



DISSERTATION HANDBOOK

Doctoral Program in Clinical Psychology
(Psy.D.)

2020-2021

Program Handbook Policy

This handbook summarizes the policies regarding the dissertation requirement in effect for the Doctoral Program in Clinical Psychology at the start of the 2020-2021 academic year. All policies and requirements are subject to change. Students are expected to regularly review program announcements that accompany such changes and then to abide by the changed policies. Students from all cohorts are obligated to follow current program policy and procedures, as they evolve, unless otherwise stated.

IMPORTANT NOTE: Handbooks are updated each year. Students must adhere to the current academic year's handbook for all program requirements with the exception of requirements for programs progression outlined in the University Catalog.

Summary of Changes From the 2019-20 Dissertation Handbook

- APA Publication Manual, 7th Edition required, JARS guidelines are included

Table of Contents

CHAPTER ONE: Introduction	4
The mission of the Doctoral Program in Clinical Psychology (DPCP) at Regent is to strive to:	4
Regent Psy.D. Peer Discussant Scholarly Standard.....	5
CHAPTER TWO: Types of Dissertations.....	7
Types of Research Designs.....	7
Types of Data Collection/Utilization	8
CHAPTER THREE: The Regent PsyD Dissertation Process	9
Formulating a Topic	9
Writing a Proposal (PSY 700)	9
Timeline for Dissertation	10
Chapter Four: Writing the Dissertation Proposal	15
Scientific Journal Article Format	15
Chapter Format for Theoretical Papers or Other Types of Papers	16
Chapter 5: From Proposal to Defense.....	19
Dissertation Proposal Meeting	19
Proposal defense process	19
Human Subjects Review.....	21
Implementing the Dissertation Project.....	21
<i>Present Dissertation at Practitioner-Scholar Research Symposium</i>	22
Oral Defense of the Dissertation	24
Dissertation defense meeting process	25
Chapter 6: After the Defense.....	27
Copy editing	27
Continuous Enrollment	27
Publication and Presentation of Dissertations	28
Chapter 7: Structure of the Dissertation	29
Dissertation Components	29
Prefatory Pages.....	29
Title Page.....	29
Abstract.....	29

Acknowledgments Page (Optional)	30
Table of Contents.....	30
List of Tables	30
List of Figures	30
Body of the Text: Traditional Dissertation	30
Introduction	31
Method	31
Results.....	32
Discussion	32
References	32
Appendices.....	32
Body of the Text: Non-Traditional Dissertation	33
Introduction	33
Intervening Chapters	33
Conclusion/Summary Chapter	33
References	34
Appendices.....	34
CHAPTER 8: FORMAT AND STYLE.....	35
APA style and university requirements.....	35
Some points on spacing	35
Registrar’s Office Policy	36
APPENDIX A: Sample Dissertation Prefatory Pages	37
APPENDIX B: Dissertation Checklist Form.....	41
APPENDIX C: Dissertation Forms	45
Appendix D: Research Dissemination Probe Rubric	46

CHAPTER ONE: Introduction

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

1. Educate doctoral students in a broad and general clinical practitioner scholar model, to obtain careers in health services psychology.
2. Educate students in integration of psychology and Christian worldview

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. Here are some examples:

- 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.

Christian integration. The dissertation should address issues or areas of relevance related to matters of Christian faith or worldview. Such connections should be explicitly examined in a manner sensitive to the diverse religious perspectives relevant to the topic. In such discussions, the level of

interaction with the field of psychology should be of a level commensurate with advanced doctoral candidacy.

Students may choose to focus on topics that directly involve a Christian worldview, for example, an outcome study for a treatment protocol adapted to Christian beliefs and/or practices, an examination of factors related to God image, or development of a new model of integration or use of spiritual disciplines in therapy. With such topics, these discussion should be part of the main body of the dissertation.

Topics not directly involving Christian practice or worldview should examine potential implications on Christian practice or thought and/or be critically examined from a Christian worldview. In such cases, discussion would normally be done as a separate addendum in the dissertation.

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, as outlined in APA's ethical principles and code of conduct, is an expectation (<http://www.apa.org/ethics/code/>).

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.

CHAPTER TWO: Types of Dissertations

Dissertation 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 an 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 PsyD 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 as soon as they get established the doctoral program (e.g., spring semester first year). 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.

Overlap with faculty expertise and interest. 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, expertise and/or 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 Proposal (PSY 700)

All Psy.D. students enroll in the *Dissertation Methodology* seminar (PSY 700) in the spring of the second 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 of the initial draft of the Dissertation proposal.
4. Reviewing the Journal Article Reporting Standards

The dissertation proposal includes

- 1) A clear statement of the project topic,
- 2) A literature review delineating the rationale for the dissertation topic,

- 3) A clear formulation of the task the project will accomplish (e.g., a statement of the research questions or scholarly project that will be the focus of the dissertation),
- 4) Proposed methodology and/or procedure (e.g., selection of appropriate instruments, description of methodology appropriate to address the task of the project, adequate sample size and how determined, method of analysis, ethical issues and how addressed, etc.), and
- 5) Spiritual/integration issues should be addressed if appropriate to the nature of the topic. Note there are spiritual/integration issues inherent in most topics so this should be the norm. If the discussion does not fit within the scope of the proposal the discussion can be placed in an appendix within the proposal.

Timeline for Dissertation

Spring of Second Year.

Completion of the first complete draft of the dissertation proposal is required for a student to pass PSY700. Students who do not complete the requirements for PSY700 will receive an incomplete and have one semester to complete requirements. If still incomplete they will receive a failing grade and have to take PSY700 over again. They will also be unable to take PSY718 until passing PSY700, which slows down their progression in the program by a year. This is because **students must propose their dissertation in order to take their comprehensive exam, and must pass their comprehensive exam to continue in the program. Students who are falling behind on their dissertation proposal should be aware of this “roadblock” in the program and consult with their advisor on issues that prevent them from timely completion of the requirements for PSY700, PSY718, and proposing their dissertation on time.** Multiple drafts are typically required, therefore, students should plan to work steadily on the proposal for the year following completion of PSY700 to ensure completion by the required date.

1. ***Selection of committee and topic.*** As part of PSY700, students should have identified a faculty member in the doctoral program who is willing to serve as their dissertation committee chairperson. 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 (core faculty or affiliate). Any exception must be approved by the Program Director.

Approval Process for Exception to Core/Affiliate Faculty Chair Policy:

- a. The student should discuss the propose chair with the director to ensure approval will be granted prior to formally asking an external chair.
- b. The student obtains the proposed chair's signature on the Adjunct Dissertation Chair Statement of Understanding form (located with Dissertation forms on PsyD Resource page).
- c. Submit the Dissertation Topic/Committee Approval form (with chair and committee signatures) and Adjunct Dissertation Chair Statement of Understanding form (with the chair's signature) to the program director for approval.
- d. Signature of the program director on the Dissertation Topic/Committee Approval Form constitutes form approval.

If an exception is approved, the committee member must be a core faculty member.

A committee member who is an affiliate faculty or from outside the PsyD faculty may serve on the committee providing that ALL the following conditions are met:

2. The committee member holds a doctoral 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. Similarly, a student working on an empirical study related to a medical issues may want a committee member who is a healthcare professional with expertise in the specific area and training/experience in research who holds an appropriate degree consistent with the profession (e.g., MD, PhD, DPT, etc.).
3. The external member must be approved by the committee Chair and the Psy.D. Program Director. Note: The approval is given through signature of the program director on the Dissertation Topic/Committee Approval Form. **Advance discussion between the chair and the director to ensure approval will be granted prior to formally asking an external member to be the committee member is recommended.**
4. The dissertation chair is core faculty member (i.e., not an affiliate or an approved exception of requirement to be a faculty member).

Summer of Second Year and Fall of Third year

Students will work closely with their dissertation chair to craft revisions of the proposal. Typically this will include 3 -7 drafts of the paper. Two-week response time is expected by both parties- the student and the faculty.

Spring of Third year

In a normal timeline students will propose their dissertation in spring of third year. Students following a typical Student Educational Plan (SEP) and moving towards internship applications in the fall of 4th year should register for PSY 718, *Professional Development and Dissertation Proposal Development* for the spring of third year. The course will meet once a week for an hour for professional development in general (especially focused on internship application process) and dissertation progress.

In order to pass PSY718 the dissertation chair must endorse a passing grade, indicating that the chair of the committee has approved the final written draft of the dissertation proposal. *Note: The course instructor for PSY 718 must hear from the dissertation chair that the student has passed or a “no pass” will occur.* In order to meet this timeline, the dissertation proposal must occur prior to the end of the spring term. It is important to plan to have the dissertation proposal completed by the time PSY 718 grades are due (end of spring term) and to discuss methods for continuing in the summer when needed. If expected to go beyond this date, a formal extension request should be submitted. Extension to the date of completion required for clearance to take the comprehensive examine (June 30) is the maximum typically considered.

**ACCELERATED TIMELINE
PROPOSAL:
FALL 3RD YEAR
DATA COLLECTION:
SPRING 3RD YEAR
DEFENSE:
FALL 4TH YEAR**

Accelerated Timeline: Students attempting to defend their dissertation prior to internship interviews will need to work on an accelerated timeline in which they propose their dissertation by end of fall of third year, collect data in spring of third year, and defend dissertation in fall of fourth year. Students should discuss their plans for a timeline with their dissertation chair and realistically plan for the increased workload involved in this timeline. Students who have already defended their dissertation by the time they complete internship interviews typically receive higher ratings from the internship site.

Summer of Third Year

Students must have a successful proposal meeting with their committee to pass PSY 718. Students who have not proposed their dissertation by the end of June of the summer of third year will not be approved to take Comprehensive Exams in July of third year. Passing Comprehensive exam is a

requirement to engage in fourth year training and preparation for internship. Student who do not pass PSY 718, or who have still not successfully proposed their dissertation by the end of the summer semester will be enrolled in PSY 719 Proposal Continuation until they successfully pass their proposal. *Additionally, the student will need to add a year to their SEP, and take the Comprehensive Exam the following year.* In order to maintain a good pace, students should submit an application for Human Subjects Review, as soon as their proposal has been accepted (ideally in the summer of third year). Please note, the Human Subjects Review Committee does not operate during a portion of the summer (June 15 until the first day of classes for the fall term).

Fall of Fourth year

Students must submit a Human Subjects Review application for their dissertation and successfully have it approved prior to being approved by the Director of Clinical Training (DCT) to apply for internship. The deadline for project approval is October 1. Students are expected to collect data or implement their project in fall of fourth year.

Spring of Fourth year

In an ideal timeline, the student has completed their data collection or project and drafts their dissertation defense in spring of fourth year. While students can leave for internship without completing this stage of the dissertation, this is not recommended. Students are required to present the results of their dissertation in poster format as part of the Practitioner Scholar Research Symposium (see *Present Dissertation at Practitioner-Scholar Research Symposium (PSRS)* section below).

Summer of Fourth year

Students that have not completed their defense should be making strides to do so before leaving for internship. After defense any edits must be made and approved and then the dissertation processed through Proquest before a student is officially done with their dissertation. To allow ample time to meet all requirements students should plan on defending no later than mid-July or be prepared to be registered for PSY 704; Dissertation Continuation in the fall term.

Internship year

Students must have submitted a complete draft of their dissertation defense to their chair by the graduation deadline (typically early December of internship year prior to the winter break) in order to be included in the graduation ceremonies.

Students must defend their dissertation successfully by February 15 in order to continue to be included in graduation ceremonies in May. Students should remember however, that graduation ceremonies are a ceremony- they do not convey the PsyD degree.

The degree is not conveyed until all coursework, final version of the dissertation is submitted to and accepted by the University and ProQuest, and internship evaluations are received as passing internship for training directors.

Chapter Four: 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*. The Abstract summarizes the proposed project and any anticipated findings. The Introduction provides a literature review that highlights the need and importance of the particular topic and supports/includes the project's hypotheses or theses.

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.

- The Title Page, Abstract, and Introduction
- A thorough literature review is presented on the research topic.
- Next 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 to include:
 - Identify the participants and their method of selection and determination of the number required (e.g., power analysis).
 - Define procedures to be carried out and the measures to be used with an adequate discussion of reliability/validity issues.

- Planned method of analysis and rationale for selection of the planned method of analysis (e.g., why is the proposed analysis a good choice for the research question, type of research study and the data).
- A discussion of any ethical issues relevant to the study. The ethical principles and standards of the American Psychological Association (www.apa.org) 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.
- Discussion of Christian integration implications or applications related to the planned study.
- 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. At minimum, this section must include the planned consenting procedure.
- A References section then completes the dissertation proposal in this format.
- Non-copyrighted instruments utilized and any other supporting documents should be included in appendices.

Students should carefully review the current edition of the *APA Publication Manual* to ensure they are correctly following APA style. The *APA Publication Manual, 7th Edition* also includes Journal Article Reporting Standards (JARS). The JARS guidelines consistent with the type of study being conducted (e.g., quantitative, qualitative, or mixed method) should be followed when writing the dissertation. As noted above the dissertation scientific article format will have additional information beyond the content required in the JARS standards (e.g., discussion of ethical concerns and Christian integration)

Chapter Format for Theoretical Papers or Other Types of Papers

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.

- The literature review discusses current literature 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.

Chapter 5: From Proposal to Defense

Dissertation Proposal Meeting

The proposal process is complete when students successfully present their proposal to their dissertation committee in a proposal defense. The Proposal Competency Review form is located on the PsyD resource page (see Appendix C) and must be completed by the student's dissertation committee at the time of the proposal. In order to pass the proposal, the student must receive a passing rating by the committee on all relevant competencies. Students are encouraged to successfully complete their proposal early and **must propose before Comprehensive Examination in order to progress in the program**. 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. Committee members have two weeks to review revised drafts until they are ready to be proposed. It is possible committee members will require revisions to the drafts prior to scheduling the proposal. This contingency should be taken into account in planning your timeline.

Any student who has not successfully completed a dissertation proposal by June 30 of the summer semester of their third year will not be eligible to take the comprehensive examination or be considered for doctoral candidacy. This is essentially a "roadblock" where students who have not proposed by the end of the summer semester of their third year will not be able to take comps, take any further courses, or apply for internship. If a student is behind on dissertation they must take 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.

Outcome of the proposal. 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 meeting, 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.

Two to three semesters after completion of PSY 700 is considered adequate time to develop a proposal acceptable to the committee. Registering for additional semesters of Proposal continuation may result in a faculty warning and will prevent progression in the program due to the inability to take the comprehensive exam. Therefore, 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. This will be considered in annual review of the student. 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.

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. The HSRC follows the guidelines as outlined in *Faculty & Academic Policy Handbook*. No data may be collected prior to approval from the HSRC.

The PsyD Chair of HSRC in 2020-21 is Dr. Ripley

Implementing the Dissertation Project

Register for Dissertation credits. Once the committee has officially approved 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. All dissertation courses PSY 701- PSY 704 are assigned a grade of "IP", or "in process" until the dissertation process is completed; this includes being accepted by Proquest. This may result in the need to register for more than the minimum required number of hours, and payment of corresponding tuition charges. Financial aid is not required to cover any credit hours above those required for your degree per your SEP.

Collect data or implement project. 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 write the Results and Discussion section in the proposal as two separate sections (see Chapter 7). 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.

Collaborate with committee and co-authors. 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.

Write drafts of defense. 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 to include all the requirements listed above.

Students should carefully review the current edition of the *APA Publication Manual* to ensure they are correctly following APA style and JARS guidelines.

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 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.

Present Dissertation at Practitioner-Scholar Research Symposium

Each student in the fourth year of the program (or if on a longer program, the year the Advanced practica is completed) is required to present a research/scholarly presentation at the PSRS for that academic year. The Practitioner-Scholar Research Symposium (PSRS) is held in conjunction with the applicant interview weekend, usually in early February. The poster will be based on the student's dissertation progress at the time of the PSRS submission. The PSRS poster presentation is designed to meet the APA accreditation requirement for students to disseminate research or other scholarly work. The Research Dissemination Probe will serve as the evaluation tool of the student's ability to disseminate research findings in a manner at least consistent with the minimum expectations of a professional health services psychologist (Appendix D). The following links provides

a video on preparing an effective, innovative and efficient scientific poster presentations which may be helpful for your PSRS presentation and any conference presentation you may do (Note: Verify your chair approves the use of this method prior to development):

Video: https://www.youtube.com/watch?v=1RwJbhkCA58&feature=youtu.be&fbclid=IwAR3ohggrFCiKDKUy8xNi-P2EFCBQxgkYY8tLHYsu61_Cn42z4k2NUoMpBU0

Poster Templates: <https://osf.io/ef53g/>

The PSRS Coordinator (usually the Advanced Practica II course instructor) will notify participants of the dates PSRS will be held (always in conjunction with the applicant interview weekend). **Psychology Research Symposium submission form** approved by the Dissertation Chair, or if the Chair is not a faculty member obtain approval by the Faculty Mentor **are due the Friday before fall break**. Students will be assigned to present on one of the two PSRS dates (Friday and Saturday, usually in early February) and should protect both time slots on their calendars until notified in December of the assigned presentation date.

The student will complete a research poster and send the electronic copy of the completed poster to the dissertation chair/faculty mentor for approval with enough time to allow for feedback, edits and final approval in order to submit the final electronic copy to the Advanced Practica course instructor at least one week prior to the first PSRS date.

Poster presentation should consist of a trifold board with power point slides printed and adhered to it or with a single poster sheet connected to the trifold board. It is the responsibility of the student to provide the trifold board and to bring both the board and the poster on the day assigned to present and to take the poster with them after the event.

After the PRRS, the student will receive a copy of the completed probe form within 2 weeks. The evaluation will indicate if the student “passed” or “failed” the probe (Appendix D). If the student passes the probe, it will be documented by the program as a completed probe through submission of the complete probe to the Advanced Practica course instructor by the evaluating faculty member. If the student fails the probe, the student will meet with the Advanced Practica instructor and discuss additional attempts. The student will be given 3 opportunities to complete the probe. For each of the first two probe failures, the student will have 2 weeks following receipt of the probe failure to complete or revise (whichever deemed appropriate by the evaluating faculty) the poster and submit it to the evaluating faculty for review. Probes passed on the 2nd or 3rd attempts will re-present the passing probe at a local forum prior to the end of the semester as determined by the program director. A passing score on this probe is required for graduation.

In addition to the probe process, the probe rubric will be utilized by a panel of three faculty (one of whom will be the Advanced Practica Instructor) to select the winner of the PSRS Best Poster

Presentation Award. The highest scoring poster will be the winner, with ties decided through panel discussion. See the Probe Rubric in Appendix D for information about the scoring process. The Best Poster Presentation Award winner will be required to ensure their poster is available for display at the PSRS on both days it is held.

Students who have presented their dissertation work previously at a conference poster prepared a poster for presentation at an upcoming conference may utilize the same poster presentation for the PSRS requirement. However, the student should not list the presentation at the PSRS on their curriculum vitae or reference it as a professional presentation in any applications so as not to double count the presentation.

Writing the Dissertation

The student works closely with the dissertation chair in preparing the dissertation manuscript which consists of several parts: the Title page, prospective Abstract, Introduction, and other sections that are appropriate to the particular type of dissertation project undertaken.

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.

The Dissertation Defense Competency Review form is located on the PsyD resource page (see Appendix C) and must be 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. In evaluation of the criteria in the form, the committee is considering both the written dissertation and the oral defense presentation.

Oral Defense of the Dissertation

The student must have been formally admitted to doctoral candidacy prior to defending 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 Academic Services Manager at least two business weeks in advance to arrange/reserve a room.

Students are permitted to conduct their defense live with video conferencing through Collaborate or similar software. Obtain information on conducting a dissertation defense online through Collaborate (requires faculty to set it up) or similar online format from your dissertation

Chair. 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.

It is recommended that the student provides to the Program Academic Services Manager a program defense flyer announcement at least 2 weeks in advance. The flyer template is available on the Program's resource page. Information provided should be limited to one page only and include the date, time, location or how to access an online defense. Students, faculty, and friends are welcome to attend the oral defense. If PsyD students or other members of the SPC faculty were to request to participate in the video conference, that should be accommodated.

Dissertation defense meeting 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 or video conference, 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 (this includes any formatting that needs corrected), 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 completed the defense. A completed Dissertation Competency Review form and Dissertation Summary Form must be turned into the Program Academic Services Manager immediately upon completing the defense. If edits are required the student must submit an Edit Tracking Form once all edits have been approved by the dissertation chair. **In addition to the requirements of the oral defense, it is the responsibility of the dissertation chair to ensure all the requirements of the dissertation manuscript have been met at an appropriate level of quality scholarship prior to pass the the defense (see Chapter 7 and 8).**

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 then proceeds to step seven.

NOTE: Students planning to walk in graduation ceremonies in May must defend their dissertation no later than February 15th.

Chapter 6: After the Defense

Copy editing

The revised dissertation manuscript must be presented to Regent University library, prepared in compliance with university guidelines (see Appendix B for checklist and Library Guide (<http://libguides.regent.edu/submitting>)). Committees may require copy editing if the student's defense has numerous problems with writing conventions. Copy editors are optional; therefore requiring a student to use a copy editor must be approved by the department.

NOTE: Students have not completed their dissertation until the completed (after final defense, copy-editing and final approval from dissertation chair) version is accepted by ProQuest and Regent University. **No student can graduate until their dissertation has been accepted by ProQuest.**

Continuous Enrollment

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 (***NOT just the committee meeting***); thus, the student may need to register for more than the required 9 dissertation semester hours.

After completing the defense the student needs to email the ASM with the following information:

Name and Banner ID

Title of Dissertation

Date Defended

If edits are required

Name of Chair and Committee Members

The ASM will not complete the Dissertation Approval Form until this is received. Dissertations that require Revisions/Comments will need the Edit Tracking Form completed and submitted before this email can be sent. If edits are required the dissertation is not considered accepted until the date

of all edits being approved. The Dissertation Approval form will then be completed by the ASM and sent to the Dissertation Chair and Program Director for approval. Once this form is signed off and processed the ASM will review the student's submission to ProQuest.

Students are not permitted to submit to ProQuest until their Dissertation Chair has given them approval to move forward with submission. The dissertation will not be viewed until the Dissertation Approval form is completed and signed off by the dissertation chair and program director.

Publication and Presentation of Dissertations

All students are required to present either their proposal or the findings of their research (based on the status of their project at the time), in the form of a poster presentation, at the annual Practitioner-Scholar Research Symposium, conducted in conjunction with the Psy.D. admissions interview process. The date will vary by year, but the symposiums typically occur on a Friday and Saturday in February. See details in PSRS section of Chapter 5.

Students are also encouraged to present their dissertation at conferences and submit for publication. Typically, the author order should be the student followed by their dissertation chair, and then other relevant researchers. However, there may be exceptions to this if the dissertation is a portion of the faculty's larger research program and publications. This should be clearly stated and understood prior to dissertation proposal. Student contribution to the research should be proportional to their contribution to the research presentation and publication, in keeping with APA Research Ethics.

The decision whether to actually present or submit an article-length version of 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.

Chapter 7: Structure of the Dissertation

Dissertation Components

The manuscript components described below focus primarily on traditional, quantitative dissertations. These manuscripts will typically use the scientific article format and should follow the JARS guidelines when writing the manuscript. 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 A contains sample prefatory pages following Regent and APA guidelines.

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.

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. 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. See the JARS guidelines in the APA Publication Manual for specific guidance on expected content.

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. See the JARS guidelines in the APA Publication Manual for specific guidance on expected content.

Note: One option for the scientific manuscript format is to draft the manuscript consistent with standards of a research manuscript for submission to a journal. When this option is used, a more indepth literature review (e.g., the one completed in the proposal with any needed updates related to new studies identified) and supporting documents (e.g., copies of instruments, etc.) can be included in the appendices to enable a level of content depth consistent with expectations of a dissertation project while still fostering skills in developing a journal article style manuscript. This format is particularly useful if the student and chair decide the study warrants submission for publication.

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. See the JARS guidelines in the APA Publication Manual for specific guidance on expected content.

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. See the JARS guidelines in the APA Publication Manual for specific guidance on expected content.

Discussion

In this section, the student will typically discuss the results in light of the literature reviewed and the hypotheses presented in the introduction section, limitations of the study and its generalizability, comparison of findings with those of other studies, a critical analysis of the additional contributions made by the study, recommendations for further research and potential applications of the findings. See the JARS guidelines in the APA Publication Manual for specific guidance on expected content.

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, extended literature review, HRSC approval letter, etc..

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.

CHAPTER 8: FORMAT AND STYLE

APA style and university requirements

The dissertation must comply with SPC policies. SPC follows the detailed requirements as found in the latest edition of the *Publication Manual of the American Psychological Association* 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. The University requirements can be found at on the library page in the MyRegent Portal (<http://libguides.regent.edu/submitting>). **Dissertation chairs will verify all formatting requirements have been met prior to signing off on the dissertation defense. If formatting corrections are required then the student should receive a Pass with edits and an Edit Tracking Form needs to be completed and submitted once the chair approves the dissertation as ready to submit to Proquest. Students requiring any types of edits should not receive a full Pass.**

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.

Registrar's Office Policy

Please note the following information on policy:

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 have your dissertation accepted by ProQuest before the last day of the term.* There may be significant impacts if the end-of-term deadline is missed, even if only by a day. For example, the student 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.).

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: Sample Dissertation Prefatory Pages

The manuscript must be prepared with 1" margins on all sides. If planning to purchase bound copies use a 1 1/2" left margin.

Integration of Psychology and Theology
The Answer for Psychology's Ills

Insert first line of title, 2 inches from the top of the page

The title must be double spaced

A Dissertation

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

Regent University

All text on the title page is to be double spaced.

In Partial Fulfillment

Of the Requirements for the Degree,

Doctor of Psychology

By

Jay R. Adams

July 2008

Insert full name but do not include any titles or degrees

Only date the Month and Year (should reflect when the dissertation was approved (this is not always the date of defense but the date the dissertation is fully accepted including any edits)to be submitted to ProQuest)

School of Psychology and Counseling

Regent University

This is to certify that the dissertation prepared by:

Student Name

Titled

TITLE OF DISSERTATION IN UPPER CASE AND BOLD

Has been approved by [her] committee as satisfactory completion of the dissertation requirement of the degree of [Doctor of Clinical Psychology].

Approved By:

Benson P. Fraser, Ph.D., Committee Chair

School of ...

Name, Degree, Committee Member

School of...

Name, Degree, Program Director

School of...

Month Year

APPENDIX B: Dissertation Checklist Form

This form is to be a guide of the items needed for submission of the dissertation to the Library.

Doctoral Program in Clinical Psychology (PsyD)

DISSERTATION CHECKLIST Formatting and Submission Guidelines {Revised 8-2019}

The final stages of completing your Dissertation include:

1 Announce your Dissertation Defense (two weeks prior to date)
Defend your Dissertation
Submit Defense Forms to the Program ASM



2 Complete any required edits on your Manuscript
Send it to the Copy Editor if required [\$]



3 Get final approval from your Chair and submit Edit Tracking Form if edits were required
Email (see details below) Academic Services Manager to send Thesis/Dissertation Form to Chair and Program Director
Submit your manuscript to ProQuest [\$]

1

Dissertation Defense scheduling

It is the student's responsibility to coordinate the time and the format of their dissertation defense with their committee members. You do not need to schedule a classroom unless you are defending in person. If you need a classroom on campus, ask the Academic Services Manager to reserve one, you must give two weeks' notice for this request.

Defense Announcement

When your dissertation defense has been scheduled, you should prepare an announcement. Request the template from the Academic Services Manager and, once completed, send it back to them for it to be sent out on the listserv. This form should be kept to one page, include when and where the defense is, if online it should include how to access the defense (this could be including your email for people to contact you for access) and should be submitted in PDF form to psyd@regent.edu two weeks before your defense date.

2

Manuscript Formatting Checklist

Make sure to check your dissertation handbook and the UMI pages on the University Library's website for formatting instructions.

Make Manuscript Edits

Make all corrections and changes recommended by your committee.

Copy Editing [\$]

After all required changes have been completed by the student, if problems with copy editing still exist your dissertation chair may require you to submit the finished Dissertation manuscript to a copy editor. It is the student's responsibility to make arrangements to have the copy editing performed within 8 weeks of the dissertation defense and to pay the copy editor directly. Plan at least 4-6 weeks for the copy editing to be completed.

3

Final Approval and Submission of your Dissertation to ProQuest online.

- Your Chair must approve your final, edited and formatted manuscript. If you received a full pass at defense then your dissertation is considered to have met all requirements and be ready to be uploaded to ProQuest.

- Your Chair must give university approval of your final, edited and formatted manuscript by approving the dissertation approval form sent to them in Genisys. This form will be generated by the Academic Services Manager upon their receiving an email from you, the student, including: your banner ID, Dissertation Title as it appears on your title page, date of passed dissertation defense, date of all edits being approved (if edits were required), name of your dissertation chair. Make sure to send the email to psyd@regent.edu and CC your dissertation chair.
- A student MAY NOT submit their dissertation to ProQuest until their Chair has signed off on the dissertation defense form and or the edit tracking form. Dissertations are not reviewed until the University approval form has been completed and signed off by the dissertation chair and the program director.
- See the Library Guide [Submitting Electronic Theses and Dissertations to ProQuest](http://libguides.regent.edu/submitting) (<http://libguides.regent.edu/submitting>)
- Don't know how to use the ProQuest system? <http://libguides.regent.edu/submitting> includes a [Video Tutorial and tips that will help you learn how to use this system.](#)
- Create a student account on ProQuest. This site will walk you through the submission process step-by-step. Read each page carefully to choose the best options for you. You can log off and return to the site anytime. Read the tips below before proceeding.
- For Institutional ID: enter your Regent ID number (9 digits, usually begins with a "B" followed by 8 numbers)
- Select your publishing option, Traditional or Open Access Publishing. The fee varies depending on your selection.
- Convert your manuscript to a PDF and check each page before uploading the PDF to ProQuest
- Decide if you want to copyright your work or not. There is an additional fee for copyrighting.
- Students should not request an embargo on their dissertation. If a student wishes to do this they must speak with their chair first and inform the program ASM that they have approval.
- Order printed and bound copies of your manuscript (only if you desire). Printed copies are no longer required by the University. You may also find resources on the internet to have your manuscript printed and bound that are less expensive.

Pay the charges online directly to ProQuest. **Fees (subject to change as directed by the University administration/ library)**

***Dissertations must be accepted before the end of the term date (listed on the academic calendar) in order to fulfil the degree requirement in that semester. Not only does the dissertation need to be submitted to ProQuest promptly, additionally the dissertation approval form must be approved by the chair and the dissertation must be accepted and processed by ProQuest. If any of these important aspects of the process are completed after the last day of the term, it will be considered as fulfilling the requirement in the next semester thus delaying degree conferment.**

APPENDIX C: Dissertation Forms

All Dissertation Forms are located on the PsyD Resources webpage with the Dissertation manual

https://www.regent.edu/acad/schcou/students/psyd_resources.cfm

Appendix D: Research Dissemination Probe Rubric

Student Name: _____

Scoring Criteria:

1 = Shows significant deficiency in the area.

2 = Failure to meet the minimum standard required to show competence.

3 = Meets the minimum standard required to show basic competence.

4 = Exceeds the minimum standard required to show competence with excellence.

5 = Demonstrates masterful work.

Students must obtain a passing score (2 or higher) on all sections to pass. Guidelines provided for failing (scores of 1). Ratings between 2 and 5 provided stratification for award and as means of developmental feedback. Award given to highest percent score across research and scholarly poster presentations.

Domain	Guidelines	Rating
<p>Formatting: Displayed on Trifold Board.</p> <p>Poster includes sections consistent with the nature of the work. (Posters in which data will be or are used should contain a methods section and a planned analyses/results section. with clear section breaks/headers: title, authors, affiliations, background/review, discussion, references.</p> <p>Margins, font style and size, line spacing, indentation, color, etc. for aesthetically pleasing and scientific product.</p> <p>Tables, figures, charts, spacing, color/shading, size for aesthetically pleasing and scientific product.</p>	<p>Fail:</p> <p>Failure to have adequate visual distinction between sections and sub-headers. Student formatting choice results in unprofessional appearance. Fonts smaller than 14 points.</p> <p>Table/figure/chart was unclear due to formatting choices.</p>	<p>1 2 3 4 5</p> <p>Notes:</p>

<p>Poster utilizes APA style for citations, language, statistics, and references.</p>	<p>Fail: Poster significantly deviates from APA style in language (bias, point of view, tense), statistics citations or references</p>	<p>1 2 3 4 5 Notes:</p>
<p>Overall poster content is professional, accurate, and uses appropriate citations.</p>	<p>Fail: Content of poster lacks sufficient citations. Content of poster is unprofessional or inaccurate. Poster contains a spelling or grammatical errors that detract from the professionalism of the presentation.</p>	<p>1 2 3 4 5 Notes:</p>
<p>Title, authorship, and affiliation are indicated in a professional, accurate manner and appropriate level of authorship.</p>	<p>Fail: Failure to identify title, authors or affiliations. Presenting student is not first or second author.</p>	<p>1 2 3 4 5 Notes:</p>
<p>Background section</p>	<p>Fail: Background section is too lengthy and draws attention away from the current project or insufficient to give context to the poster.</p>	<p>1 2 3 4 5 Notes:</p>
<p>Project goals and/or Hypothesis</p>	<p>The current project's goals or hypotheses are not included or lack clarity.</p>	<p>1 2 3 4 5 Notes:</p>

Methods section (Research Only)	<p>Fail:</p> <p>Methods section fails to provide enough information to understand the study or does not include relevant sections and subsections such as participants, materials, procedures .</p>	<p>1 2 3 4 5</p> <p>Notes:</p>
Results section (Research only and data has been analyzed)	<p>Fail:</p> <p>Section fails to communicate the analysis method(s) used or to indicate the expected or realized results in a way that gives meaning to the audience and is consistent with the methods.</p>	<p>1 2 3 4 5</p> <p>N/A</p> <p>Notes:</p>
Discussion section	<p>Fail:</p> <p>For research with analyzed data, fails to give implications of the study and recommendations for future research (clinical or research). For scholarly project or research with data not yet analyzed, section fails to utilize background knowledge and current study results to advance dialogue on the topic</p>	<p>1 2 3 4 5</p> <p>N/A</p> <p>Notes:</p>

Overall	Fail: Poster failed to show adequate organization or flow or appropriate attention to detail such as inconsistent formatting resulted in a unprofessional presentation.	1 2 3 4 5 Notes:
Circle One: Pass (No scores of 1) Fail (Any score of 1) Overall Score for Award (total pts):		
Research Project utilizing data: /50 = % Project not utilizing data: /40= %		