Protocol for CSP First Year Literature Review Paper

"Research is formalized curiosity."
Zora Neale Hurston

"Research [is] an organized, professional approach to inquiry."
Educational Research: An Introduction

Why write a literature review like this? One reason is that writing the CSP first year paper helps fulfill the College of Educational Studies goal that all CES students communicate well, both orally and in writing. In addition, it helps achieve the CSP Program's "Big Idea" that CSP students are professionals who write well. Learning to write well will allow you to communicate effectively, whether writing reports, grant proposals, or memos. Writing this paper will give you a lot of practice at this important skill.

Another purpose of the CSP first year paper is for you to learn the research skills that will allow you to be an independent learner in the future. This means that if you run into a situation or issue later in your career, you will know how to educate yourself independently to respond effectively.

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

1. Preventive and responsive services

2. Interventions and mental health services to develop social and life skills

3. Databased decision-making and accountability.

For School Counselors, the First Year Paper helps you realize two of the six California Standards for the School Counseling Profession:

1. Research, Program Evaluation, and Technology
2. Personal and Social Development

This paper is modeled after review articles or literature reviews you might find in professional journals such as Professional School Counseling (PSC), School Psychology Review (SPR) or Contemporary School Psychology (CSP). We have adapted the guidelines directly from the Guidelines to Authors found on the web sites for the National Association of School Psychologists or American Association of School Counselors. In general, we want you to write this paper **AS IF** you were submitting for publication (who knows, maybe you will! So far, two students have had their papers published.).

You should imagine your audience is new professionals; in other words, you and your peers. As novice professionals, your audience will not know much about your topic and will need to have many terms and issues explained to them.

In our discussion of mental health in the schools, we have described a continuum of services and programs that include preventive programs available to all children (Tier 1), services and programs to counter the early on-set of problems (Tier 2), and services and programs for children in need of intense intervention such as therapy or special education (Tier 3). Your paper will address a social or mental health problem found in schools and the solutions for these problems appropriate for each of these three Tiers.

Topics might include depression, anxiety, attendance and dropout prevention, violence prevention, bullying, etc. Although many of these topics have implications for academic achievement, it is not the purpose of this paper to focus directly on intervening with academic problems such as reading or math interventions.

You will review literature, discuss theoretical and philosophical considerations, describe useful techniques, and discuss the implications of your review for the field.

We suggest the following structure:

1. Introduce the problem or issue you have chosen. Describe the problem and its parameters, including what is known about its etiology or causes, demographics, rate of occurrence, history of its conceptualization, etc.
2. Primary prevention of the problem: What does the literature say about how to prevent this problem? How effective are these programs? What is the role of counselors or school psychologists in prevention?
3. Early on-set prevention: What does the literature say about how to work with students who are "at-risk" for this problem? How effective are secondary prevention and early on-set programs? What is the role of counselors or school psychologists at this level?
4. Treatment of the problem: What does research say about how to treat this problem? How effective are treatments? What is the role of counselors or school psychologists in treatment?
5. Conclusions and implications for further research **and** practice.

The paper should be about 15 pages, **not** counting the title page, abstract, or references).

Both journals state that submissions must conform to the guidelines of the American Psychological Association (APA) Publication Manual (6th ed.). Take this seriously. Articles are sometimes rejected if the mistakes in APA style are too serious. Among other things, APA specifies that you should use a 12-point Time Roman. It also says you should double-space the entire document, including references. Margins should be set at one inch at the top, bottom, left, and right of every page. Use a flush left style that leaves the right margin uneven or ragged.

Steps to completing the CSP First Year Paper
1. Choose a client population, social issue, or problem you will deal with as professionals and fits the parameters of the paper. This is a systematic literature review, so you want to make sure there is enough literature out there for you to write a paper about. This means your topic needs to be not too narrow, not too broad, but just the right size. Your topic also needs to fit into a three-tiered model. In other words, does the literature support a range of prevention and treatment options? You can ask a faculty member, but there is no guarantee that we will know unless we happen to have researched your topic ourselves. The best way to find out is to do your own library research.
2. Search the literature related to your topic. If your search is not productive, we recommend that you meet with one of the librarians. They are very good at doing searches and can help you with this specific search as well as teach you some skills for later research. Use books sparingly. Although it is fine to a book or two as part of your literature-review, especially in the first parts of the paper, your emphasis should be on current peer-reviewed articles. Do not use web sites, unless you want to reference them as practical resources. Also, remember that an important aspect of this paper is understanding "what works" for your chosen issue or problem. This means that you should focus on data-driven research articles that examine the efficacy of programs and interventions.
3. Create an outline of your paper building on six points listed above.
4. Write a draft; get feedback from your professors, your peers, and the Writing Fellows. Then revise. Revise again.
5. Complete the final draft of the paper. In your final draft, you should do a final proof reading and make sure the formatting of the paper is clean.

CSP Rubric - First Year Literature Review Paper

Student Name: _____   **Semester and year:** _____

Overall points and rubric score: _____

Standard	Insufficient - 1	Developing - 2	Sufficient - 3	Artisan - 4
Program Big Ideas: Written Communication	Uses language that sometimes impedes meaning because of errors in usage. Little evidence of the mastery of APA & academic writing	Uses language that conveys meaning to audience with clarity, although writing may include some errors. Some evidence of the mastery of APA & academic writing	Uses straightforward language that conveys meaning to audience. The language in the portfolio has few errors. Excellent overall grasp of APA & academic writing.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is error-free. Mastery level understanding of APA style academic writing.
Format and grammar	Candidate's paper is not APA format. There are many grammatical, spelling, or punctuation errors.	Candidate's paper has few APA formatting errors and grammatical, spelling, or punctuation errors.	Candidate's paper has few or no APA formatting errors. Almost no grammatical, spelling, or punctuation errors.	Candidate's paper demonstrates proper APA formatting and no grammatical, spelling, or punctuation errors.
Focus and sequencing	Evidence material is not logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.	Most material is related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions.	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.
Integration and synthesis of relevant literature	The literature review is annotated with almost no synthesis or integration. The literature review is lacking in up-to-date studies. Insufficient sources cited.	Very little integration and/or synthesis, which impedes flow of the paper. Too few or or outdated, sources cited.	Generally, the literature is integrated and well synthesized. An exhaustive review of the literature with most sources from the previous five years. At least 20 total sources cited. In most cases, at least 3 citations are used for each program or intervention.	Exceptional integration and synthesis of the literature. An exhaustive review of the literature for the past five years. At least 20 sources cited. In most cases, at least 3 citations are used for each program or intervention.
NASP Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills: 4.2. School psychologists facilitate design and delivery of curricula to help students develop effective behaviors,	Candidate's paper demonstrates poor recall of student-centered strategies and inconsistent involvement toward helping students develop a repertoire of effective behaviors.	Candidate's paper demonstrates limited recall of student-centered strategies or inconsistent involvement toward helping students develop a repertoire of effective behaviors.	Candidate's paper demonstrates requisite knowledge of student-centered strategies and facilitates an instructional plan equipped to help students develop a repertoire of effective behaviors.	Candidate's paper delivery demonstrates overarching knowledge of student-centered strategies or interventions and evidences strong commitment toward motivating and helping students develop effective behaviors.

NASP Domain 5: School-Wide Practices to Promote Learning: 5.5. School psychologists promote the development and maintenance of learning environments that support resilience and academic growth, promote high rates of academic engaged time, and reduce negative influences on learning and behavior.	Candidate's paper demonstrates poor participation and superficial promotion of factors seen to support students' learning.	Candidate's paper demonstrates limited participation or inconsistent promotion of factors seen to support students' learning	Candidate's paper demonstrates their participation in promoting factors known to support students' learning..	Candidate's paper demonstrates a synthesis of in-depth teamwork, and incisive identification and promotion of applicable and comprehensive factors known to support students' learning, including resilience, academic achievement, and reduction of negative influences.
NASP Domain 5: School-Wide Practices to Promote Learning: 5.8. School psychologists apply the problem-solving process to broader research and systems-level problems	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.
NASP Domain 6: Preventive and Responsive Services 6.1. School psychologists promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence.	Candidate's paper evidences a deficient understanding of precursory risk and protective factors involved in systematic problems	Candidate's paper evidences underdeveloped understanding of precursory risk and protective factors involved in systematic problems.	Candidate's paper successfully integrates their understanding of precursory risk and protective factors involved in systematic problems.	Candidate's paper evidences a comprehensive understanding of precursory risk and protective factors involved in systematic problems
SC CTC - Research, Program Evaluation, and Technology	Student work reflects poor knowledge of basic principles of research design, action research, program evaluation, measurement and statistics; and superficial ability to differentiate high quality from inadequate research	Student work reflects inconsistent knowledge of basic principles of research design, action research, program evaluation, measurement and statistics, and limited ability to differentiate high quality from inadequate research	Student work reflects appropriate knowledge of basic principles of research design, action research, program evaluation, measurement and statistics, and acceptable ability to differentiate high quality from inadequate research	Student work reflects deep knowledge of basic principles of research design, action research, program evaluation, measurement and statistics, and sophisticated ability to differentiate high quality from inadequate research.
SC CTC Personal and Social Development	Student work reveals poor ability to apply knowledge and understanding to the theories, concepts, processes, skills, and practices essential for successful personal and social development	Student work reveals constrained ability to apply knowledge and understanding to the theories, concepts, processes, skills, and practices essential for successful personal and social development	Student work reveals satisfactory ability to apply knowledge and understanding to the theories, concepts, processes, skills, and practices essential for successful personal and social development	Student work reveals sophisticated and/or in-depth ability to apply knowledge and understanding to the theories, concepts, processes, skills, and practices essential for successful personal and social