



INSTITUTE FOR THE  
PSYCHOLOGICAL SCIENCES

# Doctoral Dissertation Handbook

**2023-2024**

Including:  
PSY 899 Dissertation Syllabus Form,  
Dissertation Chair and Committee Member proposal and Dissertation Forms

**Disclaimer:**

This edition of the IPS dissertation handbook replaces all previous editions. Please report any errors, contradictions, omissions, or other similar concerns to the Director of Research Training.

This handbook is for easy reference by the student. Any contradiction between the contents of this handbook and the academic catalog are to be decided in favor of the catalog. Aside from that, this handbook's procedures should be considered binding on the student and will be used as part of the judgment of the quality of the dissertation.

(Note that for space purposes this document is NOT double spaced. Consistent with APA format, the ENTIRE dissertation document IS to be double spaced.)

**Technology Requirements for the Dissertation****HARDWARE:**

11th Gen Intel Core Processor i7 or higher  
 16GB RAM minimum of memory  
 256GB minimum drive space (Solid State Drive recommended)  
 WiFi - Capabilities  
 Bluetooth - Capabilities  
 Integrated Camera/Mic

**SOFTWARE:**

Windows 10 Pro (Windows 11 should be available as an upgrade)  
 Microsoft Office 365  
 Anti-virus software  
 Adobe Reader

Note 1: Chromebooks will not be sufficient for most coursework and many assignments, especially in statistical and clinical courses.

Note 2: It is very highly recommended to use a PC laptop and not Apple or Macintosh products as Apple/Macintosh products do not support some required statistical software. To make an Apple or Macintosh product work with MS Office and the statistical software used for courses additional software needs to be loaded and modified. If students do not have the technical requirements listed here, there is a PC computer in the DMU library for student use during on-campus library hours.

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## 1. Introduction

This Dissertation Handbook is intended to provide a detailed guide for successfully completing all dissertation requirements. It is incumbent upon students to familiarize themselves with the process and procedures required, as outlined throughout the Handbook. As such, a thorough review of the Handbook both as they start the dissertation sequence in the summer of Year 1 in the program, and each subsequent year in the program, will ensure that they are aware of the requirements. *Please note that the Dissertation Handbook is updated each academic year to ensure compliance with accreditation standards and best practices in dissertation projects.*

## 2. The Dissertation Process

Before being awarded a doctoral degree, students are required to complete a dissertation: an original written work that demonstrates mastery of subject matter, methodologies, and conceptual foundations concerning their chosen topic, and sophistication in integrative reasoning. The purpose of the dissertation is to demonstrate a student's ability to carry out independent research, closely related to the student's general academic and career objectives, that contributes to the mission of the Institute of the Psychological Sciences (IPS) and to the advancement of psychological knowledge.

The primary training objectives of the dissertation include acquiring a specialized area of knowledge, developing skills in the critical evaluation of psychological literature, and learning how to apply psychological literature to clinical practice and other professional activities. The dissertation, which students work on during their years prior to their internship, provides them with the opportunity to do an independent piece of scholarship. This scholarly project demonstrates students' ability to:

- Articulate a clearly operationalized clinical question or set of questions
- Critically evaluate and synthesize the relevant theoretical, clinical, and empirical literature across a range of studies
- Analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study
- Write a scholarly and professional viewpoint informed by the literature or investigation

By becoming competent users of the psychological literature and critical thinkers about professional issues, students ground their work in the current scientific foundations of clinical psychology. In addition, they acquire the requisite tools to keep abreast of the evolving body of scientific and professional knowledge and keep their work up-to-date throughout their professional careers.

Students should select a dissertation topic as early as possible in their graduate career. This maximizes the time available for completion of the dissertation, and increases flexibility should the

initial choice of topic prove undesirable or unworkable. When choosing a topic, students should take into consideration their background and interests, the background and interests of the IPS faculty, accessibility of research materials, relevance to IPS's integrative mission, and the timeline of graduate training.

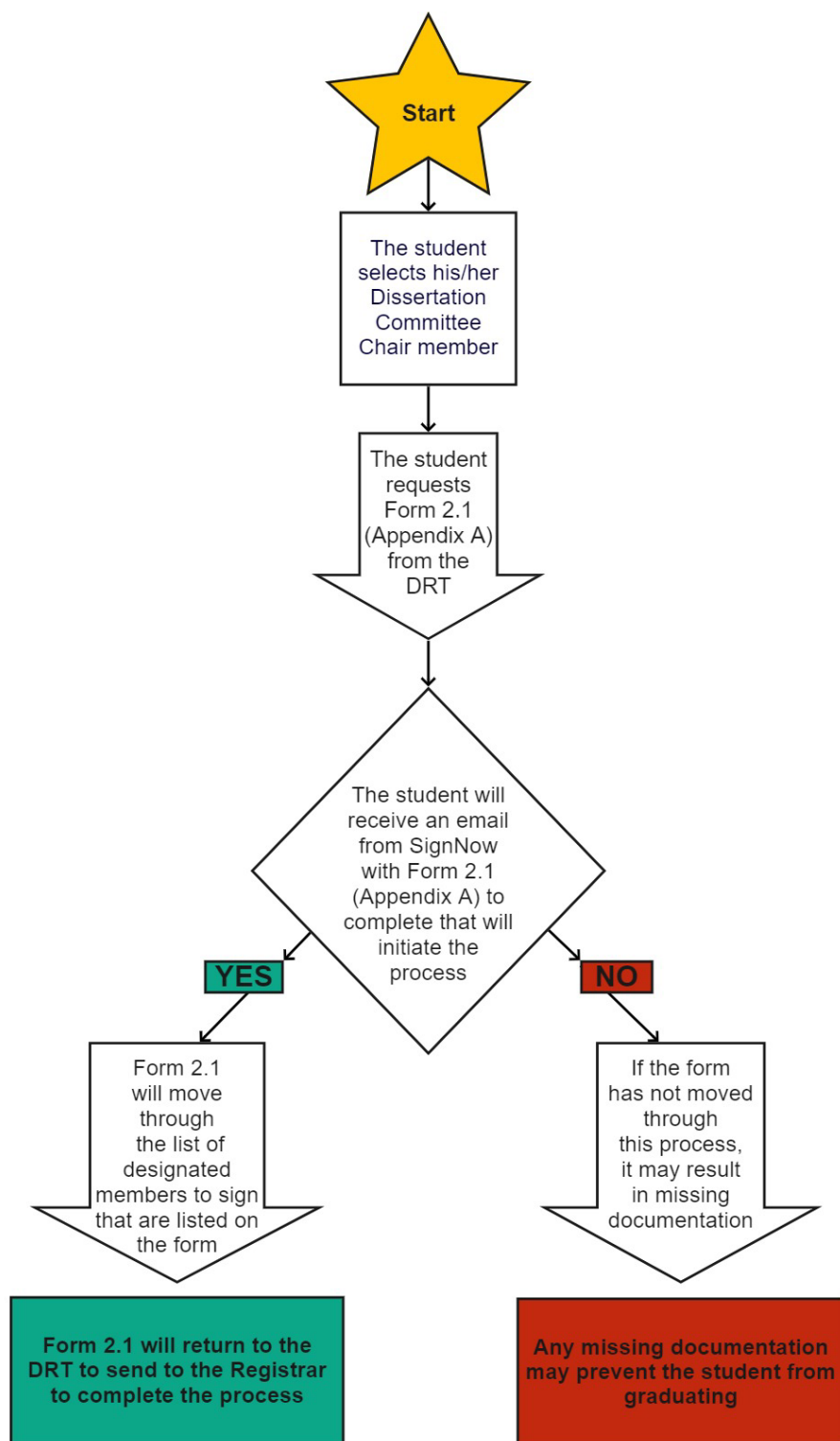
Excellence is required in the conceptualization, development, and writing of the dissertation. Because one of the distinctive characteristics of IPS/DMU is its commitment to the Catholic view of the human person, each dissertation should reflect this view, either through the selection of the area of research, or thorough integration of the truths of faith and science. This does not mean that dissertations need be on religious topics or couched in religious language. Because all truth is God's truth, dissertations in any area framed within a Catholic understanding of the person can further the Institute's mission.

Proper ethical behavior in the conduct of research, as outlined in the American Psychological Association's (APA) most recent [Ethical Principles and Code of Conduct](#), is required. See also Sales & Folkman, 2000.

## **2.1 Forming the Dissertation Committee**

Upon admission to the program, the student is considered a doctoral student. A student begins to form a dissertation committee by approaching an IPS faculty member full-time or part-time (not adjunct) to inquire about their interest in serving as Committee Chair (Chair). The Director of Research Training (DRT) maintains a list of faculty members' research and dissertation committee interests to facilitate this process. Additionally, students are encouraged to familiarize themselves with faculty interests and expertise early in their matriculation. This may be done through course contact, attendance at formal presentations, informal discussions, or reading of the faculty member's scholarly works. Once a faculty member has agreed to serve as Chair, and there is agreement as to the general content area of the dissertation, the Naming of Dissertation Committee chair form must be filled with the DRT (see Appendix A, 2.1). The candidate must retain a copy of this and all other forms in Appendix A documenting the dissertation process (see chart below for process flow). Additionally, the student is responsible for uploading copies of all dissertation forms to their dissertation course in Canvas. The student and the Chair then discuss other possible members of the dissertation committee, using the following guidelines.

## 2.1a Dissertation Process Flow Chart



*\*The same process will be followed for each of the Appendices throughout the student's academic year and program*

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### 2.1b Composition of the Dissertation Committee

- 1) The Psy.D. Dissertation Committee must have a minimum of 3 members.
- 2) The dissertation committee members must have doctoral-level degrees. At least two of the committee members must have doctorates in psychology, and the Chair must be one of the two.
- 3) Two of the dissertation committee members must be full-time or part-time (not adjunct) faculty members of IPS.
- 4) One member of the Dissertation Committee must have expertise in integration, e.g., an author of the CCMMP, a DMU alumni, or someone with a graduate degree in philosophy or theology, etc.
- 5) One dissertation committee member is to be external to the IPS faculty. In the case of former members of the IPS faculty, “external” status is determined by whether they were on faculty when approached to be a member of the committee.

### 2.1c Requirements for External Members

- 1) External dissertation committee members ideally should be full-time or part-time doctoral-level (have earned a terminal degree in their field, e.g., EdD, PhD, DMin, STD, etc.) members of a faculty at an institution of higher learning.
- 2) External dissertation committee members who are retired ideally should have a minimum of 10 years of service as a part-or full-time members of a faculty and have attained at least a rank equivalent to Associate Professor or retired with the rank of full professor or emeritus/a designation.
- 3) IPS offers a one-time \$500 stipend for external dissertation committee members. It is the role of the Chair, *not* the student, to discuss these matters with the external dissertation committee member. *Once the dissertation defense is complete, the chair should email the Executive Assistant to the IPD Dean, [Ms. Michelle Robbins](#) with their dissertation student’s name and defense date, and the external reader’s name, preferred contact information, and preferred mailing address.*
- 4) The Dean may waive one or more requirements for an external dissertation committee member if the individual credentials as a scholar are evidenced in another manner.

### 2.1d Guidelines for Nomination

Once the student and Chair have identified other members to serve on the dissertation committee, the student completes the *Nomination of Dissertation Committee Members* form (Appendix A, form 2.2). When completed, it must be filed with the DRT. The dissertation committee is not considered formally constituted until approval is given by the IPS Dean. The Chair, DRT, and the IPS Dean must also approve any changes made to the dissertation committee once constituted, and a revised *Nomination 2.2a* form must then be filed with the DRT. No changes may be made to the 2.2 form once the M.Psy. has been confirmed.

### 2.1e Timing for Dissertation Requirement Completion

Approximate pacing for successful completion of the dissertation requirements are as follows. Please note that although some proposed timing is flexible, with your Chair's approval, the final deadlines prior to graduation are absolute, and exceptions will only be considered under circumstances which the Dean, DRT, and Registrar deem to be outside of the student's ability to foresee, or avoid.

- Year 1 Spring to Year 2 Fall Semester Naming of Dissertation Chair Due: no later than 12/01
- Year 2 Fall Semester Committee Naming Form DUE: no later than 05/01
- Year 3 Fall Semester Proposal Draft DUE: First draft 09/01, subsequent drafts 09/15 - 11/30
- Year 3 Spring Approval of Date to Propose Form DUE: No later than 04/15 for defense before 04/30
- Year 3 Spring Semester Proposal Defense Verdict DUE: 05/01
- Year 4 Fall Semester IRB Application DUE to IRB: 09/30
- Year 4/5 Fall Semester Soft Final Dissertation Draft 11/15 - 12/15
- Year 4/5 Spring Approval to Defend Dissertation Form DUE: 15 business days prior or 03/01
- Year 5 Spring Semester Dissertation Defense DUE: no later than 03/30
- Year 5 Spring Semester Final Signed Copy of Dissertation Sent to Library for Print. DUE: 04/01
- **Non-Negotiable Deadline - All SIGNED Dissertation Ratings, Summary and Verdict Forms must be submitted five weeks before the DMU Commencement date or at the latest 04/01 in order to participate in Commencement in the Spring, Library Receipt Form (see Appendix A, form 2.13) must be submitted by 04/15.**
- **Forms must be submitted at least three weeks before the Summer or Winter Conferral Dates.**
- **\*Please note that starting with the Fall 2022 semester, all dissertation forms will be**

handled through the SignNow, via the Executive Assistant to the IPS Dean.

### 2.1f Registrar Requirements

1) Designation of Chair Form for the student's Academic Record (and if this changes at any time, the change approval form).

**Note:** Each student will receive an individual and permanent 899 Canvas Course when the Chair Form is received by the Registrar. This individual 899 Canvas Course will close only when the dissertation is on the shelf in the library. It is where the dissertation components will be submitted.

**Note:** The student will also be added every semester to the dissertation Chair's 899 section. This is where each semester's 899 Syllabus will be completed, and where the Chair's semester Final Grade will be submitted to the Registrar.

2) The PSY 899 Final Grade from the Chair at the end of each semester (P or NC) entered in Canvas & submitted to the Registrar.

**Note:** The Summer 'Final Grade Due' date for the 899 Canvas Course is always extended to the August Conferral date.

3) The student must schedule their defense in a classroom with the Executive Assistant to the Dean for the defense date to be formally announced. We will collect from the student at this time: title of dissertation, committee names, tech requirements and contact information for remote committee members (this information will be shared with the A/V Department), as well as the student's preference for announcement and observers.

4) Defense Result (Either Approval, Approval with Revision, Disapproval Pending Revision and Reconsideration, or Disapproval).

5) A copy of the printer's e-receipt confirming date of final submission to the printer (conferral date will be based on this date).

6) A copy of the completed Signature Page via SignNow (for the student's Academic Record).

### 2.2 Dissertation Credit (PSY 899)

During the semester in which students anticipate forming a committee, they must enroll for

dissertation credit (PSY 899). Students must continue to register for PSY 899 during each subsequent semester (including credits for summer semesters) until completion of their dissertation. PSY 899 is essentially an independent study directed by the Chair. A syllabus must be submitted for each semester of the course. A minimum of 6 credit hours of PSY 899 must be accumulated prior to graduation. The Psy 899 template is included in Appendix A, form 2.14. It must be filed with the Registrar and the student's Chair no later than two weeks after the beginning of the semester.

The Chair works closely with the student throughout the dissertation process. The other dissertation committee members are most active at two points: 1) the dissertation proposal meeting, and 2) the dissertation defense meeting. Other involvement of the committee members is at the discretion of the member and the Chair.

### **2.3 The Proposal Document**

Ideally, the dissertation proposal consists of (a) much of the introduction and method sections of the final dissertation, or, in the case of a literature review or theoretical dissertation, a description of the body of literature to be examined, or theoretical area to be addressed; (b) when applicable, planned data analyses; and (c) a description of the anticipated results and conclusions. This is presented in a document that includes:

- 1) *Title page.*
- 2) *Abstract:* that summarizes the proposed project and its anticipated findings.
- 3) *Introduction:* that serves as a literature review, demonstrates a knowledge of the range of relevant literature, defends the importance of the topic, and concludes with the project's theses or hypotheses.
- 4) *Method:* the exact nature of the method section, in both the proposal and the final document, will vary depending upon the type of dissertation project chosen (as discussed below). In brief, for a literature review or theoretical dissertation, the method section presents the content areas and representative literature to be treated, as well as a defense of the need for a literature review in this area. In the case of an empirical research project, it must contain the proposed methodology for gathering data and the anticipated analyses for testing the hypotheses.
- 5) *Conclusion:* this would be a description of the nature of the final product, as envisioned in the proposal.

In format, the entire proposal document must conform completely to the current Publication Manual of the APA (at this writing, the 7th edition, APA, 2019). Another website guide to the current Publication Manual of the APA is [here](#). The length of the initial proposal will vary depending upon the specific project, but as a guideline, a minimum of 25-30 double spaced content pages is the length commonly needed to provide sufficient information to substantiate dissertation proposals. In general, empirical dissertation proposals are typically longer than those which are strictly theoretical. This is to ensure that the committee has sufficient detail regarding the psychometrics, or ethical considerations, to approve the proposed study. Although books may be considered primary sources, the document should also include substantive peer-reviewed articles pulling from the relevant psychological literature. It is strongly recommended that the proposal have a minimum of two citations per content page to ensure adequate depth and breadth of covered content, e.g., a 25-page document should have approximately 40 to 60 references.

## **2.4 Proposal Approval Process**

- 1) The student and the Chair select a topic for the dissertation, and file the form *Naming of Dissertation Committee Chair* (see Appendix A, form 2.1).
- 2) The student and the Chair nominate the dissertation committee, whose qualifications were previously outlined. Upon formation of the committee, the student files the form *Nomination of Dissertation Committee Members* (see Appendix A, form 2.2).
- 3) The student, in consultation with the Chair, develops and revises rough drafts of the proposal.
- 4) Following the Chair's approval of the proposal final draft, the student files the form *Approval of Proposal Defense Date* (Appendix A, form 2.3). A location for the proposal defense will not be approved until this form is filed with the DRT. Then the draft proposal is distributed to the dissertation committee no less than 10 business days before the committee meeting in which the proposal is to be evaluated.

***\*Please note that students may not propose prior to the conferral of the M.Psy. degree.***

- 5) At the proposed meeting, the student will make a 30-35 minute oral presentation of the proposal to the committee. This includes an overview of the proposal and a defense of both the appropriateness of the topic and of the means of addressing it. After the student responds to questions from the committee, the committee will indicate changes, additions, deletions, or other modifications, and decide on the manner in which these changes will be formalized. The question and discussion

portion of the proposal should take approximately 45-60 minutes.

- 6) The individual committee members complete a *Dissertation Proposal Rating* form (see Appendix A, form 2.4) for the purposes of grading the proposal, both content and presentation, as an indication of progress through the program.
- 7) The decision concerning the proposal, which may be “Approval,” “Approval with Revision,” “Disapproval Pending Revision and Reconsideration,” or “Disapproval,” must be the unanimous decision of the committee. The committee then completes the *Dissertation Proposal Rating* form (see Appendix A, form 2.4). The Chair then completes the *Dissertation Proposal Rating Form Summary* and the *Dissertation Proposal Verdict* (see Appendix A, forms 2.5 and 2.6).
- 8) To successfully pass, the student must receive an average of three or better on **each** domain.

The approval of a proposal signifies the following: (a) the proposal contains the outline of a clear focused literature review germane to the dissertation; (b) the committee approves of the scope of the literature review, the topic to be studied, the approach to be taken, and the rationale behind the proposal, pending the suggested revisions; (c) the committee judges that there is a clear set of objectives, and sufficient detail concerning planned method of analyses (statistical or otherwise) for the committee to have an unambiguous understanding of the planned procedures; and (d) the proposal’s integrative component is reasonable in scope and adequately representative of the mission of IPS/DMU.

Such approval constitutes a contract between the committee and the student, to the extent that the committee cannot, during the dissertation defense, raise *de novo* areas of literature to be reviewed, methodological approaches to be employed, or data to be gathered. However, it is possible that findings presented in the oral defense may require revised or completed data analysis or comparison to other recent findings on the same or a related topic.

## **2.5 During Dissertation Research and Writing**

Generally, there will be only two meetings of the full dissertation committee: 1) Proposal and 2) Defense.

Frequent consultation with the Chair is essential in the interim. Occasional brief progress reports to committee members with specific competencies may be suggested, as arranged in advance. Additional full dissertation committee meetings are necessary only when unforeseen substantial changes must be made to the approved proposal, e.g., when difficulties prevent access to crucial resources. Resultant substantive changes to the proposal

require unanimous approval of the full committee.

Although particular committee members' expertise may occasion consultation with them during dissertation writing, the dissertation is produced primarily by the student in consultation with the Chair. Consultation with other committee members is determined by the nature of the topic, the composition of the committee, and the committee members' preferences. The student should seek the guidance and consent of the Chair prior to consulting with other committee members, unless arrangements have been previously made in the dissertation proposal meeting.

It is of the nature of the process that the dissertation will require several drafts. The writing/revision process with the Chair is more or less continuous. Various sections of the final draft, or even an entire interim draft may be submitted to one or more committee members. But the final dissertation document should be submitted to the full committee only when the student and Chair believe that the dissertation is the final form. No sections should be submitted for the defense. The student should consider the document submitted to the committee to be a final, complete, and defensible draft. Nonetheless, additional work will likely be required after the defense.

**\*Required for all students: The dissertation final product will be subject to the hiring of a professional editor to ensure proper-copy-editing, and technical writing. The editor must be approved, in writing (e.g. email or written hard-copy) by the Dissertation Chair; freelance editors require DRT approval (via email).**

**\*\*Additionally, a Chair, at their discretion, can require copy-editing both prior to, and once again after the defense and final revisions if they find it to be in the student's best interests for successful completion of the dissertation project.**

## **2.6 Oral Defense of the Dissertation**

The final defense cannot be scheduled until the Chair approves the final draft. The defense should be scheduled through the Chair, who informs the Department Chair and the DRT of the candidate's name, the title of the dissertation, and the date and location of the oral defense no less than 15 business days before the desired defense date, or by March 1st, whichever is earliest. The form to be used is *Approval of Dissertation Defense*, included in Appendix A (form 2.7), which must be filed prior to the approval of a location for the defense.

The Psy.D. program will issue a formal announcement of the dissertation defense, to be published within IPS, and in other locations as appropriate. A copy of the final draft, a "hard copy" unless otherwise permitted by the committee member(s), must be given to each

member no less than 15 business days prior to the defense date. (Business days are defined as days on which IPS is open for business.)

The defense must be scheduled to accommodate the schedules of all dissertation committee members. The candidate (student) and DMU faculty on the dissertation committee (Chair and second reader) must be present in-person on campus at the defense. External readers are permitted to join remotely, but must be in attendance, either in person on campus or virtually, at the time of the defense. The defense may not be scheduled between semesters, or when the university is closed. Traditionally, a doctoral defense has been considered a public event. The defense may be open to the public, or by invitation only. How much of an audience will be present should be the decision of the student, and a room of appropriate size (small or large) should then be scheduled.

Consistent with the decorum of the circumstance, there should be no refreshments present for the audience during the defense. The student should not present tokens to the committee (e.g., pens purchased for the occasion). The decorum should be business-like and formal.

The Chair will open the meeting by reviewing procedures to be followed, and presenting the student. There may follow a brief period during which committee members discuss *in camera* any immediate concerns they may have. When the student and audience (if any) return to the room, the examination process begins with a presentation of the dissertation work by the student, followed by a period of questioning. The appropriateness of the use of visual aids, media, and/or handouts as part of this presentation is a matter to be decided between the student and the Chair. The primary concern here is that the student should demonstrate a mastery of the entire committee; visual aids should not be of a form such that someone unfamiliar with the dissertation could present the overview. If there is an audience present, only the committee members may ask questions of the student. If time permits, other IPS faculty may, at the Chair's discretion, also ask questions.

At the conclusion of the examination, the student and others present are then asked to leave the room while the dissertation committee deliberates. After deliberations, a vote is taken, and the student is then brought back into the room and privately informed of the decision of the committee. A unanimous vote of committee members is required for passage.

The following are expectations for the oral defense:

- 1) The student is expected to present for 50-55 minutes, and demonstrate command of the subject matter of the dissertation. As applicable, the student should be able to answer procedural questions concerning data collection or statistical analysis procedures (or those used in primary references discussed in the literature review). The question and answer portion of the defense should take approximately 20-30 minutes, with another five to ten minutes for committee deliberations and final

remarks.

- 2) Students must be able to evaluate the strengths and weaknesses of their own work, and to project logical extensions of that work, without overextending its implications or importance to areas not reasonable within its scope. In other words, a student should be prepared to answer a question with, “That is outside the scope of this study,” or “I don’t know,” when that response is appropriate.
- 3) The student should be prepared to summarize how the dissertation supports the integrative mission of the IPS/DMU.

The dissertation committee judges whether the student satisfactorily performs the requirements of the oral defense. Decisions of the committee may be:

- Approval: The student has completely satisfied the committee, and no changes are required to the dissertation (this is uncommon);
- Approval with revision: The student has satisfied the committee, but stipulated changes must be made to the dissertation before final submission for binding, or
- Disapproval pending revision and reconsideration: the committee is not satisfied either with the dissertation or student’s ability to defend it, such that another exam must be scheduled. Students who do not pass their dissertation defense are allowed a maximum of one additional attempt, to be scheduled only after the committee is satisfied that stipulated changes in the written dissertation have been made.
- Disapproval: In the event of a failure of this second defense, the student is required to begin the process anew, re-conceptualizing the proposal or beginning a different project.

If the decision is for some variety of pass, all dissertation committee members will complete the Forms from Appendix A: *Dissertation Defense Rating Form 2.8: Written and Dissertation Defense Rating Form 2.9: Oral* which record the judgements of the degree to which the student’s performance during the defense corresponds to the stated goals of the IPS Psy.D. program. The Chair then completes the *Dissertation Defense Rating Form 2.11: Oral Committee Summary* by averaging the rating forms for the oral and written defense across all three committee member ratings. The Chair then completes the *Dissertation Defense Verdict* from 2.12. This last form to be submitted to the DRT as soon as reasonable (not more than 5 business days) after the defense. The committee members may entrust the Chair to check for mandated changes before submission of the dissertation for printing, or may require that the student circulate the final draft to the committee before signature. The completed signature page (completed through SignNow) with all committee members, and the IPS Dean’s signature must accompany the final dissertation submitted to the bindery, and may not be submitted separately (see below for information on the Library submission process). Students who have their dissertation approval with revision do not need to repeat their oral defense, but they must continue to take at least one dissertation credit hour (PSY 899) each semester until the required changes have been completed and approved by the Chair. The dissertation

cover sheet will not be signed by the Chair until the completed dissertation with all revisions have been submitted. After final approval of the dissertation, one professionally bound copy of the dissertation is delivered to the library, and a copy is given to the Chair.

**\*Please note that the final approval dissertation must be submitted to the Librarian no later than 04/01 if intending to walk in the May graduation ceremony. The Appendix A, form 2.14 Library Receipt is due no later than 04/15.**

The student should keep a third copy of the dissertation for their personal library. The other committee members may also request a copy of the dissertation, in a format that seems appropriate to them. A Microsoft Word file for the dissertation must also be submitted to the library for deposit with ProQuest. The specifics of the current binding procedure at IPS, and the procedures for submitting the Microsoft Word file are available from the Library Director. The Director will inform the student of the specific color and format to the binding as well as the vendor currently being employed for those tasks. The student is to use only the vendors and options approved by IPS. Fees for binding are paid by the student. The dissertation will be submitted to the ProQuest Dissertation and Theses Database where it will be available for public access through download.

The dissertation is not complete, and the student's record will not reflect completion of the degree, nor will the physical diploma be delivered, until after the dissertation has been deposited, all coursework and other program requirements have been completed, and all fees have been paid.

Please note the following:

- It is the student's responsibility to obtain and submit all forms for the dissertation.
- All forms, except for the actual signatures, must be typed. This includes the student's name, the committee member names, and the dissertation title.
- All forms submitted to the DRT via SignNow are recorded, then placed into the student's permanent academic file. The office of the DRT does not keep hard copies of any forms.

## **2.7 Dissemination**

In keeping with the mission of IPS/DMU, it is expected that the broader profession will be made aware of the dissertation's significant findings, through either presentation or publication. Typically, one or more of the following options will be suitable: presentation to a clinic or other appropriate staff meeting; submission for presentation at a professional conference, or submission for publication. The specifics of this process are at the discretion of the Chair.

### 3. Dissertation Options

#### 3.1 General Overview

Some students find the prospect of writing a dissertation uniquely daunting, a nightmarish “monster term paper.” Others engage in it as an opportunity to produce a major professional statement under the close scrutiny of fellow professionals. Whether it is approached with courage or trepidation, there are some general principles to keep in mind:

- 1) A primary consideration for dissertation research is “doability.” There are severe constraints on time and resources. While immersion in a particular content area can often produce visions of “the” study that will open up a new area of inquiry or resolve longstanding questions, the fact that it must be accomplished in perhaps two years while simultaneously managing graduate studies, clinical responsibilities, and life events should give one pause. It is truth that, for those with an interest in research of whatever form, the dissertation often marks the seminal project of their career, it is also true that later reflection often reveals how little one actually knew at this stage.
- 2) Novelty has a peculiar attraction for many doctoral students. Indeed, the hallmark of the dissertation is demonstrating the ability to make a novel contribution to the field. But novelty adds additional layers of effort to the dissertation that sometimes, as in the case of attempting to develop a new paper-and-pencil measure of some construct, can be a poor use of resources. In the latter case, pretesting and the necessary related psychometric analyses are time consuming. It is always most efficient to employ existing measures and procedures in novel settings, or perhaps rigorously demonstrate the inadequacy of existing measures and then suggest revisions in the discussion section. Attention to well-defined but under-examined portions of a larger issue in perhaps the most “doable” dissertation.

Once a topic has been chosen, it is crucial to be prepared to be immersed in it. Extensive background reading in areas both directly and tangentially related to the topic is required. All bases should be covered or shown to be irrelevant, “not within the scope of the present study.” The bottom line is, the student should be able to walk into their oral defense with the attitude, “there are people who know more about this topic than I do, but none of them (with the possible exception of my chair) are in this room right now.” *Please note: A student may **not** choose a topic where there is a lack of literature or research, or in cases where there is no Chair available to serve as an expert.*

The following sections provide descriptions of each of the dissertation options available to IPS doctoral students: Theoretical or Empirical.

**Note:** Regardless of the type of dissertation in which the student is interested, all

students should read the section on literature reviews, because all dissertations begin with a literature review of greater or lesser length.

Notes on getting started: For many students, they may start with a relatively vague idea or sense of direction for their topic. Topic ideas can come from numerous sources of inspiration, such as class topics, TED talks, chapters in textbooks, or attending conferences. One way to help narrow the focus is to conduct a preliminary literature search on the general topic. From there, a student can get a sense for the scope and depth of the topic. Sometimes, it can be difficult to find relevant literature. In those situations, a couple of things can help.

First, consider what keywords or search terms are being used. There may be synonyms that are more frequently used than others, or there may be a lack of consensus on the operationalization of the terms or definitions. Looking across terms or keywords may provide a richer literature from which to pull ideas, or learn about what perspectives or connections are missing from the larger body of knowledge. Second, once foundational articles are identified, if a student needs additional literature, it can be helpful to look back historically, by researching what articles or literature the sources being used cited. It can also be informative to look forward, and look at the articles written after the sources being cited, and see who cited the same articles the student is reviewing. By approaching the literature through this network, a student is far more likely to develop a solid understanding of the field and the topic of interest.

For theoretical dissertations, students may find that a particular perspective or theory has been neglected or is lacking depth, and the novelty lies within establishing that new perspective.. For empirical dissertations, the same is true, but students may also find that particular variables have not been studied, or the methodology was limited. Reading articles' "future directions" sections (or even published dissertations' final chapters) may provide an excellent starting point for consideration.

### [3.2 Theoretical Dissertation](#)

#### Purpose and Method of a Theoretical Dissertation

According to the *APA Publication Manual, 7th edition*, literature reviews, including theoretical dissertations such as research syntheses, are critical evaluations of material that has already been published. By organizing, integrating, and evaluating previously published material, authors of literature reviews consider the progress toward clarifying a problem. In a sense, literature reviews are tutorials in that the authors:

- Define and clarify the problem.
- Summarize previous investigations in order to inform the reader of the state of

research.

- Identify relations, contradiction, gaps, and inconsistencies in the literature; and
- Suggest the next step or steps in solving the problem (APA. 2019, emphasis in original; see also *How to Critique a Published Article*, Hyman, 1995).

In a theoretical dissertation, one chooses an area of research, reads the relevant studies, and devises a meaningful way to organize an overview, noting research questions not yet addressed, or trends in findings not yet noted by others. One example of an organizing theme is a conflict or controversy in an area, for example the validity of a particular assessment instrument or the effectiveness of a therapeutic procedure. Publications presenting all sides of the controversy are discussed, concluding with a critical analysis and recommendations. The latter should include novel insights into the state of the literature, and suggestions for further progress. Another approach is to trace the development of a particular concept over time, concluding with a critical analysis of the present state of the question, any issues as yet unaddressed, and suggestions for further analysis.

Thus, a theoretical dissertation has three purposes:

- 1) To describe work done on a specific area of research;
- 2) To critically evaluate this work; and
- 3) Present novel appreciations of the research area, up to and including previously unrecognized syntheses.

Both the descriptive and evaluative elements are important parts of the review. Such a review does not simply describe past work without evaluating it (e.g., a book review). And does not just discuss recent theories in an area without both describing and evaluating the work done to test them and discussing each theory's advantages and inadequacies. Both sides of controversies must be presented and evaluated. Through immersion in the most recent literature, it is expected that the student will have become familiar with research in the area, providing a perspective that can advance the state of the research in the area, providing a perspective that can advance the state of the research. Indeed, it is not uncommon that dissertation literature reviews establish a lifelong intellectual interest.

APA publishes a journal, *Psychological Bulletin*, whose primary mission is to present articles of precisely this type. Students considering this sort of dissertation should consult it for a variety of examples. It is also best to see which areas of literature have (or have not) recently been reviewed as a guide for the selection of their topic. Perhaps the most advantageous situation is to find an area of active research in which a review has been recent enough that the earlier review can be referred to for basic issues, but sufficiently long ago that additional issues and approaches have developed.

### 3.2a Outline of the Theoretical Dissertation Proposal

#### Review of the Literature and Rationale

This is composed of:

*Focused preliminary review of the literature.* Each of the major concepts that have been examined in the body of literature should be reviewed as they relate to the specific topic under study.

*Rationale for the proposed review.* A statement of the need for this review, including how the review will fill a gap in the existing literature.

*Specification of terms.* Terms should be specified as they will be used in your review. These should not be dictionary definitions, but an indication of how you have delimited the topic. For example, child abuse needs to be defined to specify whether or not it includes abuse suffered by adults as children or by children; whether or not it includes physical, verbal, and/or sexual abuse; which types of sexual events are included and excluded; whether all combinations of gender of victims and perpetrator will be addressed, etc. Note that if an acronym is to be used for a particular term, once it is introduced, it must be used throughout the remainder of the document; the author cannot shift back and forth between the acronym and the full term. It is best to delay the introduction of an acronym until the term will be used with some frequency. If a term is used, but may be more familiar to many readers by its acronym (e.g., UNESCO), it is appropriate to present the term and then its acronym, even if it will not be used later.

*Critical review.* This involves noting potential weaknesses, contradictions, gaps, publication biases, etc. in the literature.

#### 3.2a1 Steps in Developing a Theoretical Dissertation

There are five main topics:

- 1) Selecting a topic
- 2) Delimiting your topic
- 3) Reading the articles
- 4) Critiquing the articles
- 5) Writing the review

This process appears straightforward, but caution is advised in several areas.

*Selecting a topic.* By choosing a well-defined area of research and ensuring the articles are available, the review process will be easier in the long run. The topic should be well-defined, adequately researched, and of current interest.

*Delimiting your topic.* Because a literature review requires thorough coverage of the topic, it is inappropriate to select a broad area such as “religion and mental health” that has literally thousands of articles on it. One way to narrow a review’s focus is to review an area that was comprehensively reviewed some time ago but has since undergone a resurgence or change in direction. Another would be to further narrow or specify the topic: instead of religion and mental health, religion and schizophrenia, or religion and obsessive-compulsive disorder.

*Adequately researched.* Choosing an area that is well-defined and well-researched simplifies the task. At least 30 articles should be available for the review.

*Current interest.* Consistent with the aims of summarizing the current state of research in an area and suggesting the next step in a line of research, it is best to pick a topic of current interest (about which articles are continuing to be published) rather than a defunct area. An exception to this would be a situation in which there may be helpful insights in an older approach that recent approaches have overlooked and rejected, but that in fact presents a way to address currently unsolved problems.

*Reading the articles.* A good understanding of the literature is essential for a well-written literature review, and understanding the literature requires reading, rereading, and digesting complex ideas. A careful reading will reveal subtle (and sometimes not-so-subtle) differences in theoretical outlook.

Evaluation is prior to writing a good review.

Understanding is prior to evaluation.

Familiarity with the literature is prior to understanding.

Thorough reading is prior to familiarity. This takes time.

It should also be noted that the author should only cite articles that have actually been read, unless they are cited in passing, or are only available from a secondary source.

It is strongly recommended that you have on hand a copy of every source that you read for your dissertation. Happily, this is no longer restricted to “hard copies.” that is, photocopies of paper journals. A very wide variety of materials, including dissertation, is available for download in the form of PDF files. Thus, a majority of important recent sources may be available for free, and in a format relatively easy to store.

*Writing the text.* The primary criteria for good scientific writing are accuracy and clarity. Organize the manuscript so that it tells a coherent story. A review is more difficult to organize than an empirical report. A coherent review emerges from a coherent conceptual structuring of the topic itself.

A literature review begins with some theme or point of view that will be emphasized throughout. Although no two reviews look exactly the same, they tend to be organized in the following format:

- 1) The research question is introduced with an explanation of why it is worth examining. A generally useful approach is a “funnel” model, to start broadly and progressively narrow the topic under consideration, arriving at the specific line of research to be discussed. Avoid sudden jumps in logic that tend to lose the reader.
- 2) Present an overview of the paper’s structure and content. For example, if there is a major controversy in the literature, briefly describe it by presenting the research that has appeared on the question in chronological order. Beyond that, avoid making meta-comments about the flow of the narrative. The process of writing should be invisible to the reader. Don’t say, “Now that the three theories of emotion have been discussed, the next section will review the empirical work on each of them...” Instead, move directly from discussion of the theories in the review of the evidence with a simple transition sentence such as, “Each of these three theories has been tested empirically. Thus the psychoanalytic account of affect has received support in studies that...” Any other guideposts needed can be supplied by using informational headings.

Write simply, using declarative sentences. Use the phrase, “The existing literature indicates” rather than, “A fair summary of the general trend of most of the research in this area would seem to indicate that...” Always use fewer words rather than more once you have made your meaning clear. Do not use the subjunctive case (“may,” “tends to,” “possibly”) if your understanding of the literature allows more straightforward conclusions. At the same time, avoid over-generalizations. The statement, “There is no research in this area” is probably false unless you were writing about the effects of the terror attacks of 9/11/2001 on 9/12/2001. “An extensive literature search failed to uncover” lets the reader know that at least you tried.

- 1) Use of the first person in professional writing is becoming more acceptable. While it is still somewhat novel in reports of quantitative research, the use of the third person (especially in reference to oneself) has begun to be considered stilted or pompous. Pay heed to the tone and style of the literature you read, in this and other matters, as a guide to your own writing. It is often considered

best practice to avoid the use of first person or third person, and write in a style that is fact based. E.g., instead of “the author finds” or “I found,” to instead write “the data demonstrates.”

- 2) Describe studies in detail; enough detail to highlight the characteristics of the sources that are relevant to the review. At the same time, avoid over-detailed recounting of samples and procedures unless that is directly related to the topic. Replications or extensions can be noted as such, their novel aspects described and then their results noted: “Researcher and Researcher (2010) attempted to replicate this research with adults, but obtained the reverse findings.”
- 3) Compare and evaluate the sources. Making comparisons is essential; descriptions alone are not very illuminating. Compare research assumptions, research theories tested, hypotheses, research designs, (e.g., measures, sample sizes, particular characteristics) results, and interpretations. Frequently, a table displaying relevant study characteristics, and their corresponding findings, can be enlightening for both reader and author, manifesting otherwise invisible patterns. Without evaluation and novel insight, the literature review has not made a contribution to scholarship, which is a primary reason for embarking on a dissertation.
- 4) Discuss the implications of studies and the trends observed across them. This includes judgment of the studies and indication of what further research should be undertaken. All assertions must be well-supported by evidence. Nearly all reviews of the literature produce surprises for their authors. It is important to avoid justifying personal opinions by citing works out of context. It is even more important to present all relevant views on controversial subjects fairly, with clear representation of alternative arguments. To do otherwise, in addition to being poor scholarship, may precipitate a particularly difficult doctoral defense.
- 5) Consider carefully how prominent the integrative aspect of your paper should be. The nearness of your topic to those directly addressed in the IPS document on anthropological premises is a good guideline. A discussion of “the image of the person in self-help diet books, 1990-2010” would obviously invite considerable integrative analysis; “choice of religiousness measures appropriate for assessment of Catholic couples in therapy,” perhaps less so.
- 6) End with a consideration of questions that remain unanswered along with suggestions for the kinds of research that would help to answer them. In fact, suggesting further research is probably the most common way of ending a

review. But here, too, prudence is important. Don't bewail the absence of nationally representative longitudinal mixed-method research (i.e., "the perfect study") on your topic, unless some particularly germane question in the area could be addressed by an as-yet unemployed approach.

*Formatting the text.* For a literature review, there is less need for the headings found in published empirical articles. A Method section is useful for describing which sources were included in the literature (e.g., only English language journal articles published since 1990) and what search engines (e.g., PsychARTICLES, EBSCO) or other sources were used for the literature search. There are no formal Results or Discussion sections, since these functions are served in the course of the body of the review. A conclusion section can be used to summarize findings. Conceptual headings can be used to delineate different sections. For example, the discussion might be centered around different measures used as independent and dependent variables. The names of the measures might constitute headings. What a particular study is being discussed at length, using the citation for that study as a heading relieves the author of the necessity of constantly re-citing the work. The reader will presume that descriptions and quotes refer to that study unless otherwise indicated.

### 3.2a2 Theory Development Dissertation

The purpose of a theory development dissertation.

Theory development dissertations should be modeled on articles that appear in the APA journal *Psychological Review*. Such a dissertation presents a new or, more likely, improved statement of the conceptual interrelationships among constructs of interest to the psychological community.

In light of the vision and mission of IPS/DMU, it is presumed that theory development dissertations will be primarily integrative; that is to say, they will either produce a largely novel framework for the consideration of some aspect of the human experience, or demonstrate ways that existing theoretical systems do or do not coincide with the insights of Catholic anthropology, what changes would be entailed in order to integrate that perspectives, and the changes in outcome that might be expected to result. Examples would include:

- 1) An extension of a theoretical framework into areas in which it has not previously been applied by applying the insights and ramifications of the Catholic anthropology.
- 2) A statement that subsumes several separate theories into a single, larger framework or that demonstrates previously unacknowledged links between

theoretical systems.

- 3) The introduction of an existing conceptual framework from another field (e.g. theology) into psychology, with appropriate modifications and extensions to its new environment.
- 4) Mini-theories that provide novel insights into a particular phenomenon of interest (e.g., PTSD) by integrating concepts and perspectives from a Catholic anthropology.

### **3.2a3 Steps in Writing a Theory Development Dissertation**

Theory development dissertations should adhere closely to the critical literature review format and consider the following:

- 1) Begin with a literature review and account of the historical development of the conceptual frameworks to which the present work is most closely related. This would include limitations of existing models, unexplained data, apparently contradictory results, etc.;
- 2) Make a detailed presentation of the new theory of analysis;
- 3) Present existing literature demonstrating empirical support for the new approach;
- 4) Predict existing literature demonstrating empirical support for the new approach;
- 5) Predict findings consistent with the new approach that would differ from existing models (e.g., current theory would predict no relation between X and Y, while this theory predicts X and Y are in fact curvilinearly related).

The new theory could also be supported in additional ways such as (a) application of the new technique or approach (e.g., a treatment modality) to new or existing clinical protocols; or (b) anecdotal or tangential empirical support. This latter is more acceptable than would be the case for a traditional quantitative dissertation.

### **3.2a4 Final Considerations for a Theoretical Approach for Your Dissertation**

Theoretical dissertations discuss work done in a particular area of research. There are no Method or Results sections. Sections are arranged by relationship rather than chronology.

Published theoretical dissertations are often referred to as review articles. The emphasis in review articles is on interpretation of how a line of research supports or fails to support one or more theories. Review articles are valuable information sources, not only because they cite every important piece of research in the area surveyed, but also because they compare and evaluate all the key theories in a particular area of research.

Empirical dissertations include a condensed literature review in their introduction section, the emphasis of which is on the methods and results of one particular area of study rather than an entire body of research.

The introductory literature review in an empirical dissertation uses a “funnel” approach to increasingly focus on the particular topic of the dissertation, and then a deductive argument in support of the hypotheses to be examined (here’s the research; here’s the obvious next question; that’s what I am going to do).

The next section of the handbook reviews the empirical dissertation option.

### **3.3 Empirical Dissertations**

The empirical dissertation is an empirical study of a topic relevant to the theory or practice of psychology using quantitative, qualitative, or mixed methods research techniques. It seeks to make a scholarly contribution to the field of psychology using either preexisting archival data or original data collected during the course of the dissertation. The research may be an original study or a replication and extension of a previously published study that adds to the existing literature. Students who choose this type of dissertation should have access to existing data sets or appropriate sites for the collection of original data. The initial steps for a literature review, and critical evaluation of current research are comparable to what is outlined above in section 3.2a, and should follow a similar progression.

All empirical dissertations, regardless of methodology must include the following:

- 1) The problem addressed by the research, or the current gap in our knowledge,
- 2) A focused review of the literature concluding with the need for the research, and rationale of the particular approach taken by the student, hypotheses regarding the expected relationships of the variables under study,
- 3) A detailed description of the methods employed,
- 4) A detailed description of the analyses and their results, and

- 5) Discussion of their implications.
- 6) Overview of the study limitations, explanation if the limitations is unusual (e.g., missing data), and a future directions or considerations sections, where the student provides recommendations for subsequent research.

*Because empirical research involves the gathering of data, it also requires the approval of the Institutional Review Board (IRB) as discussed below in 3.4.*

### **3.3a Quantitative Research**

A quantitative dissertation traditionally involves the design of a research study that seeks to determine the effect of some situational or dispositional variable on some attitude, behavior, or individual difference variable, or the degree of relations among a variety of such variables. This might involve: (a) the use of established measures on new populations or in new combinations; (b) testing the effectiveness of an existing procedure, or a comparison of the relative effectiveness of a set of procedures; (c) evaluating the effectiveness (e.g., pre/post) of some existing program; (d) examining the influence of some set of stimuli on individual differences, variables, or later behavior (an “experiment”), or any of a variety of other approaches.

Students may use experimental, quasi-experimental, correlational, or factor analytic designs. Studies involving clinical populations that examine test protocols or tests or the effects of interventions, or compare clinical and non- clinical samples on relevant variables are some examples of the kinds of designs that can be developed. Please note that any study involving data from humans requires IRB review. In instances where it is clear to a student’s committee that the literature review for an experimental study will be of major magnitude or importance when all significant theoretical and methodological issues are reviewed and clarified, the experimental proposal itself may be proposed and accepted as the dissertation project.

#### **3.3a1 Secondary Analysis of Data**

Another empirical option that has more recently come to the fore is secondary analysis of data (e.g., archival data). There now exists a large quantity of data sets available for public use. These are often government-funded or designed surveys with nationally representative samples, often longitudinal. These are data already collected, coded, cleaned, and entered into a particular software analysis format (e.g., SPSS). The methodology is often of very high quality, higher than that to which the student would otherwise have access. There are also recurring national surveys (e.g., Monitoring the Future, the General Social Survey, and others) that examine nationally representative samples.

The disadvantage of such an approach is that the researcher is “looking over someone else’s shoulder.” The data most frequently will not have been collected to address the specific interests of the secondary analysis, and so the latter will have to construct measures and indices on data that are in the data set. This often requires some ingenuity and some of the same skills involved in designing a new measure.

The bottom line for the quantitative dissertation is the analysis of data. It is up to the researcher to decide how his or her interests (both conceptual and practical) are best served. The process of conducting a quantitative dissertation will not be considered in great detail here, in as much as the “empirical study” or “experiment” is something of a “default option.”

The majority of the material covered in a research design class addresses quantitative research; some texts in that area give little or no treatment, or certainly far less extensive treatment, of the other dissertation types considered here. Even the APA publications manual presumes that the article being written is a report of quantitative research, and treats all other varieties as “special cases.” Thus, rather than abbreviate or repeat the far more detailed information contained in those sources (most notably chapters 1 and 2 of the Publication Manual) the student is referred to them for the details of quantitative research.

### 3.3a2 Meta-Analysis

Meta-analysis, as its name implies, performs data analysis at a more general level than standard descriptive or inferential statistics. It uses findings across studies, as opposed to responses drawn from individuals, as the data to be analyzed. After following the procedures of traditional narrative review with respect to selection of topic and relevant literature, the meta-analyst transforms the findings from each study into measures of effect size (e.g.,  $r$  or  $d$ ). The next step is to examine the variance of effects across studies to determine whether the variance observed across studies is greater than that which would be expected from simple sampling variance. If there is evidence of additional variance (note that in fact this is rather uncommon), other carefully suggested, theoretically relevant moderating variables should, for the most part, be chosen and defended prior to performing the analysis, lest choosing a grocery basketful of *post hoc* hypotheses produce significant findings simply by capitalizing on chance. On the other hand, the influence of some study characteristics on findings may only be manifest after the data have been gathered (Donahue, 1985).

To perform a meta-analysis, the student needs to learn the analytical procedures unique to it, such as transforming a variety of inferential statistics into a common effect size measure, and some of the basic issues surrounding the technique as a

whole. Sophisticated software has been developed to simplify the effort involved in calculations, so that the student may focus more attention on interpretation.

Meta-analysis shares some of the characteristics of the literature review and those of more traditional empirical research. It differs from a literature review in that conclusions are drawn from and supported by, not narrative analysis or vote counting (so many positive results, so many negative results) but statistical analysis of variance across studies. It permits examination of the distribution of findings across studies, and even a method for determining the validity of the conclusions drawn by more traditional reviews.

### **3.3b Qualitative Analysis**

A dissertation using qualitative approaches presents another option for inquiry. Students conducting a qualitative research project should pose a research question that has psychological relevance, originality, and ground the chosen methodology epistemologically. Qualitative analyses should move beyond mere description and use a model to represent findings conceptually. Students need to use a recognized method of data analysis appropriate to the question posed and data collected, whether it is inductive (such as interpretative phenomenological analysis, grounded theory; discursive (such as conversation analysis, or free association narrative interviewing) or structured (such as framework analysis, repertory grids, etc.). Students using sophisticated methods of data analysis such as discourse analysis will need to obtain additional instruction or training in the use of these methods and related software. In this type of research, students need to collect qualitative data following a recognized method of data collection (such as individual interviews, diary techniques, repertory grids, focus groups, etc.). In a qualitative research project, the amount of data should fit the method of analysis such that a small set would be appropriate for in-depth analyses (conversation analysis techniques), whereas more data would be required for attributional analysis, such as content or thematic analysis. A qualitative dissertation relies primarily on direct observations and/or recordings and transcripts of interactions with other individuals. It may also include archival data or historical records. Unlike quantitative data, which is predominantly numerical and descriptive or predictive in nature, qualitative data allows us to gain greater insight and understanding into the *how* and *why* of a person or group's behaviors, cognitions, and emotions.

*Qualitative data* may be collected from existing sources (archival or public records), or collected by the student via direct observations, participant self-reporting or recordings (e.g., logs, diaries, etc.), interviews, or focus groups.

The collection, analysis, and interpretation of qualitative data is often more resource intensive than it is for quantitative data.

*Qualitative perspectives* may take an inductive approach where the data guides or directs subsequent theory development, or a deductive approach where data have been collected and are being used to further evaluate or support an existing theory or framework. These two approaches may also be combined.

*Qualitative methodologies* encompass a number of approaches, but the one most commonly used for psychological dissertations include: 1) content or thematic analysis, where you examine and/or code the data for patterns or trends; 2) narrative or phenomenological analysis, where the focus is on understanding the lived experience of the individual, and what the area of study means for them personally; and 3) grounded theory or action research, which can include elements of the first two, but often focuses on a “feedback loop,” where the individuals who are involved (sometimes referred to as *stakeholders* in action research), help to ground or contextualize the researcher’s interpretations.

### 3.3c Mixed-Methods

A mixed-methods approach to a dissertation includes empirical elements from both quantitative and qualitative research methodologies for the dissertation.

The format will more closely follow that of a quantitative dissertation; however, additional details or sections will be required in the methodology, results, and discussion chapters of the dissertation.

The strength of a mixed-methodology approach is that it entails the more objective data of the quantitative approach, but offers the additional nuance and potential insight gained from a qualitative approach.

### 3.3d Other Options

There are other approaches to the writing of dissertations: producing a manualized instructional handbook to present mental health education to particular populations, use of qualitative methodologies, content analyses of popular or professional sources to examine their unstated anthropological premises, and theoretical dissertations which include additional chapter(s) which include designing a *prospective empirical* study to test the theories and hypothesis put forth, in addition to others. This handbook concentrates on the three examples given above on the grounds that they most closely correspond to the expectations and competencies of the faculty at this writing; future revisions will reflect future realities. In any circumstance, the student must present a dissertation proposal in a format that is acceptable

to their Chair and that the other members of their committee feel competent to judge. IPS/DMU supports innovative forms of scholarship, but the faculty are not required to assist students in mastering methodologies with which they are not familiar.

### **3.3e Steps in Writing an Empirical Proposal and Dissertation**

The proposal for an empirical dissertations should include the following elements:

1. A presentation of the central problem(s), major questions, and general hypotheses to be addressed in the dissertation
2. A thorough review of the major critical areas of literature that are relevant to the central questions, hypotheses, and methodology
3. A succinct critique of the methodologies, quality, and adequacy of each major area of literature that is reviewed
4. Specific, operationalized hypotheses that will be tested empirically
5. A Methods chapter that fully describes all the methodology, procedures, and instruments needed to collect and analyze the data necessary to test the hypotheses
6. A full reference list of all literature reviewed in the dissertation

The final empirical dissertation project will include the above components, but will also consist of 1) a Results chapter following the Methods chapter, and 2) a Discussion chapter which may also include conclusions, and a description of any limitations of the study, and considerations for future research directions. The conclusion, study limitations, and future directions may also be a separate section or chapter depending on length.

Certain grammatical errors have become so commonplace that they are sometimes accepted as correct. The formality of empirical research, however, calls for precise usage. At least six such errors occur so frequently in scholarly reports that it may be worthwhile listing them here, to minimize editing by the student's committee:

1. Data is plural; datum is the singular (e.g., "The data speak for themselves," or "Few data are available.").
2. Due, except in rare expressions like "due north," is an adjective, not an adverb. For example, "Elevation of the mean was due to a single outlier," but not "Due to a single outlier, the mean was inflated."
3. "Had... be" is a mythical construction. For example, "Future investigators should be careful," not "Future investigators had better be careful."
4. Utilize should only be used when an instrument or other psychometric tool is being used for purposes other than its stated intent or purpose. The word "use" should be used for commonly accepted applications. For example, we "used SPSS" for statistical analysis, we did not "utilize SPSS." Similarly, "the Beck Depression Inventory was utilized to evaluate

participants on...” is incorrect, unless it was used to screen for something other than depression.

5. “While” should only be used to indicate a time lapse. If the word “although” can be substituted, the word “while” is not appropriate.
6. Efficacious versus effective: unless you are employing strict laboratory-controlled (ideal conditions) randomized treatment trials with a control vs treatment group design, you should avoid using the word “efficacious.” “Effective” is a more appropriate word choice for most social science (e.g., psychology) studies.

### **3.4 Institutional Review Board Approval**

In the case of empirical dissertations when the dissertation committee has approved the proposal, and prior to the collection of *any* data associated with the dissertation (including pretests), the student completes an application to the IPS Institutional Review Board (IRB). This is required if any portion of the dissertation involves gathering data involving human beings or animals, or consulting records that would otherwise be considered confidential. *No previously unpublished data collected prior to IRB approval may be used in any form (including “pretest” or “exploratory analysis”) in the dissertation, unless it is archival data as collected independent of the dissertation.*

The function of the IRB is to provide additional ethical review of the methodology of the study. The IRB approval process involves:

- 1) Submission of an application for approval, including complete documentation of informed consent procedures, detailed description of all procedures involving the participants (human or animal) and complete description of all debriefing procedures.
- 2) Initial review of the application by the chair of the IRB in order to determine whether the procedures are of “minimal risk” and thereby are entitled to “expedited review” or whether they should be submitted to a full review by the IRB. Time must be allotted for full review, and no students should acquaint themselves with the timelines of that process.
- 3) If the data are collected at, or in collaboration with, another institution, review by that institution’s IRB may be required, at that institution’s discretion.
- 4) When the dissertation project is completed, the final IRB form noting the project completion, and date of completion, must be submitted to the IRB via the IRB Canvas course, under the original and approved application submission file(s).

The forms to be submitted for IRB approval are included in the IRB handbook. Further information concerning the function and requirements of the IRB can be obtained from the IRB Chair.

### **3.5 Mechanics of the Document**

The dissertation document is comprised of three parts: the preliminary pages, the body, and the

appendices. Dissertation length may vary, but the minimum requirement is no less than 75 to 120 content pages. Additional pages may be *required by the Chair in order to provide sufficient information to substantiate the dissertation*. The dissertation must include peer-reviewed sources and a minimum of two unique references per content page. *E.g.*, a 75 content-page dissertation should have no fewer than 150 unique references, with a significant proportion being from peer-reviewed journals, in addition to any Church or seminal books or writings.

### **3.5a Preliminary Pages**

The preliminary pages include the following in the order given:

*Front Flyer*: This is a blank page that serves as a protection for the body of the document, as is found in bound books. It has no page number.

*Approval Sheet (also known as the Signature page)*. This is a form indicating that the Chair, committee members, and Director of the Psy.D. Program find that the manuscript satisfies the dissertation requirement for the Psy.D. degree. It includes the title of the dissertation, the student's name, and places for the prescribed signatures (see "Front Pages," Appendix B). The signature page is to be sent to [Ms. Michelle Robbins](#) to be processed through SignNow software. Please note that this page is not counted or numbered.

*Title Page*. The title page includes elements enabling the rapid identification of the subject, author, date completed, and university supervising the study. The title itself should concisely reflect the main research or theoretical issues investigated. Avoid phrases such as "An empirical investigation of the effect of selected..." Be brief. "Depression as an Effect of Failing Dissertation Oral Defense" is preferable to "The Effect of Failure to Pass Oral Defense of a Doctoral Dissertation on Beck Depression Inventory Scores in a Selected Group of Graduate Students Attending a Professional School of Clinical Psychology."

The title page is counted as page 1, and it is here that the APA style running head first appears. Please do not include the pagination on the title page; pagination should start on the second page, as page number 2. Do not include the phrase "running head" in the header, as this is a doctoral dissertation, and not a manuscript submitted for publication. The first line of the title should begin two inches from the top of the page. The date should be that of the successful defense of the dissertation. All of the remaining preliminary pages are included in the order indicated below.

*Dedication Page (optional)* This page provides the student with an opportunity to give special tribute to persons, organizations, or others who provided encouragement during the student's academic career. If such a page is used, the word "Dedication" should be centered without punctuation two inches from the top of the page. The text of the dedication should

begin on the fourth line below.

If the student chooses to include a dedication page, it is best that it not exceed a single page. Lengthy dedication pages read like overlong acceptance speeches at award ceremonies, and are to be avoided for the same reason.

Dedications are not private, and as part of a professional body of work, should reflect not only the message you wish to communicate in dedication, but also the message about your professionalism to future employers, or employees, clients, etc.

*Acknowledgement Page* (optional) An acknowledgement page in which the student expresses recognition of and appreciation for any special assistance is optional but is customarily included. The acknowledgements page is obligatory if special permission has been granted to use published or unpublished material. If such a page is used, the word “Acknowledgements” should be centered without punctuation two inches from the top of the page. The text of the acknowledgements should begin on the fourth line below. Some of the text that might otherwise inappropriately lengthen a dedication page might be appropriately placed here. On the other hand, acknowledgement pages that include members of the extended family, pets, infant children, etc., begin to look maudlin starting a month after the dissertation has been permanently deposited. Opinions on these topics differ; the student is cautioned to use discretion.

*Table of Contents.* This page’s heading should be centered without punctuation two inches from the top of the page. The listings begin at the left margin four spaces below the heading, and are double-spaced. The table of contents lists all material following the contents page. The titles of parts or sections must be listed and worded exactly as they appear in the body of the manuscript. The page number for each part is listed flush against the right margin and below the heading “page.” Word processing programs have options to fill in tabs with periods (as in this *Handbook*) so that process should not be problematic.

*List of Tables.* If there are tables in the dissertation, they should be listed here, giving their full title and corresponding page number, formatted in the same manner as the Table of Contents. Note that in a break with strict APA format, each table should be placed in text, after its first mention. Each table should be on a separate page.

*List of Figures.* If there are figures in the dissertation, they should be listed here, giving their full title and corresponding page number, formatted in the same manner as the Table of Contents. As with tables, each figure should be placed on a separate page, in the text, after its first mention.

*Abstract.* This page is required in all dissertations. The abstract summarizes the dissertation as a whole. Common elements include a statement regarding the project’s purpose, a brief

description of the project's methodology, and the results. Note that it contains more information, both in terms of length and topics covered, than in a standard article abstract, reflecting the fact that it is a primary source of information about archived dissertations.

The abstract should be a succinct account of the contents of the dissertation that allows readers to decide whether the full contents would be of interest to them. Descriptions of methods and methodologies, along with major findings, are more important than the fact that the “ramifications of the findings obtained are discussed in terms of applications in clinical settings.” Presume your reader has some acquaintance with your topic (why else would they be reading a dissertation?) Give enough information so that a reader could determine whether they wanted to read this particular dissertation rather than another on the same topic. Diagrams and equations are not included in the abstract.

The abstract should begin with the word “Abstract” centered two inches below the top of the page. This is followed by the following items, all centered: the title (in capital letters); student's name; name of the institution; date of defense; and the name of the Chair. The text of the abstract is not indented, and like the entire body of the document, is double-spaced.

*Keywords.* After the abstract, starting a new indented line, the word “Keywords:” Should appear, capitalized, italicized, and followed by a colon. There should follow an alphabetized list of 6 to 8 terms that describe the areas that the dissertation addresses. These are “natural language” terms, topics familiar to the student and other researchers. List the terms that you think are relevant to your dissertation. Nonetheless, it might be best to use more professional terms when relevant; “adolescents” instead of “teenagers.”

### **3.5b Body of the Manuscript**

Aside from the exceptions noted in this handbook, e.g., the placement of tables and figures in the text, the body of the dissertation manuscript is to be composed in strict compliance with the current Publications Manual of the APA, at this writing, the seventh edition (APA, 2019). Thus, there are no “chapters” in the dissertation; new sections (aside from the reference list) do not begin on new pages; everything, block quotes and references included, is double spaced; and footnotes are placed at the end of the document, not the bottom of the page.

There are a few exceptions to this compliance, which are as follows:

- 1) Rather than having 1 inch margins on all four sides of the document, the left side margin should be 1.25 inches to allow room for binding. The right and bottom margins should be 1 inch. The top margin should be half an inch, followed by the inclusion of a header.
- 2) There is no abstract in the body of the document; the abstract prepared for the

preliminary pages serves that function.

- 3) Tables and figures, rather than appearing at the end of the document, appear in the body of the document, immediately after the page of the text in which they are first mentioned. They should not be included directly in the text but each should be on a separate page. Titles of tables and figures appear on the same page as the table or figure, and not on a separate page.
- 4) There are no “author notes” since this function is amply served in other portions of the document.

### **3.5c References and General APA Guidelines**

Scholarly work at Divine Mercy University (DMU), at both the Institute for the Psychological Sciences (IPS) and the School of Counseling (SOC), closely conforms to the *Publication Manual of the American Psychological Association*, 7th ed. (American Psychological Association [APA], 2020). Although there is a section that addresses how to cite classical and religious sources in general terms (APA, 2020, p. 264), questions arise concerning style variations related to classical works (e.g., Plato and Aristotle), religious texts (e.g., the Bible), and magisterial references (e.g., the Second Vatican Council). This guide offers determinations and guidance for some common queries that arise when citing classical and religious sources. It does not, however, replace the APA Publication Manual for the vast majority of style questions.

To access APA guidelines, please visit <https://apastyle.apa.org>. Alternatively, you may decide to order the official publication manual.

#### **3.5c1 Required Elements**

- “Running head” is omitted on page 1. Simply write the heading.
- The title should be bolded.
- Include an extra space between title and byline

#### **3.5c2 Font Options**

- 12 pt Times New Roman
- 11 pt Calibri
- 11 pt Arial
- 10 pt Lucida Sans Unicode
- 11 pt Georgia
- 10 pt Computer Modern

#### **3.5c3 Punctuation**

- Use only a single space after a period (as opposed to double spacing).

### 3.5c4 In-Text Citations

- For a work with one or two authors, include the author name(s) in every citation.
- For a work with three or more authors, include the name of only the first author plus “et al.” in every citation (even the first citation).

### 3.5c5 Reference Section

- “References” heading is now bolded.
- DOIs/URL:
  - use hyperlink (can be blue/underlined or normal text)
  - e.g. use: <https://doi.org/1234xxx> (do NOT use “Retrieved from:” or “doi:” -- this is no longer acceptable)
- Journal Articles
  - include issue number
  - can list up to 20 authors in a reference if needed
  - articles without DOI are cited in the same manner as printed works
- Books
  - no longer need publisher location (compared to previous APA guidelines)

## 3.5d Citing Religious and Classical Works

### 3.5d1 Acronyms

Acronyms are established with their first reference by listing the acronym in parentheses following the full name. This also applies to magisterial documents. For example:

- First in-text citation for the Catechism: (Catechism of the Catholic Church [CCC], 2000, §1872)
- Subsequent citations: (CCC, 2000, §1873)
- First reference for the Code of Canon Law: (Codex Iuris Canonici [CIC], 2012, can. 528, §1)
- Subsequent reference: (*CIC*, 2012, can. 528, §1)

### 3.5d2 Capitalization

Use capitalization in a consistent way, following these examples:

God the Father, the Virgin Mary, the Bible, the Greek gods, Moses, Buddha, Zeus, fall, creation, incarnation (and divine pronouns: he, his).

### In-Text Citations without Standard Abbreviations or Page Numbers

When Church documents have numbered paragraphs, use them over page numbers. For example:

(Benedict XVI, 2009, §3)

When the source does not provide page or paragraph numbers, include information that will help readers find the passage being cited. If the paragraphs are not numbered and the document includes headings, provide the appropriate heading and specify the paragraph under that heading. Note that in some electronic sources, like web pages, people can use the “Find” function in their browser to locate any passages you cite. When possible, use the standard abbreviation.

APA Citation Abbreviations			
<i>Book Part</i>	<i>Abbreviation</i>	<i>Book Part</i>	<i>Abbreviation</i>
Paragraph(s)	§ or §§	No Date	n.d.
Edition	ed.	Page(s)	p. or pp.
Revised Edition	Rev. ed.	Volume(s)	Vol. or Vols.
Second Edition	2nd ed.	Number(s)	No. or Nos.
Editor(s)	Ed. or Eds.	Part	Pt.
Translator(s)	Trans.	Supplement	Suppl.

### 3.5d3 General Rules

APA does not, strictly speaking, require putting major classical works, such as ancient Greek and Roman texts or classical religious texts, in the reference list; the in-text citation can stand on its own. For example:

(Plato, trans. 1961)

However, there can be confusion in this case, since the one date would refer to the whole collection of Plato’s dialogues. Therefore, it is clearer to give the full reference.

Furthermore, when the original date of composition or publication is readily available, use it.

(Plato, ca. 380 BC/1961)

When quoting verbatim from a translated work, identify the actual edition as a normal reference entry would.

Plato. (1961). *Meno* (R. S. Bluck, Trans.). Cambridge University Press. (Original work composed ca. 380 BC).

In certain classical works, the parts (e.g., books, chapters, verses, lines, cantos) are numbered systematically across all editions, so use these numbers instead of page numbers when referring to specific parts of your source. Further information is found in the *Publication Manual of the American Psychological Association* (2020), 8.13, p. 264.

### 3.5d4 Reprinted Classical Work

For in-text citations, provide the author, the year the work was written, and the year of your source (the year the new edition, translation, or revision was published). Example:

(Aquinas, 1273/1981)

For entries in the reference list, provide the author and the year the work was rewritten/translated/edited. Example:

Aquinas, T. (1981). *Summa theologiae* (English Dominican Province, Trans.). Christian Classics. (Original work composed 1273)

### 3.5d5 Ancient Work, Date Not Known

If the original publication date is not known, cite like other references, but provide the circa abbreviation (ca.) with “original work composed/published.” Example:

Plato. (1961). *Meno* (R. S. Bluck, Trans.). Cambridge University Press.  
(Original work composed ca. 380 BC)

(See “In-Text Citations without Standard Abbreviations or Page Numbers” section of this document for more information)

### 3.5d6 Bible

When quoting or paraphrasing specific excerpts from the Bible, include the relevant titles of the book or letter and the numbers of chapters and verses. The version of the Bible needs to be mentioned only in the first citation, unless a different version is later used. For example:

*First reference:*

(Mt. 5:8, [*Revised Standard Version, Second Catholic Edition*], Rm. 8:28, Acts 2:1–4).

*Subsequent reference:*

“Blessed are the poor in spirit, for theirs is the kingdom of heaven” (Mt. 5:3).

When a particular translation is quoted, it is always helpful (although not required by APA Style) to identify the version of the Bible in the reference list. For example:

Bible. (2010). *Revised Standard Version. Second Catholic Edition*. Ignatius Press.  
At DMU, using *The Revised Standard Version, Second Catholic Edition (RSV-SCE)* or *The New American Bible, Revised Edition (NABRE)* is recommended.

Use the following list for abbreviations of the books or letters of the Bible:

Gen.	Genesis	Obad.	Obadiah
Ex.	Exodus	Jon.	Jonah
Lev.	Leviticus	Mic.	Micah
Num.	Numbers	Nahum	Nahum
Deut.	Deuteronomy	Hab.	Habakkuk
Josh.	Joshua	Zeph.	Zephaniah
Judg.	Judges	Hag.	Haggai
Ruth	Ruth	Zech.	Zechariah
1 Sam.	1 Samuel	Mal.	Malachi
2 Sam.	2 Samuel		
1 Kings	1 Kings	Mt.	Matthew
2 Kings	2 Kings	Mk.	Mark
1 Chr.	1 Chronicles	Lk.	Luke
2 Chr.	2 Chronicles	Jn.	John
Ezra	Ezra	Acts	Acts
Neh.	Nehemiah	Rom.	Romans
Tob.	Tobit	1 Cor.	1 Corinthians
Jdt.	Judith	2 Cor.	2 Corinthians
Esth.	Esther	Gal.	Galatians
1 Macc.	1 Maccabees	Eph.	Ephesians
2 Macc.	2 Maccabees	Phil.	Philippians
Job	Job	Col.	Colossians
Ps.	Psalms	1 Thess.	1 Thessalonians
Prov.	Proverbs	2 Thess.	2 Thessalonians
Eccl.	Ecclesiastes	1 Tim.	1 Timothy
Song.	Song of Solomon	2 Tim.	2 Timothy
Wis.	Wisdom	Titus	Titus
Sir.	Sirach	Philem.	Philemon
Isa.	Isaiah	Heb.	Hebrews
Jer.	Jeremiah	Jas.	James
Lam.	Lamentations	1 Pet.	1 Peter
Bar.	Baruch	2 Pet.	2 Peter
Ezek.	Ezekiel	1 Jn.	1 John
Dan.	Daniel	2 Jn.	2 John
Hos.	Hosea	3 Jn.	3 John
Joel.	Joel	Jude	Jude

Gen.	Genesis	Obad.	Obadiah
Ex.	Exodus	Jon.	Jonah
Lev.	Leviticus	Mic.	Micah
Num.	Numbers	Nahum	Nahum
Deut.	Deuteronomy	Hab.	Habakkuk
Josh.	Joshua	Zeph.	Zephaniah
Judg.	Judges	Hag.	Haggai
Ruth	Ruth	Zech.	Zechariah
1 Sam.	1 Samuel	Mal.	Malachi
2 Sam.	2 Samuel		
1 Kings	1 Kings	Mt.	Matthew
2 Kings	2 Kings	Mk.	Mark
1 Chr.	1 Chronicles	Lk.	Luke
2 Chr.	2 Chronicles	Jn.	John
Ezra	Ezra	Acts	Acts
Neh.	Nehemiah	Rom.	Romans
Tob.	Tobit	1 Cor.	1 Corinthians
Am.	Amos	Rev.	Revelation

### 3.5d7 Aristotle

In text, when quoting a particular passage in Aristotle:

(Aristotle, ca. 350 BC/1941, 1337b33)

[which refers to Aristotle's *Politics*, Bk VII, Ch. 3, Bekker number 1337b33]

In text, general citation, no quotation used:

(Aristotle, ca. 350 BC/1941, VII.3)

[which refers to Aristotle's *Politics*, Book VII, Chapter 3]

Reference list:

Aristotle. (1941). *Politics*. In R. McKeon (Ed.), *The basic works of Aristotle* (pp. 1127–1316). Random House. (Original work composed ca. 350 BC)

### 3.5d8 St. Augustine

In text, when quoting a particular passage in St. Augustine:

(Augustine, 397–401/2007, XII.12.29)

[which refers to: Book XII, Chapter 12, Section 29]

In text, general citation, no quotation used:

Augustine (397–401/2007, XII.12.29).

[which refers to: Book XII, Chapter 12, Section 29]

Reference list:

Augustine. (2007). *Confessions* (2nd ed.) (M. P. Foley, Ed., & F. J. Sheed, Trans).  
Hackett. (Original work composed 397–401)

### 3.5d9 Thomas Aquinas and Summa Theologiae

The title of Aquinas’s work is *Summa theologiae* (“Summary of Theology”), but it is sometimes titled *Summa theologica*. If you are not making reference to a translation with “*Theologica*” in the title, use *Summa theologiae*.

The specific way the *Summa* is cited varies depending upon where it has been found. The *Summa* will be cited with the source it came from (edited book or website). Here are references for two common ways to access *Summa theologiae*:

In text, particular quotation:

(Aquinas, 1273/1981, I-II, 23.2 ad 2)  
[which refers to the 1981 translation of Aquinas’ *Summary of Theology* (*Summa theologiae*), first part of the second part, question 23, article 2, second response]

In text, general citation, no quotation used:

(Aquinas, 1273/1981)  
[which simply refers to Aquinas’ *Summary of Theology* (*Summa theologiae*)]

Reference list, print source:

Aquinas, T. (1981). *Summa theologica* (English Dominican Province, Trans.). Christian Classics. (Original work composed 1273).

Reference list, online source:

Aquinas, T. (2017). *Summa theologica* (English Dominican Province, Trans.).  
<http://www.newadvent.org/summa/>. (Original work composed 1273).

### 3.5e Other Ancient Texts

When there are standard conventions for quoting other ancient, patristic, or medieval texts, use them when citing or quoting a passage.

When there are no standard conventions for citing an ancient text, use page numbers and include the translation in the reference list.

### 3.5f Magisterial References

Citations for magisterial references also vary depending upon where the documents were found. Just like many of the other religious works used at DMU, magisterial references are typically found as a published book or on a website and follow the same rules as all other APA references. They typically follow this format:

In text:

(Benedict XVI, 2006, §1).

In a passage in a text:

According to Benedict XVI (2006), the different sources of knowledge form “a single rationality with its various aspects” (§1).

*[To access paragraph (§) symbol, go to “Insert” tab, “Symbol,” “More Symbols,” Select “Latin-1 Supplement” in the Subset drop down box, Select § symbol in the third row down. (These instructions cover most versions of Microsoft Word)]*

Reference list, online source:

Author. (Date). Short Latin title italicized and only the first letter capitalized with exception of Proper Nouns: Capitalize the first word after a colon or semicolon [Type of document, English translation of title in brackets, set roman, sentence-style capitalization]. [Website link].  
[NB: The title is found in the document heading on the Vatican website.]

John Paul II. (1998). *Fides et ratio* [Encyclical, On the relationship between faith and reason]. [w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf\\_jp-ii\\_enc\\_14091998\\_fides-et-ratio.html](http://w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf_jp-ii_enc_14091998_fides-et-ratio.html)

Reference list, print source:

Author. (Date). Short Latin title italicized and only the first letter capitalized with exception of Proper Nouns: Capitalize the first word after a colon or semicolon. [Type of document, English translation of title in brackets, set roman, sentence-style capitalization]. Name of Publisher.

John Paul II. (1998). *Fides et ratio* [Encyclical, On the relationship between faith and reason]. Libreria Editrice Vaticana.

Example from the Second Vatican Council:

Vatican II, Council. (1965). *Gaudium et spes* [Pastoral constitution on the Church in the modern world]. Libreria Editrice Vaticana.

### 3.5g Other Tips for Writing Magisterial References:

If the Vatican has published the book, the publisher would typically be:

- Libreria Editrice Vaticana.

Note: APA 7th edition no longer requires the inclusion of publisher location as in past editions.

When making reference to a work by a pope, do not put “Pope” in front of the name. Use only the name and numerals as needed:

- Benedict XVI
- Francis
- John Paul II

If the document was written before the individual became pope, use his previous name.

- Jorge Mario Bergoglio: Bergoglio, J. M.
- Joseph Ratzinger: Ratzinger, J.
- Karol Józef Wojtyła: Wojtyła, K. J.

If the document was written after the individual became pope, use his papal name.

- Francis
- Benedict XVI
- John Paul II

In text example:

One of the most often quoted texts of the Second Vatican Council (1965) is: “Only in the mystery of the incarnate Word does the mystery of man take on light” (§22).

Reference list example:

Vatican II, Council. (1965). *Gaudium et spes* [Pastoral constitution on the Church in the modern world]. Libreria Editrice Vaticana.

### 3.5h Encyclicals and Church Documents Often Cited

Benedict XVI. (2005). *Deus caritas est* [Encyclical, God is love]. Libreria Editrice Vaticana.

Benedict XVI. (2006, September 12). *Faith, reason and the university: Memories and reflections*

[The Regensburg address]. [w2.vatican.va/content/benedict-xvi/en/speeches/2006/september/documents/hf\\_ben-xvi\\_spe\\_20060912\\_university-regensburg.html](http://w2.vatican.va/content/benedict-xvi/en/speeches/2006/september/documents/hf_ben-xvi_spe_20060912_university-regensburg.html)

Benedict XVI. (2007). *Spe salvi* [Encyclical, On Christian hope that saves]. Libreria Editrice Vaticana.

Francis. (2013). *Lumen fidei* [Encyclical, On faith]. Libreria Editrice Vaticana.

Francis. (2016). *Amoris laetitia* [Apostolic Exhortation, On love in the family]. Libreria Editrice Vaticana.

International Theological Commission. (2002). *Communion and stewardship: Human persons created in the image of God*. Libreria Editrice Vaticana.

International Theological Commission. (2012). *Theology today: Perspectives, principles and criteria*. Libreria Editrice Vaticana.

John Paul II. (1993). *Veritatis splendor* [Encyclical, On the splendor of truth]. Libreria Editrice Vaticana.

John Paul II. (1995). *Evangelium vitae* [Encyclical, The gospel of life]. Libreria Editrice Vaticana.

John Paul II. (1998). *Fides et ratio* [Encyclical, On the relationship between faith and reason]. Libreria Editrice Vaticana.

John Paul II. (2006). *Man and woman he created them: A theology of the body* (M. Waldstein, Trans.). Pauline Books and Media.

Vatican II, Council. (1965). *Apostolicam actuositatem* [Decree on the apostolate of the laity]. Libreria Editrice Vaticana.

Vatican II, Council. (1965). *Dei verbum* [Dogmatic constitution on divine revelation]. Libreria Editrice Vaticana.

Vatican II, Council. (1965). *Dignitatis humanae* [Declaration on religious freedom on the

right of

the person and of communities to social and civil freedom in matters religious]. Libreria

Editrice Vaticana.

### **3.6 Appendices**

The constraints of APA format that are imposed upon the body of the paper are relaxed in the appendices. Original documents such as informed consent forms, permission letters, instructions read to participants, materials used during the course of the study, etc., may be presented here in their original formats, and may be photo-reduced if such is required to fit in 8 1/2 x 11 inch format. Procedures for other materials, such as audio-visual materials produced in the course of the dissertation, will be decided on a case-by-case basis by the DRT and the DMU Library Director.

Among materials appropriate for the appendices are: (a) description of pretest materials and analysis, if any; (b) letters of permission from institutions and individuals; and (c) letters of permission for the inclusion of copyrighted materials in the dissertation.

If practical, all of the data used in the analysis for quantitative dissertations should be supplied in a spreadsheet format as an appendix. Obviously, more compact fonts may be employed in such a presentation. As necessary, scaled scores rather than item scores (as in the case, for example of the MMPI) can be included. If even that is impractical, consideration should be given to including the intercorrelation matrix for the major variables in the study, along with tables of their mean, confidence interval, and sample size.

### **3.7 The Final Manuscript**

One 25 percent cotton-bond copy of each dissertation is deposited with the DMU Library for reference and scholarly research. A second bound copy is presented to the Committee Chair. The paper for these copies should be white, 20 or 24 pound, 25 percent fiber (cotton or rag). The student does not need to supply the paper for binding. The same quality paper must be used throughout the dissertation. Details on binding procedures and costs are available from the DMU Library Director. Distribution of copies of the final manuscript to dissertation committee members is at their discretion.

A dissertation is not complete, and the degree will not be officially granted, until bound copies of the dissertation have been deposited with the DMU Library Director, and a Microsoft Word version has been presented to the DMU Library Director for electronic submission to ProQuest Dissertation and Theses Database. The student must schedule a meeting with the Library Director, either in person or via Zoom, to submit the dissertation to the bindery.

Once all appropriate documents have been submitted, and approved for printing. Appendix form 2.13 will be completed by the Director.

***It is the student's responsibility to obtain and submit all forms for the dissertation.***

## References

- American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, CC: Author.
- Donahue, M.J. (1985). Intrinsic and extrinsic religiousness: Review and meta-analysis. *Journal of Personality and Social Psychology*, 48, 400-419.
- Gergen, K.J. (1973). Social psychology as history. *Journal of Personality and Social Psychology*, 26, 309-320.
- Hyman, R. (1995). How to critique a published article. *Psychological Bulletin*, 118, 178-182.
- Sales, B.D., & Folkman, S. (2000), *Ethics in research with human participants*. Washington, D.C.: American Psychological Association.

**Appendix A: Committee and Dissertation Approval Forms and PSY 899 Syllabus Template**

*\*Form 2.14, the Dissertation Syllabus, is paginated independently of the Handbook for Registrar records.*

## 2.1 Naming of Dissertation Committee Chair and Topic (Sample page only - not for use)



### INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

#### 2.1 Naming of Dissertation Committee Chair and Topic\*

Submit a copy of this form to the Director of Research Training the same day it is completed.

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

Proposed Dissertation Title or Topic: \_\_\_\_\_

Type of dissertation:

- ☐ Theoretical
- ☐ Empirical
  - ☐ By checking this box, the student acknowledges that any software \*or other associated costs of conducting research is the student's responsibility.
 

*\*SPSS will be provided during PSY 729 and as needed for the dissertation project.*
  - ☐ Quantitative
  - ☐ Qualitative
  - ☐ Mixed-Methods

I agree to be this student's Committee Chair:

[Signature]: \_\_\_\_\_

[Printed]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approved by Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approved by IPS Dean [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

*\*Due by December 1<sup>st</sup> of 2<sup>nd</sup> year in program*

## 2.1a Naming of Revised Dissertation Committee Chair *(Sample page only - not for use)*



## INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

### 2.1a Naming of Revised Dissertation Committee Chair \*

**Submit a copy of this form to the Director of Research Training the same day it is completed.**

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

Former Chair [Printed]: \_\_\_\_\_

I agree to the change as it is in the student's best interest.

[Signature]: \_\_\_\_\_

[Printed]: \_\_\_\_\_ [Date]: \_\_\_\_\_

I agree to be this student's new Committee Chair

[Signature]: \_\_\_\_\_

[Printed]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Rationale for change: \_\_\_\_\_

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

Approved by Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approved by IPS Dean [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

***\*May not be changed once the M.Psy. degree is conferred***

## 2.1b Revised Dissertation Topic (Sample page only - not for use)



## INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

### 2.1b Revised Dissertation Topic\*

**Submit a copy of this form to the Director of Research Training the same day it is completed.**

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

Former Dissertation Title or Topic: \_\_\_\_\_

New Dissertation Title or Topic: \_\_\_\_\_

Rationale for change: \_\_\_\_\_

Type of dissertation:

☐ Theoretical

☐ Empirical

☐ By checking this box, the student acknowledges that any software \*or other associated costs of conducting research is the student's responsibility.

*\*SPSS will be provided during PSY 729 and as needed for the dissertation project.*

☐ Quantitative

☐ Qualitative

☐ Mixed-Methods

I agree to this student's dissertation topic/title change.

Committee Chair [Signature]: \_\_\_\_\_

Committee Chair [Printed]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approved by Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approved by IPS Dean [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

*\*May not be changed once the M.Psy. degree is conferred*

## 2.2 Nomination of Dissertation Committee Members *(Sample page only - not for use)*



## INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

### 2.2 Nomination of Dissertation Committee Members\*

**Submit this form to the Director of Research Training the same day it is completed.**

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

Proposed Dissertation Title or Topic: \_\_\_\_\_

\_\_\_\_\_

Committee Chair [Signature]: \_\_\_\_\_

Printed: \_\_\_\_\_ [Date]: \_\_\_\_\_

IPS Committee Member [Signature]: \_\_\_\_\_

[Printed]: \_\_\_\_\_ [Date]: \_\_\_\_\_

External Committee Member: \_\_\_\_\_

[Printed]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Affiliation (if not IPS): \_\_\_\_\_

Committee Member: \_\_\_\_\_

[Printed]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Affiliation (if not IPS): \_\_\_\_\_

Approved by Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approval by IPS Dean [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

**\*Due by May 1<sup>st</sup> of 2<sup>nd</sup> year in program**

## 2.2a Revised Nomination of Dissertation Committee Members *(Sample page only - not for use)*



### INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

#### 2.2a Revised Nomination of Dissertation Committee Members\*

Submit a copy of this form to the Director of Research Training the same day it is completed. This form is only for member changes. A new 2.1a form must be completed if you have a new chair.

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

Proposed Dissertation Title or Topic: \_\_\_\_\_

\_\_\_\_\_

Committee Chair [Signature]: \_\_\_\_\_

Printed: \_\_\_\_\_ [Date]: \_\_\_\_\_

Former Committee Member [Signature]: \_\_\_\_\_

Printed: \_\_\_\_\_ [Date]: \_\_\_\_\_

New Committee Member [Signature]\*: \_\_\_\_\_

Printed: \_\_\_\_\_ [Date]: \_\_\_\_\_

Affiliation (if not IPS): \_\_\_\_\_

Committee Member [Signature]: \_\_\_\_\_

[Printed]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Affiliation (if not IPS): \_\_\_\_\_

Approval by Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approval by IPS Dean [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

\*\*Please note the change(s), including the reason for the change.

1. Which member position (2<sup>nd</sup> Reader; External Member):
2. Rationale:

*\*May not be changed once the M.Psy. degree is conferred*

*\*\*Form 2.2a will not be signed by the DRT or IPS Dean without this information*

### 2.3 Approval of Proposal Date *(Sample page only - not for use)*



## INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

### 2.3 Approval of Proposal Date\*

**Submit a copy of this form to the Director of Research Training the same day it is completed. The draft proposal must be distributed to the dissertation committee not less than 10 business days before the committee meeting in which the proposal is to be evaluated.**

**No room will be assigned for the proposal meeting until this form has been filed with the DRT.**

\_\_\_\_\_ [Student Name] has

permission to defend their proposal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [Proposal Title]

on \_\_\_\_\_ [Date], at \_\_\_\_\_ [Time]

Committee Chair [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Committee Chair: \_\_\_\_\_ [Printed]

Approved by the Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approved by the Assistant Program Director [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

## 2.4 Dissertation Proposal Rating Form (Sample page only - not for use)



### INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

#### 2.4 Dissertation Proposal Rating Form

Student Name: \_\_\_\_\_

Dissertation Title: \_\_\_\_\_

Committee Member: \_\_\_\_\_

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

**Instructions:** Please circle your rating of the student on the following areas using the rating scale indicated below.

Competency	1 Inadequate	2 Marginal	3 Functional	4 Advanced	5 Mastery
1. Quality of literature review (Goal 1.b.(1))	1	2	3	4	5
2. Ability to formulate relevant research questions (Goal 1.b.(2))	1	2	3	4	5
3. Development of appropriate research methodology to address research questions (Goal 1.b.(3))	1	2	3	4	5
4. Quality of Catholic integrative formulations (i.e., accuracy and application) (Goal 6.a.)	1	2	3	4	5
5. Scholarly presentation skills during proposal defense (Goal 5.b.1.b(1))	1	2	3	4	5

Comments: (Please use back of this page to add additional comments, if necessary.)

Dissertation Chair [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

2.5 Dissertation Proposal Rating Form Summary *(Sample page only - not for use)*



INSTITUTE FOR THE  
PSYCHOLOGICAL SCIENCES

**2.5 Dissertation Proposal Rating Form Summary**

Student Name: \_\_\_\_\_

Dissertation Title: \_\_\_\_\_

Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_ Rating of all five (5) major evidence-based competency areas, averaged across all committee members.

\_\_\_\_ Yes/No Evidence-based practice competency passed. *(Average rating on each of the five (5) major competency areas 3.0 or greater.)*

Comments: *(Please use additional space to add additional comments, if necessary.)*

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

## 2.6 Dissertation Proposal Verdict *(Sample page only - not for use)*



## INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

### 2.6 Dissertation Proposal Verdict

**Submit a copy of this form to the Director of Research Training the same day it is completed.**

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

Dissertation Title: \_\_\_\_\_

☐ Check here if this is a revision

Type of dissertation:

☐ Theoretical

☐ Empirical

☐ Quantitative

☐ Qualitative

☐ Mixed Methods

Unanimous decision of the committee:

☐ Approval

☐ Approval with revision

☐ Disapproval pending revision and reconsideration

☐ Disapproval

Committee Chair [Signature]: \_\_\_\_\_

[Printed]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approved by Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approved by IPS Dean [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

## 2.7 Approval of Dissertation Oral Defense Date *(Sample page only - not for use)*



## INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

### 2.7 Approval of Dissertation Oral Defense Date

Submit a copy of this form to the Director of Research Training the same day it is completed.

\*The dissertation must be distributed to the dissertation committee no fewer than 15 business days before the committee meeting in which the dissertation is to be defended.

\*\*This form must also be received no later than March 1<sup>st</sup> to walk in the May commencement of that academic year.

\*\*\* The oral defense must be completed before close of business on March 31<sup>st</sup>

No room will be assigned for the defense until this form has

---

[Student Name] has permission to defend their dissertation:

\_\_\_\_\_ [Dissertation Title]

on \_\_\_\_\_ [Date], at \_\_\_\_\_ [Time]

Committee Chair [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Committee Chair: \_\_\_\_\_ [Printed]

Approved by the Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approved by the IPS Dean [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

## 2.8 Dissertation Defense Rating Form: Written (Sample page only - not for use)



### INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

#### 2.8 Dissertation Defense Rating Form: Written

Student Name: \_\_\_\_\_

Dissertation Title: \_\_\_\_\_

Committee Member: \_\_\_\_\_

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

Instructions: Please circle your rating of the student on the following areas using the rating scale indicated below.

Competency	1 Inadequate	2 Marginal	3 Functional	4 Advanced	5 Mastery
<b>DW1.</b> Quality of Literature Review (i.e., accuracy of presentation of "state of field") (Goals 1.b.(4))					
<b>DW2.</b> Conducting research (i.e., efficient, and ethical collection of relevant data) (Goal 1.b.(4))					
<b>DW3.</b> Analysis (i.e., appropriate analytical approach, with additional analysis as necessary [pursuit of relevant but unexpected findings]) (Goal 1.b. (4))					
<b>DW4.</b> Discussion (i.e., appropriate understanding of range and meanings of findings) (Goal 1.b.(4))					
<b>DW5.</b> Integration (i.e., development and application of a Catholic integrative perspective) (Goal 6.a.)					

Summary:

Comments: (Please use back of this page to add additional comments, if necessary.)

Dissertation Chair [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

## 2.9 Dissertation Defense Rating Form: Oral *(Sample page only - not for use)*



### INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

#### 2.9 Dissertation Defense Rating Form: Oral

Student Name: \_\_\_\_\_

Dissertation Title: \_\_\_\_\_

Committee Member: \_\_\_\_\_

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

Instructions: Please circle your rating of the student on the following areas using the rating scale indicated below.

Competency	1 Inadequate	2 Marginal	3 Functional	4 Advanced	5 Mastery
DO1. Overall professionalism of presentation ((Goal 1.b.(5); Goal 5.b.(1))					
DO2. Able to present cogent overview of dissertation topic (Goal 1.b.(5))					
DO3. Demonstrates clear understanding of analysis (Goal 1.b.(5))					
DO4. Responds appropriately to examination questions (e.g., not necessarily defensive, appropriate elaboration of findings, acknowledgement of limitations (Goal 1.b.(5); Goal 5.b.1.b.(2))					

Summary:

Comments: *(Please use back of this page to add additional comments, if necessary.)*

Dissertation Chair [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

## 2.10 Dissertation Defense Rating Form: Written Summary *(Sample page only - not for use)*



### INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

#### 2.10 Dissertation Defense Rating Form: Written Summary

Student Name: \_\_\_\_\_

Dissertation Title: \_\_\_\_\_

Committee Member: \_\_\_\_\_

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

**Instructions:** Please circle the average rating of the student on the following areas using the rating scale indicated below:

Competency	1 Inadequate	2 Marginal	3 Functional	4 Advanced	5 Mastery
<b>DW1.</b> Quality of Literature Review (i.e., accuracy of presentation of "state of field") (Goals 1.b.(4))					
<b>DW2.</b> Conducting research (i.e., efficient and ethical collection of relevant data) (Goal 1.b.(4))					
<b>DW3.</b> Analysis (i.e., appropriate analytical approach, with additional analysis as necessary [pursuit of relevant but unexpected findings]) (Goal 1.b.(4))					
<b>DW4.</b> Discussion (i.e., appropriate understanding of range and meanings of findings) (Goal 1.b.(4))					
<b>DW5.</b> Integration (i.e., development and application of a Catholic integrative perspective) (Goal 6.a.)					

Summary:

\_\_\_\_ Goal 1.b passed (Average score items 1- 4  $\geq$  3)

\_\_\_\_ Goal 6.a passed (Average score item 5  $\geq$  3)

Comments: *(Please use back of this page to add additional comments, if necessary)*

Dissertation Chair [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

## 2.11 Dissertation Defense Rating Form: Oral Summary (Sample page only - not for use)



### INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

#### 2.11 Dissertation Defense Rating Form: Oral Summary

Student Name: \_\_\_\_\_

Dissertation Title: \_\_\_\_\_

Committee Member: \_\_\_\_\_

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

**Instructions:** Please circle your rating of the student on the following areas using the rating scale indicated below.

Competency	1 Inadequate	2 Marginal	3 Functional	4 Advanced	5 Mastery
DO1. Overall professionalism of presentation ((Goal 1.b.(5); Goal 5.b.(1))					
DO2. Able to present cogent overview of dissertation topic (Goal 1.b.(5))					
DO3. Demonstrates clear understanding of analysis (Goal 1.b.(5))					
DO4. Responds appropriately to examination questions (e.g., not necessarily defensive, appropriate elaboration of findings, acknowledgement of limitations (Goal 1.b.(5); Goal 5.b.1.b.(2)))					

Summary:

\_\_\_\_\_ Goal 1.b passed (Average score items 1- 4  $\geq$  3)

\_\_\_\_\_ Goal 5.b passed (Average score item 1 and 4  $\geq$  3)

Comments: (Please use back of this page to add additional comments, if necessary.)

Dissertation Chair [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

## 2.12 Dissertation Defense Verdict *(Sample page only - not for use)*



## INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

### 2.12 Dissertation Defense Verdict

***Submit a copy of this form to the Director of Research Training on the day of the defense.***

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

Dissertation Title: \_\_\_\_\_

☐ Check here if this is a revision:

Type of dissertation:

- ☐ Theoretical
- ☐ Empirical
  - ☐ Quantitative
  - ☐ Qualitative
  - ☐ Mixed Method

Unanimous decision of the committee:

- ☐ Approval
- ☐ Approval with revision
- ☐ Disapproval pending revision and reconsideration
- ☐ Disapproval

Committee Chair [Signature]: \_\_\_\_\_

[Printed]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approved by Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Approved by IPS Dean [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

2.13 Library Receipt (Sample page only - not for use)



INSTITUTE FOR THE  
PSYCHOLOGICAL SCIENCES

**2.13 Library Receipt\***

INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES  
PSY 899 Doctoral Dissertation Receipt of Completion, Library

**Submit a copy of this form to the Director of Research Training upon completion.**

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

Dissertation Title: \_\_\_\_\_

Check here if all Library criteria have been submitted:

Librarian [Signature]: \_\_\_\_\_

[Printed]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

**NOTE:** The dissertation receipt sheet is to be completed on the day of the completion of Library submission

**\*This form is due by April 15<sup>th</sup> to walk in the May commencement**



## INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

### 2.14 PSY 899 Syllabus Template

#### INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

##### PSY 899 Doctoral Dissertation

*If at all possible, please submit this form electronically.*

Semester: \_\_\_\_\_

Chair: \_\_\_\_\_

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

Regular Meetings: \_\_\_\_\_

Prerequisites: Student status  
within the Psy.D. Program: \_\_\_\_\_

**Objective:** Planning, execution, completion, and defense of a doctoral dissertation.

Specifically, *[student]* will by the end of this semester (check all that apply):

- ☐ Read literature in broad area of interest
- ☐ Identify clear specific topic for dissertation
- ☐ Take active role in appropriate related Research Team
- ☐ Identify and Approach proposed dissertation committee chair
- ☐ Identify and approach additional committee members
- ☐ Read IPS dissertation handbook
- ☐ Review literature for dissertation proposal
- ☐ Write draft of dissertation proposal
- ☐ Finalize proposal and schedule defense
- ☐ Proposal Defense
- ☐ Secure IRB approval of dissertation research
- ☐ Collection of information/data for dissertation

- ☐ Analysis of information/data for dissertation
  - ☐ Writing introduction and body (e.g., method, findings)
  - ☐ Writing of conclusion, discussion, etc.
  - ☐ Schedule Defense / Defend Dissertation
  - ☐ Revisions/Edits following defense
  - ☐ Final copy approved by committee for signatures
  - ☐ Final copy submitted for binding and archive
  - ☐ Additional requirements (specify):
- 
- 
- 

### **Program Objectives**

The Institute for the Psychological Sciences adopts a modified version of the Practitioner Scholar model for the education and training of psychologists which is based upon guidelines developed by the National Council of Schools and Programs of Professional Psychology (NCSPPP). The Psychology Department has identified six core goals embodying the knowledge, skills, and competencies which are the foundation of its program objectives and embodied within its curricula: 1) Foundations in Psychological Sciences and Research; 2) Integrity in Practice; 3) Assessment and Diagnosis; 4) Therapeutic Intervention; 5) Professional Roles; and 6) Clinical Practice from a Catholic Integrative Perspective.

This course provides education and/or training in support of the following program goals:

- Program Objective 1: Foundations in Psychological Sciences and Research.
- Program Objective 5: Professional roles (educating, disseminating results).
- Program Objective 6: Clinical Practice from a Catholic Integrative Perspective.

### **Relationships to the Mission of the Institute**

This course contributes to the mission of IPS by helping students demonstrate the ability to carry out independent research closely related to the student's general academic objectives, and which contributes to the mission of IPS and to the advancement of psychological knowledge. In addition, the dissertation should reflect the student's emerging ability to provide leadership in the field by making a novel contribution. A high level of excellence is required in the conceptualization, development, and writing of the

**Contributions to Lifelong Learning**

The course serves as a foundation for lifelong growth in the profession by building skills in the areas of examining the research literature, cultivating a critical approach to understanding information obtained, and presenting in an academic forum, all valuable skills for success throughout one's professional career.

**Requirements and Grading**

This is a pass/fail course, with a P (Pass) grade given if sufficient progress is made.

**Reading Assignments:** Readings are typically suggested by the committee chair or identified by the student.

**Meetings:** Regular meetings are required to track progress and keep students on pace. The frequency of these will depend on the stage at which the dissertation process is.

## 2.15 Approval to Attend/Present at Professional Conferences *(Sample page only - not for use)*



## INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

### 2.15 Approval to Attend/Present at Professional Conferences

All students who attend non-DMU hosted professional conferences must receive approval from *both* their Dissertation Chair and the Program Director prior to registering for conference attendance or submitting abstracts to present.

**Submit a copy of this form to your Program Director upon completion.**

Student Name: \_\_\_\_\_

\_\_\_\_\_

Conference (Name, Location, Dates): \_\_\_\_\_

\_\_\_\_\_

*Courses currently enrolled **or** INC in progress, and corresponding Faculty Signature verifying student is in "good standing" in current coursework (no missing/late work, or unexcused absences). INC courses **must** demonstrate that attendance will not delay completion:*

Course #: \_\_\_\_\_ Faculty Signature: \_\_\_\_\_

Course #: \_\_\_\_\_ Faculty Signature: \_\_\_\_\_

Course #: \_\_\_\_\_ Faculty Signature: \_\_\_\_\_

Course #: \_\_\_\_\_ Faculty Signature: \_\_\_\_\_

Check here if all faculty criteria have been submitted:

Approved by Director of Research [Initials] \_\_\_\_\_ [Date]: \_\_\_\_\_

Approved by IPS Dean [Signature]: \_\_\_\_\_ [Date]: \_\_\_\_\_

Filed with Director of Research Training [Initials]: \_\_\_\_\_ [Date]: \_\_\_\_\_

**NOTE:** *The receipt sheet is to be completed prior to registration at the conference. ADDITIONALLY: If the student is to present, the dissertation chair must approve (below) the topic/content if/as it relates to current student research endeavors.*

## **Appendix B: Sample Dissertation Front Pages**

### 3.1 Signature Page Sample

COMPETENCY REQUIREMENTS OF  
PSYCHOLOGISTS ASSESSING DIOCESAN SEMINARY  
APPLICANTS FOR THE CATHOLIC CHURCH

a dissertation

Presented to the faculty of  
THE INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES  
DIVINE MERCY UNIVERSITY

in partial fulfillment of the requirement for the degree of

DOCTOR OF PSYCHOLOGY

by

Joseph C. Tatro

December 14, 2016

Approved by:

---

Lisa Klewicki, MAT, Ph.D., Committee Chair

---

Paul C. Vitz, Ph.D., Committee Member

---

Joseph M. Gile, STD, Committee Member

---

Lisa Klewicki, Ph.D., IPS Dean & PsyD Program Director

Last revision: 08/23/2023

### 3.2 Title Page Sample

THE SEARCH FOR THE ROOT CAUSES OF THIRD WORLD  
PERSISTENT UNDERDEVELOPMENT IN CONVENTIONAL SOCIAL  
SCIENCE TENETS AND THEORIES

---

A DISSERTATION  
presented to the faculty of  
THE INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES  
DIVINE MERCY UNIVERSITY  
in partial fulfillment of the requirement for the degree of  
DOCTOR OF PSYCHOLOGY

---

By  
Samuel Mockingbird  
May 1, 2002

Dedication [optional]  
*Ad maiorem Dei gloriam.*

### 3.3 Acknowledgments Page Sample

*\*Acknowledgements page is obligatory if special permission has been granted to use published or unpublished materials.*

#### **Acknowledgements**

An acknowledgements page in which the student expresses recognition of and appreciation for any special assistance is optional but is customarily included. If such a page is used, the word “Acknowledgments” should be centered without punctuation two inches from the top of the page. The text of the acknowledgements should begin on the fourth line below.

### 3.4 Table of Contents Page Sample

#### TABLE OF CONTENTS

List of Tables	5
List of Figures	6
Abstract	7
Introduction	8
Et cetera .....	

### 3.5 List of Tables Page Sample

#### List of Tables

If one is necessary, the list of tables appears here, formatted like the table of contents.

Table 1 Put the Table Title Here

.....

Table 2 Put the Table Title Here

.....

Table 3 Put the Table Title Here

.....

Table 4 Put the Table Title Here

.....

Table 5 Put the Table Title Here

.....

### 3.6 List of Figures Page Sample

#### List of Figures

If one is necessary, the list of figures appears here, formatted like the table of contents.

Table 1 Put the Figure Title Here

.....

Table 2 Put the Figure Title Here

.....

Table 3 Put the Figure Title Here

.....

Table 4 Put the Figure Title Here

.....

Table 5 Put the Figure Title Here

.....

### 3.7 Abstract Page Sample

#### Abstract

#### THE SEARCH FOR THE ROOT CAUSES OF THIRD WORLD PERSISTANT UNDERDEVELOPMENT IN CONVENTIONAL SOCIAL SCIENCE TENETS AND THEORIES

Samuel Mockingbird

Institute for the Psychological Sciences

Divine Mercy University

May 21, 2001

Committee Chair: James George, Ph.D.

The abstract summarizes the dissertation as a whole. Common elements include a statement regarding the project's purpose, a brief description of the project's methodology, and the results. The abstract of doctoral dissertation or projects should scrupulously follow the instructions given here since it will be published in Dissertation Abstracts without revision or editing. It should be a succinct account allowing readers to decide whether the full contents would be of interest to them. Diagrams or other illustrated materials and formulas or equations should be avoided in the abstract.

*Keywords:* abstracts, APA style, dissertation, formatting