

California Lutheran

UNIVERSITY

DOCTORATE OF PSYCHOLOGY (PSYD) PROGRAM

DISSERTATION HANDBOOK

Oxnard, California

Fall 2018

The California Lutheran University PsyD Program Philosophy

The educational model of the PsyD Program in Clinical Psychology at CLU is based on the practitioner-scholar model, which was developed for schools who were focused on training clinicians and awarded the PsyD degree (Korman, 1974; Peterson et al., 2009). This training model places particular emphasis on the clinical aspects of professional work while retaining the rigorous and prudent standards for knowing and utilizing the extant research. In addition to maintaining the standards of the practitioner-scholar model, our program is unique in that we place further emphasis on and training in research.

The foundation of CLU's PsyD Program in Clinical Psychology is built upon the deliberate integration of research and clinical practice. As a university, CLU has adopted three Core Commitments that guide its mission, which consequently manifest in our program's vision for advanced training in clinical psychology. Liberal Learning encompasses the critical thinking that is essential for psychologists to be effective in all domains of their work while preparing for life-long learning. Professional Preparation is exemplified by integrating the theoretical, research, and practical frameworks for students to excel as skillful clinicians. Finally, students who will become exceptional citizens and leaders of their communities for psychological good through their work with the underserved will understand the university's focus on Character and Leadership Development. The PsyD Program in Clinical Psychology will prepare students to become licensed clinical psychologists and will have a distinctive emphasis in understanding how research contributes to and informs clinical practice.

To these ends, the PsyD program has three goals:

1. To develop clinical skills that are founded on the integration of practice and research
2. To develop competence in research and scholarship
3. To instill an appreciation of human diversity by serving the underserved

This approach to clinical training demonstrates the program's emphasis beyond the broad and general foundations of psychology to embrace the fundamental characteristic of evidence-based clinical practice: integration. We aim to ensure that our students are sufficiently knowledgeable about different approaches and change principles so that they can make informed judgments regarding which approach is effective for particular sets of problems with certain clinical populations having specific cultural characteristics. That is, clinicians must be flexible, knowing what works for whom through an integration of the best available research, the client's contextual background and preferences, and clinical judgment. The PsyD Program at California Lutheran University is proud to offer a contemporary, integrated model of professional psychology designed to further the science of behavior and uplift the human condition.

The Purpose of the Dissertation Handbook

The purpose of the dissertation handbook is to articulate for doctoral students the processes and procedures of writing a dissertation in the field of Clinical Psychology at California Lutheran University. This handbook includes formatting and procedural requirements for completing the dissertation. All university policies apply to this process.

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I. Introduction to the Dissertation Process

A. The Purpose of the Dissertation [PsyD]

The Doctoral of Clinical Psychology (PsyD) degree at California Lutheran University is awarded only after the successful completion of all program requirements, including the dissertation. The PsyD dissertation is an educational vehicle that contributes to the development of a practitioner with the knowledge and skills of a scholar, capable of bringing scientific inquiry into the various realms of professional applied psychology. Purposive, disciplined inquiry and formal research for the PsyD are viewed as integral to, rather than distinct from, his or her professional practice in real, locally meaningful situations. The PsyD Clinical Dissertation is the culmination of the program leading to the PsyD degree. The specific objective set forth by the PsyD Faculty to accomplish this goal is for the student to demonstrate this competence and scholarship in a written document and at the final oral defense of that document, as well as during the mentorship process in preparation for these final products. The PsyD Clinical Dissertation must comply with all the relevant policies and procedures of CLU.

B. An Overview of the Dissertation Process at California Lutheran University

The dissertation in the PsyD program at CLU involves a four-year process. This four-year process is structured by the Research Seminar (i.e., PSYD 701, 702, 703, and 704) and Dissertation Research Seminar course sequence (i.e., PSYD 731, 732, 733, and 734). For each Fall and Spring semester, students will register for the appropriate one-unit Research Seminar or Dissertation Seminar course. The first year of research seminars (i.e., PSYD 701 and 702) are devoted to an exploration, review, and analysis of the extant literature as students explore this problem area more deeply and refine their research interests. By the end of the first year, students have identified their dissertation chair. During the second year, students work with their chair to develop research questions into a Statement of the Problem, a Literature Review, and Methodological elements. By the end of the fall semester in the second year (i.e., PSYD 703, Research Seminar 3), students will have identified their dissertation committees. By the end of the spring semester of the second year (i.e., PSYD 704, Research Seminar 4), students will have developed a complete dissertation proposal and defended their dissertation proposal with this committee. Once the proposal has been approved by the committee and the CLU Institutional Review Board, students in the third year (i.e., PSYD 731 and 732) begin conducting their research by collecting, analyzing, and writing up their research. The fourth year (i.e., PSYD 733 and 734) is devoted to completing the writing process, successfully defending the dissertation, and producing the final copy of the manuscript before the beginning of the pre-doctoral internship training in the fifth year.

C. The Dissertation in Perspective

For most students, completing a dissertation will be a new experience. The dissertation process challenges students to integrate all aspects of the doctoral program, including both course work and clinical experience. Material from content areas; research methods, statistics, and design; psychological theory and research; writing style; and locating and critically evaluating professional literature are all integrated into one project, which is completed under the guidance and supervision of a faculty dissertation committee chair and/or committee members as deemed appropriate.

This handbook is intended to provide direction so that students have positive experiences and success with the dissertation. Completing a dissertation requires a well-organized personal management approach to the project. Good stewardship of time coupled with financial and human resources are required in order to develop a quality dissertation and to lessen the negative impact on one's personal life. A close relationship between student and committee is fundamental to this process. A student's motivation and commitment to the project provide the impetus to finishing the dissertation in a timely manner.

Each dissertation contains an organizational pattern. The structure varies somewhat from study to study—each one is unique. The structure for a study becomes clear after a student identifies a problem and develops a design to study the problem. The chair and committee serve as guides through this process. While they are important personal consultants throughout the study, the student's initiative, commitment, and self-discipline are the most critical components.

II. Characteristics of the Dissertation

Successful completion of a dissertation is the culmination of doctoral study. The dissertation provides students with the opportunity to display their knowledge in a specialized area of study and to demonstrate creative skills in defining a problem and conducting original research to shed light on that problem. The doctorate is not granted to those who simply accumulate the required number of credits; rather, it is awarded to those who have demonstrated significant skills in conceptualizing, conducting, and defending original research. It is possible, therefore, that a student succeeds in completing course work but has difficulty or fails in efforts to complete the dissertation. In general, the doctoral dissertation in clinical psychology must meet all of the following criteria:

A. The Dissertation Deals with a Significant Issue or Problem.

Clinical psychology is a professional field. As such, its practitioners must confront and solve practical problems related to all aspects of the psychological functioning of individuals, their mental health needs, and the systems in which they exist, such as couples, families, schools, workplaces, and communities. The dissertation is a scholarly document intended to demonstrate the research competence of the author and to produce greater understanding of cultural, social, psychological, or physical phenomena. The dissertation should address an important problem that is feasible to study and carried out

through the application of accepted methods and procedures appropriate to the stated problem. The dissertation is an expression of the highest level of critical thought and is expected to be a substantive contribution to the theory or practice of its discipline or field of study.

The dissertation draws on one's capacities for planning, organizing, and task execution. Ideas, no matter how brilliant and sincere, must be located within a context, and contained within a structure that both focuses and delimits their scope. For the doctoral student, this context consists of the psychological and relevant social science literature as archived in major libraries; the current practices and guiding theoretical frameworks of the profession; and the particular knowledge, interests, and theoretical predilections of the student's doctoral committee.

B. The Dissertation Employs a Theoretical Awareness and a Discernable Methodology.

A dissertation must be located within some broad range of theory and must employ an explicit and discernible methodology. Theory provides the framework; methodology is the road that is traveled in solving the problem. The research must utilize the theories and methodologies generally associated with one or more of the academic disciplines. It must employ a recognized and accepted set of methods and techniques or create and test new methods and techniques.

Efforts by university faculties to come to agreement about which methods are acceptable and which techniques are to be excluded generally result in a stalemate. It is our policy not to exclude *a priori* any particular methodology and not to give greater prestige or preference to a particular methodology. Thus students are free to employ, for example, experimental design, a rigorous and integrated theoretical paper, case studies, correlational studies, historical studies, secondary data analysis on an extant database, and grounded theory depending on the appropriateness of the methodology to the problem under investigation.

It is recognized that the level of information available varies with the type of problem; therefore, the methodology will vary with the nature of the problem and the extent to which it has been investigated. Methodology *per se*, is not the issue; but the appropriateness of the methodology to the research question and the manner of its employment within a theoretical framework are extremely important. The research question serves as the engine that drives the methodology.

It should be recognized, however, that individual faculty members, because of their particular skills and/or philosophical biases, may be best able to assist a candidate with particular kinds of research and may eschew involvement with other kinds of research. We consider this as an important aspect of academic freedom, and it is the responsibility of the student, therefore, to seek out those faculty members whose interests and methodological skills and interests are compatible with his or her projected area of research.

C. The Dissertation Explains the Phenomena Under Study.

A good research paper usually reports and describes a state of affairs; a dissertation goes beyond description to analysis, understanding, interpretation, and explanation. Research which must ultimately shed light on a problem is designed in such a way as to analyze and *explain* the phenomena under investigation, i.e., to demonstrate how something functions, why it functions the way it does, how it came to be, and/or how it is likely to function in the future. Explanations, of course, must be based on evidence. Depending on the methodology employed, the phenomena under investigation may or may not be conceptualized as variables, and the statements describing the phenomena may or may not be tested in the form of hypotheses. However, all research at the doctoral level will have as its underlying goal the analysis and explanation of the phenomena under investigation as a significant ingredient in the solution of a problem.

D. The Dissertation Has Thematic or Generalizable Results.

The results of research should be of interest and value to more than one individual or set of individuals in a localized setting. A dissertation should deal with a significant issue or problem about which there is a *general* interest or concern. The research should be designed, therefore, in such a way that the results will have implications for or be applicable to other settings. Results may be thematic or generalizable. The degree to which one can generalize depends on the nature of the problem, the theory employed, and the methodology. Some phenomena are “historically unique,” and the degree of generalization may be limited. When proper caution has been taken against overgeneralization, the student is encouraged to draw inferences from the specific to the general to validate these inferences, and, insofar as possible, to make recommendations to educators and others who face common professional problems of practice in similar professional settings.

E. The Dissertation Is Original and Creative.

The dissertation should demonstrate the student’s ability to conduct *original* research. This does not mean that every student must embark upon something totally new and untested.

The *newness* and originality must come in the way the student has conceptualized the problem and undertaken the research. Two or more researchers, sometimes far removed geographically, may knowingly be studying the same phenomena at the same time, but it is still possible for all parties to be conducting “original” research, assuming that they are using different theories, methodologies, and/or techniques. Originality is not a function of methodology. It is important, however, for each doctoral student to know exactly what other researchers in the field are investigating; it is not necessary to be the only person conducting investigations of the phenomena.

Mere creativity is not sufficient. A dissertation should not only be *creative*; it must meet the other criteria outlined above. A student, for example, who wishes to write a social story intervention or design a better means to complete intake paperwork may do so, but

only if the *creative work* falls within some larger context, wherein the effectiveness of the project is tested in such a way as to meet other criteria for a dissertation.

F. The Dissertation Is of Significant Scope.

It is difficult to define the proper scope of a dissertation. Obviously, scope has little to do with the number of pages written. Students are cautioned against undertaking a study that goes beyond the limits of their financial resources and a reasonable expenditure of time. A dissertation usually is not as extended in scope as a national study or the various types of research supported by a sponsoring agency.

The Council of Graduate Schools (1991) defined a "traditional dissertation" as "a unified work with an introduction that states an objective, a literature review, a presentation of the methodology or procedures to be used, and a concluding discussion of results" (p. 4).

Within this framework, allowable types of research in the Graduate School of Psychology include, but are not limited to:

- traditional modes of qualitative and quantitative research;
- historical or policy research;
- evaluation research with multiple measures;
- a comprehensive meta-evaluation or meta-analysis.

In order to decide whether a proposed dissertation is of significant scope, students may wish to consider some of the following criteria:

- Quantitative studies should consider multiple variables of interest.
- Qualitative studies should explore some central phenomenon with a sufficient degree of complexity.
- The sample should include a significant number of participants, or, as in the case of historical research, an adequate investigation of sources.
- The selection of subjects or material should not be unduly localized, i.e., the study should be broadly replicable and applicable.
- The nature and extent of the treatment, where experimental design is involved, should be of sufficient intensity and duration to produce the anticipated effects.
- The analysis of the data or source documents should be sophisticated and sufficiently complex.
- The study should be of publishable quality or of a quality to present at a professional meeting or conference.

G. The Dissertation Is of High Quality.

Whatever the form of inquiry, the dissertation should be of a high quality, demonstrated by the following:

- A clear intention to answer a question or solve a problem so as to make a significant contribution to the field of knowledge;

- A clear relationship to or generation of a theory or model;
- A clear research question or questions reflecting sound conceptualization;
- A well-organized, thoughtful review of the relevant theoretical and research literature;
- An appropriate, rigorous, and internally consistent research design and methodology flowing logically from the purpose statement or hypotheses;
- Clarity in reporting findings and results;
- Cogent interpretation for theory, practice, and further research;
- Evidence of critical thinking at every step in the process.

III. Types of Dissertations

The types of dissertation research at California Lutheran University closely follow the types of scholarly literature of the students' disciplines. In the PsyD program, students will follow methods and traditions of applied, professional psychology and undertake inquiry-oriented studies. The purpose of *inquiry oriented studies* is to find out something about the problem. Informed by their research questions, students select and defend a research design, method, and technique among competitive alternatives. The research design is the outcome of a logical process for planning research. The design follows careful articulation of the research problem, the purpose relative to the problem, and the information required to fulfill the purpose of the dissertation. The APA Publication Manual (6th ed., 2009) is an excellent resource on this process.

Students are generally encouraged to follow the typical pattern of quantitative, qualitative, or mixed-methods designs in completing their dissertations. These are the primary approaches that are taught in the program's research methods courses. However, depending on faculty support and expertise, there are other forms of dissertations that may be considered. These include integrative theoretical examinations, case studies, evaluation studies, and meta-analysis studies. Students interested in alternative dissertation models should discuss these options with their dissertation chair and possibly the program director. Alternative models are subject to approval by the doctoral program faculty.

Some examples of research methods and designs:

Research Methods and Designs		
Quantitative Method	Qualitative Method	Mixed Method
Experimental True Experimental Quasi-experimental Natural Ex Post Facto (causal-comparative)	Ethnography Case Study Grounded Theory Phenomenology Heuristic	Evaluation Studies Program Evaluation Sequential Parallel-Simultaneous Equivalent status
Nonexperimental Survey Correlational Developmental Delphi	Conceptual Modeling	Dominant-less dominant Multilevel

IV. Content of the Dissertation

A. Content of a Quantitative or Qualitative Dissertation

In the PsyD program, we have adopted a dissertation format that is consistent with the scholarly literature in the field of applied psychology (as opposed to a chapter format). Using the guidelines set forth by the *Publication Manual of the American Psychological Association* (American Psychological Association; APA; 2009), dissertations shall mirror the content and components of a journal article as a primary and original source. Please see the *Publication Manual* for additional details regarding these sections, as well as your dissertation chair.

1. Abstract

The purpose of the abstract is to summarize the contents of the dissertation into a single paragraph. The abstract should be accurate, nonevaluative, coherent, readable, and concise. Depending on the methodological design of your dissertation, the contents of the abstract will differ.

2. Introduction

The purpose of the introduction is to present the specific problem under study and describe the research strategy. By addressing the points below, the introduction gives the reader a firm sense of what was done and why.

- A general introduction to the problem to be studied.
- A section outlining the broad research problem, purpose for the study, topic, or issue with specific research questions related to the problem.
- A discussion of the history or background of the dissertation topic or problem. A statement of the significance, originality, unique contribution, or importance of the topic may be inserted here.
- The theoretical orientation or foundation of the study should be described and supported by relevant literature.
- Identify the major constructs based on the appropriate literature to facilitate understanding of the term's relationship to the research question.
- Describe the relevant scholarship by logically connecting previous work

to the present problem under investigation.

- After the problem is clearly identified, explain your approach to solving the problem. Clearly articulate each hypothesis and logically connect it to the problem under investigation,
- A brief description of the procedures to be used in the study. This description is more complete in the methods section.
- Assumptions should be made clear and limitations and delimitations of the study noted. A few statements concerning what is being excluded from this particular study; i.e., what is not under investigation. This clarifies the scope of the dissertation.

3. Method

The Method section describes the method and procedures used in the research. It is composed of a number of sections that vary from one dissertation to another depending on the type of problem being considered. It is a detailed narrative that outlines how the study was conducted and provides for ease of replication. It is helpful to organize this section by subsections. Depending on the methodological design of your study (e.g., qualitative vs. quantitative), the organization of this section may vary widely. However, the following content should be represented:

- **Participants.** Describe the participant characteristics completely, such as age (*M* and *SD*), sex, ethnic and/or racial group; level of education, socioeconomic status, immigrant status, disability status, sexual orientation, gender identity, language preference, and any other specific characteristics relevant to your study.
- **Sampling procedures.** Sampling procedures may be described within a variety of other subsections (e.g., Participants, Data Collection, and Methodology) or as its own section, depending on your methodology and organization. Describe the plan for sampling your participants (e.g., systematic, convenience, snowball, etc.) and the total sample of potential participants and the number who participated. Describe the setting, locations, institutional review board approval or process, ethical considerations, safety procedures, and attrition rates. Include the intended sample size and how this number was determined (e.g., power analysis).
- **Measures.** The characteristics of all research instruments are described (e.g., written questionnaires, interviews, observation protocols). These include psychometric characteristics and the purpose of each instrument. The number and categories of items are included, if the instrument is structured in such a manner. Previous research concerning the reliability and validity of the instrument with samples of subjects similar to those to be used in the present study should be indicated, if available. In qualitative studies, the interview or observational

protocols should be described along with the process by which they were developed. Furthermore, any training on the reliability of the assessors is also included. The measures section will clearly articulate an operational definition for each construct and covariate.

- **Research design.** An early section concerns the method that was employed in the study. This may be described as a quantitative method, qualitative method, mixed methods, etc. It should be in sufficient detail to indicate why it is the most relevant approach for the problem being studied. The rationale for a particular research design should be indicated. Cite the literature supporting this design and justify why this approach is appropriate for the research questions.
- **Experimental manipulations or interventions.** Include the specific content details of any manipulations, interventions, curriculums, treatment protocols, specific mechanical apparatus, etc., if they were used.
- **Data analytic plan.** The method or methods of analysis are described. This varies by the type of study. Relevant quantitative approaches and qualitative approaches have very specific methods of analysis and frequently employ computer software. Data entry and specific methods of analysis are described and summarized. The rationale and specific data analytic plan is clearly described, including the interpretation criteria, and how missing data was handled.

4. Results

The results section is a presentation of the results or findings of the study. In quantitative studies, it includes tables of data summarizing the outcome of data analysis. In qualitative studies, the section may include descriptive comments in narrative form. These comments may include common themes, patterns, and quotations from the subjects and/or descriptions of events. The data are organized to address each of the research questions of the study. An introductory paragraph provides an overview of the organization of the section and is concluded with a paragraph or two summarizing the results or findings of the study. Usually, this section is focused on the results or findings of the study with interpretation and discussion reserved for the Discussion section.

5. Quantitative studies.

In a quantitative study, the discussion should provide a concise summary of the study, answer the research questions, discuss implications for practice, theory, and research, note limitations, describe new research questions and recommendations for further study, and show the significance of the study. Each of these sections relates back to the earlier dissertation sections.

The summary section summarizes the entire study in 3 to 5 pages. This provides the reader with a comprehensive overview of the research and facilitates preparation of the abstract. The discussion section is usually organized by the research question(s)

as stated in the Introduction. The data are analyzed and interpreted in this section and “the answer” to the research question is provided here. In this section, the student may insert new findings from the research, which were not accounted for by the original research questions. This is followed by an interpretation section, which may include interpretation of this data in terms of the findings from the review of literature. The results of the dissertation are expressed in terms of similarities and differences between the current study and previous studies. If hypotheses were not supported, the student offers post hoc explanations. Each new point should contribute to the interpretation and not be redundant to points previously made.

The importance of this study in advancing knowledge of the field may be indicated here also. Limitations of the study are described such as adequacy of the sample size and choice of subjects, nature of the sample, choice and adequacy of instruments, time constraints, researcher characteristics, any noted biases, reliability of the data, etc. Recommendations for additional research are stated and may flow out of the limitations section. The adequacy of the original research questions, concerns that have arisen during the study, and items from the limitations section may be included in the recommendations section.

The end of the Discussion is unique in that it is an opportunity for the student to express his or her impressions of the contributions that this study made to extending knowledge in this field. In previous sections, the writer is held to addressing specific research question concerns, i.e., the literature base, the analysis and data gathering, appropriateness of the sample, instrumentation that fits the purpose of the study, etc. Now, in the Discussion section, the student may address his or her impressions of the outcome of the study and what it means for the area. The importance of the study should be revisited. The larger implications for the student’s dissertation are prepared in consultation with the chair and committee.

6. Qualitative studies.

In qualitative studies, the Discussion section serves to integrate the research findings with the research literature. In some qualitative dissertations, the literature review in the Introduction will be brief because there is not a strong foundation of literature and theory to draw from when research on the topic is new or emerging. In that case, much of the literature review will occur in the Discussion section. In most qualitative approaches, regardless of the breadth or depth of literature reviewed in the Introduction, the literature review continues during and following data collection. The Discussion section provides an opportunity for the student to engage in a “conversation” between his or her findings and the scholarly literature. This chapter should identify areas in which the findings support and are congruent with other research. It should also identify areas in which the new findings depart from the research literature.

B. Mixed Methods Studies

Mixed methods research combines theoretical and/or technical aspects of quantitative and qualitative research within a particular study. A mixed methods dissertation may follow

either a quantitative or qualitative format. Both quantitative and qualitative data collection procedures should be described within the Methods section. In some cases there may be separate Methods, Results, or Discussion sections for each methodology. Consultation with the dissertation chair may be necessary to clearly organize your sections and present your methods, results, and implications.

C. Other Dissertation Requirements

The dissertation must be written in U.S. Standard English. Students are expected to write in active voice and use a scholarly tone. Care must be taken in use of verb tenses; in particular, research findings, principles, and theories still accepted as true are stated in the present tense, while those that have been superseded are expressed in the past tense. Students are expected to use the past tense to describe their own data collection and analysis methods. In addition, use of first person is acceptable when describing actions taken by the student during data collection and analysis.

The dissertation follows requirements of the *Publication Manual of the American Psychological Association* (APA, 2009). The details necessary for the dissertation are found in the Section VIII of this handbook, including margins, placement of tables, sequence of front matter (abstract, table of contents, etc.), and paper required for copies to be bound.

Sample dissertation outlines are provided in the tables that follow, the first more appropriate for quantitative and the second for qualitative research. Neither outline applies to all dissertations; rather, each provides a starting point for discussion with the dissertation chair. Students should seek advice of faculty and consult research handbooks specific to the design and analysis they contemplate to insure appropriate organization of the dissertation document.

Typical Dissertation Outline (Quantitative)

Introduction

- Introduce the problem
- Explore the importance of the problem
- Describe Relevant Scholarship
 - Theoretical Framework
 - Identify and define relevant constructs (especially variables)
 - Synthesis and Discussion of the Literature
- Purpose of the Study
- Research Questions and/or Hypotheses

Method

- Population and Sample
 - Description
 - Rationale
 - Setting and Site Selection
- Instrumentation/Measures/Protocols
 - Description (source or development procedures, validity, reliability)
 - Rationale
- Procedures
 - Plan for Data Collection and Analysis

Results

- Data Analysis (often organized by research questions)
- Findings/Results

Discussion

- Overview of Study
- Significance of the Study
- Review and Interpretations of Findings
- Implications for Research and Practice
- Limitations
- Further Directions for Research

References

References

- | | |
|------------|---|
| Appendices | Examples (e.g., informed consent Forms) |
| | Permissions |
| | Data Collection Tools (e.g., interview protocols) |
-

Typical Dissertation Outline (Qualitative)

Introduction

- Background/Problem
- Purpose of the Study
- Exploratory Questions
- Significance (i.e., importance) of the study
- Review of the Literature
 - Theoretical Framework
 - Definitions of constructs (especially variables)
 - Synthesis and Discussion

Methodology/Data Collection

- Design/Approach
- The Researcher (reasons for interest in the study; relevant background)
- Participants
 - Selection Process (usually including rationale)
 - Setting and Site Selection
 - Demographics
- Data Sources (e.g., interviews, observations, including rationale)
- Data-Gathering Procedures (usually including rationale)
- Analysis Procedures and Coding Process

Findings and Analysis

- Initial Categories
- Emergent Themes

Discussion of Findings

- Comparisons
- Connections (literature review may be referred to or extended)

Conclusions

- Significance of the Study
- Limitations
- Implications for Research and Practice
- Further Directions for Research

References

Appendices

- Examples (e.g., informed consent Forms)
 - Permissions
 - Data Collection Tools (e.g., interview protocols)
-

V. Planning and Resources

A. The Advising Process

The program will typically assign a dissertation chair for PSYD 701: Research Seminar 1. Students may select a new research mentor at any point, with the consent of the faculty member who will be the new mentor, the original research mentor, and the approval of the program chair. It is the student's responsibility to notify the research mentors if a change is desired. Once the student has selected a dissertation chair, all research advising shifts to that faculty member. The student will now register for this faculty member's research seminar, if applicable. (This research mentor holds a different role than the program academic advisor that each student is assigned upon matriculation in the program.)

B. Dissertation Preparation Courses and Seminars

In order to facilitate completion of a proposal and the dissertation, a specific sequence of courses and seminars is offered. In these courses/seminars, guidelines for preparing a dissertation are discussed and suggestions are provided to make this a successful experience for the student. The role of the chair and committee is described and the way in which students progress through the various stages of the dissertation is outlined. Suggestions for preparing the dissertation proposal as well as the application to be submitted to the Institutional Review Board (IRB) are presented. Suggestions for writing each of the sections are discussed as well as personal strategies for completing the dissertation successfully.

From the first through the fourth year in the program, students will register for a one-unit course each Fall and Spring semester. Candidates will remain continuously enrolled in the program until the dissertation is completed. Therefore, students not finishing their dissertation by Year 4 must enroll in 797 – Dissertation Continuation for each semester until 734 is passed. Student must enroll in 1-3 credits of 797 each semester after Year 4.

There are many courses in the PsyD program that can facilitate the successful completion of the dissertation. The chart below illustrates how students can successfully navigate the dissertation process by completing specific courses, signature assignments, and working with key facilitators during each semester of the program. Each student's academic advisor, dissertation chair, the program director, and the *PsyD Program Student Handbook* can all be successful guides during this process.

YEAR I: TOPIC IDENTIFICATION & IMMERSION INTO THE LITERATURE			
SEMESTER	PRIMARY COURSE(S)	DISSERTATION ACTIVITY(S)	FACILITATOR(S)
Fall	PSYD 701: Research Seminar 1 PSYD 705: Research Methods 1 PSYD 763: Ethics	Introduction to the Research Process, Methods, & Statistics Explore Critical Issues of Interest in Psychology	Faculty Members
Spring	PSYD 702: Research Seminar 2 PSYD 706: Research Methods 2	Develop Quantitative Skills Identify and Immersion into Possible Topic(s) Outline Literature Review	Faculty Members Advisor
Summer	PSYD 762: Test and Measurement	Deepen understanding of psychological measurement Identify measures related to topic	Faculty Members Advisor

YEAR II: PROPOSAL DEVELOPMENT			
SEMESTER	PRIMARY COURSE(S)	DISSERTATION ACTIVITY(S)	FACILITATOR(S)
Fall	PSYD 703: Research Seminar 3	Develop Research Questions Integrate research literature into Statement of the Problem, Literature Review, and Methodology	Dissertation Chair Committee Members
Spring	PSYD 704: Research Seminar 3	Revise Dissertation Proposal Defense Proposal Approval Meeting	Dissertation Chair Committee Members
Summer		Revise Dissertation Proposal	Faculty Members Dissertation Chair Dissertation Committee (if available)

YEAR III: EXECUTING THE DISSERTATION PROJECT			
SEMESTER	PRIMARY COURSE(S)	DISSERTATION ACTIVITY(S)	FACILITATOR(S)
Fall	PSYD 731: Dissertation Seminar 1	IRB Application	Student Dissertation Chair
Spring	PSYD 732: Dissertation Seminar 2	Collect Data	Student
Summer		Analyze Data	Student Dissertation Committee

YEAR IV: COMPLETING THE DISSERTATION			
SEMESTER	PRIMARY COURSE(S)	DISSERTATION ACTIVITY(S)	FACILITATOR(S)
Fall	PSYD 733: Dissertation Seminar 3	Write Results & Discussion sections	Student Dissertation Committee Dissertation Committee
Spring	PSYD 734: Dissertation Seminar 4	Dissertation Defense (7XD) Festival of Scholars presentation	Student Dissertation Chair Dissertation Committee
Summer		Revisions (if necessary)	Student Dissertation Chair Dissertation Committee

VI. The Dissertation Committee

A. The Committee Chair

Students are encouraged to talk with their advisor and other program faculty about the selection of a chair for the dissertation committee. The chair is defaulted to the Research Seminar course advisor. A student should have a dissertation chair selected before spring of Year 2 (i.e., before enrolling in PSYD 704), at the latest. If a student wishes to transition from research seminar advisors (i.e., select a different chair), it is the student's responsibility to discuss this first with the original chair and then with the proposed chair. If a transition is deemed in the student's best interest and approved by both instructors, the student may register for the research seminar course with their new chair. All doctoral committees at CLU must be chaired by a full-time faculty member in the Graduate School of Psychology, PsyD program. Exceptions to this policy must be approved by the program director of the PsyD program.

The chair should be selected based on his or her ability to effectively manage the dissertation process. Often the chair also has expertise in the content area or methodology used by the student in the dissertation. The candidate proposes his or her intended topic to a prospective chair, who must consider the topic and methodology, as well as his or her existing dissertation load. Any student who experiences difficulty in obtaining a chair should seek advice from the program director and/or their research seminar instructor. Once selected, the chair will advise the student on the selection of the other members of the dissertation committee.

The primary role of the committee chair is to advise the student throughout the dissertation process and facilitate communication among committee members and the student. In most cases, the chair will also instructor the student in the various Research Seminar and Dissertation Seminar courses.

B. Committee Members

The dissertation committee includes the chair and two additional members who guide the student during the development of the dissertation proposal and the completion of the dissertation process. Typically one member of the committee (which may or may not be the chair) is designated as the methodologist and other members are selected on the basis of their content expertise, writing expertise, or ability to support the student. All committee members must hold an earned doctorate from a regionally accredited university. Only one member of the committee may be from outside the PsyD program. Students are encouraged to obtain an external committee member; however, this is not required.

The primary role of the committee members, other than the chair, is to read the doctoral student's written work in a timely fashion and provide written or oral critique regarding the quality of the research and writing.

C. Approval of the Committee

The dissertation chair and the program director must approve the committee. If a member of the proposed committee is not a faculty member at Cal Lutheran, a vita for that person must also be provided to the program director. Requirements for an external committee member included having a doctorate degree in a related area and expertise in a related area to the student's dissertation. It is also recommended that the external committee have publications in a related area. It is the student's responsibility to ensure that his or her dissertation committee has been approved before defending the dissertation proposal. Student will use the Dissertation Committee Nomination Form to document and obtain program director and dean approval for the dissertation committee. Please see the Graduate Program Specialist and the appendix herein for a copy of this form. After obtaining signatures, please turn this form into the Graduate Program Specialist for placement in your student file.

At any point in the dissertation process, the student has the right to request a change in committee composition. Such a request should be made in writing to the program director and should include an explanation of the reason for the request. Decisions regarding a change in committee membership are at the discretion of the program director.

D. Working with the Committee

The committee process is intended to provide students with the guidance of an expert team. The candidate should review his or her dissertation timeline with the chair to ensure the chair's availability at critical checkpoints in the process. Typically, the dissertation chair works with the student initially and indicates when sufficient clarity has been attained in any given portion of the dissertation, so it is ready for review by other committee members. However, procedures are shaped by the student's needs and the nature of the dissertation, as well as by the preferences of the chair and committee members, as agreed at the proposal defense.

The student, rather than the faculty, has primary responsibility for establishing a timeline and meeting it, for checking on deadlines and procedures, and for initiating communication with the dissertation chair and committee members. The dissertation is not simply turned in on a particular date and approved; rather, it must be revised until it meets the standards set forth elsewhere in this handbook and in standard texts on research methodology.

A wise dissertation student recognizes that faculty members have other obligations, and that a careful reading of a single chapter may require many hours. Therefore, the student does well to work on other aspects of the dissertation while waiting for material to be returned. The timeline should also allow adequate time for reading and revision by both faculty members and the student. It is customary to allow the chair and committee members three weeks of time to read and respond to written drafts of the dissertation. Please be respectful of the committee member's time and plan accordingly throughout each semester.

E. Committee Review

Throughout the process, candidates should expect that the chair or other members of the committee may ask to review supporting evidence of their work, such as the literature search, raw data, coded transcripts, and statistical analyses. Candidates should keep all materials well beyond the date the dissertation is submitted for binding.

VII. The Dissertation Process

A. The Pre-Proposal Period

As the student is developing the dissertation proposal in PSYD 701 through 703, they should have informal conversations with the chair and other committee members to discuss the dissertation topic, possible research questions and lines of inquiry, significant literature sources, and methodological issues. A timeline should be developed and a date scheduled for the proposal defense during PSYD 704 (i.e., spring of year 2) that is mutually agreeable to the entire committee. If possible, a pre-proposal meeting of the committee and the student should be held to discuss these topics.

B. The Dissertation Proposal

Prior to beginning work on the actual dissertation, candidates prepare a research proposal (i.e., the dissertation proposal). A draft of the proposal is developed during PSYD 703: Research Seminar 3 (i.e., fall of year 2) and possibly revised into PSYD 704: Research Seminar 4 (i.e., spring of year 2). The first draft of the dissertation proposal must be approved by the course instructor in order for students to receive credit for PSYD 703. Even if this initial draft is accepted for course credit for PSYD 703, the instructor may provide extensive feedback for additional revisions before the student convenes the dissertation meeting for the Proposal Defense Meeting. Students work with the chair and other committee members to refine the proposal. When the dissertation chair and committee consider the research proposal sufficiently developed, the proposal defense is held, providing opportunity for the candidate and the committee to review the proposal together.

All committee members must approve and accept both the oral and written dissertation proposal in order for the student to receive a grade for PSYD 704. Please see the Appendices for grading rubrics and appropriate form to document the acceptance of the dissertation proposal.

1. Proposal Content and Format

The goal of the Proposal is to present a clear and written description of how the requirements of the dissertation will be satisfied. The proposal generally parallels the introduction through methodology sections of the final dissertation format. However, the specific format and length of an individual proposal is negotiated with the dissertation chair and the committee. Some committees may also request proposed results, findings, and impact of the research. Typically, the proposal is written in the future tense, as it is describing research that you intend

to do. The dissertation proposal should conform to the requirements of the *Publication Manual of the American Psychological Association* (6th ed.; APA, 2009).

2. The Proposal Defense

The primary purpose of the proposal defense is for the committee to approve the guiding research question(s) and the data collection and analysis strategies to be utilized by the student in completing the dissertation. Prior to conducting the proposal defense, the chair and committee members must indicate that the proposal is ready for defense. The student is responsible for contacting committee members to schedule the proposal defense meeting. The Graduate Program Specialist can also assist with scheduling the room for the defense in this process. This meeting should be during the PSYD 704 course in the spring semester of the 2nd year, as the signature assignment for that course is the proposal defense (please note Appendix D in this handbook). Depending on individual projects, some proposal defenses may be conducted as early as possible in the spring semester of the student's 2nd year. If students wish to apply for internship the following Fall, they must have their dissertation proposal defense by April 15th. A grade will not be added for PSYD 704 (taken Spring year 2) without successfully defending the dissertation proposal.

3. Oral Proposal Defense Meeting

The Oral Proposal Defense Meeting serves the goals of training of the student and system quality control. It ensures that the student can justify the proposal and has the basic skills, experience, training, and opportunity to initiate the research. The Proposal Defense Meeting is the vehicle through which the Committee formally responds to the dissertation proposal, the changes recommended and/or mandated by the committee, and the academic and clinical training record of the student, and offers guidance about further training, education, experience, and remediation.

The Oral Proposal Defense Meeting, unlike the oral defense of the completed dissertation, is a private meeting of the student and the dissertation committee. The length is ninety minutes to two hours. The chair reviews the procedures to be followed during the meeting and invites the student to give a personal background statement and tell of the interest in the topic. The student continues with a summary of the proposal in a 15- minute presentation. The chair then invites the committee members to question the student. At the conclusion of this discussion, the student is excused so that the committee may meet and deliberate privately. Following those deliberations the student is invited back into the meeting and the committee's decision is shared with the student.

To be approved, a proposal must meet standards of sound research and ethical inquiry. All committee members must be confident that the student possesses the requisite content knowledge and research skills to collect, analyze, and interpret data appropriately. The possible outcomes of the first Proposal Defense Meeting are:

- (a) to approve the Proposal with a list of requirements to be addressed in the Dissertation (“Unconditional Pass”);
- (b) to approve the Proposal and require modifications and/or demonstrations of competency supervised by the Chair only (“Conditional Pass”); or
- (c) to require modifications and/or demonstrations of competency to be reviewed in an additional Proposal Meeting (“Failure”).

A failure at the second Proposal Meeting results either in dismissal or in recommendations for remediation with no possibility of a Proposal Defense for at least six months to give the Candidate ample time to rectify deficiencies. If the Candidate does not demonstrate substantial progress in a second Proposal meeting, dismissal is warranted. Failure to achieve approval at a third Proposal Meeting results in dismissal from the program.

Any substantial revisions to the Proposal after it is approved, for example a change in the type of intervention because of unavailability of the proposed target participants, may require a new Proposal Meeting and a second review by the Clinical PsyD Program Director (or designate), as well as new IRB approval.

The committee will document their approval on the appropriate Dissertation Activity Tracking Form. See the Graduate Program Specialist for a copy of this form or herein the appendix. It is the student’s responsibility to see that this form is signed, completed, and turned into the Graduate Program Specialist. The form serves as verification that the student has met the PsyD program requirement for the Oral Proposal Defense Meeting.

4. The Institutional Review Board Application

Students are responsible to conduct research in a manner that protects the rights, privacy, and dignity of participants; recognizes the responsibilities of universities and other organizations to their students and clients; and reports findings accurately and thoughtfully. This requirement includes the need to obtain permissions from individuals and institutions with which research will be conducted as required by law, ethical guidelines, and professional courtesy. In addition, federal law applies to research with human and animal subjects. In accordance with relevant laws, California Lutheran University has an

Institutional Review Board (IRB) that is responsible to review investigations involving human subjects before any data are gathered. Submissions to the IRB require approval of the dissertation chair and should occur for the dissertation project during the fall semester of the 3rd year (i.e., PSYD 731: Dissertation Seminar 1). Student must develop an IRB application in accordance with the CLU IRB Application guidelines and with approval of their dissertation chair. Please see the CLU IRB webpage for current requirements. Notably, before submitting an application to the CLU IRB, students are required to complete the (free) online National Institute of Health (NIH) training. The training takes approximately three hours and is available through a link on the CLU IRB webpage. The dissertation proposal, including any instruments (i.e., surveys, measures, or interview protocols) must be approved by the full dissertation committee before the proposal is taken to the dissertation committee chair (current practice) for submission to the Institutional Review Board. Applications to conduct any research related to the dissertation proposals must be formally approved by the Institutional Review Board before data-gathering may begin.

C. Data Collection and Analysis

1. Permissions

All appropriate permissions, individual and institutional, must be obtained in writing prior to conducting research. Permissions may include, but are not limited to organizational or institutional permissions to use copyrighted materials (e.g., measures or manual based treatments), informed consent forms, assent forms, etc. These signed permission forms must be retained by the student and the dissertation chair until 7 years past the time when all signatories will have reached the age of 21.

2. Data Collection

Research is to be conducted and reported honestly, ethically, legally, in accordance with APA ethical guidelines, and as approved by the university IRB. The student is responsible to consult with the dissertation chair at every step in the research process and with other committee members as needed to avoid errors or irregularities. Care must be taken in analyzing and interpreting the material gathered in the investigation to ensure that the conclusions are logically defensible. If a student would like to utilize Qualtrix survey software through the university, please contact the Educational Effectiveness and Institutional Research office at (805) 493-3962.

3. Use of External Assistance

Dissertation research and the dissertation itself are the independent, scholarly work of a single candidate working under the direction and with the assistance of his or her appointed committee. Outside help is to be obtained only with prior knowledge and consent of the dissertation chair and is to be reported to the committee. This requirement applies even to the instances cited below that are generally acceptable.

Unless explicitly approved otherwise by their chair, candidates are expected to personally conduct the following aspects of their dissertation:

- a) the literature search
- b) creation of any new instruments or protocols interviewing or otherwise collecting data for a qualitative dissertation
- c) designing experimental protocols or interventions to be tested
- d) coding transcripts

With the approval of the chair, outside help may be employed to enter and analyze data. However, the candidate must have examined the raw data and must work closely with the data entry person to be sure any ambiguous responses are appropriately handled. Candidates may consult a statistician for suggestions on choice of statistics, interpretation of findings, and report formats. However, students must choose and apply statistical or other analytic procedures to their data, explain why they have selected those procedures rather than others, and authoritatively interpret the results. The candidate will be fully responsible at the defense to interpret all statistical analyses.

Areas where candidates may seek outside assistance include the following, although approval of the chair is expected for each:

- obtaining permissions from agencies, school districts, organizations, or universities
- collecting quantitative data
- data entry
- transcribing (although it is strongly recommended that students do this themselves)
- word processing
- creating tables
- statistical assistance, within the parameters outlined above
- copy editing

D. The Oral Dissertation Defense

1. Timing of the Oral Defense

The oral defense occurs after the entire committee has indicated by their

feedback to the student and the dissertation chair that the manuscript seems ready for defense. This agreement rarely occurs before each committee member has read multiple drafts and provided feedback. The committee members may provide several iterations of feedback to a dissertation manuscript, which may be a lengthy process of revisions and waiting for feedback. Please plan for time accordingly.

The student is responsible for contacting committee members to obtain possible times and to arrange a meeting space. The PsyD Graduate Program Specialist may assist with locating and reserving a room, however there is a 4-week notice deadline to reserve rooms. The defense must be held on a CLU campus, and the department chair must be notified of the date and location at least three weeks in advance so that invitations may be sent to all university faculty members. Final copies of the dissertation manuscript should be submitted to the committee no later than two weeks prior to the date of the defense.

2. Purpose of the Oral Defense

The purposes of the oral defense are as follows:

- to evaluate progress toward related academic competencies;
- for the candidate to formally present his or her research to the committee;
- for the committee to determine that the candidate fully understands the dissertation's context, research procedures, findings, and implications;
- for the committee to evaluate the dissertation in order to determine if further revisions are necessary and if the candidate may proceed to graduation;
- for the doctoral faculty to be kept apprised of current research of the students within the program.

3. The Oral Defense Meeting

The expectation is that the dissertation is in the best possible condition before defense. The candidate's defense is held on campus and is open to all university faculty members as well as to other interested persons with the approval of the dissertation committee chair. At the beginning of the meeting, the chair introduces the candidate and the members of the committee. The chair describes the procedures for the meeting.

The entire defense may last approximately one to two hours. The candidate presents an overview of the dissertation that should take approximately 20 minutes. Following the presentation, the committee chair moderates a question time. Questions to the candidate are first asked by committee members followed by questions from faculty and guests. At the conclusion of the

question time, all guests are excused so that the committee may meet privately with the candidate for additional discussion. The candidate is then excused so that the committee may deliberate privately. Following the deliberations, the candidate is invited to rejoin the committee and the chair announces the committee's decision.

4. Approval of the Defense and Approval of the Dissertation

The committee must unanimously approve the candidate's defense of the dissertation. Approval of the defense indicates that the committee is fully satisfied that the candidate adequately understands the dissertation's context, research procedures, findings, and implications. The chair communicates the committee's decisions. If the committee requires any changes to the dissertation, the chair informs the candidate. Failure of the defense occurs only when students do not demonstrate sufficient knowledge of the content area and/or research methodology to competently interpret and communicate their findings. Should a student fail the defense, they must work with the dissertation chair to reschedule another defense. Students have two opportunities to pass the oral defense of their dissertation.

Committee members sign three copies of the signature page, and a copy of the form is kept in the candidate's file. The originals are placed after the title page in the copies of the dissertation to be printed and distributed. Notably, the student is responsible for bringing the appropriate amount of signature pages on the appropriate paper to the Dissertation Defense, if additional bound copies of the dissertation are desired. If revisions to the dissertation are required, the chair will maintain the signed signature pages on behalf of the student until all committee members are satisfied with the revisions. (Please see the below subsection, Binding of the Dissertation, for details regarding the special type of paper required for the signature page.)

In addition, the student is responsible for bringing the appropriate form to document successful oral defense of the dissertation. Please see the program assistance or the appendices herein for a copy of the forms.

The final form tracking dissertation progress, which indicates that the dissertation is "complete" is signed when approved there is approval of the written document by the full committee, the dissertation chair, and after the library staff has accepted the dissertation as meeting APA and university standards.

The committee will utilize both the Oral Dissertation Defense and Written Dissertation rubrics to grade the student's completion of the competencies and learning objectives associated with the dissertation. There are three possible outcomes:

Pass--Those situations in which the PsyD Clinical Dissertation document and oral defense are satisfactory and require no substantive modifications, additions, demonstrations of additional competency, or additional training. Only the Chair need supervise and sign off on any required editorial changes on the document.

Conditional Pass--Remediable but substantive changes required on PsyD Clinical Dissertation document; a failure to demonstrate sufficient clinical scholarship, understanding, or expertise either orally or in the document; a poorly written but substantively acceptable PsyD Clinical Dissertation manuscript; a failure to meet a minor Proposal Requirement; a need to demonstrate additional competency or suitable presentation or defense skills; or a need for additional training. Depending on the type of deficiency, an additional full or partial Oral Dissertation Defense may be warranted. If the Candidate fails to meet the conditions of the Pass evaluation at the second Doctoral Exam, a Failure may be justified. All Committee Members are expected to supervise these modifications and indicate their final approval by signing the appropriate Dissertation Tracking Form. Approval of the dissertation signifies that the dissertation is a scholarly research contribution. Committee members may approve the dissertation at the defense and rely upon the chair to withhold final approval of the dissertation until all requested revisions are made, or they may elect to withhold their signature until they have seen the revisions themselves.

Failure--Significant and essentially non-remediable deficiency in the PsyD Clinical Dissertation manuscript, or a failure to provide convincing evidence of clinical scholarship and competence during the PsyD Clinical Dissertation process and at the Oral Dissertation Defense. The Committee should document all problem areas and remediation and/or new requirements. In all failures, a second Doctoral Exam must be held. A new Proposal Meeting may be required. A second failure results in dismissal from the program.

All three committee members must be in agreement as to the outcome of the Oral Dissertation Defense. If a consensus cannot be reached, the Program Director may assign an additional reviewer of the document and an additional meeting may be held. Once all requirements are met, the Clinical PsyD Program Director will endorse the Candidate and accept the PsyD Clinical Dissertation by signing the signature page and the appropriate Dissertation Tracking form.

E. Financial Resources for Scholarship

The PsyD program is committed to student participation in scholarly activities. Thus, the PsyD program has provided some financial resources to assist students in various aspects of their research. Each student is allocated \$300 for use during his or her matriculation in the program. Students may apply for additional funding, which will be reviewed on a

case by case basis based on the available budget for each student's cohort. Resources are intended to support student work directly related to their scholarship. For example, students may apply the research funds to offset costs associated with conference travel, printing of conference presentation materials (e.g., Festival of Scholar posters), incentives for research participants, or in dissertation printing, binding, or publication.

F. The Dissertation Flowchart

Many doctoral students think of the dissertation process as an ominous and overwhelming requirement that inspires fear and trepidation. This does not need to be the case. At Cal Lutheran, we think it is very important to provide doctoral students with a clear pathway to success that includes specific tasks, timelines, and a lot of faculty support. Our curriculum is carefully and intentionally structured to assist students in building a strong repertoire of research skills as they simultaneously develop each of the elements that comprise a doctoral dissertation. The chart below illustrates how students can successfully navigate the dissertation process by completing specific courses, signature assignments, and other program activities, which are critical in the process. For more information students should refer to this Dissertation Handbook or talk with their faculty advisors.

Year 1 & 2: Development of the Proposal				
Course	PSYD 701	PSYD 702	PSYD 703	PSYD 704
Semester/Year	Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2
APA Competency	SKM.1, REV.1, RLP.3	SKM.1, SKM.2, REV.1, ICD.2, ELS.1, RLP.3	SKM.1, SKM.2, REV.1, ICD.2, ELS.1, RLP.3	RES.1, ELS.3, RES.2, RES.3, IPS.2, IPS.3, PVA.1
Signature Assignment	Annotated bibliography	Literature review outline	Dissertation Proposal draft	Dissertation Proposal Defense (oral & written)
Description of Signature Assignment	Students select a topic of interest and develop an annotated bibliography with approximately 25-30 references on a topic of interest.	Outline of Introduction and Statement of the Problem	Completed Statement of the Problem, Literature Review, and Methodology sections of dissertation proposal elements are drafted for chair and/or committee feedback.	Consult with chair and dissertation committee and seek input before and after defense meeting.
Other Course and Program Goals or Activities	Explore previously completed dissertations.	Complete NIH certificate to conduct research with human subjects. Discuss feasibility.	Form dissertation committee.	Plan for the Pathway Master Degree comp exam (degree will only post once grade for 704 has been entered).

Year 3 & 4: Dissertation Execution				
Course	PSYD 731	PSYD 732	PSYD 733	PSYD 734
Semester/Year	Fall Year 3	Spring Year 3	Fall Year 4	Spring Year 4
APA Competency	SKM.1, SKM.2, REV.1, ICD.2, ELS.1, RLP.3	ICD.2, SKM.2, ELS.1	SKM.2, ELS.1	RLP.3, SKM.1, REV.1, ASM.6, SKM.1, PVA.1, PVA.3, ICD.2, RES.1, RES.2, RES.3, IPS.2, ELS.3
Signature Assignment	IRB Application	Data Collection and Preliminary Analysis sections	Results and Discussion sections	Dissertation Defense (734 & 7XD) and Festival of Scholars Presentation
Description of Signature Assignment	Submit an applications to execute your dissertation to the CLU IRB Committee.	Data collection. Begin data analysis as appropriate.	When data collection is complete, draft Results and Discussion sections.	Successfully orally defend and complete the written dissertation. Present dissertation findings at Festival of Scholars or other conference.
Other Course and Program Goals or Activities	May begin data collection after IRB approval. Revise proposal into dissertation.	Clinical Competency Examinations begin (conclude over Summer Year 3).	Complete written dissertation.	Schedule dissertation defense, complete revisions, and all publishing requirements.

VIII: The Format of the Dissertation

A. Preparing the Document

1. Order of the Document

The dissertation should contain the following elements in this order:

- Title Page (not numbered, counted)
- Copyright Page (not numbered, counted)
- Signature Page (not numbered, counted)
- Abstract (not numbered, counted)
- Dedication (optional; not numbered, counted)
- Acknowledgements (optional; not numbered, counted)
- Table of Contents (numbered, Roman numerals)
- List of Tables (if applicable, numbered, Roman numerals)
- List of Figures (if applicable, numbered, Roman numerals)
- Preface (optional, numbered, Roman numerals)
- Manuscript Sections (i.e., Introduction, Methodology, etc.; numbered, Arabic numerals)
- References

- Appendices (each labeled with a capital letter, e.g., Appendix A)

2. Style Manual

The dissertation should be written according to the *Publication Manual of the American Psychological Association, 6th Edition* (2009). Where the university requirements differ from APA requirements, the university requirements are to be followed.

3. Font, Spacing, Margins, Pagination

A 12-point font size should be used throughout the dissertation in a style (e.g., Times New Roman) that is identified as acceptable by the APA manual. In figures and tables, a smaller font size may be used, but in no instance should the font size be less than 8. Figures may use a sans-serif type font such as Arial.

All text should be double-spaced. Printing may appear on only one side of each page.

All pages of the dissertation must observe the following uniform margins (which diverges from APA style):

- 1.5 inch left-hand margins (must be wide for binding requirements) and 1 inch right-hand margins
- Top margins: 2 inches for the Signature Page, Table of Contents, List of Tables, List of Figures, Dedication, Acknowledgements, Abstract, first page of each section, and references; all other pages should have a 1 inch top margin.
- Bottom margins: 1 inch throughout

Pagination differs slightly from APA style to accommodate additional pages needed for a doctoral dissertation. Page numbers appear in the running head and are flush right justified beginning with the Table of Contents in Roman numerals (i.e., i, ii, iii, etc.). For the following pages: title, copyright, signature, abstract, dedication, and acknowledgements, they are counted by Roman numerals (i.e., i, ii, iii, etc.) but not actually numbered on the page, nor contain a running head. These pages will **not** be included in the Table of Contents. The Table of Contents and Preface (optional) are numbered with Roman numerals. All other pages after the Table of Contents will use Arabic numerals that begin on the first page of the introduction and continue through the appendices. Each appendix has its own title page that counts as a page. Running heads appear flush left justified using all capital letters and less than 50 characters (including spacing and punctuation) and represent a shortened version of the title.

4. APA Heading Levels

The PsyD program has adopted the APA style for headings and subheadings (see APA Publication Manual, 2009, 6th ed., p. 62, section 3.03). Manuscript section titles start each chapter and are formatted Level 1. Subheadings within chapters are Level 2 and Level 3.

- Level 1. **Centered, Boldface, Uppercase and Lowercase Heading**
- Level 2. **Flush Left, Boldface, Uppercase and Lowercase Heading**
- Level 3. **Indented, boldface, followed by a period.**
- Level 4. *Indented, boldface, italicized, lowercase paragraph heading with a period.*
- Level 5. *Indented, boldface, italicized, lowercase paragraph heading with a period.*

Note: Levels 3, 4, and 5 is never included in the table of contents (TOC). Table of contents only includes section number and title and Levels 1 and 2.

5. Indentation and Justification

All paragraphs are indented one-half inch. The list of references utilizes a one-half inch hanging indent for each reference listed. All copy is to be left justified.

6. Tables and Figures

Tables consist of text or data, while figures contain visual material such as diagrams, graphs, or photographs. Diverging from APA style, tables and figures in the dissertation are placed at the first opportunity after they have been mentioned in the text. Tables that are smaller than a full page should appear at the top or bottom of a page and not in the middle of text. A table is never split between two pages unless it is too large for one page. Tables do not appear prior to their reference in the body of the text. Tables should only be used to help clarify and illustrate the material being presented in text format. For the dissertation, a complete narrative explaining each table should be included. Each table should be labeled (e.g., Table 2.1).

7. Quotations

Short quotes: Quotations of fewer than 40 words should be incorporated into text and enclosed by double quotation marks. See APA, 2009, p. 92.

Long quotes: Block quotes of 40 or more words should be displayed in single space with double space before and after with no quotation marks (APA, 2009, p. 92).

8. Title Page, Copyright Page, and Signature Page

Please see the Appendices for a sample title page. The date on the title page should consist of the month and year that your degree will be conferred. As many internships end in summer, this date will most likely be August (YEAR). Signatures must be in black ink. Any bound copies must include original signature pages. Committee members' signatures on the signature page indicate that the final copy of the dissertation has been fully approved by each committee member. The copyright page precedes the signature page. The information should be centered and three-fourths of the distance down the page. See APA (2009) pp. 19-20.

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All Rights Reserved

9. Abstract

An abstract of 150 to 250 words must be included on a separate page. The abstract is a critical element of the dissertation, for it is that part of the document that is likely to be most widely read. On the first line of the abstract page, the title "Abstract" shall appear centered and without bolding or any other formatting. Beginning on the next line, a left justified (no indent), concise summary and key points of the dissertation is provided. The abstract should include the research topic, research questions, participants, methods, results, data analysis, and conclusions. Implications and future directions for research may be included. Keywords from the dissertation are also included. On the next line, indent, type the italicized word *Keywords:* and list your keywords separated by commas.

10. Corrections and Paper Quality

Each page of the dissertation is to be free of errors. It is not permitted to use correction fluid or correction tape. All final copies for the university library, departments, and faculty are to be submitted on acid-free 20-lb. weight paper with a minimum of 25% cotton or rag content and a shelf life of 100 years.

The library recommends: Southworth Fine Business Paper, 25% cotton, 20 pound, white, stock #403C. It is available for purchase through Office Depot, Officemax, and Staples.

B. Submitting the Final Copy

1. Revisions and Corrections

Following the defense, the candidate makes necessary modifications in the written dissertation as requested by the committee. These modifications are approved by the dissertation chair and any other member of the committee who wishes to review them. This process should occur promptly, since several steps remain before the student has completed the dissertation process.

Students are encouraged to employ the use of an editor. There is a list of editors who work with CLU doctoral candidates available on the CLU Library webpage. Editors may assist students with polishing and formatting their final versions. Use of an editor may decrease the amount of revisions and time required by the CLU Library staff. If the CLU Library staff notes the need for substantial revisions, a student may be required to employ an editor to assist with the finalization process.

2. Check for APA Format

The final corrected copy is then submitted to a technical reader on the staff of the CLU Library, Dr. Henri Mondschein, who checks the dissertation for compliance with the *Publication Manual of the American Psychological Association* and university guidelines. Students are responsible for making all technical corrections required by the reader.

3. Binding of the Dissertation

The PsyD Program does not require a bound copy of the dissertation for the CLU Library. However, students may order as many personal copies as they desire.

Please follow these steps. If needed, additional directions are available from the PsyD program staff.

Please note that if you have dissertation research funds available, the PsyD Graduate Program Specialist will complete the order for the student. Please contact the PsyD Graduate Program Specialist to verify your remaining dissertation research fund balance. The instructions below are if you intend to order bound copies on your own.

1. Dr. Henri Mondschein will send a final PDF version of your dissertation once all formatting has been checked. This PDF copy should be used to order the bound copy of the dissertation.

2. Notify the PsyD Graduate Program Specialist that you will be ordering the bound copies. Include in that notification if you will be requesting the PsyD Graduate Program Specialist to order the bound copies (if you have dissertation research funds still available) or if you will be ordering bound copies on your own.
3. Please visit Thesis on Demand at:
<http://clu.thesisondemand.com/ordersystem/index.php?uri=/orderform/orderform/&page=1>
4. Once the PDF is received, utilize the web form to upload the PDF. This is the first option available at the top of the form. The form cannot be submitted until the pdf has been fully uploaded.
5. Fill in the remaining sections on the form using the following directions:
 - a. Enter your name in the “Author” section.
 - b. Enter the dissertation title in the “Title” section.
 - c. Enter the year that your degree will post in the “Degree Year” section.
 - d. Select “Doctor of Psychology” in the “Degree” from the options provided.
 - e. Select “GRADUATE SCHOOL OF PSYCHOLOGY, CALIFORNIA LUTHERAN UNIVERSITY” from the options provided.
 - f. Other options regarding cover materials, etc. should be filled in.
 - g. Check the box for Signature Pages.
 - i. Click the “Click here to print this page now” option.
 - ii. These pages will need to be faxed, emailed, or mailed to the PsyD Graduate Program Specialist in order to mail the signature pages to the bindery.
 - h. Enter the number of copies you will be ordering.
 - i. Enter your shipping zip code in the final box.
6. Once this is completed, select the “Continue” box at the bottom of the page.
7. The next page will prompt you to enter billing information and shipping information.
8. Select your shipping options and Color printing options.
 - a. Note that it automatically selects “Print Document in Color”, which is more expensive and unnecessary unless you have color pictures in your document.
9. Once you have entered all of the information on this page, select “Continue” at the bottom of the page, checking all items to ensure they have been entered correctly.
10. Once your payment has been accepted, please print the final page that you will be taken to showing the order number.
11. Mail, fax, or email the order page for the signature pages as well as the confirmation page to the PsyD Graduate Program Specialist. Only when

this documentation is received will your signature pages be mailed to the bindery.

Please contact the PsyD Graduate Program Specialist with any questions you may have about this process.

4. Submission to ProQuest/UMI

The final step is to submit the dissertation to ProQuest/UMI and register your work with the U.S. Copyright Office. This is a requirement of all doctoral graduates of California Lutheran University. Publishing the dissertation is a rite of passage for a new scholar.

Dr. Henri Mondscehin will send you instructions for upload to ProQuest once all formatting has been completed. After completing these steps, the dissertation will be listed in *Dissertations Abstracts International* and, with the student's permission, made available in full-text for other scholars through ProQuest's *Dissertations & Theses* database. The entire fee is \$55 (for copyright). There are more expensive options that will allow students to be eligible to receive royalties when ProQuest subscribers purchase copies of the work, however, this option is more expensive (approximately \$160 for Open Access).

A final document of the dissertation in PDF format will be sent to the student electronically by the university library. All the student is required to do is upload it to the Web site and pay the required fees. Please see the Library for a current list of detailed steps on how to submit the dissertation to ProQuest/UMI. These steps begin with visiting the following website: <http://dissertations.umi.com/callutheran/>

Both the student and the CLU library will receive e-mail verification once this process is completed. This verification must be provided to the PsyD Graduate Program Specialist so that the final grade can be recorded and the doctoral degree posted.

Students will not receive their final grades for 7XD (Dissertation) until PsyD program staff has received confirmation of the posting of their dissertation to ProQuest and the ordering of their bound copies through Thesis on Demand. The posting of the final grades for PSYD 7XD will then trigger the Registrar's Office's posting of the degree, if all other program requirements have been met.

IX: Guidelines and Policies

A. Academic Integrity

Each student at California Lutheran University is expected to follow guidelines regarding professional ethics and academic integrity as set forth in the university's Graduate Catalog, PsyD Program Student Handbook, statements of relevant professional associations (e.g., APA), and applicable laws.

Academic dishonesty is a serious offense that diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system. Consult the CLU Graduate Catalog for definitions of cheating, fabrication, facilitating academic dishonesty, and plagiarism. According to university policy, students who engage in academic dishonesty may be in jeopardy of disciplinary action, including suspension or expulsion from the university.

When drawing from resources, students must provide citations and a reference list, all in accordance with the *APA Publication Manual*. All paraphrases and summaries should be identified with appropriate citations, and all borrowed ideas traced and attributed to their original source. Paraphrase or summarize in your own words, with appropriate citation, unless there is good reason to quote verbatim.

If the same source is used for more than one paragraph, whether quoting or summarizing, APA requires that the source be cited at least once per paragraph. As to format, all direct quotations should be in quotation marks (39 words or less) or parallel-indented and double-spaced (40 words or more), followed by the page number or (for an html document) paragraph reference.

Students are expected to do independent work. Even when a source is acknowledged with a citation, the following are not acceptable: (a) quoting verbatim without quotation marks, (b) a summary that essentially abridges someone else's words, or (c) a version that simply omits portions of the original, inserts some synonyms, or rearranges the original text. Note that paraphrasing that is too close to the original is a form of academic plagiarism, even if the author is cited.

B. Copyright Permissions

For material under copyright, students must obtain written permission to use passages of more than 200 words or any table or figure, including a photograph or chart. Such permissions must be acknowledged in the dissertation as required by APA and the copyright holder. The demands of scholarship include, but often exceed, the requirements of copyright law. Scholars must recognize the community to which they belong by tracing and acknowledging all sources, including the originator of an idea. This

principle includes, where applicable, explaining that one is replicating a study or acknowledging someone who may have recommended a study like one's own. Violation of these principles constitutes academic plagiarism, even if copyright law is observed.

C. Time Limit for Degree Completion

Doctoral students are permitted 7 years from the date of initial enrollment to complete all requirements for the PsyD degree. Extensions beyond this deadline due to unusual circumstances may be granted at the discretion of the program director, the dean of the Graduate School of Psychology, and/or the Office of the Provost and Academic Affairs. Students needing an extension must present their request in writing, stating the reasons for the extension and the expected date of degree completion. The dissertation chair must support such a request in order for it to be considered.

D. Leaves of Absence

Should a student wish to interrupt dissertation work for a semester or more, they must apply for leave from the program. Failure to register for more than two or more consecutive semesters without applying for leave is regarded as withdrawal from the program.

A leave of absence for a stated period of time not to exceed two years is available by petition to doctoral students in good standing and making satisfactory progress toward the degree who must interrupt doctoral studies for a compelling reason (e.g., illness, study abroad, family conditions or crises, etc.). Requests for leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Except in case of an unforeseeable emergency, application must be made in advance of the semester for which the leave is requested. Leaves of absence must be approved by the program director and the dean of the Graduate School of Psychology. Typically, leaves of absence extend the total time available to students for completing the doctoral degree by the amount of time granted for the leave.

Students who fail to return to enrolled status at the end of an approved period of leave are considered to be no longer in pursuit of the degree and, if they choose to continue their studies at a later time, they must reapply for admission to the program.

E. Continuous Enrollment

Students will typically enroll for PSYD 734 and PSYD 7XD (Dissertation) during the spring of their fourth year of their program. If the student does not successfully defend the dissertation during the term in which they are enrolled for PSYD 734, and/or if the completed manuscript is not filed prior to May 31, the student must enroll in 797 – Dissertation Continuation for each semester until 734 is passed. Student must enroll in 1-3

credits of 797 each semester after Year 4 and before the completion of internship. Students must enroll in 3 credits each semester for 797 following internship.

X: Graduation and Beyond

A. The Graduate Commencement Ceremony

Participation in the graduate commencement ceremony is a special cause for celebration in the life of a doctoral student. A formal reception for graduates and their families is typically held during the day of commencement in May. California Lutheran University holds one graduate commencement ceremony per year.

An Application for Degree must be filed with the Office of the Registrar by the deadline, currently 90 days prior to the graduation ceremony. A PsyD student can “walk” in the May Commencement ceremony if by March 15 the student has (1) enrolled in or completed internship, (2) passed PSYD 733 Dissertation Research Seminar 3, and (3) a statement by their dissertation chair that the student is highly likely to defend the dissertation by August or has already successfully defended the dissertation.

B. Degree Posting

University degrees are posted only once a semester after the end of the semester. The doctoral student's degree is not posted until the end of the term in which dissertation has been accepted and filed with ProQuest/UMI. All university fees must be paid before the degree will be posted.

It should be noted that students pursuing the Pathways Master's degree following completion of the Master's Level Competency Exam (PSYD 7CM) will not have their degrees post until they successfully defend their Dissertation Proposal, which is the signature assignment for PSYD 704 Research Seminar 4. Additional information can be found in the *PsyD Pathway Masters Exam Handbook*, which can be found on the Graduate Psychology Blackboard Community Page.

C. Publications and Presentations

Students are required to report their research findings at conferences and are encouraged to submit to professional journals. It is a requirement for PSYD 734 that the student presents their dissertation findings at the CLU Festival of Scholars. Faculty members welcome opportunities to suggest appropriate venues for publication and to advise students in preparing for presentation or publication.

Students who publish aspects of their dissertation should appropriately acknowledge assistance from their committee. In particular, the contribution of the dissertation chair may be acknowledged through joint authorship of articles or presentations based on the

dissertation. As noted in the guidelines of the American Psychological Association (2009), the student is always listed as the first author.

References

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed., 2nd printing). Washington, DC: Author.

Council of Graduate Schools. (1991). *The role and nature of the doctoral dissertation*. Washington, DC: Author. (ERIC Document Reproduction Service No. ED331422).

Appendices

**Appendix A: PSYD 701 Signature Assignment Rubric: Annotated
Bibliography**

PSYD 701
Annotated Bibliography

Student:	Reviewer:	Date:
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	3 Outstanding (90% and above)	2 Acceptable (80-89%)	1 Unacceptable (Below 80%)
Summarizes the foundational components of the selected reference SKM.1	Clearly and thoroughly presents the main questions, hypotheses, arguments, methodology(ies), findings, and conclusions from the referenced material that are relevant to the chosen topic.	The referenced material is given some attention regarding the presented questions, hypotheses, arguments, methodology(ies), findings, and conclusions. Some referenced material is peripherally or minimally relevant to the student's chosen topic.	The bibliography lacks attention to the foundational material of the referenced material, or it does not relate to the student's chosen topic.
Evaluates/assesses the selected reference REV.1	Evaluates the referenced material for its empirical strength, contribution to the field, relevance to the selected topic, and research endeavor. Places the selected reference material within the larger research/field context.	An evaluation of the referenced material lacks some attention to the empirical strength, contribution to the field, relevance, and overall quality of the research endeavor. There is a cursory or incomplete placement of the referenced material within the larger research/field context.	The evaluation/assessment of the selected reference material is marginal. No attention is given to the empirical strength, contribution to the field, or quality. The reference material is not placed within the larger research/field context.

Ethical Considerations	The ethical considerations addressed by the referenced material are identified clearly. Reference is made to the APA Code of Conduct and Ethical Standards and Principles. A critical position about the reference material's procedures and precautions pertinent to the protection of human subjects reflected in the referenced material is offered.	The ethical considerations addressed by the referenced material are not identified clearly. Some reference is made to the APA Code of Conduct and Ethical Standards and Principles. Some attention is given to developing a critical position about the referenced material.	Does not identify the ethical considerations pertinent to the referenced material; or lacks attention to the protection of human subjects, and laws/regulations.
Diversity and inclusiveness	The referenced material's attention to diversity is reported and evaluated; as it relates to the literature reviewed, methodology, findings/conclusions, and contributions to the understanding of diversity.	The attention to the referenced material's focus on diversity is not fully developed.	There is no mention of the reference material's attention to diversity.
References: APA Format RLP.3	References are complete and presented using APA 6 formatting guidelines.	References are presented using APA 6 formatting guidelines.	References are incomplete and are not presented using APA 6 formatting guidelines.

Writing: Mechanics	<p>There is evidence of sophistication and style in the mechanics utilized.</p> <p>Accepted conventions of writing and discourse are adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript</p>	<p>Accepted conventions of writing and discourse are adequately adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript</p>	<p>Accepted conventions of writing and discourse are not adhered to throughout the manuscript and there is evidence of a lack of attention to detail.</p>
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**Appendix B: PSYD 702 Signature Assignment Rubric: Proposal Outline
for Statement of the Problem & Literature Review**

PSYD 702
Proposal Outline for Statement of the Problem & Literature Review

Student:	Reviewer:	Date:
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	3 Outstanding (90% and above)	2 Acceptable (80-89%)	1 Unacceptable (Below 80%)
Introduction: Statement of the Problem SKM.1	The introduction articulately and succinctly (a few pages) presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.	The introduction adequately presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.	The introduction does not adequately present the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.
Literature Review: Theoretical Framework SKM.2	There is a clearly identified theoretical framework that is consistent with design of the study, has been used by other researchers and flows logically from the problem.	There is an adequately identified theoretical framework that is consistent with design of the study, has been used by other researchers and flows logically from the problem.	There is no theoretical framework that is consistent with design of the study, that has been used by other researchers and that flows logically from the problem.
Literature Review: Organization	The literature review presents a logical, structured and integrated critical analysis of other studies. The author's voice is reflected in the writing.	The literature review presents an adequate critical analysis of other studies that is presented logically.	The literature review is disjointed, does not flow logically and does not present a critical analysis of other studies.

Methodology: Research Design REV.1	The research design is described in detail.	The research design is presented adequately.	The research design is inadequately described.
Methodology: Operational Definitions	Operational definitions of variables and constructs are clearly presented and described.	Operational definitions of variables and constructs are provided as needed.	Operational definitions of variables and constructs are not provided.
Methodology: Participant Selection	Sampling procedures are clearly described and include information related to sample size and power where appropriate.	Sampling procedures are adequately described and include information related to sample size and power where appropriate.	Sampling procedures are not clearly described.
Methodology: Diversity ICD.2	Shows sensitivity to cultural issues relevant to the research; discussions include thorough integration of various cultural factors as relevant.	Shows basic cultural sensitivity and inclusion of factors in the research.	Does not adequately include factors of individual and cultural diversity as relevant to the research.
Methodology: Instrumentation	Information regarding instruments utilized in the study is provided including psychometric properties and evidence of cultural validity.	Information regarding instruments utilized in the study is provided including psychometric properties and evidence of cultural validity.	Information regarding instruments utilized in the study is missing.
Methodology: Data Collection and Analysis	Methods used to collect data are described fully. A description of the planned data analysis is presented along with a rationale.	Methods used to collect data are described adequately. A description of the planned data analysis is presented along with an adequate rationale.	Methods used to collect data are not described. A description of the planned data analysis is missing.

Ethical Considerations ELS.1	Adherence to ethical standards and principles of conducting research is evidenced and a thorough discussion of ethical decision-making processes is provided.	Addresses basic ethical principles as they relate to conducting research.	Does not adequately address the ethical issues relevant to the research.
References: APA Format RLP.3	References are complete and presented using APA 6 formatting guidelines.	References are presented using APA 6 formatting guidelines.	References are incomplete and are not presented using APA 6 formatting guidelines.
Writing: Quality of Written Expression	The writing style reflects continuity in the presentation of ideas, smoothness of expression, an interesting tone, economy of expression, as well as precision and clarity.	The writing style is adequately effective in communicating ideas, has a consistent tone and is understandable.	The writing style is difficult to follow, lacks clarity and does not flow smoothly.
Writing: Mechanics	There is evidence of sophistication and style in the mechanics utilized. Accepted conventions of writing and discourse are adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript	Accepted conventions of writing and discourse are adequately adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript	Accepted conventions of writing and discourse are not adhered to throughout the manuscript and there is evidence of a lack of attention to detail.
NIH Certificate	Student has successfully obtained NIH Certificate online.	Student has successfully obtained NIH Certificate online.	Student has not obtained NIH Certificate online.

Appendix C: PSYD 703 Signature Assignment Rubric: Statement of the Problem, Literature Review, and Methods

PSYD 703
Statement of the Problem, Literature Review, and
Methods

Student:	Reviewer:	Date:
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	3 Outstanding (90% and above)	2 Acceptable (80-89%)	1 Unacceptable (Below 80%)
Introduction: Statement of the Problem SKM.1	The introduction articulately and succinctly (a few pages) presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research	The introduction adequately presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.	The introduction does not adequately present the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.
Literature Review: Theoretical Framework SKM.2	There is a clearly identified theoretical framework that is consistent with design of the study, has been used by other researchers and flows logically from the problem.	There is an adequately identified theoretical framework that is consistent with design of the study, has been used by other researchers and flows logically from the problem.	There is no theoretical framework that is consistent with design of the study, that has been used by other researchers and that flows logically from the problem.
Literature Review: Organization	The literature review presents a logical, structured and integrated critical analysis of other studies. The author's voice is reflected in the writing.	The literature review presents an adequate critical analysis of other studies that is presented logically.	The literature review is disjointed, does not flow logically and does not present a critical analysis of other studies.

Methodology: Research Design REV.1	The research design is described in detail.	The research design is presented adequately.	The research design is inadequately described.
Methodology: Operational Definitions	Operational definitions of variables and constructs are clearly presented and described.	Operational definitions of variables and constructs are provided as needed.	Operational definitions of variables and constructs are not provided.
Methodology: Participant Selection	Sampling procedures are clearly described and include information related to sample size and power where appropriate.	Sampling procedures are adequately described and include information related to sample size and power where appropriate.	Sampling procedures are not clearly described.
Methodology: Diversity ICD.2	Shows sensitivity to cultural issues relevant to the research; discussions include thorough integration of various cultural factors as relevant.	Shows basic cultural sensitivity and inclusion of factors in the research.	Does not adequately include factors of individual and cultural diversity as relevant to the research.
Methodology: Instrumentation	Information regarding instruments utilized in the study is provided including psychometric properties and evidence of cultural validity.	Information regarding instruments utilized in the study is provided including psychometric properties and evidence of cultural validity.	Information regarding instruments utilized in the study is missing.
Methodology: Data Collection and Analysis	Methods used to collect data are described fully. A description of the planned data analysis is presented along with a rationale.	Methods used to collect data are described adequately. A description of the planned data analysis is presented along with an adequate rationale.	Methods used to collect data are not described. A description of the planned data analysis is missing.
Ethical Considerations ELS.1	Adherence to ethical standards and principles of conducting research is evidenced and a thorough discussion of ethical decision-making processes is provided.	Addresses basic ethical principles as they relate to conducting research.	Does not adequately address the ethical issues relevant to the research.

References: APA Format RLP.3	References are complete and presented using APA 6 formatting guidelines.	References are presented using APA 6 formatting guidelines.	References are incomplete and are not presented using APA 6 formatting guidelines.
Appendices and Supplemental Materials	Appendices and supplemental materials are provided and labeled appropriately.	Appendices and supplemental materials are provided and labeled.	Appendices and supplemental materials are not provided.
Writing: Quality of Written Expression	The writing style reflects continuity in the presentation of ideas, smoothness of expression, an interesting tone, economy of expression, as well as precision and clarity.	The writing style is adequately effective in communicating ideas, has a consistent tone and is understandable.	The writing style is difficult to follow, lacks clarity and does not flow smoothly.
Writing: Mechanics	There is evidence of sophistication and style in the mechanics utilized. Accepted conventions of writing and discourse are adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript	Accepted conventions of writing and discourse are adequately adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript	Accepted conventions of writing and discourse are not adhered to throughout the manuscript and there is evidence of a lack of attention to detail.

**Appendix D: PSYD 704 Signature Assignment Rubric: Oral Dissertation
Proposal Defense Rubric & Written Dissertation Proposal Rubric**

PSYD 704
Oral Dissertation Proposal Defense Rubric

Student:	Reviewer:	Date:
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	3 Outstanding (90% and above)	2 Acceptable (80-89%)	1 Unacceptable (Below 80%)
Originality and Critical Thinking RES.1	Research design and methodology reflect exceptional originality in conceptualization and design. The research will contribute to the field in significant and meaningful ways.	The research study demonstrates a creative and unique approach to the stated problem. The research makes a contribution to the field.	The research lacks both originality and creative thinking. It does not appear to make a significant contribution to the field.
Introduction: Statement of the Problem	The introduction articulately and succinctly (a few pages) presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.	The introduction adequately presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research	The introduction does not adequately present the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.

Literature Review	A brief overview of the literature review is provided effectively and questions regarding the literature review are answered articulately and knowledgeably.	A brief overview of the literature review is provided adequately and questions regarding the literature review are answered adequately.	A brief overview of the literature review is provided but is ineffective and questions regarding the literature review are answered without understanding or cohesion.
Methodology	A brief overview of the methodology section is provided effectively and questions regarding the methodology section are answered articulately and knowledgeably.	A brief overview of the methodology section is provided adequately and questions regarding the methodology section are answered adequately.	A brief overview of the methodology section is provided but is ineffective and questions regarding the methodology section are answered without understanding or cohesion.
Ethical Considerations ELS.3	Adherence to ethical standards and principles of conducting research is evidenced and a thorough discussion of ethical decision-making processes is provided.	Addresses basic ethical principles as they relate to conducting research.	Does not adequately address the ethical issues relevant to the research.
References: APA Format	References are complete and presented using APA 6 formatting guidelines.	References are presented using APA 6 formatting guidelines.	References are incomplete and are not presented using APA 6 formatting guidelines.

Visual Presentation: Use of CLU Template	PowerPoint slides utilize the current CLU template.	PowerPoint slides utilize the current CLU template.	PowerPoint slides do not utilize the current CLU template.
Effectiveness of Presentation RES.3	Presentation is well constructed, easy to read, informative and visually appealing adding to the effectiveness of the presentation.	Presentation is well constructed, easy to read and informative.	Presentation is poorly constructed, difficult to read, lacking in essential information and visually unappealing, detracting from the effectiveness of the presentation.
Oral Communication IPS.3	Presenter speaks clearly and articulately, utilizes an interesting and professional vocabulary, is easy to understand and well organized in the presentation.	Presenter speaks clearly, utilizes a professional vocabulary, is easy to understand and well organized in the presentation.	Presenter speaks poorly, is difficult to understand and poorly organized.
Professionalism PVA.1	Presenter is properly dressed, speaks with authority, engages the audience, makes eye contact and exhibits appropriate professionalism.	Presenter exhibits appropriate professionalism throughout the defense.	Presenter is poorly dressed, does not engage the audience, does not make eye contact with the audience and is poorly prepared.

PSYD 704
Written Dissertation Proposal Rubric

Student:	Reviewer:	Date:
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	3 Outstanding (90% and above)	2 Acceptable (80-89%)	1 Unacceptable (Below 80%)
Originality and Critical Thinking	Research design and methodology reflect exceptional originality in conceptualization and design. The research will contribute to the field in significant and meaningful ways.	The research study demonstrates a creative and unique approach to the stated problem. The research makes a contribution to the field.	The research lacks both originality and creative thinking. It does not appear to make a significant contribution to the field.
Introduction: Statement of the Problem	The introduction articulately and succinctly (a few pages) presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.	The introduction adequately presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.	The introduction does not adequately present the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.

Literature Review: Theoretical Framework	There is a clearly identified theoretical framework that is consistent with design of the study, has been used by other researchers and flows logically from the problem.	There is an adequately identified theoretical framework that is consistent with design of the study, has been used by other researchers and flows logically from the problem.	There is no theoretical framework that is consistent with design of the study, that has been used by other researchers and that flows logically from the problem.
Literature Review: Organization RES.2	The literature review presents a logical, structured and integrated critical analysis of other studies. The author's voice is reflected in the writing.	The literature review presents an adequate critical analysis of other studies that is presented logically.	The literature review is disjointed, does not flow logically and does not present a critical analysis of other studies.
Methodology: Research Design	The research design is described in detail.	The research design is presented adequately.	The research design is inadequately described.
Methodology: Operational Definitions	Operational definitions of variables and constructs are clearly presented and described.	Operational definitions of variables and constructs are provided as needed.	Operational definitions of variables and constructs are not provided.
Methodology: Participant Selection	Sampling procedures are clearly described and include information related to sample size and power where appropriate.	Sampling procedures are adequately described and include information related to sample size and power where appropriate.	Sampling procedures are not clearly described.

Methodology: Diversity	Shows sensitivity to cultural issues relevant to the research; discussions include thorough integration of various cultural factors as relevant.	Shows basic cultural sensitivity and inclusion of factors in the research.	Does not adequately include factors of individual and cultural diversity as relevant to the research.
Methodology: Instrumentation	Information regarding instruments utilized in the study is provided including psychometric properties and evidence of cultural validity.	Information regarding instruments utilized in the study is provided including psychometric properties and evidence of cultural validity.	Information regarding instruments utilized in the study is missing.
Methodology: Data Collection and Analysis	Methods used to collect data are described fully. A description of the planned data analysis is presented along with a rationale.	Methods used to collect data are described adequately. A description of the planned data analysis is presented along with an adequate rationale.	Methods used to collect data are not described. A description of the planned data analysis is missing.
Ethical Considerations	Adherence to ethical standards and principles of conducting research is evidenced and a thorough discussion of ethical decision-making processes is provided.	Addresses basic ethical principles as they relate to conducting research.	Does not adequately address the ethical issues relevant to the research.
References: APA Format	References are complete and presented using APA 6 formatting guidelines.	References are presented using APA 6 formatting guidelines.	References are incomplete and are not presented using APA 6 formatting guidelines.

Appendices and Supplemental Materials	Appendices and supplemental materials are provided and labeled appropriately.	Appendices and supplemental materials are provided and labeled.	Appendices and supplemental materials are not provided.
Writing: Quality of Written Expression IPS.2	The writing style reflects continuity in the presentation of ideas, smoothness of expression, an interesting tone, economy of expression, as well as precision and clarity.	The writing style is adequately effective in communicating ideas, has a consistent tone and is understandable.	The writing style is difficult to follow, lacks clarity and does not flow smoothly.
Writing: Mechanics	There is evidence of sophistication and style in the mechanics utilized. Accepted conventions of writing and discourse are adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript	Accepted conventions of writing and discourse are adequately adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript	Accepted conventions of writing and discourse are not adhered to throughout the manuscript and there is evidence of a lack of attention to detail.

**Appendix E: PSYD 731 Signature Assignment Rubric: IRB Proposal
Rubric**

PSYD 731
IRB Proposal Rubric

Student:	Reviewer:	Date:
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	3 Outstanding (90% and above)	2 Acceptable (80-89%)	1 Unacceptable (Below 80%)
Introduction: Statement of the Problem SKM.1	The introduction articulately and succinctly (a few pages) presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.	The introduction adequately presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.	The introduction does not adequately present the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.
Intro: Feasibility of the Study	A discussion of the required resources, participants, completion time and logistics is thoughtfully and comprehensively provided.	A discussion of the required resources, participants, completion time and logistics is adequately provided.	A discussion of the required resources, participants, completion time and logistics is missing.
Literature Review: Theoretical Framework SKM.2	There is a clearly identified theoretical framework that is consistent with design of the study, has been used by other researchers and flows logically from the problem.	There is an adequately identified theoretical framework that is consistent with design of the study, has been used by other researchers and flows logically from the problem.	There is no theoretical framework that is consistent with design of the study, that has been used by other researchers and that flows logically from the problem.

Methodology: Research Design REV.1	The research design is described in detail.	The research design is presented adequately.	The research design is inadequately described.
Methodology: Operational Definitions	Operational definitions of variables and constructs are clearly presented and described.	Operational definitions of variables and constructs are provided as needed.	Operational definitions of variables and constructs are not provided.
Methodology: Participant Selection	Sampling procedures are clearly described and include information related to sample size and power where appropriate.	Sampling procedures are adequately described and include information related to sample size and power where appropriate.	Sampling procedures are not clearly described.
Methodology: Diversity ICD.2	Shows sensitivity to cultural issues relevant to the research; discussions include thorough integration of various cultural factors as relevant.	Shows basic cultural sensitivity and inclusion of factors in the research.	Does not adequately include factors of individual and cultural diversity as relevant to the research.
Methodology: Instrumentation	Information regarding instruments utilized in the study is provided including psychometric properties and evidence of cultural validity.	Information regarding instruments utilized in the study is provided including psychometric properties and evidence of cultural validity.	Information regarding instruments utilized in the study is missing.

Methodology: Data Collection and Analysis	Methods used to collect data are described fully. A description of the planned data analysis is presented along with a rationale.	Methods used to collect data are described adequately. A description of the planned data analysis is presented along with an adequate rationale.	Methods used to collect data are not described. A description of the planned data analysis is missing.
Ethical Considerations ELS.1	Adherence to ethical standards and principles of conducting research is evidenced and a thorough discussion of ethical decision-making processes is provided.	Addresses basic ethical principles as they relate to conducting research.	Does not adequately address the ethical issues relevant to the research.
References: APA Format RLP.3	References are complete and presented using APA 6 formatting guidelines.	References are presented using APA 6 formatting guidelines.	References are incomplete and are not presented using APA 6 formatting guidelines.
Appendices and Supplemental Materials	Appendices and supplemental materials are provided and labeled appropriately.	Appendices and supplemental materials are provided and labeled.	Appendices and supplemental materials are not provided.
Writing: Quality of Written Expression	The writing style reflects continuity in the presentation of ideas, smoothness of expression, an interesting tone, economy of expression, as well as precision and clarity.	The writing style is adequately effective in communicating ideas, has a consistent tone and is understandable.	The writing style is difficult to follow, lacks clarity and does not flow smoothly.

Writing: Mechanics	There is evidence of sophistication and style in the mechanics utilized. Accepted conventions of writing and discourse are adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript	Accepted conventions of writing and discourse are adequately adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript	Accepted conventions of writing and discourse are not adhered to throughout the manuscript and there is evidence of a lack of attention to detail.
IRB Approval	IRB approval is received without any required changes or modifications.	IRB approval is received and any required changes and modifications have been submitted and approved.	IRB approval has not been received.

**Appendix F: PSYD 732 Signature Assignment Rubric: Data Collection
and Analysis Rubric**

PSYD 732
Data Collection and Analysis Rubric

Student:	Reviewer:	Date:
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	3 Outstanding (90% and above)	2 Acceptable (80-89%)	1 Unacceptable (Below 80%)
Methodology: Participant Selection	Sampling procedures are clearly described and include information related to sample size and power where appropriate.	Sampling procedures are adequately described and include information related to sample size and power where appropriate.	Sampling procedures are not clearly described.
Methodology: Diversity ICD.2	Shows sensitivity to cultural issues relevant to the research; discussions include thorough integration of various cultural factors as relevant.	Shows basic cultural sensitivity and inclusion of factors in the research.	Does not adequately include factors of individual and cultural diversity as relevant to the research.
Methodology: Instrumentation	Information regarding instruments utilized in the study is provided including psychometric properties and evidence of cultural validity.	Information regarding instruments utilized in the study is provided including psychometric properties and evidence of cultural validity.	Information regarding instruments utilized in the study is missing.
Methodology: Data Collection and Analysis	Methods used to collect data are described fully. A description of the planned data analysis is presented along with a rationale.	Methods used to collect data are described adequately. A description of the planned data analysis is presented along with an adequate rationale.	Methods used to collect data are not described. A description of the planned data analysis is missing.

Results: Address Research Question/Hypothesis SKM.2	Results are discussed in relation to the research questions/hypotheses and reveal a sophisticated level of understanding.	Results are adequately discussed in relation to the research questions/hypotheses.	The results do not adequately address the research questions/hypotheses and are incomplete or poorly described.
Results: Narrative Description	A summary of the collected data and analysis performed on the data is provided in clear, understandable, unbiased language. All relevant results are reported.	A summary of the collected data and analysis performed on the data is adequately provided. Relevant results are reported.	A summary of the collected data and analysis performed on the data is not provided in clear, understandable language. Relevant results are not reported.
Results: Tables and Figures	Tables and figures are easy to read, well-developed, help the reader understand the results of the study and adhere to APA formatting guidelines.	Tables and figures help the reader understand the results of the study and adhere to APA formatting guidelines.	Tables and figures are not included or do not adhere to APA formatting guidelines.
Results: Exploratory Analysis	A clear, brief description of exploratory analyses is provided along with possible implications.	An adequate description of exploratory analyses is provided.	No description of exploratory analyses is provided.
Ethical Considerations ELS.1	Adherence to ethical standards and principles of conducting research is evidenced and a thorough discussion of ethical decision-making processes is provided.	Addresses basic ethical principles as they relate to conducting research.	Does not adequately address the ethical issues relevant to the research.
Writing: Quality of Written Expression	The writing style reflects continuity in the presentation of ideas, smoothness of expression, an interesting tone, economy of expression, as well as precision and clarity.	The writing style is adequately effective in communicating ideas, has a consistent tone and is understandable.	The writing style is difficult to follow, lacks clarity and does not flow smoothly.

Writing: Mechanics	<p>There is evidence of sophistication and style in the mechanics utilized. Accepted conventions of writing and discourse are adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript</p>	<p>Accepted conventions of writing and discourse are adequately adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript</p>	<p>Accepted conventions of writing and discourse are not adhered to throughout the manuscript and there is evidence of a lack of attention to detail.</p>
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**Appendix G: PSYD 733 Signature Assignment Rubric: Results and Discussion
Sections Rubric**

PSYD 733
Results and Discussion Sections Rubric

Student:	Reviewer:	Date:
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	3 Outstanding (90% and above)	2 Acceptable (80-89%)	1 Unacceptable (Below 80%)
Results: Address Research Question/Hypothesis SKM.2	Results are discussed in relation to the research questions/hypotheses and reveal a sophisticated level of understanding.	Results are adequately discussed in relation to the research questions/hypotheses.	The results do not adequately address the research questions/hypotheses and are incomplete or poorly described.
Results: Narrative Description	A summary of the collected data and analysis performed on the data is provided in clear, understandable, unbiased language. All relevant results are reported.	A summary of the collected data and analysis performed on the data is adequately provided. Relevant results are reported.	A summary of the collected data and analysis performed on the data is not provided in clear, understandable language. Relevant results are not reported.
Results: Tables and Figures	Tables and figures are easy to read, well-developed, help the reader understand the results of the study and adhere to APA formatting guidelines.	Tables and figures help the reader understand the results of the study and adhere to APA formatting guidelines.	Tables and figures are not included or do not adhere to APA formatting guidelines.

Results: Exploratory Analysis	A clear, brief description of exploratory analyses is provided along with possible implications.	An adequate description of exploratory analyses is provided.	No description of exploratory analyses is provided.
Discussion: Interpretation and Evaluation	An overview of the significant findings of the study is clearly presented which include an examination of findings that fail to support the research question/hypothesis. A discussion of the generalizability of the results is included.	An overview of the significant findings of the study is adequately presented which include an examination of findings that fail to support the research question/hypothesis. An adequate discussion of the generalizability of the results is included.	An overview of the significant findings of the study is not presented. A discussion of the generalizability of the results is missing.
Discussion: Comparison with Work of Others	A careful consideration of the findings of the study in comparison to the work of others is presented.	Consideration of the findings of the study in comparison to the work of others is adequately presented.	Consideration of the findings of the study in comparison to the work of others is not presented.
Discussion: Limitations	Limitations of the study that may affect the validity or the generalizability of the results are clearly discussed.	Limitations of the study that may affect the validity or the generalizability of the results are adequately discussed.	Limitations of the study that may affect the validity or the generalizability of the results are not included.
Discussion: Further Research	A discussion that includes appropriate and comprehensive recommendations for further research is provided.	A discussion that includes appropriate recommendations for further research is provided.	A discussion that includes recommendations for further research is not provided.
Discussion: Professional Practice	Implications of the study for professional practice are clearly considered.	Implications of the study for professional practice are adequately considered.	Implications of the study for professional practice are not considered.

Ethical Considerations ELS.1	Adherence to ethical standards and principles of conducting research is evidenced and a thorough discussion of ethical decision-making processes is provided.	Addresses basic ethical principles as they relate to conducting research.	Does not adequately address the ethical issues relevant to the research.
Writing: Quality of Written Expression	The writing style reflects continuity in the presentation of ideas, smoothness of expression, an interesting tone, economy of expression, as well as precision and clarity.	The writing style is adequately effective in communicating ideas, has a consistent tone and is understandable.	The writing style is difficult to follow, lacks clarity and does not flow smoothly.
Writing: Mechanics	There is evidence of sophistication and style in the mechanics utilized. Accepted conventions of writing and discourse are adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript	Accepted conventions of writing and discourse are adequately adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript	Accepted conventions of writing and discourse are not adhered to throughout the manuscript and there is evidence of a lack of attention to detail.

**Appendix H: PSYD 734 Signature Assignment Rubric: Festival of Scholars
Poster Rubric & Oral Dissertation Defense Rubric**

PSYD 734
Festival of Scholars Poster Rubric

Student:	Reviewer:	Date:
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	3 Outstanding (90% and above)	2 Acceptable (80-89%)	1 Unacceptable (Below 80%)
Visual Presentation: Use of CLU Logo	The CLU logo is present, current and clear.	The CLU logo is present.	The CLU logo is missing.
Visual Presentation: Readability of information presented RLP.3	The information on the poster is easy to read.	The information on the poster is readable.	The poster is difficult to read.
Visual Presentation: Organization of information presented	The information on the poster is very well organized.	The information on the poster is adequately organized.	The information on the poster is poorly organized.
Adherence to APA Format: Proper use of tables and graphs	Graphs and tables adhere to APA formatting guidelines and are effective in their presentation.	Graphs and tables adhere to APA formatting guidelines.	Graphs and tables do not adhere to APA formatting guidelines.
Adherence to APA Format: Contact information provided	Contact information for the researcher and the dissertation chairperson are provided.	Contact information is provided for the researcher.	No contact information is provided

Quality of Information Provided: Abstract	The abstract is well-written and presented.	The abstract is adequately written and presented.	The abstract is poorly written and presented.
Quality of Information Provided: Research Question(s)/Hypotheses SKM.1	The research questions/hypotheses are well formulated and stated.	The research questions/hypotheses are adequately stated and presented.	The research questions/hypotheses are missing.
Quality of Information Provided: Methodology	The methodology is described well.	The methodology is adequately described.	The methodology is poorly described.
Quality of Information Provided: Data Analysis REV.1	The data analysis is presented effectively.	The data analysis is presented adequately.	The data analysis is poorly presented.
Quality of Information Provided: Results REV.1, ASM.6	The results are reported effectively.	The results are reported adequately.	The results are poorly reported.
Quality of Information Provided: References SKM.1	Representative references have been included in the correct format.	Representative references have been included.	No references have been included.

Presentation at FoS: Attendance PVA.1	The researcher is present at the FoS presentation and is interactive with attendees.	The researcher is present at the FoS presentation.	The researcher is not present at the FoS presentation.
Presentation at FoS: Professionalism PVA.3, RLP.3	The researcher's attire and demeanor are very professional.	The researcher's attire and demeanor are adequately professional.	The researcher's attire and demeanor lack professionalism.
Presentation at FoS: Handouts RLP.3	The researcher has prepared a one page handout for attendees that is well organized and effective.	The researcher has prepared a one page handout for attendees.	The researcher does not have any handouts for attendees.

PSYD 734
Oral Dissertation Defense Rubric

Student:	Reviewer:	Date:
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	3 Outstanding (90% and above)	2 Acceptable (80-89%)	1 Unacceptable (Below 80%)
Originality and Critical Thinking	Research design and methodology reflect exceptional originality in conceptualization and design. The research will contribute to the field in significant and meaningful ways.	The research study demonstrates a creative and unique approach to the stated problem. The research makes a contribution to the field.	The research lacks both originality and creative thinking. It does not appear to make a significant contribution to the field.
Introduction: Statement of the Problem	The introduction articulately and succinctly (a few pages) presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.	The introduction adequately presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and	The introduction does not adequately present the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.

Literature Review	A brief overview of the literature review is provided effectively and questions regarding the literature review are answered articulately and knowledgeably.	A brief overview of the literature review is provided adequately and questions regarding the literature review are answered adequately.	A brief overview of the literature review is provided but is ineffective and questions regarding the literature review are answered without understanding or cohesion.
Methodology	A brief overview of the methodology section is provided effectively and questions regarding the methodology section are answered articulately and knowledgeably.	A brief overview of the methodology section is provided adequately and questions regarding the methodology section are answered adequately.	A brief overview of the methodology section is provided but is ineffective and questions regarding the methodology section are answered without understanding or cohesion.
Results	A brief overview of the results is provided effectively and questions regarding the results section are answered articulately and knowledgeably.	A brief overview of the results is provided adequately and questions regarding the results are answered adequately.	A brief overview of the results is provided but is ineffective and questions regarding the results are answered without understanding or cohesion.
Discussion	A brief overview of the discussion section is provided effectively and questions regarding the discussion section are answered articulately and knowledgeably.	A brief overview of the discussion section is provided adequately and questions regarding the discussion section are answered adequately.	A brief overview of the discussion section is provided but is ineffective and questions regarding the discussion section are answered without understanding or cohesion.

Ethical Considerations	Adherence to ethical standards and principles of conducting research is evidenced and a thorough discussion of ethical decision-making processes is provided.	Addresses basic ethical principles as they relate to conducting research.	Does not adequately address the ethical issues relevant to the research.
References: APA Format	References are complete and presented using APA 6 formatting guidelines.	References are presented using APA 6 formatting guidelines.	References are incomplete and are not presented using APA 6 formatting guidelines.
Visual Presentation: Use of CLU Template	PowerPoint slides utilize the current CLU template.	PowerPoint slides utilize the current CLU template.	PowerPoint slides do not utilize the current CLU template.
Effectiveness of Presentation RES.3	Presentation is well constructed, easy to read, informative and visually appealing adding to the effectiveness of the presentation.	Presentation is well constructed, easy to read and informative.	Presentation is poorly constructed, difficult to read, lacking in essential information and visually unappealing, detracting from the effectiveness of the presentation.
Oral Communication IPS.2	Presenter speaks clearly and articulately, utilizes an interesting and professional vocabulary, is easy to understand and well organized in the presentation.	Presenter speaks clearly, utilizes a professional vocabulary, is easy to understand and well organized in the presentation.	Presenter speaks poorly, is difficult to understand and poorly organized.
Professionalism PVA.1	Presenter is properly dressed, speaks with authority, engages the audience, makes eye contact and exhibits appropriate professionalism.	Presenter exhibits appropriate professionalism throughout the defense.	Presenter is poorly dressed, does not engage the audience, does not make eye contact with the audience and is poorly prepared.

Appendix I: PSYD 7XD Written Dissertation Rubric

PSYD 7XD
Written Dissertation Rubric

Student:	Reviewer:	Date:
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	3 Outstanding (90% and above)	2 Acceptable (80-89%)	1 Unacceptable (Below 80%)
Originality and Critical Thinking RES.1	Research design and methodology reflect exceptional originality in conceptualization and design. The research will contribute to the field in significant and meaningful ways.	The research study demonstrates a creative and unique approach to the stated problem. The research makes a contribution to the field.	The research lacks both originality and creative thinking. It does not appear to make a significant contribution to the field.
Abstract	The abstract is accurate, coherent and concise (150-250 words) and uses key words. It clearly communicates the purpose of the study.	The abstract reflects publication standards for style and completeness.	The abstract is unclear and poorly written. Key words are missing.
Introduction: Statement of the Problem	The introduction articulately and succinctly (a few pages) presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.	The introduction adequately presents the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.	The introduction does not adequately present the specific problem being studied, explores the importance of the problem, describes the relevant scholarship and states the research question/hypothesis and relation to the research design.

Literature Review: Theoretical Framework	There is a clearly identified theoretical framework that is consistent with design of the study, has been used by other researchers and flows logically from the problem.	There is an adequately identified theoretical framework that is consistent with design of the study, has been used by other researchers and flows logically from the problem.	There is no theoretical framework that is consistent with design of the study, that has been used by other researchers and that flows logically from the problem.
Literature Review: Organization	The literature review presents a logical, structured and integrated critical analysis of other studies. The author's voice is reflected in the writing.	The literature review presents an adequate critical analysis of other studies that is presented logically.	The literature review is disjointed, does not flow logically and does not present a critical analysis of other studies.
Methodology: Research Design RES.2	The research design is described in detail.	The research design is presented adequately.	The research design is inadequately described.
Methodology: Operational Definitions	Operational definitions of variables and constructs are clearly presented and described.	Operational definitions of variables and constructs are provided as needed.	Operational definitions of variables and constructs are not provided.
Methodology: Participant Selection	Sampling procedures are clearly described and include information related to sample size and power where appropriate.	Sampling procedures are adequately described and include information related to sample size and power where appropriate.	Sampling procedures are not clearly described.
Methodology: Diversity ICD.2	Shows sensitivity to cultural issues relevant to the research; discussions include thorough integration of various cultural factors as relevant.	Shows basic cultural sensitivity and inclusion of factors in the research.	Does not adequately include factors of individual and cultural diversity as relevant to the research.

Methodology: Instrumentation	Information regarding instruments utilized in the study is provided including psychometric properties and evidence of cultural validity.	Information regarding instruments utilized in the study is provided including psychometric properties and evidence of cultural validity.	Information regarding instruments utilized in the study is missing.
Methodology: Data Collection and Analysis	Methods used to collect data are described fully. A description of the planned data analysis is presented along with a rationale.	Methods used to collect data are described adequately. A description of the planned data analysis is presented along with an adequate rationale.	Methods used to collect data are not described. A description of the planned data analysis is missing.
Results: Address Research Question/Hypothesis	Results are discussed in relation to the research questions/hypotheses and reveal a sophisticated level of understanding.	Results are adequately discussed in relation to the research questions/hypotheses.	The results do not adequately address the research questions/hypotheses and are incomplete or poorly described.
Results: Narrative Description	A summary of the collected data and analysis performed on the data is provided in clear, understandable, unbiased language. All relevant results are reported.	A summary of the collected data and analysis performed on the data is adequately provided. Relevant results are reported.	A summary of the collected data and analysis performed on the data is not provided in clear, understandable language. Relevant results are not reported.
Results: Tables and Figures	Tables and figures are easy to read, well-developed, help the reader understand the results of the study and adhere to APA formatting guidelines.	Tables and figures help the reader understand the results of the study and adhere to APA formatting guidelines.	Tables and figures are not included or do not adhere to APA formatting guidelines.
Results: Exploratory Analysis	A clear, brief description of exploratory analyses is provided along with possible implications.	An adequate description of exploratory analyses is provided.	No description of exploratory analyses is provided.

Discussion: Interpretation and Evaluation	An overview of the significant findings of the study is clearly presented which include an examination of findings that fail to support the research question/hypothesis. A discussion of the generalizability of the results is included.	An overview of the significant findings of the study is adequately presented which include an examination of findings that fail to support the research question/hypothesis. An adequate discussion of the generalizability of the results is included.	An overview of the significant findings of the study is not presented. A discussion of the generalizability of the results is missing.
Discussion: Comparison with Work of Others	A careful consideration of the findings of the study in comparison to the work of others is presented.	Consideration of the findings of the study in comparison to the work of others is adequately presented.	Consideration of the findings of the study in comparison to the work of others is not presented.
Discussion: Limitations	Limitations of the study that may affect the validity or the generalizability of the results are clearly discussed.	Limitations of the study that may affect the validity or the generalizability of the results are adequately discussed.	Limitations of the study that may affect the validity or the generalizability of the results are not included.
Discussion: Further Research	A discussion that includes appropriate and comprehensive recommendations for further research is provided.	A discussion that includes appropriate recommendations for further research is provided.	A discussion that includes recommendations for further research is not provided.
Discussion: Professional Practice	Implications of the study for professional practice are clearly considered.	Implications of the study for professional practice are adequately considered.	Implications of the study for professional practice are not considered.
Ethical Considerations ELS.3	Adherence to ethical standards and principles of conducting research is evidenced and a thorough discussion of ethical decision-making processes is provided.	Addresses basic ethical principles as they relate to conducting research.	Does not adequately address the ethical issues relevant to the research.

References: APA Format	References are complete and presented using APA 6 formatting guidelines.	References are presented using APA 6 formatting guidelines.	References are incomplete and are not presented using APA 6 formatting guidelines.
Appendices and Supplemental Materials	Appendices and supplemental materials are provided and labeled appropriately.	Appendices and supplemental materials are provided and labeled.	Appendices and supplemental materials are not provided.
Writing: Quality of Written Expression IPS.2	The writing style reflects continuity in the presentation of ideas, smoothness of expression, an interesting tone, economy of expression, as well as precision and clarity.	The writing style is adequately effective in communicating ideas, has a consistent tone and is understandable.	The writing style is difficult to follow, lacks clarity and does not flow smoothly.
Writing: Mechanics	There is evidence of sophistication and style in the mechanics utilized. Accepted conventions of writing and discourse are adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript	Accepted conventions of writing and discourse are adequately adhered to throughout the manuscript. The quality of the mechanics add to the readability of the manuscript	Accepted conventions of writing and discourse are not adhered to throughout the manuscript and there is evidence of a lack of attention to detail.

Appendix J: PsyD Dissertation Sample Title Page

CALIFORNIA LUTHERAN UNIVERSITY

Graduate School of Psychology

Title of Dissertation

A dissertation submitted in partial satisfaction of the
requirements for the degree of
Doctor of Psychology in Clinical Psychology

by

[Your Name]

[Month] [Year]

Appendix K: Dissertation Signature Page Sample

Graduate School of Psychology

at

California Lutheran University

Upon the recommendations of the dissertation committee, this
dissertation by [Student Name] is hereby accepted in partial
fulfillment of the requirements for the degree of

Doctor of Psychology in Clinical Psychology

Committee Member Name

Committee Member Name

Faculty Name
Committee Chair

Date

Appendix L: Dissertation Committee Nomination for Doctorate Degree Form

DISSERTATION COMMITTEE NOMINATION FOR DOCTORATE DEGREE

The Doctoral Program in Clinical Psychology verifies that

Student Name: _____ (Last, First, Middle) CLU Student ID Number _____ Student's Signature _____ Date _____

has completed all requirements to proceed to the dissertation proposal defense for the Doctor of

Psychology. The proposed research topic is: _____

The tentative title of the dissertation is: _____

REGULATIONS REGARDING DOCTORAL DISSERTATION COMMITTEES

1. All doctoral committees must include a minimum of three committee members.
2. All doctoral committees must be chaired by a full-time faculty member from the CLU Graduate School of Psychology to be designated during the summer of the student's third year.
3. One member of the committee may be from outside the CLU faculty with permission of the Department Chair.
4. All committee members must hold earned doctorates from accredited universities.

The following full-time faculty members from the Graduate School of Psychology at California Lutheran University (CLU) are nominated for the doctoral committee of this student, the first to be Chair:

- | | | | |
|----|---------------------|-----------|-------|
| 1. | _____ | _____ | _____ |
| | Name (Please print) | Signature | Date |
| 2. | _____ | _____ | _____ |
| | Name (Please print) | Signature | Date |
| 3. | _____ | _____ | _____ |
| | Name (Please print) | Signature | Date |

The following individual from outside the CLU Graduate School of Psychology faculty is nominated for the doctoral committee of this student:

_____	_____	_____
Name, Faculty Rank, Institutional Affiliation	Signature	Date

Submit completed original to the Program Coordinator, Doctoral Program in Clinical Psychology. After approval by both the Department Chair and the Dean of the Graduate School of Psychology, copies will be distributed to the appropriate individuals.

For Office Use Only

Signed: _____

Chair, PsyD Program in Clinical Psychology, CLU Graduate School of Psychology	Date _____
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Appendix M: PsyD Dissertation Activity Form – Acceptance of Proposal

California Lutheran University
Graduate School of Psychology
Clinical Psychology Program

PsyD Dissertation Activity Tracking Form

Student Name: _____

Dissertation Topic: _____

Proposal Defense

Acceptance of Proposal

Dr. _____, Committee Chair	_____
Dr. _____, Committee Member	_____
Dr. _____, Committee Member	_____
Chair, PSYD Department	_____

Appendix N: PsyD Dissertation Successfully Defended

California Lutheran University
Graduate School of Psychology
Clinical Psychology Program

PsyD Dissertation Activity Tracking Form

Student Name: _____

Dissertation Topic: _____

Dissertation Defense

Dissertation successfully defended:

Dr. _____, Committee Chair	_____ Date
Dr. _____, Committee Member	_____ Date
Dr. _____, Committee Member	_____ Date
Chair, PSYD Department	_____ Date

Appendix O: PsyD Dissertation Complete Form

California Lutheran University
Graduate School of Psychology
Clinical Psychology Program
PsyD Dissertation Activity Tracking Form

Student Name: _____

Dissertation Topic: _____

Dissertation Complete

Dissertation completed:

Dr. _____, Committee Chair _____ Date _____

Chair, PSYD Department _____ Date _____