CSP Protocol for Resilience interview Project

In these interviews, you will inquire about challenges these persons have met and overcome in their lives. This action research project has three main purposes. First, it is an opportunity to practice your listening/interviewing skills. Second, it makes the notion of resiliency and a "strengths" perspective more alive. Lastly, it give you practice at the skill of developing a research question and conducting small-scale qualitative research.

The Resilience Project also meets several professional standards. For School Psychologists, the First Year Paper fulfills two of the National Association of School Psychologists standards for Training and Practice in School Psychology:

1. Student Diversity in Development and Learning
2. Interventions and mental health services to develop social and life skills
3. Research and program evaluation

For School Counselors, the resilience Project meets the following CTC standards for the School Counseling Profession.

1. Research, Program Evaluation and Technology
2. Personal and social development

For this project, you will first develop a research question related to resilience. In your interviews, you will use the basic interview questions related to resilience as a starting point but will also develop a series of questions that will focus more explicitly on the aspect of resilience you are specifically interested in.

Your research question can take two forms. In the first, you explore a facet of resilience in more depth. For instance, you decide you are especially interested in "turning points" or the role that family members play in providing social support. In the second example, you focus on a particular group, e.g., Latina women or those who had a parent who was mentally ill. For this last type of question, you will have to select interviewees who meet the criteria you have selected.

Use APA for all conventions, not just for citations.

You may not interview family members or close friends.

1) Suggested Structure: You will write two documents. The first is essentially a qualitative research paper. The second is a reflective essay.

2) For the qualitative research paper we suggest the following structure:

    i) Introduction to resiliency and your research question
    ii) Literature review: The difference between this and the introduction is that in the introduction you introduce your main themes and try to "hook" your reader. You do

not go into depth. In this section you take each of those themes and provide greater depth and context.

   iii) Methodology
- (1) Describe how you gathered the data. How many people? (it is always three ☺), how long did the interviews take? Where did they take place? What questions did you ask?
- (2) Background of interviewees - The introduction should set the context of the interview. Who are the interviewees and what difficulties, hardships, etc. did they face? Include basic demographics.

   iv) Findings: Summarize the interviewees' responses to questions on the following topics but put special emphasis on your particular research question. : Describe how what you learned from your interviewees illustrate specific points about resiliency and connect to material we have read or discussed in class. When appropriate, you should cite the literature.
- (a) Sources of individual or inner strength and resilience.
- (b) Sources of social support (family, school, and community)
- (c) Turning points.
- (d) Cultural messages and family stories about coping with adversity.
- (e) Image, memory of a person, thought, or story that the person accesses to help cope with adversity.
- (f) Information, advice, or wisdom that the person wishes to pass on to others.

   v) Implications for practice and further research

   vi) APA Bibliography
- (1) Class readings
- (2) Five to ten articles or book chapters we did not read in class.

3) Reflective essay – This will have two parts.
   a) Your personal response to the interview. This part of the paper is personal and reflective.
- i) How did you feel listening to these stories?
- ii) What was inspiring?
- iii) What connections can you make to your own life?

   b) What were your strengths and challenges as an interviewer/listener?
- i) What skills did you use during these interviews?
- ii) What did you do well?
- iii) What did you struggle with?
- iv) As you look ahead to next semester and to your work as a counselor or psychologists, which skills do you most wish to improve? If you made those improvements, what would be different?

CSP 500 Resilience Project Rubric – School Counseling

Name: **Average rubric points:**

	Insufficient - 1	Developing -2	Sufficient – 3	Artisan - 4	Points
CTC - Research, Program Evaluation and Technology	Candidate's paper inconsistently collects and superficially considers data from an insufficient number of sources.	Candidate's paper inconsistently collects or superficially considers data from multiple sources.	Candidate's paper adequately collects and considers data from multiple sources.	Candidate's paper expertly collects, considers, and integrates data from multiple sources.	
CTC personal and social development	Candidate's work evidences a deficient understanding of precursory risk and protective factors involved in systematic problems	Candidate's work evidences a developing understanding of precursory risk and protective factors involved in systematic problems	Candidate's work successfully integrates their understanding of precursory risk and protective factors involved in systematic problems	Candidate's work evidences a comprehensive understanding of precursory risk and protective factors involved in systematic problems	
Program Big Idea: Written Communication	Candidate's paper exemplifies a shallow understanding of the problem-solving process and superficially applies it toward broader research and systems-level issues.	Candidate's paper exemplifies an incomplete understanding of the problem-solving process and/or inconsistently applies it toward broader research and systems-level issues.	Candidate's paper exemplifies sufficient understanding of the problem-solving process and fully applies it toward identifying factors influencing broader research and systems-level issues.	Candidate's paper exemplifies a complete understanding of the problem-solving process and successfully applies it toward identifying and addressing factors influencing broader research and systems-level issues.	

Program Big Ideas: Reflection and Tolerance for Ambiguity	Candidate's paper evidences deficient self-reflection	Candidate's paper evidences developing self-reflection	Candidate's paper evidences adequate self-reflection	Candidate's paper evidences a mastery level of self-reflection	
Program Big Ideas: Appreciation of Strengths	Candidate's paper evidences deficient appreciation of strengths and resilience	Candidate's paper evidences developing appreciation of strengths and resilience	Candidate's paper evidences adequate appreciation of strengths and resilience	Candidate's paper evidences a mastery level appreciation of strengths and resilience	