



DISSERTATION HANDBOOK

Doctoral Program in Clinical Psychology  
(Psy.D.)

Revised July, 2009

## TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION.....	1
Regent Psy.D. Peer Discussant Scholarly Standard.....	2
CHAPTER II TYPES OF DISSERTATIONS.....	3
Types of Research.....	3
Types of Data Collection/Utilization .....	4
CHAPTER III REGENT PSYCHOLOGY DISSERTATION PROCESS	
Formulating a Topic.....	5
Writing a Concept Paper.....	5
Forming a Committee and continuing the process (PSY 718).....	6
Writing the Dissertation Proposal.....	6
Scientific journal article format .....	7
Chapter format.....	7
Timeline for the proposal.....	8
Human Subjects Review Committee.....	9
Dissertation proposal defense .....	9
Proposal defense process .....	9
Implementing the dissertation.....	10
Defense of the dissertation.....	11
Timeline for the dissertation defense.....	12
Completing the manuscript.....	12
Copy editing.....	12
Required appendices.....	13
CHAPTER IV MANUSCRIPT COMPONENTS	
Prefatory Pages .....	14
Title Page.....	14
Signature Page.....	14
Abstract .....	14
Acknowledgments Page (Optional).....	15
Table of Contents .....	15
List of Tables.....	15
List of Figures .....	15
Body of the text: Traditional Dissertation.....	15
Introduction .....	15
Method .....	15
Results .....	16
Discussion .....	16
References.....	16
Appendices.....	16
Body of the text: Non-Traditional Dissertation.....	16
Introduction .....	17
Intervening Chapters .....	17
Conclusion/Summary Chapter .....	17
References.....	17
Appendices.....	17

**CHAPTER V. FORMAT AND STYLE**

APA style and university requirements.....	18
Some points on spacing.....	18
Copy editing.....	18
Appendix A: Dissertation Topic Approval Form .....	19
Appendix B: Dissertation Process Quick Reference Sheet.....	21
Appendix C: Proposal and dissertation defense competency forms/summary page.....	27
Appendix D : Sample Dissertation Prefatory Pages.....	37
Appendix E: Final Dissertation Editing Tracking Form.....	40

## CHAPTER ONE

### INTRODUCTION

The mission of the Doctoral Program in Clinical Psychology (DPCP) at Regent is to:

- Educate students in accordance with the Christian faith.
- Mentor professional development that balances the spiritual, personal, relational, and intellectual components of life.
- Facilitate the integration of Christian perspectives with scientifically-based clinical procedures.
- Teach and evaluate students in the practitioner-scholar model of clinical training in Psychology so they will be capable of leadership in a variety of settings.
- Train students in service-oriented clinical modalities that include an emphasis on underserved individuals, families, and communities.

The dissertation should reflect the student's emerging ability to provide scholarly leadership in these areas. Such leadership involves making a substantial contribution to the field of psychology. A commensurate level of excellence is required in the conceptualization, development and manuscript writing of the dissertation. The project itself may take many forms such as: a) the development of a new scale to assess some important aspect of personal adjustment; b) formulation of a new clinical construct that is useful for explaining a clinical process or phenomena; c) investigation of a hypothesized relationship between variables which may help illuminate the etiology of a disorder; d) exploration of treatment efficacy of a therapeutic technique or approach; e) performing an in-depth case study illustrating advanced conceptualization skills; f) analyzing the mental health effects of public policy decisions, or g) providing a new theory of previously researched areas that takes the field in promising new directions. In addition to these scholarly production activities, some students may be approved to meet the dissertation requirement by completing a professional service project representing a doctoral level of expertise in the provision of an important service to the university, profession or public.

One of the distinctive characteristics of Regent University is its commitment to the outworking of a Christian worldview. The dissertation should reflect a sophisticated ability to integrate faith and learning. This does not mean that all dissertations are to be formally couched in "religious language" or that project topics must be limited to "theology." Since the School of Psychology & Counseling (SPC) operates under the assumption that *all truth is God's truth*, any project that enhances knowledge is viewed as valuable.

When the dissertation addresses issues that have implications for matters of faith, such connections should be explicitly examined in a manner sensitive to the diverse religious perspectives relevant to the topic. Students may choose to write about a new model of integration

or the use of spiritual disciplines in therapy. They may also choose to do an in-depth case study that addresses both psychological and theological dimensions of the case. If they choose to focus their dissertations on topics that are parochial to the Christian community, a level of interaction with the field of psychology commensurate with advanced doctoral candidacy is expected.

In addition to the leadership reflected in making a substantive contribution to the field, students are also expected to reflect the values of diligence, integrity, and scholarship common to both biblical thought and the professional discipline of psychology. The student must display writing skills that are at a level worthy of a doctoral candidate. The composition of the dissertation must reflect proper grammar, correct spelling, and a writing style commensurate with the nature of the project. The manuscript should also exactly conform to the specific format requirements outlined in this handbook. The student should take care to discharge his or her responsibilities in a timely manner and maintain a good working relationship with all committee members and others involved in the dissertation process. Students are encouraged to be creative with their ideas, but they must display receptivity to feedback. Proper ethical conduct, while doing the dissertation and outlined in APA's (2002) ethical principles and code of conduct is an expectation.

#### Regent Psy.D. Peer Discussant Scholarly Standard

Regent's Doctoral Program in Clinical Psychology (Psy.D.) is committed to a practitioner-scholar model of training with the primary goal of preparing its graduates to be professionals who apply the discipline and science of psychology in a practice setting. Although research skills and field science abilities are part of the competencies we aim to instill in our graduates, we are not attempting to prepare our modal graduates for traditional research careers. Consistent with this training vision, our students must demonstrate a *peer discussant* standard of scholarship in their dissertation projects. A *peer discussant* standard is evident when one demonstrates mastery of the scholarship in an important psychological area and an ability to make a meaningful application, utilization, extension, or novel contribution to that area. Note: In contrast to traditional research focused degrees, the peer discussant does not require students make substantial novel contributions to the scientific body of knowledge. While such an achievement would demonstrate the peer discussant standard has been met, other suitable applied scholarly goals than novel scientific discovery may also satisfy this standard. Thus, this handbook outlines diverse types of acceptable dissertation projects that could meet the Regent standard.

This handbook is written to clarify the dissertation process. While students have a variety of opinions about the process itself, it is not unusual for them to view the process as a series of "hurdles" that must be met before completing their degree. It cannot be denied that the dissertation is a test of the student's suitability for the advanced doctoral degree. Yet the project can become an exciting process that can evoke enthusiasm. Students are strongly encouraged to view the dissertation process as an opportunity to deeply commit themselves to an exploration of professionally relevant topics. As the Author of all truth has stated,

*For everyone who asks receives; he who seeks finds; and to him who knocks, the door will be opened. – Luke 11:10*

## CHAPTER TWO

### TYPES OF DISSERTATIONS

As noted earlier, dissertations may consist of research or service projects of various sorts. Research projects can be broadly classified as either basic or applied. Basic research projects have as their goal the rigorous production of scientific knowledge. In psychology, basic research tends to use true experiments to establish cause and effect relationships. Applied research projects have more pragmatic goals of addressing practical problems with insights drawn from psychological science. Applied research projects typically adopt quasi-experimental, comparative, associational, or expository/descriptive research designs. A less common form of dissertation project would involve a professional service project. This type of dissertation is not a research project as much as narrative describing a program development initiative of sufficient quality and value to the program to fulfill the dissertation requirement. For all types of dissertations, qualitative, quantitative or mixed method paradigms are acceptable.

#### Types of Research Designs

Listed below are several examples of various dissertation projects that would be appropriate:

##### *True Experimental Designs*

Participants are randomly assigned to a cognitive-behavioral therapy group with a explicitly Christian content and an attention-placebo control group to ascertain therapeutic efficacy.

##### *Quasi-Experimental Designs*

An interrupted time series design is used in program evaluation to assess the effects of an Employee Assistance Program on employee satisfaction and mental health.

##### *Comparative*

Depressed clients with personality disorders are compared to depressed clients without personality disorders on quality of therapeutic relationship and duration of treatment.

##### *Associational*

The correlation between measures of Openness to Experience and religious commitment is examined in a college student sample. Regression models exploring the predictive power of marital satisfaction for longevity would be another example.

### *Expository/Descriptive*

A comprehensive literature review summarizing the role of a clinical psychologist in primary care settings might illustrate this approach. Qualitative projects, such as a thematic analysis of common reasons clients in “Christian counseling” settings report for seeking a Christian counseling based on verbatim transcripts of taped sessions. Case studies would typically fall within this domain as well although they will often contain quantitative data from individual outcome assessments.

### *Theoretical/Philosophical*

A student writes a paper exploring views of human nature, freedom and agency assumed by various legal standards used in the insanity defense.

### *Service Project*

The student helps to design and implement a set of semi-structured interview templates and screening forms tailored specifically to the client population of the Psychological Services Center. The student’s literature review provides an extensive review of semi-structured interviews and screening forms for outpatient mental health practice and illustrated the theoretical, pragmatic and empirical justifications for the use of the particular tools selected and/or developed for the PSC.

### Types of Data Collection/Utilization

In addition to these various types of research designs, dissertations also differ in terms of the data collection procedures they utilize. Some dissertations use novel data acquired for the dissertation. Others involve analysis of archival data conducted under the supervision of a faculty research team or faculty member. Collections of questionnaire or survey responses are a common source of psychological data. Such data collection may involve internet web-based surveys or group administration of such instruments.

Additional sources of data collection might include psycho physiological measures, biochemical assays, neurological imaging, or naturalistic observation. In-depth interviewing and focus group interviews may also be used, depending upon the nature of the project. Data collection procedures typically vary between the dimensions of qualitative-quantitative data and validated/invalidated instrumentation.

## CHAPTER THREE

### THE REGENT PSYCHOLOGY DISSERTATION PROCESS

#### *Formulating a Topic*

An appropriate dissertation stems from a well-formulated topic which is pertinent to the field of psychology. A variety of activities, such as completing guided readings or participating in a faculty research team, can act as catalysts for development of the dissertation topic. Student should actively work on developing their research topic from the moment they enter the doctoral program. Often early academic projects, such as term papers or student presentations, may provide the impetus for the dissertation topic. Intellectual curiosity and diligence in mastering a research area are valuable factors in arriving at a good dissertation topic. Einstein is credited with the statement that "...chance favors the prepared mind". From a theistic perspective, this could be reformulated as "God rewards a diligent seeker".

Although students are encouraged to pursue dissertation topics that are of personal interest, it is vital that these interests are consistent with existing scholarly interests and activities of the Psy.D. faculty. Some dissertation topics may lie outside the areas of expertise or interests of current faculty. In such cases, securing a dissertation chair and committee may be difficult. Students are expected to find a topic within the research interests and competence of Psy.D. faculty. The most natural way to accomplish this is coordinate formulation of the dissertation topic with ongoing faculty research projects.

#### *Writing a Concept Paper (PSY 700)*

All Psy.D. students enroll in the *Dissertation Methodology* seminar (PSY 700) in the fall of the third year. The course focuses on the following areas:

1. Exposing the student to the variety of dissertation options available,
2. Reviewing foundational research strategies and dissertation procedural details.
3. Writing and presentation of the initial concept paper.

A concept paper is essentially an early draft of a dissertation proposal. It includes a literature review delineating the rationale for the dissertation topic, a statement of the research questions or scholarly project that will be the focus of the dissertation, and brief outline of a proposed methodology and/or procedure.

By the end of the course, students should have identified a faculty member in the doctoral program who is willing to serve as their dissertation committee chairperson. While the course instructor will evaluate the concept paper, the student is advised to be actively seeking a faculty member to serve as the chairperson of their project. It is possible to complete a concept paper that no faculty member might endorse. In that case, the student then may use the concept paper to pass this class, but another paper will have to be developed to serve as the literature review of a project that a faculty member is willing to chair.

### *Forming a Committee and continuing the process (PSY 718)*

Following the Dissertation Methodology Seminar, students register for PSY 718, *Dissertation Proposal*, under their chairperson's instruction. PSY 718 is essentially an independent study under the direction of the dissertation chair **but this course must be taken during the spring semester subsequent to PSY 700**. However, unlike a typical independent study, the student must submit a completed *Dissertation Topic Approval* form (Appendix A) to the course instructor for PSY 718 by the end of the semester. *Note: The course instructor for PSY 718 may not be the student's dissertation chair.* The *Dissertation Topic Approval* form requires the student to obtain a dissertation chair, list a topic approved by the chair, and finalize the dissertation committee. The minimum dissertation committee will consist of two individuals, a chair and a member. The Chair must be a member of the Psy.D. faculty (full or part-time). A committee member from outside SPC may serve on the committee providing that the following conditions are met:

1. The committee member holds a degree, such as Ph.D. or Psy.D. that reflects expertise in the field of clinical psychology or a field closely associated with the student's particular project. For example, a student working on a theoretical paper that focuses on theological as well as psychological concepts may want a committee member who holds a Th.D. or D.Min.
2. **AND** the external member must be approved by the committee Chair and the Psy.D. Program Director.

### Writing the Dissertation Proposal

The student works closely with the dissertation committee in preparing the proposal manuscript which consists of several elements: the Title page, prospective Abstract, Introduction, and other sections that are appropriate to the particular type of dissertation project undertaken. Chapter three of this manual describes each of the above elements as they are applied to the final dissertation. Much of this description is appropriate for the proposal document. Briefly, the Title page is an identifying page designed in accordance with the specifications described in the latest edition of the *Publication Manual of the American Psychological Association* (APA, 2009). The Abstract summarizes the proposed project and any anticipated findings. The Introduction serves as a literature review that highlights the need and importance of the particular topic. The Introduction concludes with the project's hypotheses or theses. Often, this section contains elements of the concept paper completed for the Dissertation Methodology Seminar (PSY 700).

The nature of the particular dissertation, along with the desires of the committee, determines the format of sections following the Introduction. Generally, two types of formats are found, a scientific journal article format or a chapter format. A scientific journal article format will be described first.

### *Scientific journal article format*

The scientific journal article format is most appropriate for experimental, quasi-experimental, and program evaluation dissertation designs. Following the Introduction, a Methods section delineates the specific methodology the student will use to investigate the topic. The Methods section must describe the specific design of the study, identify the participants and their method of selection, and define procedures to be carried out and the measures to be used with an adequate discussion of reliability/validity issues.

This section of the proposal should also contain a discussion of any ethical issues relevant to the study. The ethical principles and standards of the American Psychological Association (APA, 2003) should be specifically addressed when applicable. If any ethical concerns arise from the study design, a plan to safeguard participants and a justification of risks must be included. The Dissertation Chair will help the student develop appropriate subheadings for this section. For example, typical subheadings might include the following: Participants, Assessment Instruments, Procedures, or Ethical Safeguards.

After the Methods section, a modified Results and Discussion section summarizes the statistical procedures to be used in the study. The general statistical procedures used for each hypothesis will be described, and then a brief discussion of anticipated findings for the project will take place. A References section then completes the dissertation proposal in this format.

Students should carefully review the current edition of the *APA Publication Manual* to ensure they correctly following APA style. It is also important for students to note that APA allows some exceptions to standard APA style guidelines for dissertations. For instance, APA recommends judicious use of single spacing when it contributes to the readability of the dissertation manuscript. Examples include single spacing table headings, table of contents, and long quotations.

### *Chapter format*

As previously mentioned, students may elect to write a theoretical paper, in-depth case study, public policy analysis paper, or perform a service project instead of conducting empirical or program development/evaluation research. In such cases, a chapter format is often more appropriate than the scientific journal format. The chapter format still contains a Title page, Abstract, and Introduction. The Introduction itself will compose the first chapter. This chapter provides the literature review and lays out the primary concepts and arguments that will be advanced by the student. The chapters that follow the Introduction often depend on the desires of the particular Dissertation Chair. For example, for a public policy analysis paper investigating the implications of prescription privileges for psychologists, the Dissertation Chair may suggest a Research Strategy chapter that describes the specific domains of investigation that the student will address to assess the potential impact of implementing that policy.

The overall goal of the chapters that follow the Introduction, unless otherwise indicated by the Dissertation Chair, is to demonstrate that the student has sufficient mastery of an

important domain of professional thought/research to make a substantial theoretical or analytical contribution. Substantial contributions will display the following characteristics as appropriate:

- a) The work should provide an in-depth and comprehensive synthesis of the knowledge base in an area of study. For example, a theoretical paper on the impact of early parental experiences on God image may synthesize Object Relations theory and research on early infant and childhood development. The detail and focus of this synthesis would be very important in determining the appropriateness of the topic for a dissertation.
- b) The theoretical paper should illuminate findings earlier theories have not explained, resolve seemingly contradictory differences between competing theories, or suggest new research programs. For example, current research on major depression challenges the idea of “latent schemas” in some cognitive theories of depression. A theoretical paper may propose a resolution to the contradictory evidence in this area.
- c) The public policy paper should illuminate implications of government or private healthcare policies, citing appropriate supporting research and proposing alternative policies. For example, the public increasingly wants alternatives to standard medical treatments to be part of government health benefits and research. A policy paper may explore current government policies on such alternative medical practices, and the impact of these policies on clinical psychologists. The paper may then propose additional policy options.
- d) The in-depth case study should illuminate an aspect of psychological and/or theological theory and reflect advanced case conceptualization skills. For example, in a case study of the impact of sexual abuse on a particular client’s religious identity, several areas of discussion might need to be well developed in the case formulation— pertinent theological issues, and the psychology of religious identity development. The case study would need to highlight how these elements interact in producing the client’s current religious identity.

The student working on one of the above project areas, along with the Chair, is free to develop further criteria as to what constitutes a substantial contribution to the particular area.

#### *Timeline for the proposal*

For both formats described, a written draft of the proposal should be prepared in close consultation with the committee members. It is not uncommon for several drafts to be produced prior to the final version being approved by the committee. In most cases, the faculty member should be given a minimum of two weeks to review the draft. Usually, the student and Chair work closely on finalizing a draft prior to its dissemination to the committee member(s). The draft should also include a preliminary timeline for completion of the dissertation. Planning enough time for feedback and revisions is essential. Any revisions or concerns raised by committee members should be promptly resolved to ensure successful completion of the proposal.

For an overall timeline regarding the dissertation process, consult Appendix B for the Dissertation Process Quick Reference Sheet.

### Human Subjects Review

When the committee and student feel the proposal is near final form, or at the determination of the Dissertation Chair, the proposal is submitted to the Human Subjects Review Committee (HSRC). Any project involving data collection must be submitted to the HSRC, even if the project is potentially exempt or minimal risk. HSRC follows the guidelines as outlined in *Faculty & Academic Policy Handbook*. The website is <http://spcirb.yolasite.com/> Once an HSRC application has been submitted to the HSRC, and upon the advisement of the committee Chair, the student may proceed to schedule a proposal defense and prepare the final draft of the proposal document. No data may be collected prior to approval from the HSRC.

### Dissertation Proposal Defense

The proposal process is complete when students successfully present their proposal to their dissertation committee in a proposal defense. Appendix D contains the competency evaluation sheet for proposal defense completed by the student's dissertation committee at the time of the defense. In order to pass the defense, the student must receive a passing rating by the committee on all relevant competencies. Although students may not formally begin work on the dissertation project beyond the proposal until they have been admitted to doctoral candidacy and passed their proposal defense, students are encouraged to successfully complete their proposal during the spring semester of their 3<sup>rd</sup> year. Note that many dissertations spring from research team involvement. In these cases, data collection and work on the dissertation may be viewed as a research team activity. If a student has any question about this aspect of the dissertation project, they need to consult with their dissertation Chair. Note also there may be many revisions to the proposal. Faculty members have a minimum of two weeks to review revised drafts until they are ready to be proposed.

Students who successfully complete a dissertation proposal prior to the comprehensive examination for doctoral candidacy are exempt from the research question on the comprehensives. Any student who has not successfully completed a dissertation proposal by the start of their 4<sup>th</sup> year must register for 1 credit of *Dissertation Proposal Continuance* (PSY 719) each semester thereafter until the dissertation proposal is completed. The grade for PSY 719 will be an "IP", or "in process" until the student proposes and will be reflected on their transcript each semester until completion. Once the proposal defense is completed, the IP will change into a "P", or "pass".

#### *Proposal defense process*

The proposal defense proceeds in the following way. The committee Chair will open the meeting with prayer and present the student to the committee. The student should be prepared to give a detailed presentation of the study being proposed. The presentation should review pertinent literature, highlight the importance of the study, outline the design, and predict the

anticipated results. The presentation should include the limitations of the study and important issues for future research. A PowerPoint presentation and/or handouts are recommended to aid the presentation. When the student has completed the presentation, the committee chair will open the floor for questions by the committee members and then by any faculty members present. Questioning will not be open to other observers present. Areas upon which inquiries are made can include research methodology, theoretical issues, and Christian integration or worldview issues.

When the questioning period has been completed, the committee discusses the student's proposal defense, with particular emphasis on the areas delineated in the Proposal Defense Competency Review form (See Appendix D). The committee will make one of three recommendations: Pass, Pass with recommendations, or Fail. A "Pass" signifies that the student has sufficient grasp of the project to begin implementing the methodology, A "Pass with recommendations" suggests that the student has a sufficient grasp of most elements of the dissertation; however, additions or revisions may be necessary to the existing proposal document prior to implementing the dissertation. A "fail" indicates that the student has not met sufficient criteria cited in the Proposal Defense Competency Review form. In this case, recommendations are made and the student must seek a second proposal defense, addressing the concerns of the committee. Note that the majority of students achieve a "Pass with recommendations". This is because the proposal defense is a time when both student and Committee members discuss, refine, and even may change the design or statistics involved in the dissertation proposal.

One to two semesters is generally considered adequate time to develop a proposal acceptable to the committee. Registering for additional semesters of Proposal continuation may result in a faculty warning. Students who are deemed by the faculty to be making inadequate progress in their dissertation projections will be given a written warning with a description of the inadequate areas of performance and deadlines for remediation. Failure to correct deficiencies by the prescribed deadlines may seriously jeopardize a student's doctoral candidacy eligibility or status. Further, as noted earlier, students must register for *Dissertation Proposal Continuance* (PSY 719) until they have successfully proposed.

### Implementing the Dissertation

Once the committee has officially accepted the proposal, the student can register for dissertation hours (PSY 701-703). A minimum of 9 semester hours must be completed and must eventually be reflected on the student's transcript. Should the project be incomplete after 9 semester hours, the student must register for at least 1 hour of dissertation continuance (PSY 704) each semester until the dissertation has been successfully completed. Continuous enrollment is required until the dissertation is completed and documentation is on file with the Registrar's Office. PSY 704 is assigned a grade of "IP", or "in process" until the dissertation process is completed. This may result in the need to register for more than the minimum required number of hours, and payment of corresponding tuition charges.

It is in this phase that students will implement the data collection and analysis strategies delineated in the proposal, write the text of their theoretical paper, or conduct an approved service project. For dissertations utilizing the scientific journal article format, students must

rewrite the prospective Results and Discussion section in the proposal as two separate sections (Results, Discussion; see Chapter Three). Any remaining sections of the dissertation must then be written, including the References, Appendices and all Figures and Tables. For dissertations utilizing the chapter format, completion of proposed chapters needs to occur.

All students must continue to work closely with committee members throughout the writing process. The preliminary timeline developed in Step Four can be revised and subgoal timelines can be established to help with this process. Breaking the dissertation into such reasonable sub goals can help reduce the chances of a negative warning. Such warnings for inadequate progress may be issued at any stage of the process.

A draft of the dissertation should be completed with appropriate input from committee members. It is important that this draft include any new pertinent research findings released since the creation of the original proposal. These findings would be included in an up-dated Introduction section. The process continues as one similar to the proposal creation. Students submit a draft to all committee members for their review. *It is common for several revised drafts to be requested by the committee prior to giving final dissertation draft approval.* A student at this level is also expected to demonstrate appropriate initiative, problem-solving skills, and knowledge of resources needed to complete the dissertation. Academic protocol requires the faculty member is provided with a *minimum* two-week period in which to review the document. This two-week period is during the academic semester, not during academic break times (such as spring break or university breaks such as between semesters). Once all requested revisions have been adequately addressed and the committee Chair gives approval, the student may request a date for their dissertation defense. A defense date cannot be scheduled until the defense committee gives their approval. It is the philosophy of our Department that the Dissertation Chair has discretion and ultimate knowledge of knowing when the project and student are ready to defend their dissertation.

#### Defense of the Dissertation

The committee chairperson has final responsibility for approving an oral defense of the dissertation. With the Chair's permission, committee member(s) are contacted and a date is set for the oral defense. The student is responsible for contacting the program administrative assistant to arrange a room. The student will notify all committee members and any other necessary individuals of the date, time, and room. Once the date is set, the student must submit copies of the manuscript to all committee members at least 3 weeks prior to the defense date.

The student will provide to the program administrative assistant, 2 weeks in advance, a program brochure containing the dissertation abstract and biographical information. The committee chair may be helpful in designing this brochure, and the administrative assistant can provide a template. If the student wishes to have flyers posted announcing the oral defense, the student will be responsible for providing them and must obtain permission from the administrative assistant to post them. Students, faculty, and friends are welcome to attend the oral defense.

### *Dissertation defense process*

The committee Chair will open the meeting with prayer and will introduce each member of the dissertation committee. The student should be prepared to give a brief presentation of the study (15-20 minutes). The presentation should highlight the importance of the study, outline the design, briefly summarize the results and discuss the significance of the findings. The presentation should include any limitations of the study or important issues that need to be further addressed. Typically, the presentation is facilitated with PowerPoint or handouts. When the student has completed the presentation, the committee chair will begin the period of questioning. Afterwards, the chair will open the floor to questions only by members of the dissertation committee and then by any faculty members present. Questioning will not be open to other observers present. In addition to questions concerning research methods and theoretical issues, students should be prepared to answer questions relating their topic, findings or research to an operative, worldview of religion and spirituality. When the questioning period has been completed, all persons, other than committee members, present in the room, will leave the room in order for the committee to discuss the recommendation regarding the oral defense. Emphasis will be placed on areas described in the Dissertation Defense Competency Review form (See Appendix C). When a recommendation has been agreed upon, the student will be invited back and the recommendation of the committee will be given to the student by the committee chair. If the recommendation is favorable, the student will proceed to Step Seven in the dissertation process.

The committee may approve the dissertation, approve it provisionally upon revisions, or assign a grade of fail. A failing grade on the oral defense should not occur unless the student has failed to work closely with committee members over the dissertation process or displays substantial deficits in knowledge areas pertinent to the study. In the event of a failure, the committee will delineate the required steps for remediation. A failure at this level means that the student will have to sit for their oral defense a second time, once all other remedial steps have been taken. All committee members must sign/approve the revised dissertation once the student has passed the defense. A completed Dissertation Competency Review form and Dissertation Summary Form must be turned into the program administrative assistant immediately upon passing the defense.

If a provisional passing grade is received, the committee will delineate the required steps for remediation and specify a recommended timeline for completion of these steps. Delineation of these steps may necessitate an additional meeting with committee members. The timeline for completion of remedial steps may vary in accordance with the specific remedial concerns of each case. The dissertation chairperson will oversee any changes to a provisionally approved dissertation, and all committee members must sign/approve the revised dissertation. Students with a provisionally approved dissertation do not need to repeat their oral defense; however, they must continue to take at least one dissertation hour each semester while completing the remedial steps requested.

If a full passing grade is received, the chairperson approves the project for manuscript completion. The student presents an official title page to the committee for appropriate committee member signatures, and then proceeds to step seven.

### *Timeline for the dissertation defense*

Students must work closely with their Chair and Committee member(s) to ensure they meet necessary deadlines for successful completion of the dissertation. Two major deadlines must be adhered to. First, the student must submit a complete copy of their dissertation manuscript, in its entirety, to their committee by the last day of the fall semester of their fifth year. Typically, this will allow sufficient time to meet the second major deadline of March 15 prior to walking in graduation. Students who have not completed their dissertation defense prior to March 15 will be denied permission to walk in graduation of that year.

### Completing the Manuscript

#### *Copy editing*

The revised dissertation manuscript must be presented to Regent University library, prepared in compliance with university guidelines. Students must arrange and pay for a copy editor to review the final manuscript. The Psy.D. administrative assistant has the name and contact information for a copy editor. The student must continue to take at least one dissertation hour until the end of the semester in which the approved dissertation manuscript has been accepted by the university; thus, the student may need to register for more than the required 9 dissertation semester hours.

The revised dissertation manuscript must include a checklist signed by the Chair which delineates that appropriate steps have been taken to ready the dissertation for library submission and Dissertations Abstracts International.

#### *Required Appendices*

Effective with the 2002 year cohort, every dissertation manuscript must contain an Appendix consisting of a publication-ready version of the dissertation. Essentially, the student must condense the dissertation to a format that would be acceptable for submission as either a conference presentation or journal article publication. The decision whether to actually submit the manuscript should be made by the student and their Chair. For example, some dissertations represent sections of a professor's ongoing program of research within their research teams. In these cases, the professor and student may decide to include the dissertation as part of a larger article or conference presentation at some future time. Whether actually submitted for publication/conference presentation or not, each completed dissertation manuscript must contain the condensed publication-ready version of the dissertation.

## CHAPTER FOUR

### MANUSCRIPT COMPONENTS

The manuscript components described below focus primarily on traditional, quantitative dissertations. Theoretical papers, public policy analysis papers, program development projects, and other projects that are agreed upon by the dissertation committee will have many of the same elements (title page, abstract, etc.); however, their sections may be divided into chapters rather than a methods section, results and discussion section. During the proposal creation, students working on non-experimental projects should consult with their dissertation chair to ensure inclusion of appropriate manuscript components.

#### Prefatory Pages

The prefatory pages should be numbered in the bottom center using small case roman numerals. Page numbers should be omitted from the title page. No running head is to be included at any place in the dissertation manuscript. Appendix E contains sample prefatory pages following Regent and APA guidelines. The document titled *Prefatory Pages Template* is also available on Blackboard with detailed comments on formatting.

#### *Title Page*

The title page includes elements enabling the rapid identification of the subject, author(s), date completed, and university supervising the study. The title itself should concisely reflect the main research or theoretical issues investigated. Dissertation titles cannot exceed 10 words.

#### *Signature Page*

The signature page must follow the exact format of the sample signature page presented in *Prefatory Pages Template* (Appendix D). Students are encouraged to have several copies of the signature page printed on the required paper stock at the time of their dissertation defense in order to conveniently collect faculty member signatures upon successful completion of the defense. Only two original pages are required by library at time of submission, and all others may be copies on the required acid free paper. The date is not to be typed in on the signature page, as it must be added by chair and committee members on the date of their signatures. *Do not number the signature page.* Begin with page three (iii) on the Abstract page.

### *Abstract*

The abstract summarizes the dissertation as a whole. Common abstract elements include a statement regarding the project's purpose, a brief description of the project's methodology, and the results of any empirical design. Theoretical dissertations have appropriately modified abstracts. Abstracts must not exceed 350 words. This is the maximum length of the abstract allowed for Dissertation Abstracts International. Most APA journals set the maximum at 120 words. In anticipation of later publication, students are encouraged to keep abstract word count closer to this lower number.

### *Acknowledgments Page (Optional)*

The acknowledgments page provides the opportunity for the student to thank those people who influenced the writing and completion of the dissertation. Such persons can range from family to administration and faculty.

### *Table of Contents*

The table of contents lists the various sections of the dissertation along with the first page number of the section. Table of Contents should be single spaced.

### *List of Tables*

The list of tables cites the various tables in the dissertation along with the first page number of the section. This list enables readers to rapidly find tables in the dissertation. The List of Tables should be single spaced.

### *List of Figures*

Similar to the list of tables, this list enables the reader to rapidly locate the figures presented in the dissertation. The List of Figures should be single spaced.

## Body of the Text: Traditional Dissertation

The main body of the dissertation will typically be double spaced with a few exceptions. Table headings and long quotations may be single-spaced. Figures and Tables must be inserted in the text as close as possible to where they are first cited. Main body pages are to be numbered in the center and bottom of the page using Arabic numerals. The first page of the main body text should start with number 1.

### *Introduction*

The introduction describes the research problem or theoretical issue to be addressed and the background studies that have been done in the area. A thorough literature review is expected. The review provides a synthesis and critical analysis of the existing literature. The student's conclusions regarding the literature and the study's hypotheses end this section.

### *Method*

As in the proposal, the methods section delineates the specific design of the study, identifies the subjects and their method of selection, defines the procedures carried out and describes the measures used. This section is described in sufficient detail to permit replicating the study.

### *Results*

Results pertinent to each hypothesis are presented in this section; however, they are not interpreted here. The statistical treatment of data is described, citing the test of significance, the degrees of freedom, and probability levels.

### *Discussion*

In this section, the student interprets the results in light of the literature reviewed and the hypotheses presented in the introduction section. The study's findings are compared with those of other studies, and additional contributions made by the study are critically analyzed. Possibilities for further exploration of the topic are also addressed in this section.

### *References*

Following the text of the article, a list of all the references cited in the text is given. Individual references should be single-spaced with a double space between reference citations. Continue numbering the pages through the references.

### *Appendices*

The dissertation appendices may include numerous aspects of the dissertation that are important for the reader but which would be excessive detail for the main body of the text. Typical examples are the inclusion of a survey in the form given to respondents for the dissertation or more extensive verbatim transcripts of narrative material which is summarized in the main body text.

As noted earlier, effective with Cohort of 2002, there is a required Appendix consisting of a manuscript-ready version of the dissertation. Continue numbering the pages through the references.

## Body of the Text: Non-Traditional Dissertation

Non-traditional dissertations include theoretical papers, service project reports, and other approved alternatives to traditional quantitative psychological research. The main body of the non-traditional dissertation will also typically be double spaced with a few exceptions. Table headings and long quotations may be single spaced. Figures and Tables must be inserted in the text as close as possible to where they are first cited. Main body pages are to be numbered in the

center and bottom of the page using Arabic numerals. The first page of the main body text should start with number 1.

### *Introduction*

The introduction provides a description of the topic or project which is the focus of the dissertation. It must also delineate the rationale for the importance of the project. The literature review must be adequate to accomplish this task with no significant omitted scholarship. The section should end with a clear outline of the theoretical developments or intended service objectives that will be realized by the completion of the project.

### *Intervening Chapters*

One to several intervening chapters typically will follow the introductory chapter. The intervening chapters will provide additional description of the non-traditional dissertation project. Theoretical dissertations will typically have several chapters on relatively discrete subcomponents of the overall theoretical proposal being advanced by the student. Each chapter should be appropriately focused and organized around a discrete and logical theme important to the overall project. Intervening chapters in a service project dissertation may consist of a narrative description of the events and key developments in the completion of the project or a review of obstacles for the project's completion and the problem-solving steps that occurred to overcome them.

### *Conclusion/Summary Chapter*

The non-traditional dissertation's final chapter will typically consist of the primary theoretical conclusions and implications for a theoretical proposal or a discussion of lessons learned in carrying out a service project.

### *References*

Following the text of the article, a list of all the references cited in the text is given. Individual references should be single-spaced with a double space between reference citations. Continue numbering the pages through this section.

### *Appendices*

The dissertation appendices may include numerous aspects of the dissertation that are important for the reader but which would be excessive detail for the main body of the text. Typical examples are the inclusion of a survey in the form given to respondents for the dissertation or more extensive verbatim transcripts of narrative material which is summarized in the main body text.

As noted earlier, effective with Cohort of 2002, there are two required Appendices. First, a manuscript-ready version of the dissertation must be included. Secondly, the HSRC documentation (previously submitted for the proposal defense) must be included. Continue numbering the pages through this section.

## CHAPTER FIVE

### FORMAT AND STYLE

#### *APA style and university requirements*

The dissertation must comply with SPC policies. SPC follows the detailed requirements as found in the *Publication Manual of the American Psychological Association* (APA, 2009) for its dissertations. The publication manual, Regent University publishing guidelines, dissertation committee requirements and the material in this handbook are the publishing authorities for Psy.D. dissertations. Regent University's guidelines are based on *Publishing Your Dissertation: How to Prepare Your Manuscript for Publication*, a University Microfilms International pamphlet that students may get from the reference desk librarian or the designated SPC library contact person. Pricing for dissertation publication and binding can also be obtained from the library by request.

#### *Some points on spacing*

Single-spacing may be used in cases that improve readability. Examples include:

- Table titles & headings and figure captions.
- References should be single spaced but you must double space *between* references.
- Footnotes and indented, long quotations should be single spaced. Be sure to double space between long quotations and adjacent text.
- The *APA Publication Manual* (2001) notes that "...judicious triple- or quadruple-spacing...is appropriate after chapter titles, before major subheadings, before footnotes, and before or after table in the text" (pg. 326).

#### *Copy editing*

Students should submit their committee approved dissertation manuscript, along with committee-signed title page to a copy editor. Rose Bethard provides this service on a contract basis. She may be reached by email at [rosejubilee@yahoo.com](mailto:rosejubilee@yahoo.com) or by phone at (757) 490-2023. Her address is 5616 Coliss Avenue, Virginia Beach, VA 23462. This review generally necessitates revisions to correct format errors; thus, students must allow enough time for the process of revising the corrected manuscript, resubmitting it to the designated person, and having it re-reviewed. Students are responsible for paying the standard fee that the designated copy editor charges for these services. The copy editor reviews the manuscript for issues of format and style. They do not review the manuscript for its analytic or methodological accuracy, correct content in references, or other points of psychological science. Those concerns must be addressed by the committee prior to submitting the manuscript for copy editing. After the dissertation clears the final revisions, the process continues with dissertation binding, University Microfilms processing, Dissertation Abstracts International submission, and copyrighting procedures. These activities follow the standard procedures outlined in the previously mentioned library manual, *Publishing Your Dissertation: How to Prepare Your Manuscript for Publication*.

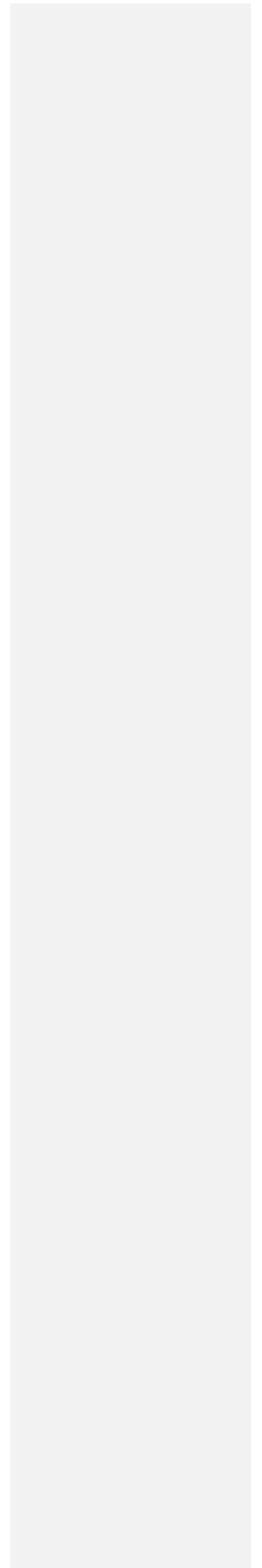
Please note the following message from Celia L. Seagraves, Graduate Registrar:

“This message is a reminder of the Registrar’s Office’s policy regarding dissertation completion (or any culminating experience) and degree clearance. It is vital to deliver dissertations to the library for binding before the last day of the term. I realize this is usually in the student’s hands, however, they should be well aware of the consequences. Students who miss the end-of-term deadline, even if only by a few days, must wait until the end of the next term to have their degree posted, which is oftentimes inconvenient or even costly for these students (delays impending raises, may cause financial aid issues, etc). I’m asking your assistance in stressing this to students and reminding faculty committee members of this policy. If you have any questions, please let me know. Thanks everyone!”

This message serves as an important reminder to every student that failure to have their degree posted can result in many delays, but especially the award of the degree. This means the student cannot accrue residency hours towards licensure. Thus, all students should pay careful attention to library deadlines and Registrar Office deadlines, in addition to SPC and Psy.D deadlines.

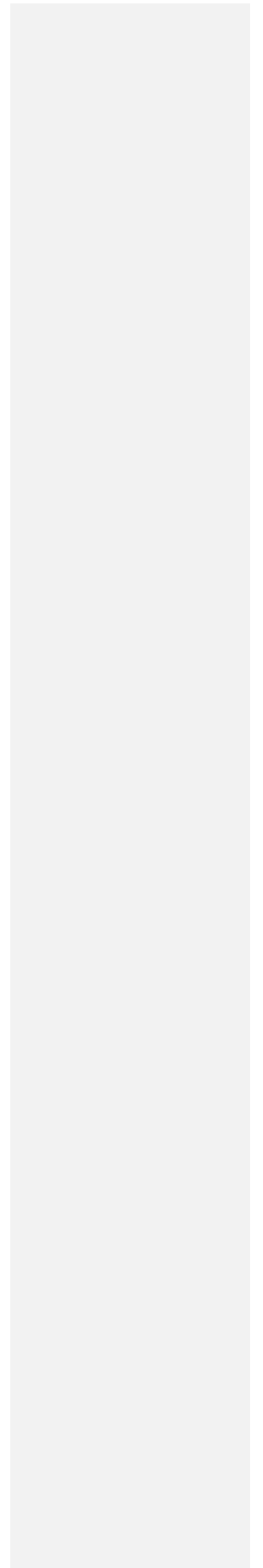
APPENDIX A

DISSERTATION TOPIC/COMMITTEE APPROVAL FORM





APPENDIX B  
DISSERTATION PROCESS QUICK REFERENCE SHEET



## DISSERTATION PROCESS QUICK REFERENCE SHEET

Students should enroll in the Psy.D course on blackboard to download the current Dissertation Handbook. This reference sheet is not a substitute for the Handbook.

Time	Course	Task(s)
Fall, 3 <sup>rd</sup> year	PSY 700, Dissertation Methodology Seminar	The student should develop a concept paper that is essentially an early draft of a dissertation proposal. Students who have not already identified a faculty member as their dissertation Chair should identify one by the end of the semester. Logic dictates the earlier the better.
Spring, 3 <sup>rd</sup> year	PSY 718, Dissertation Proposal Course	This is essentially an independent study under the direction of the dissertation chair but evaluated by the Psy 718 Course instructor. <i>To obtain a passing grade, students must submit a completed Dissertation Topic Approval form to the course instructor three weeks prior to the end of the Spring semester.</i>
1 <sup>st</sup> day of Fall classes, 4 <sup>th</sup> year	PSY 719, Dissertation Proposal Continuance	Proposal defense: If completed prior to comprehensive exams, student is exempt from the research question on the comprehensives. Further, this course is not necessary if a student has proposed prior to the drop/add period, Fall, 4 <sup>th</sup> year. If the proposal defense is NOT completed prior to the drop/add period, Fall, 4 <sup>th</sup> year, student registers for one credit of PSY 719, each semester, until the proposal defense is completed. These credits may NOT be used for elective credit.
Last day of Fall semester, 4 <sup>th</sup> year	PSY 719, Dissertation Proposal Continuance	If the student has not completed their proposal defense by the last day of the fall semester of their 4 <sup>th</sup> year, they will not be allowed to submit a match list for internship. In reality, a student who has not completed their proposal defense by mid-Fall semester of this 4 <sup>th</sup> year may jeopardize their eligibility for internship. NOTE: internship sites are extremely reluctant to consider candidates who have not proposed their dissertations. The APPIC form explicitly requests this type of information.
Completion of the proposal defense	PSY 701-703, Dissertation Hours	After the proposal has been officially completed, students register for a total of 9 semester hours. This is the time when the dissertation is actually implemented (e.g. data collection).
After completion of the nine hour sequence of dissertation hours (PSY 701-703)	PSY 704, Dissertation Continuance	If the student has not completed the dissertation within the nine hour sequence (PSY 701-703), they must register for PSY 704 each semester until the dissertation has been successfully completed. These hours may not be used toward an elective requirement.
Last day of the Fall semester of the fifth year		Students are required to have a complete copy of their dissertation manuscript submitted by the last day of the Fall semester of their fifth year.
March 15 prior to spring graduation		The dissertation defense must be completed by March 15 <sup>th</sup> prior to spring graduation or permission will likely be denied to walk in graduation ceremony

APPENDIX C  
PROPOSAL & DISSERTATION DEFENSE  
COMPETENCY EVALUATION FORMS



Doctoral Program in Clinical Psychology

**Proposal Competency Review.**

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Title of Project: \_\_\_\_\_

- PASS:  Yes  No  Pass with Conditions (**See reverse side**)
- Yes  No Clear Statement of Project Topic
  - Yes  No Adequate Summary of Relevant Literature
    - Thorough
    - Professional Sources
    - Demonstrates value/pertinence of proposal
    - Reflects critical evaluation of area.
  - Yes  No Clear formulation of task project will accomplish.
  - Yes  No Selection of appropriate instruments
  - Yes  No Appropriate Methodology
    - Feasible
    - Sufficiently detailed to carryout
    - Accomplishes task advanced by the project.
  - Yes  No Method of analysis delineated
  - Yes  No Importance of project commensurate with doctoral level
  - Yes  No Spiritual/integration issues addressed as appropriate.
  - Yes  No Competent Presentation/Management of Proposal
    - Student gave cogent oral presentation
    - Student's presentation was concise
    - Student responded to committee questions/concerns in a manner commensurate with doctoral standing.
    - Negative criticisms appropriately handled

C=See comments on Reverse Side  
 \*\*\*\*\*

**Endorsements**

Name (Printed)	Signature	Date
_____	_____	_____
Committee Chairperson		
_____	_____	_____
Committee Member		
_____	_____	_____
Committee Member		
_____	_____	_____
Committee Member		
_____	_____	_____
Program Director		

[Committee Comments on Reverse Side]



Doctoral Program in Clinical Psychology

**Non-Traditional Proposal Competency Review.**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Project: \_\_\_\_\_

PASS:  Yes  No  Pass with Conditions (**See reverse side**)  
 Yes  No Clear Statement of Type of Project

Type of Project:  Theoretical Paper  Service  Program Development  
 Other (Describe): \_\_\_\_\_

Yes  No Clear Statement of Objectives Project will Accomplish:  
 (Objectives must be precise, discrete and subject to verification/evaluation by committee)

Yes  No Importance of project commensurate with practitioner-scholar identity

Yes  No Feasible timeline for incremental completion of the project delineated

Yes  No Adequate Summary of Relevant Literature  
 Thorough  
 Current  
 Professional Sources  
 Demonstrates value/pertinence of proposal  
 Reflects critical evaluation of area.

Yes  No Spiritual/integration issues addressed as appropriate.

Yes  No Proposal document contains a planned table of contents reflecting the chapters and relevant supplemental material that will constitute the finished dissertation manuscript.

Yes  No Competent Presentation/Management of Proposal  
 Student gave cogent oral presentation  
 Student's presentation was concise  
 Student responded to committee questions/concerns in a manner commensurate with doctoral standing.  
 Negative criticisms appropriately handled

\*\*\*\*\*

**Endorsements**

Name (Printed)	Signature	Date
_____	_____	_____
Committee Chairperson		
_____	_____	_____
Committee Member		
_____	_____	_____
Committee Member		
_____	_____	_____
Committee Member		
_____	_____	_____
Program Director		

[Committee Comments on Reverse Side]

**Dissertation Defense Competency Review.**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Project: \_\_\_\_\_

**Pass:** \_\_\_ Yes \_\_\_ No

- \_\_\_ Yes \_\_\_ No Clear Statement of Project Topic
- \_\_\_ Yes \_\_\_ No Adequate Summary of Relevant Literature
- \_\_\_ Thorough
- \_\_\_ Current
- \_\_\_ Professional Sources
- \_\_\_ Demonstrates value/pertinence of proposal
- \_\_\_ Reflects critical evaluation of area.
- \_\_\_ Yes \_\_\_ No Clear formulation of task project will accomplish.
- \_\_\_ Yes \_\_\_ No Selection of appropriate instruments
- \_\_\_ Yes \_\_\_ No Appropriate Methodology
- \_\_\_ Feasible
- \_\_\_ Sufficiently detailed to carryout
- \_\_\_ Accomplishes task advanced by the project.
- \_\_\_ Yes \_\_\_ No Importance of project commensurate with doctoral level
- \_\_\_ Yes \_\_\_ No Spiritual/integration issues addressed as appropriate.
- \_\_\_ Yes \_\_\_ No Competent Implementation of Project
- \_\_\_ Design implemented as proposed
- \_\_\_ Deviations from design adequately justified and managed
- \_\_\_ Student adequately records implementation
- \_\_\_ Yes \_\_\_ No Competent Analysis Conducted
- \_\_\_ Appropriate analysis to answer research questions
- \_\_\_ Appropriate post hoc analyses conducted as necessary
- \_\_\_ Valid statistical inferences drawn from data
- \_\_\_ Yes \_\_\_ No Adequate discussion/integration of results
- \_\_\_ Relevant substantive implications of study clearly presented
- \_\_\_ Conclusions synthesized with relevant literature
- \_\_\_ Scientific data and theological insights appropriately integrated
- \_\_\_ Yes \_\_\_ No Competent Presentation/Management of Defense
- \_\_\_ Student gave cogent oral presentation
- \_\_\_ Student responded to committee questions/concerns in a manner commensurate with doctoral standing.
- \_\_\_ Negative criticisms appropriately handled

**Endorsements**

Name (Printed)	Signature	Date
_____	_____	_____
Committee Chairperson	_____	_____
_____	_____	_____
Committee Member	_____	_____
_____	_____	_____
Committee Member	_____	_____
_____	_____	_____
Committee Member	_____	_____

[Committee Comments on Reverse Side]

**Non-Traditional Dissertation Defense Competency Review.**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Project: \_\_\_\_\_

PASS: \_\_\_ Yes \_\_\_ No \_\_\_ Pass with Conditions (**See reverse side**)

Type of Project: \_\_\_ Theoretical Paper \_\_\_ Service Project  
 \_\_\_ Other (Describe): \_\_\_\_\_

\_\_\_ Yes \_\_\_ No Stated Objectives Accomplished as Planned in Proposal

\_\_\_ Yes \_\_\_ No Importance of project commensurate with practitioner-scholar identity

\_\_\_ Yes \_\_\_ No Adequate Summary of Relevant Literature  
     \_\_\_ Thorough  
     \_\_\_ Current  
     \_\_\_ Professional Sources  
     \_\_\_ Demonstrates value/pertinence of proposal  
     \_\_\_ Reflects critical evaluation of area.

\_\_\_ Yes \_\_\_ No Spiritual/integration issues addressed as appropriate.

\_\_\_ Yes \_\_\_ No Dissertation manuscript consistent with planned structure at proposal

\_\_\_ Yes \_\_\_ No Competent Presentation/Management of Defense  
     \_\_\_ Student gave cogent oral presentation  
     \_\_\_ Student responded to committee questions/concerns in a  
         manner commensurate with doctoral standing.  
     \_\_\_ Negative criticisms appropriately handled

\*\*\*\*\*

**Endorsements**

Name (Printed)	Signature	Date
_____	_____	_____
Committee Chairperson		
_____	_____	_____
Committee Member		
_____	_____	_____
Committee Member		
_____	_____	_____
Committee Member		

[Committee Comments on Reverse Side]

**Dissertation Summary Page**

This form must accompany the completed dissertation competency review form.

Student: \_\_\_\_\_ Date Defended: \_\_\_\_\_

Title of Project: \_\_\_\_\_

Type of Research Design

- True Experimental Designs       Quasi-Experimental Designs  
 Comparative       Associational  
 Expository/Descriptive       Theoretical/Philosophical  
 Case Study (Quantitative)  
 Case Study (Qualitative)  
 Qualitative Descriptive Study (Specify Type: \_\_\_\_\_)  
 Service Project       Other (Specify: \_\_\_\_\_)

Did the Dissertation Analyze Quantitative Data?  Yes  No

If yes, check all that apply:

- New Data Collected       Archival Data  
 Validated Measures       Invalidated Measures  
 Paper Questionnaires       Electronic/Internet Quantitative Survey  
 Psychophysical Measures       Observational Measurers  
 Other Quantitative Data Collection Procedures: (Identify)

\_\_\_\_\_  
 \_\_\_\_\_

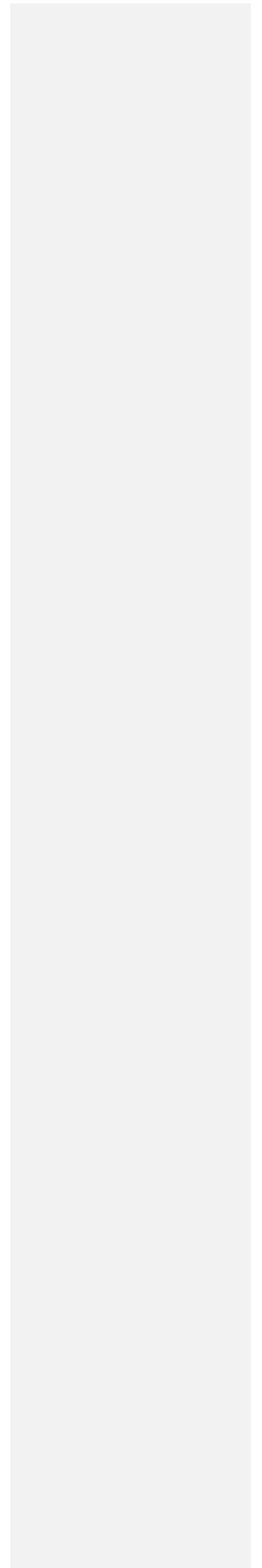
Did the Dissertation Analysis Qualitative Data?  Yes  No

If yes, check all that apply:

- New Data Collected       Existing Qualitative Sources Used  
 Narrative Samples       Audio or Videotaped Segments  
 Naturalistic Observation       Electronic/Internet Qualitative Survey  
 Other Qualitative Data Collection Procedures: (Identify)

\_\_\_\_\_  
 \_\_\_\_\_

APPENDIX D  
**SAMPLE DISSERTATION PREFATORY PAGES**



Integration of Psychology and Theology:

The Answer for Psychology's Ills

A Dissertation

Presented to the Faculty of the School of the Psychology & Counseling

Regent University

In Partial Fulfillment

Of the Requirements for the Degree,

Doctor of Psychology

By

Jay R. Adams

July 7, 2008

**Comment [WH1]:** The manuscript must be prepared with 1" margins on all sides except for the left hand margin. The left margin must be 1.5" to allow for binding.

**Comment [WH2]:** Insert first line of title, 2 inches from the top of the page.

**Comment [WH3]:** The title must be double spaced and must be no more than 8-10 words.

**Comment [WH4]:** All text on the title page is to be double spaced.

**Comment [WH5]:** Insert full name but do not include any titles or degrees.

Integration of Psychology and Theology:|

The Answer for Psychology's Ills|

**Comment [WH6]:** Insert first line of title at 2" from the top of the page

**Comment [WH7]:** Repeat title exactly as it appears on the title page

Approved by:

\_\_\_\_\_  
Mark A. Yarhouse, Psy.D. (Chair of Committee)

\_\_\_\_\_  
Date

**Comment [B8]:** The date on the signature page should be left blank so it can be dated when it is signed.

\_\_\_\_\_  
Jennifer Ripley, Ph.D. (Committee Member)

\_\_\_\_\_  
Date

**Comment [WH9]:** Insert 2 extra lines between signature lines.

\_\_\_\_\_  
Judith L. Johnson, Ph.D. (Doctoral Program Director)

\_\_\_\_\_  
Date

**Comment [WH10]:** Use Single spacing between signature lines & Title/date listings of committee members & program director

Abstract

This project demonstrates .....

**Comment [B11]:** Number preliminary pages with small case Roman Numerals starting with the abstract page that should be numbered iii. The title and signature page should have no page numbering.

Acknowledgements

The author wishes to express his gratitude to his dissertation chair, Dr. Yarhouse,  
whose extensive feedback.....

**Comment [WH12]:** Make sure text of acknowledgement section is double spaced.

## Table of Contents

Signature Page .....	ii
Abstract .....	iii
Acknowledgements .....	iv
List of Tables .....	v
List of Figures .....	vi
Introduction .....	1
Psychology's Value .....	1
Theologies Value .....	8
Integration: Where the Twain Shall Meet .....	15
 Method .....	 20

**Comment [B13]:** Remember that the abstract is the first page that should have a page number printed on it. It should start with page number iii.

**Comment [WH14]:** Single space within sections of the TOC, for instance, the contents for the prefatory pages are single spaced

**Comment [WH15]:** The first page of the main body of the text starts with Arabic numeral 1.

**Comment [WH16]:** Indent to indicate level of subheading

APPENDIX E

Final Dissertation Editing Tracking Form

This form is to be completed prior to the submission of the dissertation approval form to the program director. It is only to be initiated after the dissertation has been successfully defended.

Student:  
Title of Dissertation:  
Date of Successful Dissertation Defense:



Committee Approval

Dissertation Committee Required Manuscript Changes:  No changes required by committee  
 Yes, changes are required

Committee Member Requiring Changes	Brief Description of Required Changes (May indicate noted on manuscript)	Acknowledgement that Changes Have Occurred (Signature/date)

[Continue on reverse side of form if needed]



Copy Editing

Name of Copy Editor:

Dissertation Chair Verification of Completed Copy Edits: \_\_\_\_\_  
Signature Date



Final Manuscript Clearance

I attest that all dissertation committee and copy editor corrections have been made and the manuscript is now ready for submission to the library.

Name of Dissertation Chair: \_\_\_\_\_  
Signature Date