CityUniversity
in Canada

CPC 603 *Primer*

MASTERS OF COUNSELLING PROGRAMS
CityU in British Columbia, Canada

Revised December 2018

INTRODUCTION

This current version of the *CPC 603 Primer*, revised November, 2018, contains an outline of options available for CityU students regarding CPC 603. Options include: writing a Capstone Research Project[i], or composing a traditional thesis, non-traditional thesis, or research project.

This primer stipulates the role and responsibilities relating to the Thesis Advisor and the Faculty Reader, and, for students writing theses and undertaking research relating to human subjects, the requirements of the Institutional Review Board (IRB).

A schedule for chapter submissions intended to assist students in completing within the 10 month period of time, is also included.

This version of the ***Primer*** has been created in response to requests for clarity about processes relating to available options re: CPC 603, deriving from both students and faculty. The primer is an evolving, in-process, living document, and, as such, is in continual process of revision. For CityU Canada MC students who register after the autumn of 2018, a new course, CPC 680, Capstone Research project, will become the only option. An entirely new, specific, *Primer* is in development regarding CPC 680.

Please send any feedback or suggestions you may have about the primer to the current CPC 603 Coordinator Colin James Sanders PhD, Associate Director, MC Department, CityU Vancouver, csanders@cityu.edu.

ELEGIBILITY FOR CPC 603

Admission to CPC 603 requires successful completion of the Comprehensive Review, which is also the gateway into upper level courses and Practicum and Internship.

Contents

Options Available to Students RE: CPC 603

1. Master of Counselling Capstone Research Project

What is a Capstone Project?

Edglossary.org says it is a complex assignment that involves many steps and serves as a "culminating academic and intellectual experience…at the end of an academic program." The term comes from architecture: A capstone is the final stone, usually flat, that is laid at the top of a wall or building to protect it and to symbolize it is finished. A capstone experience is the final "stone" laid on an education that symbolizes the completion of a program and the peak of accomplishment. In addition, it allows your teachers, peers and future employers to recognize your competency.

Are all Capstones the same?

In the way that architectural capstones are usually flat, capstone experiences are usually experiential. That is, they usually involve doing original research or solving a real-life problem by applying the knowledge and skills you gained through your degree program. Capstones are most notably found at the culmination of liberal arts and humanities programs.

How Are they Completed?

Every capstone starts with you, the student, identifying a problem. You think about the issue and isolate what you believe are causative elements. These are presented as theories. Once you develop an approach to overcoming the causes, you show your ideas as hypotheses. The theory and the hypothesis become your capstone proposal.

Source: www.bestmastersdegrees.com/best-masters-degrees-faq/what-is-a-capstone-project

Below is a proposed format for writing a Capstone Research project.

Chapter 1: Research Problem.

This section will introduce your research problem. What is the issue at the heart of your research? How extensive is this problem or issue? What is the definition of this problem? You will describe the significance and context of the problem providing evidence from previous literature. You will finish the chapter with a section of

definitions of terms. You will then set out the aims of your capstone. You will predict what you might find from your literature review. You will then provide a roadmap for the remainder of the capstone.

Note: you must clearly articulate in Chapter 1 why the research problem(s) you are exploring has utility and applicability within the field of counselling, psychotherapy, or areas relating to therapeutic community work. Regardless of the methodology employed, the practical therapeutic usefulness of your study must be outlined. The expectation is that critical thinking will be employed in reviewing the literature, and, where appropriate, offering alternative solutions and program designs, for example.

Chapter 2: Literature Review.

What research has been undertaken to resolve the problem(s) you highlighted in the first chapter? Provide a literature review of previous research which has addressed the problem. If relevant, include critiques of the literature you explore and describe, or, alternative perspectives regarding the dilemma or problem you are researching and presenting. The literature review must be contemporary in nature; your adviser will assist you with being thorough and "up to date" on the literature pertaining to your research. At the end of the chapter you will provide a summary of the chapter.

Chapter 3: Discussion, Summary, Analysis and Conclusion.

Begin this chapter with:
- One sentence on the purpose or aims of your Capstone Project

- One sentence on what you thought you would find in your literature review

- Comment upon what you appreciated regarding the existing literature

- Comment upon limitations or restraints that you consider were presented in the literature review that provide opportunities for alternative, or different, action aimed towards facilitating change, transformation, systemic/structural, or revisioned program design, social policy, and so on.

At the end of the discussion of the literature after your review, you may propose an original idea:

- You may create and propose a different theoretical model as a result of your research that summarizes the problem and possible solutions.

- You may include an outline of a framework for a therapeutic/support group, for example, or a framework relating to your capstone, that may be of use for practitioners working with children, young persons, families, or others' within community social service agencies. For example, a design for a therapeutic program addressing inter-personal violence between partners, or, in school and education contexts; or,

proposals for collaborating with parents of gender nonconforming children; or, programs relating to responding to engaging with multi-stressed families, and so on.

- You may propose a research study for further investigation. Include the proposed methodology you would use in your research in the future hypothetical study (participants, design, procedure, analysis, and ethics).

At the end of the literature review (last 2-3 paragraphs). You will also discuss the strengths and limitations of your proposed research study; possible outcomes; and future implications. You will end with a final summary and conclusion.

Sharing your scholarly research, whether a Capstone Research Project or traditional thesis, comprises an essential component of the graduate level academic process. Students are supported in learning to effectively communicate their research findings. Students are to negotiate a final dissemination process with their advisor. Typically, an annual research poster symposium is held to support students in sharing their research. Students may also select to offer to discuss their research at the new student orientations regularly scheduled each September for part-time students and each December for full time students attending CityU.

Number of pages:

For the Capstone Project, the minimal page requirement is 50-60 pages of text; this does not include references, table of contents, acknowledgements etc.

References:

The number of references you cite will be negotiated in consultation with your Thesis Adviser; there is no minimum reference requirement.

Reference list must be in APA format.

Only references actually cited in your paper are included in the reference list (it is not a bibliography of all reading).

Appendices (as necessary).

2. General outline for a Traditional Thesis, Chapters 1-5[1]

Abstract:

Provide a concise description of the study, a brief statement of the problem, exposition of methods and procedures

Chapter 1: Introduction

The introduction includes a clear statement demonstrating that the focus of the study is on a significant problem that is worthy of study and there is a brief, well-articulated summary of research literature that substantiates the study, with references to more detailed discussions in Chapter 2.

Problem Statement: concisely states what will be researched and articulated. In qualitative studies, for example, the problem statement describes the need for increased understanding about the issue to be studied.

Nature of the Study: specific research questions, hypotheses, or research objectives (as appropriate for the study) are briefly and clearly described.

Purpose of the study: described in a logical, explicit manner.

Scholarly Context: in quantitative studies the theoretical base, or in qualitative studies, the conceptual framework, demonstrates which ideas from the literature ground the research being conducted.

Definition: technical terms, jargon, or special word uses are provided.

Assumptions, Limits, and Scope: facts assumed (but not proved or verified), possible weaknesses of the study, bounds of the study, broad conceptual context of the study.

Significance: outline how this study might influence general knowledge, professional application, social change, or any other relevant dimensions.

Transition Statement - introduce the literature review.

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[1] Dr. Glen Grigg is to be acknowledged as the author of this section, outlining a format for traditional thesis.

Chapter 2: Literature Review

Introduction:

Content of the literature review

Organization of the review

Strategy used for searching the literature

Review of the Research Problem:

Restate the problem

Restate the question(s) and hypotheses (quantitative)

Restate the question(s) and objectives (qualitative)

Show how the review will relate to the problem and questions

Structure of the review

Viewpoints to be compared or contrasted

Relationship of the study to previous research

Scholarly Argument

Necessary theory is researched and explained (quantitative)

Conceptual framework is researched and explained (qualitative)

Literature-based descriptions

Research variables and measurements (quantitative)

Themes and perceptions (qualitative)

Methods

A concise rationale for the method is given within a scholarly context

A contrast with other methodologies is offered

Reviews will vary depending on the topic. It should be a well-referenced, critical essay covering current relevant knowledge.

Tip: It is often helpful to arrange the review around major themes or ideas, and to make liberal use of subheadings such that the subheadings themselves, when viewed together, show the development of the scholarly argument.

Chapter 3: Methodology

Introduction:

List major areas of the chapter

Identify the specific methodology being reviewed

Design and Approach:

Description of the design

Justification for the design

Logical relationship of the design to the research question

Setting and Sample:

Population to be sampled

Sampling method Sample size

Eligibility criteria

Other characteristics of the sample

Treatment:

Describe procedures clearly

Instruments and Materials:

Name of test and/or survey

Type of instrument

Concepts measured

Calculation of score and their interpretation

Reliability and validity

Process for use

Location of raw data (appendices/request to researcher)

Variables:

Describes how each description is operationalized

Analysis:

Inferential analysis

Scale for each variable

Statement of hypotheses related to each question

Pilot data, if applicable

Tip: How much information should be included? The near-universal guideline is "enough information for replication." Could another researcher reproduce substantially the same project you have completed based on this information? Consequently, details like test versions, the brand names of instruments, the location of an interview, all "count" in the sense that they are important influences on the results.

Chapter 4: Results

For Qualitative Studies

1. Process of data collection
2. Systems used for tracking data and emerging understandings (logs, journals, cataloging systems, lists of themes, etc.)
3. Findings are presented in a way that builds logically and addresses research question(s)
4. Note any discrepant cases or inconsistent findings

The chapter should be organized around the data analysis and interpretation rules consistent with the method used. Be sure that such assertion as the presence of a pattern or a theme is clearly supported by the data, and that the data set is complete. Lengthy points of evidence, such as interview transcripts (transcripts are not necessarily included), usually call for an appendix.

For Quantitative Studies

1. Directly addresses the research question and hypotheses.
2. Clear descriptions of research tools
3. Measurements are recorded clearly following standard procedures, or adjustments or changes have been clearly justified.
4. Data analysis is consistent with the hypotheses and questions.

5. Data logically and sequentially addresses hypotheses, and hypothesis-testing procedures are clearly reported (i.e., The analysis of variance yielded significant findings, $F(1, 29) = 11.56$, $p < .01$)

6. Tables and figures are self-descriptive, informative, and are directly relevant to, and referred to, in the main text. When copied, they show all copyrights and permissions.

7. Inconsistencies and shortcomings are also noted, and provided with possible interpretations.

8. Chapter ends with a brief, logical, systematic summary.

Chapter 5: Discussion

1. Brief overview highlighting the purpose of the study and its potential meaning.

2. Interpretations address the research questions, refer to all outcomes in Chapter 4, are bounded by evidence, and given context in the literature review.

3. Implications for further research are addressed.

4. Recommendations for further professional and scholarly action.

5. The limitations of your study.

6. In qualitative studies, the researcher should comment on their own experience of the research process.

7. Conclusion and summary.

3. The Non-traditional Thesis

Many graduate students, both at CityU Vancouver and elsewhere, are intrigued by and wish to write a 'non-traditional' thesis. Basically, NTTs transgress the above mentioned chapter divisions and often are organized in terms of significant themes that emerge out of the research. Nonetheless, these NTTs are written in ways that still address the substance of the above traditional chapter headings.

The chapters will likely be titled differently. The format may be developed to suit the research you are undertaking. You will still be identifying what it is that you are researching and exploring; you will be indicating and citing literature that you have drawn on; you will be saying how you have done your research (your methodological considerations); you will say what came out of this; and you will eventually tie it all together, saying what you believe the research has demonstrated, why it matters professionally. Additionally, if you wish, you may address what you think the practice implications are in regards to the perspective(s) you have taken. You may also remark upon and the limitations of your research, and what might be done further to

build on what you have proposed and written. NTTs include all these ideas and items, but in the form that you decide best suits the themes and messages in your thesis.

NTTs are of particular interest to those students whose research is arts-based, have strong aesthetic themes and appeals, may incorporate poetry, dialogue, artistic visuals, and/or employ unusual formatting. The McLuhan idea of "the medium being the message" is also taken up seriously, and students who wish to create theses whose form embody or resonate with the content or subject matter of their research can take advantage of the opportunity to do so.

It is important to be aware of what an NTT is not. It is not permission to throw out all rules of good scholarship, comprehensibility, smooth and comprehensible flow of ideas, scholarly writing, attention to the fact that it is a research document, and it is not permission to break all the rules without any regard for what the intent of a thesis is, which is to convey a set of findings about an area of inquiry at a graduate level of writing and scholarship.

Most theses fall in the range of about 50 to 100 pages, and this is the recommended range. In fact, having 10-15 pages in mind as a range for a chapter is a good idea.

Sharing your scholarly research, whether a Capstone Research Project or traditional thesis, comprises an essential component of the graduate level academic process. Students are supported in learning to effectively communicate their research findings. Students are to negotiate a final dissemination process with their advisor. Typically, an annual research poster symposium is held to support students in sharing their research. Students may also select to offer to discuss their research at the new student orientations regularly scheduled each September for part-time students and each December for full time students attending CityU.

CHAPTER COMPLETION GUIDELINES AND TIMELINES

In order to alleviate confusion about the scheduling for chapter completion, a schedule is included here.

Important Note: Students have ten months to complete thesis, or Capstone (CPC 603); there are no extensions.

Important Note: Withdrawal date for full tuition reimbursement is 7 days following the start date of CPC 603.

Writing a coherent, scholarly, innovative, thesis requires time for research, reading, writing, and rewriting. As well, the thesis advisor must have sufficient time to review chapters and give feedback. Some students have had the mistaken idea that they can start their thesis at a point well into the year that the thesis course runs, that they will have time to do their research, and that the thesis advisor will automatically have time to respond to their writing. This is an unrealistic expectation and has at times turned out to be disrespectful of both the student and thesis advisor's time and other obligations. Additionally, the faculty reader must have adequate time to do their review properly.

Suggested Schedule for Thesis or Capstone Completion, January start:

In the chart below is a schedule and framework to help plan your time well, allowing for adequate research and writing by you, and allowing sufficient time for feedback on your work from your advisor, as well as from your faculty reader.

	5 Chapter Thesis	**3 Chapter Capstone**
Proposal/Prospective Submitted	Feb 1	Feb 1
IRB Ethics Review (if required)	Feb 28	
Chapter 1	March 1	
Faculty Reader enlisted	March 15	
Chapter 2	April 1	Chapter 1

	5 Chapter Thesis	3 Chapter Capstone
Chapter 3 **Note**: if this deadline is not met, your advisor may require that you have a consultation with your local MC Director, in order to ascertain the feasibility of completing on time.	May 1	
First 3 chapters forwarded to Faculty Reader	May 31	
Chapter 4	June 15	Chapter 2
Chapter 5	July 15	
Completed Thesis Draft	July 31	
Final draft of thesis draft to advisor	August 31	Chapter 3 (final chapter). Three chapters submitted to Faculty Reader.
Final draft submitted to Faculty Reader	September 30	
Revisions based upon feedback from Faculty Reader	October 31	October 31
Return to Faculty Reader, if necessary	November 15	November 15
All revisions to be completed and final document submitted.	November 30	November 30
Chapter 4 submitted	December 15	
Chapter 5 submitted	January 15	
Completed draft submitted	February 15	
First version of final 0draft submitted to advisor (revisions to be finalized by April 15).	March 15	March 15
Final version submitted to Faculty Reader	March 31	
Revisions based upon Faculty Reader feedback finalized	April 30	April 30
Return, if necessary, to Faculty Reader	May 15	May 15
All revisions etc. to be completed and final document submitted to advisor	May 31	May 31

Important Note: Students have ten months to complete thesis, or Capstone (CPC 603); there are no extensions.

Important Note: Withdrawal date for full tuition reimbursement is 7 days following the start date of CPC 603.

Suggested Schedule for Thesis or Capstone Completion, July start:

Below is a schedule and framework to help plan your time well, allowing for adequate research and writing by you, and allowing sufficient time for feedback on your work from your advisor, and from your faculty reader.

	5 Chapter Thesis	**3 Chapter Capstone**
Proposal/Prospective Submitted	August 1	August 1
Ethics Review, if necessary	August 31	August 31
Chapter 1	September 1	
Faculty Reader enlisted by	September 15	
Chapter 2	October 1	Chapter 1
Chapter 3	November 1	
To Faculty Reader – First Three Chapters. **Note**: if this deadline is not met, your advisor may require that you have a consultation with your local the Director of the MC program, in order to ascertain the feasibility of completing on time.	November 30	
Revisions (if any) based on Faculty Reader feedback to be finalized two weeks after the document is returned	December 15	Chapter 2
Chapter 5	January 15	
Complete Draft Submitted	February 15	
First draft of Final thesis submitted to Advisor	March 15	Chapter 3 (final chapter)
Revisions based upon feedback from Faculty Reader finalized	April 30	April 30
Return, if necessary, to the Faculty Reader	May 15	May 15
All revisions to be completed and final document to be submitted.	May 31	May 31

DEFINITIONS AND RESPONSIBILITIES

A. Advisor

While your advisor may, or may not, be expert in your area of inquiry; the role of the advisor is to facilitate your journey through the CPC 603 process, read your work and provide you with academic feedback, and assist you to frame and focus your research, point you to relevant resources, and, if you are doing research involving human subjects, assist you in writing and submitting your Institutional Review Board (IRB) ethics proposal.

Finally, the advisor is responsible for evaluating your work, conducting and facilitating communication between you and the faculty reader, and ensuring your writing and research meets the requisite standards for a graduate level, scholarly, academic program.

Your advisor is not a copy editor, writing coach, or APA formatter, and can't be expected to fill in large knowledge gaps you may have about research process and methodology. If writing and composition has been an issue for you, it is essential you engage a person (e.g., an editor or academic writing coach) who will be able to work closely with you to assist you in completing CPC 603.

B. Faculty Reader

You may give your advisor suggestions as to whom you think would serve well as the faculty reader for your thesis**. Contact with potential Faculty Readers, or Faculty Readers who are engaged, is to be made only by your advisor.** Your advisor will make contact with the faculty member and inquire as to their interest and availability. This decision should be made within the first two months of your thesis course.

The faculty reader is generally someone within the CityU Vancouver teaching faculty who will read your work at two junctures: If you are writing a traditional thesis, for example, after the initial three chapters are written, the advisor will involve the faculty reader; the faculty reader will also read and comment upon the final draft.

Please note that the initial send to the faculty reader is three chapters and does not have to be chapters 1-3. Some researchers do not start from chapter one and work thought in a linear fashion. What is required are three chapters that will allow the faculty reader to give an initial evaluation. The decision that chapters or the thesis are at a good enough level to send to the faculty reader will, hopefully, be one that you and your thesis supervisor arrive at collaboratively. However, the final decision lies with your advisor.

Note: It is in your interest to ensure that your faculty reader is not someone with whom you might like to discuss with or consult about your writing. They may provide feedback on your initial three chapters and/or on your thesis as a whole. Discussion about this feedback is to take place with your thesis supervisor, not the faculty reader.

Please note that the faculty reader is to be at 'arm's length.' This is to ensure that someone is providing relatively objective feedback about your work.

The faculty reader review process includes assessing that the standard is being met for a master's thesis overall, and evaluating the content and overall construction of the thesis. This is for your benefit directly. It is also a signal to governance bodies that student theses are being reviewed to ensure that they are at the graduate level standard. As well, this ensures that City University not only appears to be maintaining adequate standards of research and scholarship, but is, in fact, doing so. This supports the integrity of your degree and all degrees from the

Ethics and Ethos

Your relationship with your advisor is an important one. Thus, attention to personal and interpersonal issues between student and thesis supervisor as they arise is a central and crucial practice. It is an expectation that any issues that do arise be initially addressed between you and your thesis supervisor. If this does not result in a satisfactory resolution, then you need to notify your thesis advisor you are going to request a third person, either the Thesis Program Coordinator (currently, Colin James Sanders) and/or the Director of B.C. Master of Counselling Programs (currently, Chantelle Stewart Lam) , be involved for support and facilitation of the process.

It is important, courteous, professional, and good practice that your thesis advisor be notified prior to this request being made. Do keep in mind that the role of the thesis advisor is to be of assistance, and that this is the intention that s/he will have. Meaningful and direct dialogue, transparency and honesty, are indicative of the values pertaining to a good supervisory relationship.

INSTITUTIONAL REVIEW BOARD (IRB)

All students and all thesis advisors are required to successfully complete the IRB ethical research module, if the thesis, involves human subject research .g., interviews, surveys etc) including auto-ethnography.

Students will be enrolled in the ethics module by way of the thesis advisor contacting the Chairperson of the IRB (currently, Dr. Brian Guthrie of Calgary, BGuthrie@cityu.edu) with a list of all those who are to be enrolled. Faculty who are supervising thesis and who have not completed the ethics module must contact the IRB Head and request enrolment.

Students and all thesis advisors are required to complete and pass the module (70% or better) prior to submitting an ethical review protocol to the IRB. Once student have completed the module he or she must inform you in writing (e.g., email) that s/he passed the quizzes included. When you submit their ethical review protocol to the IRB, note on your email that your student has passed the module. This way you and the IRB will know that your student has met this requirement.

Please note the following:

1. **Only CityU email addresses may be used** in emails and matters regarding research by students and faculty; this requirement is in order to meet our legal and ethical confidentiality requirements for students, faculty and research participants.

2. Student and faculty CityU email addresses only must be on the submission and also at the top of the protocol where email addresses are listed.

3. **Please label any and all submissions as described in the IRB Guidelines**; this will end the many hours spent relabeling documents.

All student theses involving human subjects (including auto-ethnographies) are subject to IRB review and approval.

The IRB has the responsibility to ensure that all research (a thesis is considered to be research) is conducted in an ethical manner. Particular care is taken when human subjects are involved. Effort is made to ensure that no harm will occur and that anonymity of persons being alluded to or referenced is protected.

It is important you understand if you are using yourself as a research subject (e.g., auto-ethnography), you are considered a human subject, and must respond to all aspects of the IRB Protocol that refer to human subject research. There is recognition that in such cases anonymity is not possible. You will need to make it clear that you are aware of any associated risks.

It is important to note that if you mention others in a way that identifies them **without their permission or consent**, you may be putting these persons at risk. The IRB evaluates the level of risk, based upon the ethics proposal that you are required to submit.

Your advisor is responsible for forwarding all IRB related forms to you.

WRITING TIPS FOR CPC 603

Schedule time for writing from the start! Scholarly writing requires thoughtfulness and reflection, and is only ever arrived at and achieved over time. Dedicate time to the writing, re-vising, editing, and create a schedule, and be diligent in staying on track with the schedule you create. Scholarly writing is often the product of rewriting. Writing is not a way to wrap up your ideas; instead it is a way of thinking. Rewriting, rethinking, rewriting once more, will yield the most thoughtful work, and this process takes time.

Learn the basics of APA, 6th Edition. If you can apply the basic rules from the start, you avoid time, energy, frustration, or money by having to undo or change things at the end. Also learn the basics of copyright rules and regulations (see the 6th edition of APA). As you research and write, be sure to make notes so that you remember and can cite your sources according to APA guidelines. This last will save you a lot of time and frustration in the end.

Compositions that meet the standard are well organized and demonstrate internal logic. If organizing your ideas well is your biggest challenge, go with a traditional thesis format (the five chapters) because in that structure, each chapter has a very distinct and very different purpose, which format provides you, as a writer, with structure, too.

Some people find it helpful to work with a thesis coach or editor. This work can be developmental (i.e., the thesis coach works closely with you from start to end and helps you shape the work as you go), it can be strictly editing for APA, or anything in between. A thesis coach or editor can be a good sounding board, especially if he or she has an academic background and can think along with you as you go.

Any compositions associated with CPC 603, unlike a doctoral dissertation that is supposed to break new ground, are expected to demonstrate mastery of the area of inquiry. Of course, this does not mean that you cannot break new ground! You are encouraged to think creatively both, in terms of content and form, and to write about an idea, concept, theme or project that has real meaning and significance for you. We encourage you to write about what you have a desire or passion for.

Academic Honesty

It goes without saying that academic honesty in any writing associated with CPC 603 options is a given. Failure to adhere to this core principal could jeopardize your degree. Further, it can lead to harm for the institution, the

program, and the degrees of all students. If you have any questions about what is required, please ask your advisor and/or the CPC 603 Coordinator.

It is essential that all work is your own and that all material from sources is acknowledged and properly referenced. Paraphrasing means that you have written something that is based on a source entirely in your own words. Changing a few words from the original does not qualify as paraphrasing.

Library and Librarian Assistance Regarding CPC 603

City University has extensive resources available to you online as well as librarians available to you. Any questions about research, resources, APA, and more can be submitted through the Ask a Librarian service: http://library.cityu.edu/ask-a-librarian/. Ask a Librarian supports phone calls, video conferencing, chat, and email. You can also reach out to Carolyne Begin, the librarian who supports Canadian programs, at cbegin@cityu.edu. When contacting librarians, provide as much information as possible about your topic and research question. They will work with you in support of your work.

The library has a large collection of items available in full text available at www.library.cityu.edu. Any items that are not in full text can be requested through our interlibrary loan service. These requests are emailed to you and typically take 2-5 days (dependent on availability).

City University of Seattle supports the use of local libraries throughout British Columbia and Alberta. Visit the Canadian services page for more information: http://library.cityu.edu/about-us/canadian-services/. CityU administrative staff can help students with these services.

Librarians help you to search, and they want you to find the resources you are seeking. What they cannot do is help you to conceptualize your research. This step must be in place before a librarian can be of assistance. This is why choosing a topic area, identifying a research problem, and specifying a research question comes first. With these points in place, your thesis supervisor, your consultants, and your librarian can go to work for you.

If students are not registered in any CityU courses, they will not have access to City University's library resources and services.

Smart Thinking Resource

You can get 10 hours of free personalized support for your work from Smart Thinking. Someone will look at your written work and provide feedback.

Email help@cityu.edu to begin the process of creating an account. Once your unique username and password have been created you may use them to logon to www.smarthinking.com.

Suggested Resources for Research Methods

Archibald, J. (2008). *Indigenous storywork: Educating the heart, mind, body and spirit*. Vancouver BC: UBC Press.

Bochner, A.P. & Ellis, C. (2016). *Evocative autoethnography: Writing lives and telling stories*. New York: Routledge.

Boylorn, R.M. & Orbe, M.P. (2014). *Critical autoethnography: Intersecting cultural identities in everyday life.* New York: Routledge

Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd Ed.). Thousand Oaks, CA: Sage.

Creswell, J. W., & Clark, V. L. P. (2011). *Designing and conducting mixed methods research* (2nd Ed.). Thousand Oaks, CA: Sage.

Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd Ed.). Thousand Oaks, CA: Sage.

Denzin, N.K. (2003). *Performance ethnography: Critical pedagogy and the politics of culture.* Thousand Oaks, CA: Sage.

Denzin, N.K. & Lincoln, Y.S. (Eds.) (2008). *Strategies of Qualitative Inquiry*. Newbury Park, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research* (4th Ed.). Thousand Oaks, CA: Sage.

Kim, J-H. (2016). Understanding narrative inquiry: The crafting and analysis of stories as research. Los Angeles, CA: Sage

Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto ON: University of Toronto Press.

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

Smith, L.T (2012). *Decolonizing methodologies: Research and Indigenous peoples*. New York & London: Zed Books.

Formatting for the traditional thesis or Capstone Research Project

[TYPE THESIS TITLE HERE]

by

[Your Name]

A thesis [or Capstone Research Project] submitted in partial fulfillment

of the requirements for the degree of

Master of Counselling (MC)

City University of Seattle

Vancouver BC, Canada site

Date

APPROVED BY

John Doe, M.A., R.C.C., Thesis Supervisor, Counsellor Education Faculty

Jane Doe, Ph.D., R.C.C., Faculty Reader, Counsellor Education Faculty

Division of Arts and Sciences

Abstract (on a separate page)

Acknowledgements (optional but recommended) (on a separate page)

Dedication (optional) (on a separate page)

Table of Contents (on a separate page)

List of Tables (if any, on a separate page)

List of Figures (on a separate page)

[All of the above are included from the beginning of your thesis]

References

(starting on its own page following all content of the thesis)

Appendix

(any supporting documents) (one of these will be the approval notification from the IRB. Be

sure to include this in your Table of Contents)