

#### *Other Grammar Principles*

- “Whereas” is preferable to “while,” unless one is emphasizing time.
- “Who,” “whom,” and “whose” refer to persons; “it” and “that” refer to inanimate objects, corporations and institutions, and non-human animals (unless the latter have names!).
- The word “therefore” should be set off by commas--i.e., “and, therefore, blah blah.”
- Use “man” and “woman” instead of “male” and “female” when referring to one’s research participants.
- Be careful in typing “you” and “your”—these often tend to be reversed.
- Use “its” for possessive; use “it’s” only for “it is”
- Use “who” with persons, “that” with things or events (e.g., she is one who . . .)

## Text Formatting

### *Indentation of paragraphs*

Indent the first line of each paragraph ½ inch. The tab key is usually set to default length of ½ inch. The exception to this rule is the first paragraph of a block quote. The first paragraph of a block quote should not be indented ½ inch. Any additional paragraphs in the same block quote do receive ½ inch indent (this is in addition to the ½ inch that the block quote is already indented).

### *Chapters*

If your document has chapters, begin each new chapter on a new page. This includes the front pages (e.g., the table of contents, list of tables, abstract) and the back pages (e.g., references and appendices).

If your document has four or fewer headings, then your chapter titles should appear like this: Chapter 1: Introduction, Chapter 2: Literature Review, Chapter 3: Research Method, . . . Appendix A: Informed Consent, Appendix B: Recruitment Flyer, etc. If your document has five headings, then your chapter titles should appear like this: CHAPTER 1: INTRODUCTION, CHAPTER 2: LITERATURE REVIEW, CHAPTER 3: RESEARCH METHOD, . . . APPENDIX A: INFORMED CONSENT, APPENDIX B: RECRUITMENT FLYER, etc. Do not use roman numerals (I, II, III, etc.) to indicate chapter numbers.

In a dissertation, uninterpreted results go in the Results chapter; interpretations belong in the Discussion chapter. The Methods chapter includes what was done, the Results chapter includes what was found, and the Discussion chapter includes interpretation of findings.

### *Line spacing*

The default line spacing for the body text in scholarly papers at ITP is double spaced. ITP makes these modifications to APA Style regarding the spacing of text:

1. Quotations of 40 words or more should be single spaced and indented (see the Quotation section below).
2. References should be single spaced, with a double space between each reference (see the Quotation section below).

### *Quotations*

The two main forms for quotations are in-text quotations and block quotations. Use block quotations for any quotations 40 words or longer. Indent the left margin of a block quotation ½ inch.

Proper citation punctuation for a regular quotation in ongoing text is as follows: William James (1890/1969) described anomalies using the picturesque term “white crows” (p. 41).

Use single line-spacing for all block quotations. If your block quotation is more than one paragraph long, the first line of the second paragraph and all subsequent paragraphs should be indented an additional ½ inch on the left margin. Do not use quotation marks to begin or end a block quote. If quotation marks are needed within block quotes, use double quotation marks: “ ” In block quotes, end with the last line of the quote, then a period, then the parenthetical citation, but do *not* add a period after the latter. Example: blah blah blah. (p. 143). For a citation for an indented block quote, use this format at end of quote: blah blah blah. (Jones, 1994, p. 123) [Note: no quotation marks used, period goes before, rather than after the parenthetical citation.]

### *Spaces*

Use only one space after all end punctuation; do not use two spaces after periods or commas. Use a space after the p. when giving page numbers. See the abstract on page 38 for an example.

### *Justifying text*

Only the left margin should be justified.

### *Footnotes*

Do not use footnotes. Do use notes within a table (see the APA Publication Manual, 5<sup>th</sup> ed., p. 170-173 for more information).

### *Headers and footers*

Do not include a header or footer on any page of a dissertation.

### *Items in series*

For a series of items in the text, use (a), (b), and (c), without periods, and with a comma after each item, such as, “He taught (a) breathwork, (b) psychodrama, and (c) foot massage.” The exception to this is that you should use a semicolon between items in a series if one or more items has a comma in it. If you list items in paragraph form down the page, number the paragraphs using Arabic numerals, with a period after each number, do not use parentheses, and begin the items with capital letters. Indent the Paragraph number ½ inch. Indent the text an additional ¼ inch beyond that. Example:

1. This is the first paragraph is a seriated list. The text remains aligned with itself at ¾” from the left margin even if the sentence or paragraph continues beyond one line.
2. These paragraphs would be double spaced.
3. By now, I expect that you understand the principle.

### *Headings*

Use headings and subheadings in the text, where possible, to identify sub-topics and make for easier reading. Usually one to three levels of heading are sufficient. Do not have headings, by themselves, at the very bottom of any page.

*Headings.* Please see the APA publication manual, 5<sup>th</sup> ed. (pp. 112-114) for a detailed discussion of heading styles and sequence. Note that the style for Heading Level 4, is indented ½ inch, capitalizes only the first word, and that the text for this level of heading follows on the same line. The word “Headings” at the beginning of this paragraph, is an example of the style for Heading Level 4.

### *Punctuation*

- Periods and commas should go inside of closing quotation marks; other punctuation should go outside of closing quotation marks (unless they are part of what is actually quoted). Examples: “blah,” “blah blah,” and “blah blah blah.” but “blah blah”; or “blah”? or “blah”! or “blah”:
- Use “double quotation marks” *within* a block quote; do not use ‘single quotation marks’ anywhere in your document, except “within ‘double quotation’ marks.”
- Use commas before conjunctions (and, but, or) that link independent clauses. If the two parts of the sentence can stand alone, use a comma to separate them.
- Place a comma before “and” in serial listings within a sentence. Example: blah, blah, and blah.
- Ellipses: there should be a space before and after each dot. Example: Something was left out . . . here.
- Use an em dash to set apart a digression within a sentence. For an em dash, use an em-dash or two hyphens; do not space before or after the em-dash or hyphens. Example: . . . seems to be—in other words . . . or . . . seems to be—in other words . . .
- Use an en dash between two words of equal weight like as in “Chicago-London flight.” To make an en dash use one hyphen with no spaces before or after the hyphen.
- Add a comma after e.g., i.e., and viz., .
- Use a colon to introduce a series or quotation only if it's preceded by a complete sentence

### *Numbers*

- The general rule is to use words to indicate numbers from one to nine and numerals to indicate numbers of 10 or more. Examples: six, two, 13, 10.
- Exception: Use numerals with participants, regardless of the number. Examples: 6 participants, 13 participants. (However, this does not apply to personnel other than participants.)
- Exception: Use numerals with measures of time, regardless of the number. Examples: 6 minutes, 8 weeks, 2 years, 10 days.
- Exception: If several numbers refer to the same thing, and some are more than 10 and some less than 10, use numerals for all of these, for consistency. Example: For 3 of the 12 sessions . . . .
- Use numerals for *all* numbers in the Abstract (except for those that begin sentences).
- Use words for numbers beginning sentences, in the text. Example: Thirteen persons attended the meeting.
- Note: See the *APA Publication Manual* (p. 122-130) for other exceptions.

### *Tables and Figures*

The formats for tables (alphanumerical materials) and figures (graphical materials) are perfectly complementary. Be sure to use the appropriate formats and conventions for these.

- For Tables: Use serif typeface. The two lines immediately above the table are arranged with the table number on the first line (neither italicized nor followed by a period), and the title of the table on the second line, immediately above the table (italicized, with the first letter of all major words capitalized, and with no final period).
- ITP does not insist on adherence to the APA convention that there should not be vertical lines in tables. For purposes of readability, the student may use 25% grey lines on large tables. Such lines might be useful if there are lots of numbers or qualitative data in a table; the lines may provide clarity.
- Table titles should be italicized. However, the internal headings and subheadings within a table should be in regular font (not italicized, and not bolded). Sometimes, with appropriate and explicit rationales, special fonts (italics, bold) might be used within a complicated table to highlight certain content (e.g., certain numbers) if such highlighting improves clarity and understanding of the table contents. These should be rare exceptions.
- For Tables, we prefer double-spacing. There may be special cases wherein single-spacing of tables would be OK. This is a judgment call. One would have to see the actual tables to make a recommendation. If the table still is clear and easily readable, and, especially, if this can prevent breaking a table onto two pages, or if the table is a very long one (in order to save overall pages for the document), then single-spacing could be OK—provided that makes the table look better rather than cramped or difficult to read or understand.
- For Figures: Use sans serif typeface in the figure itself (but use serif typeface for the caption). The *Figure #* goes at the bottom of the figure and is italicized and followed by a period; the caption follows, on the same line, is not italicized, and only the first letter of the first word of the caption is capitalized. The caption ends with a period. See the APA *Publication Manual* for much more information.
- For journal articles, tables and figures are submitted separately, and placed at the end of the article. For theses and dissertations, tables and figures are inserted at appropriate locations in the text.
- Table title goes at top and all main words begin with an upper case letter.
- Figure captions go at the bottom of the figure. Only the first word of the figure caption is upper case.

### *Abbreviations and Contractions*

- The first time you introduce something that has an abbreviation or is an acronym, write out the full name and follow this by the abbreviation or acronym, in parentheses. Examples: American Psychological Association (APA), Dissociative Identity Disorder (DID).
- It's is a contraction for "it is."
- Its is a possessive.
- Generally, it is good to avoid using contractions in scholarly writing.
- Abbreviations for *that is*, *for example*, and *so forth*, namely, and so on should be used only within parentheses; use the full words outside of parentheses. Examples: . . . cabbages, kings, and so forth but (cabbages, kings, etc.); that is . . . but (i.e., . . . ).

### *Hyphenation*

- Refer to the 5<sup>th</sup> edition of APA Publication Manual for proper hyphen use (section 3.11, pp. 89-94).
- "Coresearcher" is not hyphenated (a bonus of this format is that the word also looks like "core searcher," which is quite fitting for folk who are searching for the core meaning of things).
- "Nonordinary" and "miniproposal" are not hyphenated.

### *Citations and References*

For literature reviews, rely chiefly on professional, peer-reviewed journal articles, dissertations, theses, and scholarly books. Scholarly books are those published by university presses or other scholarly presses; those that have the "scholarly apparatus" of references and an index; those that present and critically evaluate a range of findings and interpretations; those that evidence a critical, reflective, scholarly, discerning attitude. Ask

faculty members who are familiar with a particular field to help you determine whether books in that field are sufficiently scholarly.

In the Literature Review chapter, integrate and aggregate the sources cited, in the service of an ongoing, flowing argument or case that you wish to make or build; bring in sources that support that argument or case, and include the appropriate level of detail (not too much, unless such detail is crucial) in presenting various sources

*Citation form.* When you refer in the paper to an article, book, or other source, you should cite it by listing the last name of the author and the date of publication. In the same paragraph, thereafter, you may cite the name alone, without the date. If the work is by two authors, always cite both names in the text. This guides the reader to the item in the references. Also, as Hastings (2002) says, “When you quote a source, put the page number after the quote marks” (p. 2). Here is a sample quote with several ways to format citations:

Wilber (1980) postulates a linear developmental model, from birth to Absolute Oneness. In their book *Ken Wilber in Dialogue*, Rothberg and Kelly (1999) present articles by critics of Wilber’s ideas. Other theorists (e.g., Washburn, 1985) suggest a spiral model, with regression within growth. The model originating in psychedelic therapy (S. Grof & C. Grof, 1994) offers a clinical approach to development. (Hastings, 2002, p. 2)

#### *Citation and Reference General Formatting*

The following two lists describe the proper format for citations and references. For formatting requirements of quotations please see the subsection on quotations on page 20.

Use the following guidelines when citing authors:

- Cite another person’s work by giving the name and date. In the same paragraph, thereafter, you can cite the name alone, without the date. If the work is by two authors, always cite both names in the text.
- If a work is by three, four, or five authors, cite all names the first time you mention this source, but use the first author’s name and et al. thereafter. Note the period after al.
- If the work is by six or more authors, cite only the first author and et al., throughout.
- Include a page number for all direct quotations, regardless of length.
- Alphabetize cited sources within parentheses, and separate the sources by semicolons; do *not* list sources chronologically within parentheses, in the text. Example: (Doe, 2001; Jones, 1998; Smith, 1968).
- Cite book chapters of an edited book by chapter author in text citation.
- Use “and” to conjoin authors outside of parentheses; use “&” to conjoin authors inside of parentheses. Examples: Smith and Jones (1966) found . . . , Several researchers (e.g., Smith & Jones, 1966) have reported . . . .
- Typically, titles of books or journal articles are not mentioned in the text; the name and date, alone, are sufficient for an in-text citation. If the chapter or article title is used, book titles should be *italicized*, and journal articles and book chapters should be enclosed in “double quotation marks,” in the text.
- Cite book chapters of an edited book by chapter author in text citations
- For a citation within an ongoing text paragraph, use this format: “blah blah blah” (Jones, 1994, p. 123). [Note that the period goes after the parenthetical expression.]
- Do not use titles such as Dr., Ph.D., M.D., Ms., or Mr. in scholarly writing

Use the following guidelines when referencing materials:

- The thesis or dissertation should include a *References* section (which lists only those sources actually used and cited in the text), rather than a *Bibliography* (which is more extensive and can include resources that were not used or cited).
- Be sure all cited sources appear in the References, and all sources in the References have been cited in the text.
- Use “&” to conjoin names in the Reference section.
- Use a comma before “&”—even if there are only two authors. Example: Smith, A. B., & Jones, D. E. (1997) . . . .
- Space between authors’ initials.

- List book chapters by chapter author, and use the “In . . .” form for the source book in the References section. (See the APA *Publication Manual* for information about the “In . . .” form of referencing.)
- Include page numbers for all book chapters in the References section.
- Capitalize only the first letter of the first word for book titles in the References. Of course, proper nouns (names) always are capitalized in book titles.
- Capitalize all major words in journal names in the References.
- Book titles, journal names, and journal volume numbers should be *italicized*.
- Single-space within a given reference, but double-space between different references.
- If “a” and “b” are used for references for the same year, by a given author, the order of the references (and, hence, which one is assigned “a” or “b”) is determined by the alphabetical order of the first letter of the first word of the title of the book or article.
- If a city is well known, do *not* include the state in the publishing location.
- If the state is already mentioned in the name of the publisher or university (e.g., University of Nebraska Press), do *not* include the state again when giving the city in the publishing location.
- Capitalize the first letter of the first word of a book subtitle (the first word after a colon).
- Use a comma after the editor indication in edited book titles. Example: . . . In C. E. Smith (Ed.), Name of book . . .
- For the editor(s) of a book (in the “In . . .” form of referencing), the editors initials go *before* the surname (unlike the format for authors, wherein the author initials go *after* the surname). Examples: In A. B. Jones & C. D. Smith (Eds.), . . .
- Do not use colons, semicolons, p., or pp. in references to journal articles.
- In the Reference section, pp. is used only to indicate the page numbers of book *chapters*.
- Consult the APA Publication Manual (5th ed.) for information about referencing electronic sources. This is an example of a typical electronic reference: LePlant Foundation. (1999). Raising bigger cabbages with prayer and affirmations. Retrieved October 10, 2001, from <http://www.metaphysicalagriculture.org/research/cabbage/> [Website]
- Include a space between author initials in References: Smith, A. B. (not: Smith, A.B.)
- In book titles in the Reference section, capitalize only the first word (and the first word after a colon, for a subtitle). For example: *Varieties of religious experience*
- For journal titles in the Reference section, capitalize all major words (e.g., *Journal of Transpersonal Psychology*)
- List book chapters by chapter author, and use the “In . . .” form for the source book in References section
- In References section, use comma before “&” for joining two or more authors: Heckle, J. T., & Jeckle, T. J. (1997)

*Reference format.* Include a list of references--sources actually cited--and check the references and citations against each other. Don't have a bibliography, which is a list of all the books you found relevant. The reference list is placed at the end of the paper, arranged alphabetically by last name of author. Use a ½ inch hanging indent format. Below are examples for common sources (some fake). See the APA manual for other kinds of sources.

Braud, W. (1993). On the use of living target systems in distant mental influence research. In L. Coly & J. D. S. McMahon (Eds.), *Psi research methodology: A re-examination* (pp. 149-188). New York: Parapsychology Foundation. [Chapter in an edited book.]

Braud, W., & Anderson, R. (1998). *Transpersonal research methods for the social sciences: Honoring human experience*. Thousand Oaks, CA: Sage. [Book with two authors.]

Dark, N. D. (Ed.). (2001). *Watts the road to enlightenment?* Brighton, ME: Inner Light Press. [Edited book.]

LaPlant Foundation. (1999). Raising bigger cabbages with prayer and affirmations. Retrieved October 10, 2001, from <http://www.metaphysicalagriculture.org/research/cabbage/> [Website.]

Tart, C. T. (1969). Transpersonal potentialities of deep hypnosis. *Journal of Transpersonal Psychology*, 2(1), 27-40. [Journal article. One or two initials may be used.]

*Honorific titles and related name considerations.* For persons with clerical titles, the title is usually retained when the name is inverted for indexing and referencing. Thus:

Jaki, Rev. S. S.; Mannierre, Msgr. C. L.; Kapleau, Roshi P.

The same is true for saints. In the Christian tradition, however, they are usually placed under their given names: Thomas, St.; Thomas Becket, St.; John Chrysostom, St.

Some names are treated as units. Thus:

Dalai Lama; Ram Dass; Sogyal Rinpoche

Arabic names and names in other foreign languages should be referenced in the forms in which they appear on the title page of the cited work. If a name appears in different forms on different original documents, reference the different forms separately. For example, if the (same) author appears as Ibn Sina on one work, and as Avicenna on another work, include both of them and list in the usual alphabetical order.

Chinese names from earlier times are alphabetized without inversion:

Lao-tzu; Li Po; Sun Fo

#### *Optional Variations in Reference and Citation Formatting.*

*Feminist method of author citation and reference.* Within the tradition of feminist research and scholarship, it is customary to give the first names of authors, both in text and references. Persons choosing this option should provide first names for both women and men (when known), in text and references.

Accordingly, you may use first names of cited authors when you first cite them. That is, if you cite Frances Vaughan, list her whole name. The second time you refer to Vaughan, use only her last name. If you cite new text written by two authors, Frances Vaughan, & Kim Sue, then you should list the first names of both authors the first time they are listed together as a unit. If you cite another article also written by Vaughan and Sue, you would use only their last names again. Use these first names in the text, rather than in parenthetical citations.

For example: Hinkum Funiduster is, perhaps, the first North American philosopher to recognize several levels of reality, other than the usually exclusively recognized physical reality, and to use particular names for each of these levels. Funiduster (1777) used “physical reality” to describe the objective, sensory world, “imaginal reality” to describe the—to him—equally real realm of mental imagery, “memorial reality” to describe experiences of memory and recall, “dream reality” to describe experienced dream content . . . .

*Identification of a discipline.* Because transpersonal studies encompass many different disciplines, you may identify the areas or disciplines of the sources you cite. For example: The African-American folklorist and writer Zora Neale Hurston once described research as “formalized curiosity. It is poking and prying with a purpose” (Hurston, 1942/1996, p. 143).

APA "Levels of Headings" Guidelines by Winona Schroeter

**SELECTION OF LEVELS:**

*One Level:* Use "Δ" (or Style 1 heading)

*Two Levels:* Use "Δ ◊ ▽" (or Styles 1 & 3 headings)

*Three Levels:* Use "•" (or Styles 1 & 3 & 4 headings)

*Four Levels:* Use "▽" (or Styles 1 & 2 & 3 & 4 headings)

*Five Levels:* Use "•" (or all 5 heading styles)

1-1/2" Margin ↓		1" Margin ↓	<b>HEADING STYLES:</b>
*	CENTERED UPPERCASE HEADING	←	STYLE 5
Δ ◊ ▽ *	Centered Uppercase and Lowercase Heading	←	STYLE 1
▽ *	<i>Centered, Italicized, Uppercase and Lowercase Heading</i>	←	STYLE 2
◊ ▽ *	<i>Flush Left, Italicized, Uppercase and Lowercase Side Heading</i>	←	STYLE 3
• ▽ *	<i>Indented, italicized, lowercase paragraph heading ending with a period. Begin the text immediately after the period of the heading; i.e., continue on the same line, if possible.</i>	←	STYLE 4

**EXAMPLES:**

<p><i>One Level:</i></p> <p style="text-align: center;">An Example of Compositions With a Single Heading</p> <p>This is for use with short articles that have no subsections. The body of the text begins with the first indented paragraph.</p>
<p><i>Two Levels:</i></p> <p style="text-align: center;">An Example of a Composition With Two Levels of Headings</p> <p><i>An Article or Presentation That Is Comprised of at Least Two Sections</i></p> <p>This is to be used only when there is more than one section of information covered in your composition.</p>
<p><i>Three Levels:</i></p> <p style="text-align: center;">An Example of a Composition With Three Levels of Headings</p> <p><i>This Article Contains Multiple Sections and Subsections</i></p> <p>This format for <i>Three Levels</i> is utilized when you conclude that there are at least two sections of information in your composition and at least one of those sections contains a minimum of two subsections.</p> <p><i>Each subsection of a section in your article will be headed in this style. The content of the subsection continues as a part of the paragraph begun with the "STYLE 4" heading, as illustrated here.</i></p>
<p><i>Four Levels:</i></p> <p style="text-align: center;">An Example of a Composition With Four Levels of Headings</p> <p style="text-align: center;"><i>This Is the First Use of This Particular Heading: A Style Reserved for Compositions of Either Four or Five Levels of Headings</i></p> <p><i>Subsections of the Above-Heading Section Require This Style</i></p> <p><i>"Sub-subsections" utilize this heading format. The text of the paragraph begins on the same line as the heading. Please note that 1/2 inch indentation of this paragraph.</i></p>
<p><i>Five Levels:</i></p> <p style="text-align: center;">AN EXAMPLE OF A COMPOSITION WITH FIVE LEVELS OF HEADINGS</p> <p style="text-align: center;">Style One is Subordinate to Style Five</p> <p style="text-align: center;"><i>This is Style Two</i></p> <p><i>Subsections of the Above-Heading Section Require This Style</i></p> <p><i>"Sub-subsections" utilize this heading format. The maximum provision for headings is Five Levels.</i></p>

### 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 a bless sing,  
 It freeze yew lodes of thyme.  
 It helps me right awl stiles 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,  
 Their 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 for pea seas!

## PART III: Sample Pages for Theses and Dissertations

Part III consists of visual samples of the title page, copyright page, abstract, preface, acknowledgements, table of contents, list of tables, list of figures, and appendixes for ITP Theses and Dissertations.

### Sample title pages

The following pages are samples of title pages for course papers, MATS papers, and dissertation related documents.

The title page must be signed to verify approval.

Follow the sample in creating your title page. The information in square brackets ([ ]) is to be filled in by you.

For dissertation and thesis documents, the whole title should be capitalized and double spaced.

For dissertation and thesis documents, the student's name should include the student's name as it will appear on the degree. In other words, it should be the student's full legal name.

For dissertation documents, the date on the title page should be the date of the committee meeting at which this document was approved. This is true even if the signatures are dated much later. The format for the date is January 1, 2005.

For thesis documents, the date on the title page should be the date the document was submitted for approval.

The signature line is 4 inches long.

There is 1 inch between the signature line and the date line.

The date line is 1 inch long.

The Committee Chairperson or Member's names, along with degree(s), are left aligned and should be written like this:

\_\_\_\_\_  
Jane Doe, Ph.D., Committee Chairperson

\_\_\_\_\_  
Date

If the title is so long that space on the page becomes an issue, spaces may be removed in this order from (a) between the date and the approval line and (b) before and after the word "by", and (c) after the student's name. The name of the last approving person and the word "Date" should rest at the bottom of the page on the margin.

[This is a Sample Formal Course Paper Title Page: This is a Sample of a Subtitle]

[Student Name]

[Date in this format: 01/01/01]

[Course Title]

[Instructor name]: Instructor

[THIS IS A SAMPLE M.A.T.S. TRANSPERSONAL APPLICATION/INTEGRATION  
PAPER TITLE: PLEASE SEE EXPLANATION ON PAGE THIRTY]

by

[Your Name]

Transpersonal Application/Integration Paper  
submitted  
in partial fulfillment of the requirements  
for the degree of Master of Transpersonal Studies

Institute of Transpersonal Psychology  
Palo Alto, California

[Date of the Proposal meeting in this format: Month ??, 200?]

I certify that I have read and approved the content and presentation of this dissertation:

\_\_\_\_\_  
[Name, degree], Faculty Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
[Name, degree], Project Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
[Name, degree], Chair, Global Ph.D. Program

\_\_\_\_\_  
Date

[THIS IS A SAMPLE Ph.D. MINIPROPOSAL TITLE: PLEASE SEE EXPLANATION  
ON PAGE THIRTY]

by

[Your name]

A miniproposal submitted  
in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy  
in [Indicate the proper degree for your program]

Institute of Transpersonal Psychology  
Palo Alto, California

[Date the Miniproposal is submitted to instructor in this format: Month ??, 200?]

Approved by:

\_\_\_\_\_  
[Name, degree], Instructor of Doctoral  
Research and Process Course 649

\_\_\_\_\_  
Date

\_\_\_\_\_  
[Name, degree], 2nd reader (if necessary)

\_\_\_\_\_  
Date

[THIS IS A SAMPLE Ph.D. PROPOSAL TITLE: PLEASE SEE EXPLANATION ON  
PAGE THIRTY]

by

[Your Name]

A proposal for a dissertation to be submitted  
in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy  
in [Indicate the proper degree for your program]

Institute of Transpersonal Psychology

Palo Alto, California

[Date of the Proposal meeting in this format: Month ??, 200?]

Approved by:

\_\_\_\_\_  
[Name, degree], Committee Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
[Name, degree], Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
[Name, degree], Committee Member

\_\_\_\_\_  
Date

[THIS IS A SAMPLE Ph.D. DISSERTATION TITLE: PLEASE SEE EXPLANATION  
ON PAGE THIRTY]

by

[Your Name]

A dissertation submitted  
in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy  
in [Indicate the proper degree for your program]

Institute of Transpersonal Psychology  
Palo Alto, California

[Date of the Final Draft meeting in this format: Month ??, 200?]

I certify that I have read and approved the content and presentation of this dissertation:

\_\_\_\_\_  
[Name, degree], Committee Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
[Name, degree], Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
[Name, degree], Committee Member

\_\_\_\_\_  
Date

Copyright

©

[type in your full name here as it appears on title page]

[year]

All Rights Reserved

**Abstract**  
**Reports of So-called “Peak” Experiences During**  
**a Neurotechnology-based Training Program**

**by**

**Todd Joseph Masluk**

This study examined the nature of self-reported peak and other powerful experiences during a 6-day residential, neurotechnology-based training program.

"Neurotechnologies" are methods and devices which purportedly enhance mental functioning by entraining brain-wave patterns, often producing a psychophysiological state of hemispheric synchronization. A 2-part peak-experience questionnaire was developed. Part 1 collected retrospective self-reports of participants' experiences. Part 2 gathered information on their impact and the processes of integration. The Myers-Briggs Type Indicator measured participants' personality characteristics; the Herrmann Brain Dominance Instrument measured cognitive styles. Out of 160 participants (81 males, 79 females), 121 reported 75 types of peak and other experiences. These were grouped by phenomenological content under 4 categories: "intensified sensory and perceptual," "cognitive," "psychodynamic," and "transpersonal." Types, intensity, and richness of patterns of experience reported, strikingly resemble those reported by psychedelic (LSD) researchers. Short-term aftereffects occurred in 4 areas: ontological, spiritual, psychological, and bioenergetical. Longer-term aftereffects resembled changes associated with the sustained practice of meditation. Most experiences had a moderate to "life-changing" impact. Peak-experiences, narrowly defined, had the greatest reported impact, overall. Chi-square analyses yielded non-significant differences between "peak-

experiencers” ( $n = 16$ ) and “non-experiencers” ( $n = 20$ ) on personality type, cognitive style, religious affiliation, educational level, age, and gender. However, differences approached significance on religious orientation ( $\chi^2 = 2.043, p = .15288$ ) and may signal a trend worthy of further investigation. Mental engagement with experiences was important in integrating and being changed by them. This was evidenced by the positive relationship between amount of time spent thinking about one's experiences and their degree of impact ( $r_s = .4849, p < .001$ ). The most preferred method of integration involved discussing one's experiences, followed by reading about similar experiences, keeping one's experiences to oneself, and writing about one's experiences. Factors hindering the integrative process are discussed. Results contribute to understanding the varieties of exceptional human experience.

**NOTE: The purpose of this example is to assist you in writing your Abstract as clearly and succinctly as possible. This abstract serves only as a guideline.**

**ADDITIONAL NOTE: (1) An abstract is not required at the proposal stage but may be included. It is excellent practice. (2) DO NOT list keywords on the final dissertation abstract.**

Dedication (or Epigram) (optional)

See dissertations in the ITP library for examples of dedication and epigram pages.

### Preface (optional)

Much of my rather solitary childhood was spent searching the shelves of the Des Moines Public Library for books about Indians. In the pages of those books and in my afternoon musings in the woods near my house, I learned and lived the values of America's first people.

Therefore, it is not surprising that when given the opportunity to go on a 4-day vision quest with Steven Foster and Meredith Little, I had no hesitation. This, however, was not what I expected to be the subject of my dissertation.

During the 3 years I spent working with persons with AIDS at San Francisco Hospice, I was intrigued to observe that I did not experience burnout as I would have expected. Instead I felt joy and fulfillment. I felt the desire to be closer to these people's experience rather than the need to move away.

Also during this time, I heard Kenneth Ring lecture about the transformational qualities of the near-death experience. People who had these experiences became more oriented to selfless service to others and felt a mission in life, while themselves feeling more self-esteem and energy.

I read similar reports from those with out-of-body experiences, astronauts, people who described encounters with extraterrestrials, and those with mystical experiences. All seemed to share this tendency toward a personality change in the direction of service. The descriptions were similar to my own feeling about my work at Hospice. I expected that this would be the subject of my dissertation. When I found myself working instead on a study of vision quest participants because of my own powerful experience (see

Appendix A for my account), I realized that I was actually working on a microcosm of the original subject.

Because of their spontaneous nature, near-death and most other spiritual experiences can't be measured in a pretest, posttest study. Their occurrence cannot be predicted. The vision quest program, however, is a scheduled event in which participants can be studied before as well as after the experience. It is a good starting point for evaluating the kind of transformation that occurs as a result of a spiritual experience.

## Acknowledgements

See dissertations in the ITP library for examples of acknowledgement pages. This page may be double spaced.

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