

# **Master of Science in Integrative Psychology**

**Akamai University**

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Dr. Jim Morningstar



TRANSFORMATIONS

## **SCHOOL OF INTEGRATIVE PSYCHOLOGY**

Since 1980 the School of Integrative Psychology has offered educational courses designed to balance intellectual, emotional, physical and spiritual resources, leading to the realization of the whole person and the development of professional leadership.

Continuing education for counselors is approved through the NBCC and the NAADAC. Therapeutic Breathwork™ certification is in accordance with the International Breathwork Training Alliance.

### **PROGRAM AUDIENCE**

Transformations School of Integrative Psychology is designed for individuals seeking personal growth and interested in a professional service career that is deeply meaningful, as well as individuals who are currently professionals and want to expand and deepen their traditional skills as a therapist, caregiver, educator or administrator.

### **ENTRY REQUIREMENTS**

As prerequisites for acceptance to the Master's program, applicants should have completed the equivalent of a recognized baccalaureate degree in an appropriate field of study and have several years of meaningful professional experience. Applicants are expected to be proficient in collegiate English language skills and are expected to have access to a computer, email and the Internet, and outside library resources for the full extent of their program.

### **PROGRAM FACULTY**

Jim Morningstar, Ph.D., Program Director.

Dan Huber, Ph.D.

Kathleen Wojick, MA (PhD candidate)

Patricia Williams-Mueller, MS

### **DEGREE REQUIREMENTS**

Students in the Master of Science in Integrative Psychology will complete a program of 40 credits above the baccalaureate level including academic coursework, comprehensive examinations and thesis project. Coursework requirements include the core elements of the academic major and a set of course modules comprising a major concentration and research preparation. Master's students complete a comprehensive examination at the conclusion of their academic studies, prepare a formal thesis proposal, complete the thesis project, and prepare the manuscript for faculty review. Students also complete an oral review of thesis at the conclusion of the faculty's review of the manuscript and then finalize their manuscripts for formal binding.

Core Elements of Academic Major (Required: 18 credits minimum)  
Major Concentration (Required: 9 credits minimum)  
Research Preparation (Required: 3 credits minimum)  
Comprehensive Examination (Required: 2 credits)  
Thesis Proposal (Required: 2 credits)  
Thesis (Required: 4 credits)  
Oral Review of Thesis (Required: 2 credits)

**Core Elements of the Academic Major (18 credits)**

Participants complete core elements of study comprised 18 credits, as outlined below, in either of the following concentrations:

SIP 501: Psychology of the Creative Spiritual Life (3 credits)  
SIP 502: Bio-Spiritual Energetics in Human Growth and Development (4 credits)  
SIP 503: Systemic Approaches to Core Integration (3 credits)  
SIP 504: Personal Effectiveness Principles (3 credits)  
SIP 521: Transformational Psychology (3 credits)  
SIP 522: Living Your Purpose (3 credits)

**Major Concentration (Required: Minimum 9 credits selected from one concentration)**

Participants complete a major concentration comprised of nine credits of specialized studies, selected from one the following fields of inquiry:

- Personal Integration Studies
- Therapeutic Breathwork Studies

Requirements for Major Concentrations (Required: Minimum 9 credits)

Personal Integration Studies

Students completing this concentration complete the following modules:

SIP 525: Group Facilitator Training (3 credits)  
SIP 526: Holistic Counseling (3 credits)  
SIP 527: The Sevenfold Path (3 credits)

Therapeutic Breathwork Studies

Students completing this concentration select from the following modules:

SIP 524 Practicum in Breathwork (3 credits)  
BP Seminar 1: Therapeutic Breathwork  
BP Seminar 2: Breathwork Supervision Group

SIP 602 Breathworker Certification Modules (6 credits)  
BC Module 1: Introduction to Breathwork for Professional Caregivers  
BC Module 2: Breathwork in Water  
BC Module 3: Group Breathwork  
BC Module 4: The Anatomy of Breathwork  
BC Module 5: Energy Release and Body Types in Breathwork

**Research Preparation (Required: Minimum 3 credits)**

Master's students must pursue studies providing advanced research knowledge necessary for success in their final projects (thesis or major project in lieu of thesis). At least three semester credits of research preparation coursework is required and this might focus upon quantitative and qualitative methods or participatory action research techniques including subject selection, research design, and statistical analysis, as appropriate to each student's proposed project. Through this requirement, students learn to effectively define applied problems or theoretical issues and articulate the rationale for the study. They should learn to present an effective scholarly review of the academic literature and implement quantitative, qualitative or participatory action methods for evaluating academic issues.

Required: Minimum of three credits selected from among the following modules:

- RES 500: Survey of Research Methods (3 credits)
- RES 502: Understanding Research Journal Articles (3 credits)
- RES 504: Introductory Research Statistics (3 credits)
- RES 506: Advanced Research Statistics (3 credits)
- RES 508: Qualitative Research (3 credits)
- RES 510: Participatory Action Research (3 credits)
- RES 512: Effective Data Analysis (3 credits)
- RES 520: Social Science Research Methods (3 credits)

**Comprehensive Examination (Required: Minimum 2 credits)**

Once students have completed the coursework elements of their degree, they will be asked to schedule the Comprehensive Examination. The primary mentor and a faculty member representing the secondary academic area conduct both the written and oral components of the examination. The written portion is open book style with selected essay questions requiring creative responses that reach for the higher levels of cognition. Your answers are expected to draw from both the primary and secondary competencies of your program with proper referencing of the scholarly literature. The oral component of the examination is normally completed by telephone conference and is intended to allow detailed investigation of your written responses.

Required: EXM 880: Comprehensive Examination (Required: 2 credits)

**Thesis Proposal (Required: Minimum 2 credits)**

You are expected to prepare a formal proposal related to your concept for research under the direction of your primary faculty advisor and according to University expectations. At a minimum, your research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. Your research proposal should also include a brief manuscript outline that demonstrates how you will present in written form the various elements of the research project.

Required: RES 885: Thesis Proposal (Required: 2 credits)

**Thesis Project (Required: Minimum 4 credits)**

Following approval of your thesis proposal, you will begin your research project. Your thesis may take the form of a traditional research project or it may be a major scholarly project of the type appropriate to the discipline. Whichever approach to the thesis is chosen, the resulting project must demonstrate mastery of a body of knowledge in the major field of study, be your original work and represent a meaningful contribution to the betterment of the human condition or an improvement to the professional field.

Your thesis research may be conducted via quantitative, qualitative, or participatory action research. The body of your thesis manuscript, structured according to a set of approved manuscript guidelines, should exceed 75 double spaced, typewritten pages. If your thesis takes the form of a scholarly project, it must follow the guidelines provided by the University for such Projects.

Required: RES 890: Thesis Project (Required: 4 credits)

**Oral Review of Thesis (Required: Minimum 2 credits)**

Once you have prepared the thesis manuscript, you will be asked to schedule the formal review process. Your primary faculty advisor and a faculty member representing the secondary academic area will conduct both the formal physical review of the thesis manuscript and the oral review of thesis.

The physical review of the thesis manuscript usually takes the review committee four to six weeks. Each reviewer will prepare questions and commentary relative to your underlying review of the literature, the thesis methodology, the mechanics of your project, and your presentation of the findings, conclusions and recommendations.

The Oral Review of Thesis is conducted under the direction of your primary faculty advisor with the assistance of one qualified member of the faculty. The examination is carried out by telephone conference call and is designed to allow detailed investigation of your thesis. The faculty reviewers explore with you issues related to your thesis including methodology, review of literature and interpretation of the findings.

One outcome of the thesis review process is a set of final expectations directing you through the remaining tasks for completing the thesis manuscript. Once your final manuscript is approved, you will submit the formal document to an approved bindery and later ship the bound thesis to the University for archival storage.

Required: EXM 895: Oral Review of Thesis (Required: 2 credits)

## **THE THESIS COMMITTEE**

### **Formation of Thesis Committee**

Master's students have a Thesis Committee of two qualified graduate faculty appointed to oversee and govern the student's program structure, progress of studies, comprehensive examinations and thesis project

### **Responsibilities of Thesis Committee**

Under leadership of the Committee Chair, responsibilities of the Committee are as follows:

- Directing the preparation and approval of the student's plan for study, clarifying the timeline for study and the assignment of faculty to provide instruction and to assist with the functions of the Thesis Committee.
- Providing direction regarding the student's foundational studies, core studies, specialization and research preparation coursework.
- Providing leadership by integrating appropriate research preparation coursework or assignments within the plan for study, distributing the coursework to appropriate faculty for instruction and advisement.
- Providing leadership for the written and oral components of the student's comprehensive final examination, in unity with the other Committee members
- Providing oversight, direction, and mentorship during the conduct of the student's research project and manuscript preparation, in unity with the other Committee members
- Providing leadership for the physical and oral reviews of the research manuscript, in unity with the other Committee members.
- Assist the student in making formal changes in the plan study and timeline for completion, by written addendum, as needed to assure effective progress throughout the program of study.
- Providing final approval for the student's Thesis and overall degree program and cooperate fully in building the appropriate archival records for the University.

### **Master's Committee Appointment Schedule**

The Committee Chair is appointed immediately following the Master's student's registration and continues in charge of the student's program until final completion is recorded at the University. While the secondary and tertiary members of the Thesis Committee are identified and confirmed at the onset of the program, and listed in the plan of study, they become active later, just prior to the activities for which they are asked to participate.

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### **Building the Student's Plan for Study**

Immediately following registration, Master's students begin work with their assigned Committee Chair in structuring their formal plan for study. The process determines and formalizes the elements of the student's Master's program and the timeline for completion. The plan for study includes the following essential elements:

- The designation of the degree major for the Study Plan
- Identification of the required array of coursework for each element of the program.

- Identification of the secondary and tertiary members of the Thesis Committee.
- Appointment and notification of the course module instructors
- Acceptance of transfer courses for the student's program.
- The timeline for completion of the degree program.
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These activities require active participation in program planning by the student and may take considerable time to complete the dialogue and exchange of information. Students are strongly advised to discuss in detail the elements in the plan for study including the coursework, the examinations, and elements of research including the manuscript guidelines.

Once all of the decisions have been made concerning the plan for study, the student and Committee Chair sign the formal document. Copies of the document are sent to the University headquarters for entry to the permanent student record. The plan for study is then distributed to the participating schools and becomes the document that determines effective progress toward the degree. When the expectations laid out in the plan for study have been successfully accomplished, the student is recommended for the degree by the Committee Chair. Students are alerted that the University can make no commitment to inclusion of course modules and assignment of instructors to a student program until after the plan for study has been fully processed and a timeline for completion is approved.

## **COURSE MODULE DESCRIPTIONS**

### **Core Elements of the Academic Major**

#### **SIP 501: Psychology of the Creative Spiritual Life (3 credits)**

Students will investigate six major life areas in which psychology and spirituality intersect. Learning will be both didactic and experiential such that students will have both the knowledge base of other theorists and the tools to validate their inner truths. Students will listen to recordings of six seminars, participate in the exercises, have selected readings, complete a workbook and write reports and a paper. This series of seminars lays the foundation for a holistic approach to life. Six major life areas are examined to infuse a greater sense of self-responsibility, creativity and thus balanced healthy approach to well-being. Being unaware of the belief systems which shape one's reality often keeps one searching for knowledge in endless variations on outmoded themes. Having the tools to more objectively witness one's structure of thought, alter basic patterns and then analyze the results is a profound step in human development. This allows one more choice in infusing spiritual principles in place of unconscious patterning. These seminars take students step by step through this process in life areas which hold the most meaning and emotional charge. Thus it is more than a how-to manual, but teaches group and individual support techniques to make effective change.

It is expected that students will be able to:

- a. Infuse creative thinking into major areas of life purpose through analysis, affirmation and effective goal setting,
- b. Understand and use the body as an energy conducting system, means of communication and product of one's thoughts,
- c. Work effectively with prosperity principles including earning, spending, saving and investing,

- d. Recognize major psychological and emotional patterns in relationships and apply creative thought principles to change,
- e. Explore realms of conscious awareness beyond consensus reality,
- f. Address psychological factors that undermine spiritual fulfillment including birth trauma, parental disapproval syndrome and the unconscious death urge. [Faculty: Jim Morningstar, Ph.D.]

**SIP 502: Bio-Spiritual Energetics in Human Growth and Development (3 credits)**

Students will learn to read body energy patterns in themselves and others. Bio-energetic exercises and body typing based on the work of Alexander Lowen, MD, will be practiced and will provide an experiential reframing of the first six years of human development. A different series of exercises will be learned for each of the six body types as well as breathwork techniques to open the body to be a vehicle for one's spiritual expression. Students will listen to recordings of eighteen seminars, participate in exercises via video recording and write a paper. These holistic practices have been developed over the past 30 years. Students will be introduced to the theory and practice of reading and releasing characterological and their corresponding physical energy holding patterns. Cues from the body, family history, symptomology and behavior of the client will be interrelated. This gives the practitioner several avenues of intervention in helping increase the client's self-awareness and self-care. Specific verbal, postural, movement, and attitudinal interventions are demonstrated to assist in effecting positive changes more readily and more permanently than just verbal or physical intervention alone. Bio-spiritual energetic awareness and many of the techniques can be integrated effectively into clinical practice. A video with demonstrations of exercises for all BAS classes comes with this series. [Faculty: Jim Morningstar, Ph.D.]

**SIP 503: Systemic Approaches to Core integration (4 credits)**

Several foundational systems approaches presenting holistic paradigms for spirit/mind integration will be studied. This will include Family Systems Theory and General Systems Theory as practiced on a personal and organizational level. Daily journaling will be done based upon the topics studied. Relevance to creating a viable spiritual community in one's world will be emphasized. Students will listen to class recordings, participate in exercises, complete their emotional autobiography and write a final paper. Integrative psychology has antecedents in the fields of psychotherapy, systems theory and communications that have paved the way to more essential contact between human beings. Some of the most clear and effective theories and practices from the psychological domain are presented here. They open the doors to and interface with spiritual traditions that have been wise enough to train the mind rather than demonize it or try to eliminate it. Students will apply these practices to their own lives and relationships and learn first-hand how to tailor the tools to their psyche as well as alter them for others. Students will study their own systems as well as their personal communication patterns as well as learn the techniques for assisting those they serve.

In this course the student will learn:

- a. To effectively use goal setting and scheduling as tools to self-knowledge and spiritual growth
- b. To identify ineffective communication patterns in self and others and to remedy them
- c. To understand and employ family systems theory

- d. To use basic breathwork techniques
- e. To be conversant with general systems theory and levels of consciousness applications
- f. [Faculty: Jim Morningstar, Ph.D.]

**SIP 504: Personal Effectiveness Principles (3 credits)**

The Personal Effectiveness Principles training is a series of eight classes enabling participants to gain clarity about their life goals and success in achieving them as well as how to help create an environment that will sustain ongoing positive life changes for themselves and others. The course encapsulates concise and useful principles for mental mastery, emotional intelligence, goal setting and long term purposeful success. Techniques for effective communication, relationship building and energy maintenance through breathing fully and freely are also covered.

Course Objectives:

- a. Know and practice principles for thinking clearly, acting passionately and responsibly and obtaining fulfilling results in one's unique way,
- b. Know how to help create an internal and external environment that will sustain ongoing positive life changes for one's self and others.

Class #1: Personal Effectiveness - Clarity and Passion

Class #2. Your Deepest Beliefs - The Analysis Principle

Class #3. Changing Your Mind - The Affirmation Principle

Class #4. Self Direction - The Goals Principle

Class #5. Self Awareness - The Maintenance Principle & Breathing Your Body in Motion

Class #6. Effective Communication - Healing Vision and the Risky Rascals

Class #7. Personal Laws and Relationship Patterns - the Keys to Freedom

Class #8. Living Your Purpose - Doing What it Takes

[Faculty: Jim Morningstar, Ph.D.]

**SIP 521: Transformational Psychology (3 credits)**

Beyond an overview of theory this course will provide a variety of learning opportunities and leadership skills for integrating spiritual principles into one's career and everyday life with psychologically grounded techniques. Topics will include dream mastery, creating a statement of purpose and a yearly holistic life plan, Gestalt leadership in life groups, reinforcing daily spiritual practice and preparing an hour-long public presentation. Students will listen to class audiotapes, participate in exercises, turn in written forms, and prepare a presentation to be given in their community and write a summary of their work. [Faculty: Jim Morningstar, Ph.D.]

**SIP 522: Living Your Purpose (3 credits)**

Application of spiritual principles in ones chosen life work is the theme of this course. Inner work will include the clearing and strengthening of one's energy centers as a regular practice. Outer work will entail the presentation and analysis of ones career autobiography and the completion of a major project relevant to manifesting purpose in life work that may be the counseling of others in their career paths if so chosen. Students will listen to tapes, engage in the practices, and complete a career autobiography and major project. [Faculty: Jim Morningstar, Ph.D.]



### **Major Concentration: Personal Integration Studies**

#### **SIP 525: Group Facilitator Training (3 credits)**

Learning how to facilitate group energy to bring out the best in each participant, create a spiritual focus and accomplish group goals is the focus for this class. Students will study group process from a variety of theorists including making contracts and effective contact, boundary setting, handling challenges and coming to completion. In addition members will construct a group relevant to their skills and interests that they will prepare to present in their community if they choose. Students will listen to recordings of six seminars, participate in exercises including the construction of a group that they will present and on which they will report or write a brief paper on group facilitation. [Faculty: Jim Morningstar, Ph.D.]

#### **SIP 526: Holistic Counseling (3 credits)**

Integrating holistic principles into counseling will involve applying the theory and skills learned in prior courses to the consulting room. In addition topics addressed are ethics, diagnosis, institutional vs. private practice, credentialing, levels of consciousness as well as spiritual and religious issues and an overview of holistic techniques. Students will listen to recordings of six seminars, participate in exercises and write a paper in the area of their interest. [Faculty: Jim Morningstar, Ph.D.]

#### **SIP 527: The Sevenfold Path to Health and Happiness (3 credits)**

The energy centers (chakras) that correspond to major nerve plexi in the body as well as how they positively or negatively influence consciousness every day will be explored in depth. Diagnosing the excesses or deficiencies in the centers which could lead to anxiety and/or depression and simple physical, emotional, mental and spiritual exercises to bring one's personal system into balance for maximum vitality, productivity and joy will be presented. Learning and practicing the techniques which best realign body, mind and spirit are a major focus. These include Biospiritual energetic, yogic, sound, and inner reflective exercises to get humming with harmony. This healing group is based on the clinical expertise of Jim Morningstar, PhD and references the wisdom of Anodea Judith, Ph.D. foremost authority on the chakra system and energy work. [Faculty: Jim Morningstar, Ph.D.]

### **Major Concentration: Therapeutic Breathwork Studies**

#### **SIP 524: Practicum in Breathwork (3 credits)**

The theory and practice of breathwork will be presented along with readings and techniques for integrating the practices into one's life and profession. Students will listen to the class recordings, engage in the exercises and write a paper. Completion of the requirements for trainees in this course leads to certification as a Level I Entry Level Breathworker. The theory and practice of breathwork will be presented along with readings and techniques for integrating the practices into one's life and profession. Since the 1970s, there has been an explosion in the blending of ancient breathing techniques for health and spiritual awareness with contemporary growth and therapeutic practices. The result has been the evolution of powerful and incisive healing and consciousness changing modalities. This has given birth to the field of breathwork

that has promoted significant advances in medical, psychological and spiritual domains. The call for professional training and supervision in theory and practice is immanent as breathwork is emerging as a primary technique in the practice of Spiritual Psychology. The Breathwork Practicum is a foundational course in this training. [Faculty: Jim Morningstar, Ph.D.]

### **BP Seminar 1: Therapeutic Breathwork**

Students will be exposed to the core theory and techniques of breathwork. Adaptation to one's current professional service will be addressed. Should a practitioner choose to additionally complete all the Level 1 Breathworker requirements including direct supervision, certification at that level could be obtained. The recommended course text is: Morningstar, Jim (1994), *Breathing in Light and Love, Your Call to Breath and Body Mastery*. Wisconsin: Transformations Incorporated.

Course Objectives:

- Define breathwork as a healing art,
- Be conversant with the applications of breathwork,
- Create effective healing contracts,
- \*Identify healthy and unhealthy breathing patterns,
- Relate body types to breathing styles,
- Address resistance in a breathwork session.

### **Seminar 2: Breathwork Supervision Group**

This series of classes is designed for students who are ready to or have begun to practice breathwork under supervision. Dealing with the major issues that arise in practice and hearing other students' challenges and feedback to them is central to this work. This can prepare the student for Level II and Level III (professional practitioner) training.

Course Objectives:

- Be able to guide a client through six sessions under supervision,
- Know how to establish a breathwork practice,
- Practice ethically,
- Be conversant with credentialing in Breathwork.

### **SIP 602: Specialized Modules in Therapeutic Breathwork (6 credits)**

The Breathworker Training Modules focus in depth on specific aspects of being a competent and successful breathworker. Each module highlights different techniques for guiding oneself and others through the many and varied applications of breath for healing and growing. This ranges from breathwork's use in professional practice, water and group breathwork, pre-birth stages and the physiology and history of the use of breath mastery throughout the ages. Finally the finer points of body and energy reading as a breathworker are covered. This material when combined with clinical practicum is all applicable to certification as a professional breathworker according to the standards of the International Breathwork Training Alliance.

Course Objectives:

- Know the basic principles of breath coaching for dry, wet and group settings,
- Be conversant with the ancient and modern roots of breathwork,
- Have an understanding of the physiology and psychology of breathing,
- Be aware of the energetic dynamics and potential of being a breath facilitator.

[Faculty: Jim Morningstar, Ph.D.]

**Module 1: Introduction to Breathwork For Professional Caregivers**

The purpose of this training is to introduce breathwork skills to professionals in the healing arts. Breathwork is a conscious breath monitoring process which is used by health care professionals around the world to explore, release and integrate mental, emotional and physical material that maybe impeding a clients ability to:

- a. Resolve chronic holding patterns in mind, body and spirit,
- b. Release emotional material stored within the cellular memory,
- c. Unravel relationship patterns that interfere with a sense of personal well-being,
- d. Experience self love in their bodies.

Course objectives:

- Identify ineffective breathing patterns,
- Teach healthy breathing skills,
- Use breathwork to address issues of depression, anxiety and addictions,
- Integrate breathwork into standard clinical practice,
- Monitor and release personal holding patterns that interfere with clarity as a clinician in the healing arts.

**Module 2: Breathwork in Water Training**

This training prepares the practitioner to give wet breathwork sessions. Both theory and supervised experience are given in profoundly moving method of healing and growth. The stages of pre natal growth, recognizing and releasing patterns which develop from them are detailed. Recommended course text (not included): Taylor, Kylea (1994), The Breathwork Experience.

Course objectives:

- Identify four prenatal stages
- Conduct a breathwork session in water
- Identify effects of birth trauma in breathing patterns
- Select proper equipment for wet breathwork

**Module 3: Group Breathwork Training**

Understanding and working with group dynamics, creating group sessions, use of music, movement, art, successful teamwork, and supervision in facilitation will all be addressed in this day long training. Recommended course text (not included): Grof, S. Psychology of the Future. State University of new York Press, Albany: 2000

Course objectives:

- Name principles of group breathwork
- Know types and styles of facilitation
- Utilize music and artwork in group setting
- Organize and orchestrate a group session

#### **Module 4: The Anatomy of Breathwork**

Participants will learn the foundational mechanics of healthy breathing and how to coach positive changes in dysfunctional patterns. The schools and styles of breathwork techniques will be presented and experienced so practitioners may choose the methods that fit themselves and their clients best. Recommended course text (not included): Minett, G. *Exhale*. Floris Books, Edinburgh: 2004

Course objectives:

- Name main traditional sources of breathwork practices
- Know two modern schools of dyadic breathwork
- Outline anatomical features of diaphragmatic breathing
- Specify what chemical imbalances are related to deregulated breathing

#### **Module 5: Energy Release and Body Types in Breathwork**

Participants will be trained in hands on and hands off energetic release work, reading body types and facilitating exercises for maximizing their strengths and integrating these techniques into the breathwork session. Application from infancy through adulthood will be addressed. Recommended course text (not included): Morningstar, J. *Breathing in Light and Love*. Milwaukee, WI: Transformations Incorporated, 1994.

Course objectives:

- Know the breathing patterns of the six body types
- Facilitate release exercises for each body type
- Sensitively enter a client's body energy field
- Identify one's own body type strengths and weaknesses

[Faculty: Jim Morningstar, Ph.D.]

### **Research Preparation**

#### **RES 500: Survey of Research Methods (3 credits)**

This course inspects the foundational techniques of scholarly research. Topics explore sources of scholarly research literature, proper methods for evaluating research reports, fundamentals of qualitative and quantitative research methods.

#### **RES 502: Understanding Research Journal Articles (3 credits)**

Students study effectiveness and problems in collecting, analyzing, and interpreting data from studies and investigate the applicability and generalization of findings and the proper manner of

presenting the details of their own research studies. Topics investigate the rigor or various research methods, replicability, bias, and validity issues, and the appropriateness of statements of findings and recommendations from research.

**RES 504: Introductory Research Statistics (3 credits)**

This course covers the basic statistical concepts, theory and methods in statistical research. Topics include variables, graphs, frequency distributions, measures of central tendency, measures of dispersion, probability theory, binomial, normal and Poisson distributions, statistical sampling theory, and statistical decision theory.

**RES 506: Advanced Research Statistics (3 credits)**

This course covers parametric and nonparametric hypothesis testing. Topics include sampling theory, Chi-square test, least squares regression, correlation theory, non-linear regression, analysis of variance, Student's t-test, and various methods in nonparametric analyses.

**RES 508: Qualitative Research (3 credits)**

This course provides detailed study of qualitative research methods. Topics survey historical and theoretical foundations of qualitative research, explore major qualitative research strategies and build an understanding of the art and science of collecting, analyzing, and interpreting qualitative information. The course provides background on qualitative research, the politics and ethics of qualitative inquiry, and the major paradigms informing qualitative research.

**RES 510: Participatory Action Research (3 credits)**

This course provides the foundational principles of participatory action research. Topics survey theoretical foundations of action research, the methodology and applications of PAR in contemporary culture. Students assess the rigor and usefulness of participatory action research.

**RES 512: Effective Data Analysis (3 credits)**

This course examines modern scientific data analysis including the elements of effectiveness in study design, data gathering, processing of statistics and interpretation of findings.

**RES 520: Social Science Research Methods (3 credits)**

This course examines essential issues in social science research. Topics include assessment of data gathering techniques using selected case studies from journal articles. Students learn to measure attitudes and performance, use tests in data gathering, contrast and compare uses of statistical and qualitative methods, and evaluate focus group research.

**Finishing Activities**

**EXM 880: Comprehensive Examination (2 credits)**

Masters students complete this comprehensive examination as a required element of their academic program, prior to undertaking the thesis. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

**RES 885: Thesis Proposal (2 credits)**

This course is required of all Masters students designed to guide them through the formal research proposal process for their final projects, including the development of the research methodology, data gathering device and data analysis techniques. Students also prepare annotated bibliographies of the major scholarly works underlying their project.

**RES 890: Thesis (4 credits)**

This course governs the conduct of the thesis project for the Master's level student. The Master's thesis is the demonstration of the mastery of a body of knowledge in a given field and is presented in a manuscript usually 75 or more pages in length. The final project may take any of several forms, depending upon the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research, or a major project demonstrating excellence. Master's students re-enroll for this course for no-credit, as needed.  
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**EXM 895: Oral Review of Thesis (2 credits)**

This examination is an oral review of the Master's thesis conducted by the graduate committee immediately following their reading of the thesis manuscript.