Program Foci and Ethics

The Mount Clinical Psychology (PsyD) seeks to train future practitioner-scholars who reflect the diverse populations of Los Angeles, the nation, and the globe. The program was developed to be closely aligned with the American Psychological Association (APA) guidelines for evidence-based practice, the mission of our university – serving the needs of traditionally underserved and marginalized populations, and the Academy of Psychological Clinical Science (APCS).

APA Guidelines: APA Guidelines on Evidence-Based Psychological Practice in Health Care
Academy of Psychological Clinical Science: APCS | The Academy's Mission (acadpsychclinicalscience.org)

Our faculty integrate a social justice framework with psychological clinical science to coursework, clinical training, and psychological research. Our practitioner-scholar doctoral program strives to successfully train and empower the next generation of clinical psychologists to prepare them to become agents of social change and knowledge development in our world. In this vein, all student scholarship is required to follow all APA and APCS guidelines while integrating and addressing issues of clinical psychological practice as well as those facing our world.
Ethics
Mount PsyD students, faculty, and administration are held to all APA Professional Ethics including clinical psychology, practitioner, and research guidelines as well as the Mount Institutional Review Board (IRB), Collaborative Institutional Training Initiative (CITI) and Health Insurance Portability and Accountability Act (HIPAA) certification. Students are required to attain MSMU IRB approval and CITI certification prior to beginning any aspect of data collection and analyses.

APA Standards of Psychologists: Ethical principles of psychologists and code of conduct (apa.org)
Mount IRB: Research with Human Subjects – Mount Saint Mary's University, Los Angeles (msmu.edu) CITI Certification: Research, Ethics, and Compliance Training | CITI ProgramHIPAA: HIPAA Training, Certification, and Compliance

Dissertation
All students are required to complete a dissertation of original empirical work in APA-style (7th edition). The written dissertation proposal (Chapters 1-3) must be submitted and approved by the Dissertation Committee prior to submission of the written dissertation. The final written dissertation (Chapters 1-5) must be submitted and approved prior to the Oral Dissertation Defense. Successful completion of all dissertation requirements is required to be eligible for graduation. The Program requires completion of all aspects of the dissertation process within seven years of initial program enrollment. It is strongly encouraged for students to finish all dissertation requirements by the end of the fourth year of the clinical program (i.e., before internship).

Dissertation Writing Support.
In addition to writing support from your Chair and Committee, PsyD students are highly encouraged to utilize the PsyD Writing Consultant at the Mount’s Professional and Academic Resource Center (PARC). Our PARC consultant’s appointments are reserved solely for our PsyD students and an expert in research writing as well as APA-style formatting. PARC offers regular APA-style writing workshops (see website for scheduling). First year PsyD students are also required to attend Professional Development Fridays (PDF) and at least one APA-formatting workshop. Additionally, the dissertation process is imbedded into PsyD curricula. Beginning third year, PsyD students enroll in a dissertation proposal or dissertation course every semester throughout third and fourth year.

MSMU PARC: Professional and Academic Resource Center (PARC) – Mount Saint Mary's University, Los Angeles (msmu.edu)
Online APA-Style Formatting: APA Style Introduction // Purdue Writing Lab

Dissertation Committee.
Student’s dissertation committees must consist of one chair and at least one committee member (multiple committee members are encouraged). Dissertation committee approval is necessary in order to approve the dissertation proposal and completion of the final dissertation, written and oral defense.

Dissertation chairs are chosen from MSMU Psychology Department faculty. Committee members are encouraged to be practitioners, researchers, or community leaders and outside of the Mount but must hold a doctorate. Any additional committee members are held to the committee member standards and therefore are required to hold a doctorate.

1 Adapted from the University of North Carolina’s (UNC’s) Clinical Program Handbook
Checklist of Dissertation Committee Membership Requirements

1. The Dissertation Committee must consist of at least two members (one chair and one committee member) at minimum. Three or four Committee Members are recommended (one Chair and two or three Committee Members).
2. The Dissertation Chair needs to be a faculty member within the Mount Psychology Department.
3. Dissertation Committee Members must have a doctorate in a discipline which maps onto a facet of the dissertation topic.
4. It is highly recommended for at least one dissertation member to be an expert in the following: 1) your research methodology (e.g., quantitative, qualitative, mixed), 2) a clinical practitioner with a doctorate, and/or 3) an individual with a doctorate who works with your targeted population (e.g., director of a non-profit).

Dissertation Proposal.

A successful dissertation proposal consists solely of a written submission, Chapters 1-3 of the dissertation (introduction, literature review, and methods). Oral defense is required for the final dissertation. Students must submit their written dissertation proposal (Chapters 1-3) at least two weeks prior to formal approval dates (or earlier dates determined by their committee). See the dissertation proposal rubric for additional information of what is required. Committee feedback on Chapters 1-3 is integral in informing directions for the final dissertation. Dissertation proposal approval by all committee members is needed in order to move forward with the final written dissertation (Chapters 1-5) and scheduling of the oral defense. Students are highly encouraged to work with their chair in achieving institutional IRB approval prior to dissertation proposal submission.

Written Dissertation & Oral Defense.

Students are encouraged to work with their dissertation chair and committee to ensure timely and strong dissertation (Chapters 1-5) submissions. The written dissertation must be approved by the dissertation chair prior to submission to the committee. Written dissertation submissions should meet all the “pass” requirements according to the dissertation rubric. Once the dissertation chair approves review by the committee, the oral defense may be scheduled (a minimum of two weeks is needed for review and feedback).

The oral defense generally ranges from 1.5-2.5 hours and begins with the student offering a brief (20 to 30 minute) presentation review of the dissertation’s research questions, methodology, findings, applications to clinical psychology and research, conclusions, and future directions. The oral dissertation defense is open to family, friends, and significant others; however, students should discuss attendance with their chair prior to the date. Following student’s presentation non-committee members may be asked to leave in order to further discuss questions and recommendations with the student. Once these discussions are completed the student will be asked to leave the room while the committee discusses formal decisions. Committee members are required to complete the oral defense rubric.

Committee discussions focus on feedback of the written dissertation and the oral defense rubric. These discussions and deliberations focus on the “Pass” of the dissertation and oral defense rubrics. Feedback or requirements for revision generally surround areas needing to be revised in order to “pass” as well as direction for journal publications and/or practitioner foci. Once the dissertation is approved according to
the written dissertation and oral defense rubrics, students are required to submit their final dissertation draft to the Mount library.

**Potential Outcomes** (for the proposal, written dissertation, and/or oral defense).

a. *Pass with distinction*: The student passes the proposal, final written dissertation and oral presentation; little to no further action is required. Relevant paperwork is signed.

b. *Pass*: The student passes the proposal, final written dissertation and oral presentation; minor revisions may be recommended, if any. Relevant paperwork is signed. The chair will review recommended revisions, and the student may require brief consultation with committee members to assist with revisions, but the committee will not review the document further before signing the relevant paperwork.

c. *Corrections Needed*: Significant clarifications, corrections, or additions to the proposal, written dissertation or oral defense are needed before relevant paperwork is signed. The chair will review and approve these revisions, and the student may require consultation with committee members to assist with revisions. A memo of understanding is drafted by the chair integrating committee feedback and suggestions. The committee will review corrections before approving the dissertation and signing paperwork. In the case of the oral presentation, the student will need to schedule a second presentation.

d. *No pass*: The student has not met the requirements of the program (see rubrics and feedback); the proposal, written dissertation, or oral defense is not of adequate quality. The committee does not sign the relevant paperwork. Note that students should not propose, present a dissertation for review, or orally present if their work is not ready or if they are not prepared. One of the Dissertation Chair’s jobs is to make sure the student’s work is ready to be reviewed and pass, and that the student is prepared to present successfully. If this comes to pass, the committee will meet with the Director to develop a concrete plan to support the student. A memo of understanding (MOU) will outline areas in need of change, plans for resubmission, and how the student will be supported.

**Submission of the Dissertation.**
Once the written dissertation and oral defense are approved (i.e., “pass with distinction” or “pass”) students need to submit their Committee approved written dissertation to the Mount Library. All necessary forms must be submitted and approved prior to program completion (please meet with the Program Director and your Dissertation Chair). If completed after the fifth year of the program, additional dissertation units are needed in order to continue in the program until completion. Appropriate graduation dates and further submissions need to be discussed and approved with your dissertation chair. PsyD students must complete their course, practica, internship, and dissertation requirements within seven years of initial enrollment.

**Overall Suggestions:**

**Use of secondary data, replication of studies, and adaption of instruments.** The use of secondary data or an existing dataset is permissible for the completion of a dissertation; however, novel research questions and analyses are required. Replication of a previous study with a specific sample, particularly a marginalized population, is encouraged. Adapting and validating existing psychometric instruments for a specific population is another option for a dissertation focus.

**Program development and evaluation.** Students may develop and evaluate a program focused on addressing a clinical psychological aspect for their dissertation requirements. Empirical data would include program assessment/evaluation data surrounding aspects of clinical factors.
# Dissertation Benchmarks & Timeline:

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Process</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation &amp; APA Formatting Workshops &amp; Courses</td>
<td>All students attend one professional development Friday (PDF) focusing on APA formatting first year; students are also required to attend a minimum of one APA Formatting Workshop second or third year; additionally students can access the Professional and Academic Resource Center (PARC) on campus or digitally</td>
<td>Beginning first year through graduation</td>
</tr>
</tbody>
</table>
| Dissertation Committee Assembly               | Dissertation Chair + Committee Member(s)  
Dissertation Chair: Mount Psychology Faculty with a doctorate  
Dissertation Committee Member: Doctorate; one Committee Member needed but multiple are fine | End of summer second year        |
<p>| IRB Approval                                   | Student works with Chair/Committee and IRB Committee to obtain Institutional Review Board (IRB) Approval | Beginning Third Year            |
| Clinical Proficiency Exam (CPE)                | Students successfully pass the CPE; modeled after the State of California Licensing Exam               | Summer Third Year               |
| Advancement to Doctoral Candidacy              | Successfully completion of three years of coursework; two years of practica; and the CPE               | Fall Fourth Year                |
| Dissertation Proposal                          | Dissertation Proposal: Chapters 1-3: Ch 1- Introduction, Ch 2- Literature Review, Ch 3- Written Dissertation Proposal submitted to Dissertation Committee (See Dissertation Proposal Rubric) | Fall Fourth Year                |</p>
<table>
<thead>
<tr>
<th>Written Dissertation Completion &amp; Submission</th>
<th>Submit Written Dissertation to Chair. Once Chair approves, send to Committee Member(s). Dissertation Rubric can be found at:</th>
<th>Summer Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Dissertation Defense</td>
<td>Once Written Dissertation is approved. Oral Defense is planned. See Oral Defense Rubric:</td>
<td>Summer Fifth Year</td>
</tr>
<tr>
<td>Revisions &amp; Resubmission (As needed)</td>
<td>Students secure necessary signatures</td>
<td>By Summer Fifth Year</td>
</tr>
<tr>
<td>Application for Graduation</td>
<td>Students secure necessary signatures</td>
<td>Fourth or Fifth Year</td>
</tr>
</tbody>
</table>
MSMU PsyD Dissertation Preparation & Process

Assemble Dissertation Committee- Summer of 2nd Year:
Develop “elevator speech” on foci/topic(s)
Chair + one Committee Member (at minimum)

Dissertation Proposal & IRB Approval- 3rd Year:
Write proposal (Chapters 1-3 of Dissertation)
Submit Dissertation Proposal to Committee
IRB Approval

Dissertation Completion- 4th Year:
Collect & analyze data
Write Chapters 4 & 5
References & Appendices
APA formatting

Dissertation Submission & Oral Defense- 4th/5th Year:
Submit written final dissertation
Committee approval to plan oral defense
Successful oral & written defense
Submit to MSMU Library for approval
Completion of all paperwork needed
Selecting Your Dissertation Committee

Questions to Consider when selecting your Dissertation Committee Members

1) What specific expertise will the member bring to your dissertation committee?
   a. Why do you want this person on your committee?
   b. Does the person have expertise in the subject matter and/or populations of your study?
   c. Does the person have expertise in the methodology you plan to use in your study?

2) How well do you know the person you intend to invite?
   a. Have you established a positive, professional relationship with this person?
   b. Does this person know the quality of your work?
   c. Have you had enough interactions with this person to take direction and advice from the person?

3) Will the person make the time to contribute to your work?
   a. Can you expect this person to remain on your committee for the duration (normally 12-18 months)?
   b. Can you expect to receive timely and constructive feedback on your work from this person?

4) How well will your committee members work together as a team?
   a. Does your Chair know the committee members and does the Chair have a positive, professional relationship with the members?
   b. Do your committee members know each other professionally or personally?
   c. What is the history of the relationships between your committee members?

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2 Adapted from: San Diego State University, Doctor of Education in Educational Leadership Program
Advice on Working with Your Dissertation Committee

1. Open and consistent communications with your committee and, especially, your Chair are critical to your successful progress.
2. Work closely with your Chair to see how they want you to submit your work to the committee. (Normally, all chapters or sections of chapters are submitted to your Chair for review first. After the Chair provides you with feedback and you make necessary changes, typically you resubmit to the Chair who then either sends your work on to the other committee members or directs you to send them your work).
3. Ask your Chair how she or he would like you to interact with committee members to get feedback from your committee members on your work. (Often the Chair will request that all reviewed work be funneled through the Chair and then the feedback is passed on to you for corrections and changes.)
4. If you receive feedback on your work that is unclear to you or appears contradictory, take your concerns to your Chair.
5. Your Chair and committee members are busy people, yet they should be responsive to you, just as you need to be responsive to them. Send your Chair regular updates on the progress of your work. Send your committee members’ periodic updates on your progress.
6. If you are not receiving timely feedback on the work you submit to your committee, contact your Chair with your concerns. You need to strike a balance between persistence and becoming bothersome.
7. Your Chair will determine when it is time for you to defend your dissertation proposal and your dissertation. You will need to take an active role in scheduling the dates of defense. Along with your Chair, you will need to schedule these defenses well ahead of time so committee members can read and contemplate your work in an ample amount of time.
8. When a proposal or dissertation defense is scheduled you should provide the necessary forms for the committee members to sign.
9. Remember, your Chair is the final arbiter of your committee. Work closely with your Chair on all matters pertaining to your study.

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3 Adapted from: San Diego State University, Doctor of Education in Educational Leadership Program (CSU)
Any research conducted by Mount faculty, staff or students involving human subjects or any related activity involving human subjects utilizing Mount time, facilities resources and/or students must be reviewed by the Mount Institutional Review Board (IRB) to ensure compliance with applicable federal and campus policy.

IRB is the committee charged with the implementation of campus and federal policies to safeguard the rights and welfare of research subjects participating in research activities by the university or its affiliates. Guidelines for human subject protection are available at the Mount’s IRB Website: https://www.msmu.edu/academics/research-with-human-subjects/

IRB APPROVAL OF PSYD RESEARCH

1. Appropriate Institutional Review Board approvals must be received prior to dissertation research beginning on any level.

2. The Dissertation Chair is generally the faculty who signs the IRB forms and works with the PsyD student to ensure IRB requirements are met on a timely basis.

3. Failure to obtain required IRB approvals prior to the collection of data may disqualify students from data use in present and/or future studies.

4. Not all studies need a full IRB review. Studies using secondary or un-identified data generally qualify for expedited review. Submit proposal to check what level of IRB is needed. Allow a few weeks for any decision.
WRITING AND FORMAT
1. Dissertation follows the most recent APA formatting on all levels (7th edition).
2. Scholarly writing (consistent peer reviewed citations). Writing is clear, concise, fluid, and comprehensible
3. Dissertation is comprehensively organized. The chapters add up to an integrated “whole.”
4. Subheadings are used to identify the logic and movement of the dissertation, and transitions between chapters are smooth and coherent

Chapter Checklist:

CHAPTER 1
1. Introduction
   a. Should include a clear statement demonstrating that the focus of the study is on a significant problem worthy of study
   b. Includes brief, well-articulated summary of research literature that substantiates the study, with references to more detailed discussions in Chapter 2

2. Problem Statement
   a. Describes the issue or problem to be studied
   b. Situates the issue or problem in context
   c. Contains a purpose statement stating the specific objectives of the research
   d. In quantitative studies, concisely states what will be studied by describing variables and a conjectured relationship between them
   e. Describes the need for increased understanding about the issue to be studied

3. Methodological Approach of the Study
   a. Specific Research Questions, Hypotheses, or Research Objectives (as appropriate for the study) are clearly described. Reference is made to more detailed discussions in Chapter 3
   b. Purpose of the study is described in a logical, explicit manner
   c. The theoretical base or in qualitative studies the conceptual framework is grounded in the research literature

4. The Theoretical Base or Conceptual Framework
   a. Delineates the theoretical concepts of the issue or problem under investigation
   b. Provides descriptions of the ideas or concepts and their relevance to the issue or problem chosen for study
   c. Briefly links the descriptions to prior knowledge and research

5. Operational Definitions
   a. Technical terms or special word uses are provided and conceptually justified

6. Assumptions, Limitations, Scope and Delimitations
   a. Identifies facts assumed to be true but not actually verified
   b. Identifies potential weaknesses of the study and the bounds of the study

7. The Significance of the Study
   a. Provides a rationale for the study with application to educational leadership, generation or extension of knowledge, implications for social or organizational change, and/or advancement of a methodological approach for examining the issue or problem under study

8. Conclusion
   a. Transition Statement contains a summary of key points of the study and an

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4 Adapted from: Ed.D programs of California State Universities (CSUs)
overview of the content of the remaining chapters in the study

CHAPTER 2

1. Introduction
   a. Describes the content of the review
   b. Explains the organization of the review,
   c. Justifies the strategy used for searching the literature
2. Review of research and literature
   a. Is clearly related to the problem statement, research questions and hypotheses
   b. Compares/contrasts different points of view or different research outcomes
   c. Illustrates the relationship of the study to previous research
   d. Contains concise summaries of scholarly works that help
   e. Defines the most important aspects of the theory that will be examined or
tested (for quantitative studies)
f. Substantiates the rationale or conceptual framework for the study (for qualitative studies)
3. Literature-based Descriptions
   a. Cites the research variables (quantitative studies), or
   b. Describes potential themes and perceptions to be explored (qualitative studies)
c. The content of the review is drawn from acceptable peer-reviewed journals or
there is a justification for using other sources
4. Methodology
   a. Literature related to the method(s) is reviewed
   b. Literature is related to the use of differing methodologies to investigate the
outcomes of interest is reviewed
5. The review is an integrated, critical essay on the most relevant and current published
knowledge on the topic

CHAPTER 3 – QUALITATIVE STUDIES

1. Introduction describes how the research design derives logically from the problem
or issue statement
2. Design describes the qualitative tradition or paradigm that will be used, the choice of
paradigm is justified
3. The Role of Researcher in the data collection procedure is described
4. Where appropriate, questions and sub questions are coherent answerable, few in number,
clearly stated, and open-ended. When it is proposed that questions will emerge from the
study, initial objectives are sufficiently focused.
5. The context for the study is described and justified. Procedures for gaining access to
participants are described. Methods of establishing a researcher-participant working
relationship are appropriate
6. Measures for ethical protection of participants are adequate
7. Criteria for selecting participants are specified and appropriate to the study. Justification
for the number of participants, is balanced with depth of inquiry (the fewer the
participants the deeper the inquiry per individual).
8. Choices about selection of data are justified. Data collected are appropriate to answer
the questions posed in relation to the qualitative paradigm chosen. How and when the
data were collected and recorded is described
9. How and when the data will be or were analyzed is articulated. Procedures for
dealing with discrepant cases are described. If a software program is used in the
analysis, it is clearly described. The coding procedure for reducing information into
categories and themes is described
10. If an exploratory study was conducted, its relation to the larger study is explained
11. Measures taken for protection of participants’ rights are summarized
CHAPTER 3 – QUANTITATIVE STUDIES

1. Introduction includes a clear outline of the major areas of the chapter.
2. Research Design and approach
   a. Includes a description of the research design and approach.
   b. Provides justification for using the design and approach.
   c. Derives logically from the problem or issue statement.
3. Setting and Sample
   a. Describes the population from which the sample will be or was drawn.
   b. Describes and defends the sampling method including the sampling frame used.
   c. Describes and defends the sample size.
   d. Describes the eligibility criteria for study participants.
   e. Describes the characteristics of the selected sample.
4. If a treatment is used, it is described clearly and in detail.
5. Instrumentation and Materials
   a. Presents descriptions of instrumentation or data collection tools to include name of instrument, type of instrument, concepts measured by instrument, how scores are calculated and their meaning, processes for assessment of reliability and validity of the instrument(s), processes needed to complete instruments by participants, where raw data are or will be available (appendices, tables, or by request from the research).
   b. Includes a detailed description of data that comprise each variable in the study.
6. Data Collection and Analysis includes
   a. An explanation of descriptive and/or inferential analyses used in the study.
   b. Nature of the scale for each variable.
   c. Statements of hypotheses related to each research question.
   d. Description of parametric, nonparametric, or descriptive analytical tools used.
   e. Description of data collection processes.
   f. Description of any pilot study results, if applicable.
7. Measures taken for protection of participants’ rights are summarized.

CHAPTER 3 – MIXED-METHODS STUDIES

1. Introduction includes a brief overview of what will be presented in the chapter.
2. Research Design and approach
   a. Includes a description of the research design and approach.
   b. Provides justification for using the design and approach.
3. Role of the Researcher
   a. Describes your involvement with the participants and the data.
4. Research Questions
   a. Two to four questions (and sub-questions if applicable).
      i. At least one qualitative and one qualitative question.
         1. At least one of the quantitative questions must require an infernal statistic (t-Test, ANOVA, Correlation, Regression, Chi-square, etc.).
5. Setting Population & Sample
   a. Description of the setting in of the study.
   b. Description of the population your participants will be selected from.
   c. Rationale for sampling (Who and Why?)
6. Data Collection and Instrumentation
   a. Sequential strategy: Collect data in two distinct phases.
      i. QN → QL or QL → QN.
   b. Concurrent strategy: Collect both QN and QL data simultaneously.
   c. Describe how, when and where you will collect your data.
i. Qualitative methods: interviews, open-ended survey, observations, use of recording devices, etc.

ii. Quantitative methods: surveys/questionnaires, pre/post-tests, preexisting/archive/ data base records, test scores etc.

d. Describe measure taken to ensure reliability of instrumentation:

i. Qualitative methods: pre-existing surveys, member checking, construct validity of questions, etc.

ii. Qualitative methods: pre-existing surveys/tests, test retest, pilot tests, construct validity, interrater reliability, homogeneity of groups, etc.

7. Data Analysis

   a. Sequential Strategy: Discuss and interpret findings in two distinct phases, in the order of the methods used (QN → QL or QL → QN).

   b. Concurrent Strategy: Combine both forms of data to seek convergence among the result.

Protection of Participants

Explain all measures taken to protect participants and their data (anonymity, voluntary participation, storage and disposal of data, etc.).

CHAPTER 4 – QUALITATIVE STUDIES

1. Chapter 4 is structured around the research questions and/or hypotheses addressed in the study, reporting findings related to each; the process by which the data are generated, gathered, and recorded is clearly described

2. The systems used for keeping track of data and emerging understanding (research logs, reflective journals, cataloging systems) are clearly described

3. Findings

   a. Build logically from the problem and the research design
   b. Are presented using “thick description”
   c. Are presented in a manner that addresses the research questions

4. Discrepant cases and non-confirming data are included in the findings

5. Patterns, relationships, and themes described as findings are supported by the data. All salient data are accounted for in the findings

6. A discussion on Evidence of Quality shows how this study followed procedures to assure accuracy of the data (e.g. trustworthiness, member checks, triangulation, etc.). Appropriate evidence occurs in the appendixes (sample transcripts, researcher logs, field notes, etc.). (May appear in Chapter 5).

CHAPTER 4

1. Research tools:

   a. Data collection instruments have been used correctly
   b. Measures obtained are reported clearly, following standard procedures
   c. Adjustments or revisions to the use of standardized research instruments have been justified and any effects on the interpretation of findings are clearly described

2. Overall, data analysis (presentation, interpretation, explanation) is consistent with the research questions or hypotheses and underlying theoretical/conceptual framework of the study

3. Data analyses

   a. Logically and sequentially address all research questions or hypotheses
   b. Where appropriate, outcomes of hypothesis-testing procedures are clearly reported (e.g., findings support or fail to support).
c. Contains statistical accuracy

4. Tables and Figures
   a. Contribute to the presentation of findings
   b. Are self-descriptive, informative, and conform to standard dissertation format
   c. Are directly related to and referred to within the narrative text included in the chapter
   d. Have immediately adjacent comments
   e. Are properly identified (titled or captioned).
   f. Show copyright permission (if not in the public domain).

5. The comments on findings address observed consistencies and inconsistencies and discuss possible alternate interpretations

6. In a concluding section of Chapter 4, outcomes are logically and systematically summarized and interpreted in relation to their importance to the research questions and hypotheses

CHAPTER 5

1. Chapter 5 begins with a brief Overview of the study, the questions or issues being addressed, and a brief summary of the findings

2. Interpretation of Findings
   a. Includes conclusions that address all of the research questions
   b. Contains references to outcomes in Chapter 4
   c. Covers all the data
   d. Is bounded by the evidence collected
   e. Relates the findings to a larger body of literature on the topic, including the conceptual/theoretical framework

3. Program Objectives
   a. Are clearly grounded in the significance section of Chapter 1 and outcomes presented in Chapter 4
   b. The implications are expressed in terms of tangible improvements to individuals, communities, organizations, institutions, cultures or societies

4. Recommendations for Actions
   a. Flow logically from the conclusions and contain steps to useful action
   b. States who needs to pay attention to the results
   c. Indicates how the results might be disseminated

5. Recommendations for Further Study point to topics that need closer examination and may generate a new round of questions

6. Qualitative studies include a reflection on the author’s experience with the research process and a discussion possible of personal biases or preconceived ideas and values, possible effects of the researcher on the participants or the situation, and changes in thinking as a result of the study

7. The chapter closes with a strong concluding statement making the “take-home message” clear to the reader
Date of Submission:

Title of Dissertation Proposal: ____________________________________________

Student Name: __________________________________________________________

My signature below indicates this student successfully completed their Dissertation Proposal.

<table>
<thead>
<tr>
<th>Signature</th>
<th>(Chair)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Signature</td>
<td>(Member)</td>
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<td>Date</td>
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</tbody>
</table>

Note to Chair: Please average committee scores in order to determine composite score:

☐ Pass with Distinction

☐ Pass: Outline below any minor revisions needed

☐ Corrections Needed: Outline required and suggested revisions along with a timeline for corrections and resubmission below

☐ No Pass: Schedule meeting with Chair and Director

5 Adapted from: Rocky Mountain University of Health Profession
The following revisions are **required** for completion of dissertation proposal:

Date revisions required back to Dissertation Committee Chairperson for approval: ________

The following revisions are **suggested** (but not required):

<table>
<thead>
<tr>
<th>Name of Dissertation Committee Chair (Please Print)</th>
<th>Signature of Committee Chair</th>
<th>Date</th>
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Name of Student (Please Print) | Signature of Student | Date |
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</table>
Title of Dissertation: ________________________________________________________

Student Name: ____________________________________________________________

Location of Defense: _______________________________________________________

Date and Time of Defense: _________________________________________________

Date Time

My signature below indicates the above named student has completed their defense.

Signature (Chair) Date

Signature (Member) Date

Signature (Member) Date

Signature (Member) Date

Signature (Member) Date

☐ Pass with Distinction

☐ Pass: Outline below any minor revisions needed

☐ Corrections Needed: Outline required and suggested revisions along with a timeline for corrections and resubmission below

☐ No Pass: Schedule meeting with Chair and Director

6 Adapted from: Rocky Mountain University of Health Professions
Name of Student: ___________________________ Date of Defense: ________

The following revisions are required for completion of Written Dissertation:

Date of submission for required revisions to Chair or Committee: ___________________________ Date

The following revisions are suggested (but not required):

Name of Dissertation Committee Chair or Committee Member (Please Print)  Signature of Committee Member  Date

Name of Student (Please Print)  Signature of Student  Date
Dissertation Formatting Workshops

Please check the following for the most up-to-date schedule:
Dissertation Guidelines

- Dissertation Rubrics
- Student Checklists for Dissertations
Title, Abstract, & Table of Contents

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Not Pass (1)</th>
<th>Corrections Needed (2)</th>
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</tr>
</thead>
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<tr>
<td>Title, Abstract, Table of Contents</td>
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<td>Abstract provides minimal and/or sometimes confusing information about the research proposed; and/or is outside APA requirements (e.g., 150-250 words); and/or inaccurate/ incomplete table of contents and/or figures and tables</td>
<td>Abstract adequately and clearly summarizes research; everything follows APA requirements (e.g., within 150-250 words); accurate table of contents and lists of figures and tables</td>
</tr>
</tbody>
</table>

Chapter 1: Significance of Problem Needing Addressing

<table>
<thead>
<tr>
<th>Background of the problem</th>
<th>Not Pass (1)</th>
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</thead>
<tbody>
<tr>
<td>Identifies a problem within the psychological field</td>
<td>Issue not properly identified</td>
<td>Somewhat alludes to a problem</td>
<td>Adequately identifies the problem</td>
<td>Clearly, concisely, and persuasively identifies the problem</td>
</tr>
<tr>
<td>Describes the context and places issue within the psychological field</td>
<td>Provides vague descriptions of context of problem and does not situate it in larger context.</td>
<td>Vaguely situates the problem in its historical, social, and/or cultural context(s)</td>
<td>Adequately situates the problem in at least one of its relevant historical, social, and/or cultural context(s)</td>
<td>Clearly situates the problem through an analysis of its historical, social, and/or cultural context(s)</td>
</tr>
<tr>
<td>Validates problem exists</td>
<td>Provides no evidence that the problem exists</td>
<td>Provides minimal evidence that the problem exists</td>
<td>Adequately describes the existence of the problem</td>
<td>Clearly situates the issue using multiple sources of information to substantiate the existence of the problem</td>
</tr>
<tr>
<td>Statement of the problem States the purpose and rationale (argument) for the study</td>
<td>Statement of the research purpose and the overall reasons for the study are not given.</td>
<td>Statement of the research purpose and the overall reasons for the study are vague and marginally related to the background of the problem</td>
<td>Statement of the research purpose and the overall reasons for the study are clear and related to the background of the problem.</td>
<td>Statement of the research purpose and the overall reasons for the study are compelling, apt and precise, and closely and clearly related to the background of the problem.</td>
</tr>
<tr>
<td>Significance of the problem Analyzes the Clinical Psychological significance of addressing this problem of practice</td>
<td>Unable to make a case that the problem has any Clinical Psychological significance</td>
<td>Minimally describes the Clinical Psychological significance of the problem</td>
<td>Generally explains the Clinical Psychological significance of the problem</td>
<td>Clearly delineates the Clinical Psychological significance of the problem, including issues of equity</td>
</tr>
</tbody>
</table>

Chapter 2: Literature Review

<table>
<thead>
<tr>
<th>Introduction to the literature review</th>
<th>Not Pass (1)</th>
<th>Corrections Needed (2)</th>
<th>Pass (3)</th>
<th>Pass with Distinction (4)</th>
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</thead>
<tbody>
<tr>
<td>Identifies theoretical framework(s) relevant to the problem</td>
<td>Does not introduce the chapter. Starts with the review with no context setting</td>
<td>Reiterates topic and purpose of study or orient reader to literature review.</td>
<td>Reiterates topic and purpose of study and/or orient reader to literature review.</td>
<td>Clearly reiterates topic and purpose of study and orient reader to literature review.</td>
</tr>
<tr>
<td>Uses theoretical framework(s) to analyze the problem</td>
<td>Inaccurate definition and description of theoretical framework with no connection to the problem.</td>
<td>Summarizes theoretical framework(s) without clear connection to the problem</td>
<td>Connects theoretical framework(s) to the problem and uses it to analyze the problem</td>
<td>Insightfully connects theoretical framework(s) to the problem and uses theoretical framework(s) to analyze the problem</td>
</tr>
</tbody>
</table>

Theoretical Framework: Describes and cites major sources for theoretical framework

<table>
<thead>
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<th>Score: /4</th>
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<th>Score: /20</th>
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<tr>
<th>Score: /36</th>
</tr>
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</table>
Critiques the theoretical frameworks as they relate to the problem. | Does not examine any assumptions of theoretical framework. | Begins to question assumptions of theoretical framework(s) in relation to the problem. | Generally questions assumptions of theoretical framework(s) without examining how these assumptions may hinder understanding the problem. | Specifically questions the assumptions of the theoretical frameworks and how these assumptions may hinder understanding the problem. |

Review of the research literature: Presents an up-to-date, research-based, systematic, thorough review of literature. | Presents research literature relevant to problem; follows an organizing principle that is evident to reader; sections support one another to make persuasive argument that research is appropriate. | Reviews; Summarizes confirming headings. and/or relevant patterns; identifies larger themes, inconsistencies and/or relevant patterns; themes evident in headings. | Discusses the literature included and excluded. Presents organizing principle. Discussion is coherent but could be further developed to indicate relevance of articles to addressing the problem. | Justifies inclusion and exclusion of articles. Presents high quality sources. Presents organizing principle and applies it to the literature discussed. Well-developed, coherent discussion of the literature and its relevance. |

Synthesizes research literature findings; identifies larger themes, inconsistencies and/or relevant patterns; themes evident in headings. | Does not distinguish what has been done from what needs to be done. | Some attempt to synthesize literature but incomplete with no mention of larger themes. | Discussed what has been done and what has not been done, but sparse discussion of larger themes. | Critically examines the state of the field, identifies larger themes. Mentions inconsistencies and relevant patterns. |

Critique of previous research; brings in confirming and opposing viewpoints | No critique of previous research. | Identifies previous research with weak connections to significance. | Practical significance is discussed with mention of opposing views. | Critiques practical and scholarly significance of previous research. |

Reviews methodological literature relevant to study; justifies selection of research methods based on review. | No critique of methodological literature. | Discusses methodological literature with incomplete connection to chosen method. | Discusses existing methodological literature, makes connection to chosen method. | Critiques methodological literature and justifies selection of research methods. |

Summarizes conclusions from literature reviews; includes transition to methods chapter. | No summary and no connection to methods chapter. | Brief summary of literature. | Complete summary of literature, with tentative conclusions and brief transition to methods chapter. | Excellent and thorough summary from literature review with robust transition to methods chapter. |

Chapter 3: Methods: Selects, defines and describes appropriate research methods | Score: /28 |

<table>
<thead>
<tr>
<th></th>
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<th>Pass with Distinction (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Re-introduce purpose of the study including research problem and question; transition to methods included</td>
<td>Re-introduces purpose of the study including research problem and/or question; transition to methods vague, if included.</td>
<td>Re-introduces purpose of the study including research problem and question; transition to methods included.</td>
<td>Clearly and succinctly re-introduces purpose of the study including research problem and question; smooth transition to methods included.</td>
</tr>
</tbody>
</table>

Research Methods

Type: Describes methodology and methods (e.g., qualitative, quantitative, mixed-methods, or action research. | No reference to type of method used. | Vague reference to type of research being conducted. Non-persuasive justification for the type of research proposed. | Describes and provides adequate justification for selection of type methodology and methods in relation to research problem and questions. | Describes research methodology and methods. Provides clear justification for selection of type in relation to research problem and research questions. |

Participants: Identifies sampling plan the prospective study and provides rationale for selection | Unable to identify inclusion criteria for prospective participants | Vague identification of participants in the study and provides non-persuasive rationale for their selection | Identifies participants in the study and provides rationale for their selection; describes sampling methods. | Clearly identifies participants in the study and provides compelling rationale for their selection; describes sampling methods concisely and clearly. |
### Procedural: Describes the procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes the steps taken during prospective data collection and any interventions initiated (professional development activities). Provides rationale for any intervention.

- Describes no procedures used to conduct the study for sample recruitment, informed consent, maintaining data.
- Describes no details of the protocols and steps taken during data collection.
- Describes no protocols for any interventions initiated (e.g., professional development activities). Provides no rationale for any intervention. Many questions remain about the procedures and protocols and the rationales for any actions.

### Instruments and measures: Describes the data collection instruments. Includes rationale for these instruments. Includes copies of actual instruments to be used.

- Vague reference to the data collection instruments. Includes no rationale for the selection and format of these instrumentsin reference to other choices. Does not include copies of actual instruments to be used in the Appendix.

### Role of the researcher (qualitative, mixed methods, action research): Identifies previous knowledge and any biases. Explains procedures used to suspend bias.

- Does not identify previous knowledge or any biases. No information on procedures used to suspend bias.

### Data collection and analysis: Describes data analysis procedures, including coding methods and statistical analysis, if appropriate. Tie these closely to research questions.

- Vaguely describes data analysis procedures. Does not tie procedures closely to research questions.

### Reference Section & Appendices

<table>
<thead>
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<tr>
<td>References</td>
<td>Does not use APA style and lack of citations interferes with comprehension.</td>
<td>Inconsistently uses APA style in reference text. Some in-text references correspond</td>
<td>Generally uses correct APA style in text citations and references</td>
<td>Consistently uses correct APA style in text citations and references</td>
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<tr>
<td></td>
<td>Citations in text do not correspond with reference section</td>
<td>with reference section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendices</td>
<td>No or limited documents in appendices; appendices do not correspond with text</td>
<td>Some needed documents in appendices as referenced in text; appendices do not</td>
<td>Most documents found in the appendices and correspond with text</td>
<td>Appendices include all needed documents, all referenced in text and in APA format</td>
</tr>
<tr>
<td></td>
<td>references in text</td>
<td>correspond with text references</td>
<td>references</td>
<td></td>
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</table>

### Overall Paper Mechanics & APA Format

<table>
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<tr>
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<tbody>
<tr>
<td>Overall APA Format</td>
<td>Lack of APA formatting</td>
<td>Inconsistent but present APA formatting</td>
<td>APA formatting consistent throughout document</td>
<td>APA formatting without error</td>
</tr>
<tr>
<td>Scholarly Writing: Coherent and convincing argument with substantive support for claims</td>
<td>Unable to discern the argument for the study</td>
<td>Begins to make a coherent argument and build support for claims</td>
<td>Makes a coherent and convincing argument and builds support for claims with evidence</td>
<td>Makes a coherent and convincing argument by consistently supporting claims with credible, relevant, and substantive evidence</td>
</tr>
<tr>
<td>Organization</td>
<td>Attempts to use organizational structures but inconsistent use of headings,</td>
<td>Begins to use organizational structures (introduction, headings for each core area</td>
<td>Consistently uses organizational structures (introduction, headings for each core area with clear transitions, sequenced material within the body, and conclusion) within the paper</td>
<td>Skillfully uses organizational structures (introduction, headings for each core area with clear transitions, sequenced material within the body, and conclusion) within the paper</td>
</tr>
<tr>
<td></td>
<td>transitions between chapters leads to disorganized paper. Difficult for reader to follow</td>
<td>with clear transitions, sequenced material within the body, and conclusion) within the paper</td>
<td></td>
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<tr>
<td>Mechanics</td>
<td>Makes frequent errors in sentence structure, grammar, punctuation and/or spelling that interferes with comprehension. Writes in the past tense.</td>
<td>Makes errors in sentence structure, grammar, punctuation, and/or spelling that impede understanding. Writes in the past tense.</td>
<td>Makes minor errors in sentence structure, grammar, punctuation, and/or spelling that do not impede understanding. Writes in the past tense.</td>
<td>Demonstrates detailed attention to mechanics including sentence structure, grammar, punctuation, and spelling. Writes in the past tense.</td>
</tr>
<tr>
<td>Clinical Psychology Foci</td>
<td>No application to Clinical Psychology</td>
<td>Hints at Clinical Psychology without explicitly outlining the prospective study’s application</td>
<td>Adequately integrates, outlines, and describes the study’s application to Clinical Psychology</td>
<td>Well integrates, outlines, and describes the study’s application to Clinical Psychology in a scholarly way</td>
</tr>
</tbody>
</table>

**Final Comments (No Score)**

<table>
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<tr>
<th>Necessary Changes</th>
<th>Helpful Suggestions/Things to Consider for Completion &amp; Improvement</th>
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**Dissertation Proposal Total Score:** /116

<table>
<thead>
<tr>
<th>Point Totals</th>
<th>Assessment Scale Equivalent</th>
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<tr>
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<tr>
<td>59-87</td>
<td>Pass (minor corrections needed)</td>
</tr>
<tr>
<td>28-58</td>
<td>Corrections Needed (correct and resubmit)</td>
</tr>
<tr>
<td>&lt; 28</td>
<td>No Pass (talk with advisor and director)</td>
</tr>
</tbody>
</table>
**MSMU PsyD Final Dissertation Rubric**

*(Adapted from Syracuse University, Dannelle D. Stevens, Doctoral Program Coordinator, March 31, 2014)*

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**Chapter 1: Significance of Problem Needing Addressing**

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<tr>
<td>Background of the problem</td>
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<td>Identifies a problem within the psychological field</td>
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<td>Provides vague descriptions of context of problem and does not situate it in larger context.</td>
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<td>Statement of the problem</td>
<td>Statement of the research purpose and the overall reasons for the study are not given.</td>
<td>Statement of the research purpose and the overall reasons for the study are vague and marginally related to the background of the problem.</td>
<td>Statement of the research purpose and the overall reasons for the study are clear and related to the background of the problem.</td>
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<td>Significance of the problem</td>
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**Chapter 2: Literature Review**

<table>
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<tr>
<td>Introduction to the literature review</td>
<td>Does not introduce the chapter. Starts with the review with no context setting</td>
<td>Reiterates topic and purpose of study or orients reader to literature review.</td>
<td>Reiterates topic and purpose of study and orients reader to literature review.</td>
<td>Clearly reiterates topic and purpose of study and orients reader to literature review.</td>
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### Theoretical Framework: Describes and cites major sources for theoretical framework

<table>
<thead>
<tr>
<th>Identifies theoretical framework(s) relevant to the problem</th>
<th>Selects inappropriate theoretical framework(s) and makes no connection to the problem</th>
<th>Identifies framework(s) with incomplete connection to the problem</th>
<th>Identifies relevant theoretical framework(s)</th>
<th>Clearly identifies relevant theoretical framework(s); provides a rationale.</th>
</tr>
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<tbody>
<tr>
<td>Uses theoretical framework(s) to analyze the problem</td>
<td>Inaccurate definition and description of theoretical framework with no connection to the problem.</td>
<td>Summarizes theoretical framework(s) without clear connection to the problem</td>
<td>Connects theoretical framework(s) to the problem and uses it to analyze the problem</td>
<td>Insightfully connects theoretical framework(s) to the problem and uses framework(s) to analyze the problem</td>
</tr>
</tbody>
</table>

### Critiques the theoretical framework(s) as they relate to the problem

| Does not examine any assumptions of theoretical framework. | Begins to question assumptions of theoretical framework(s) in relationship to the problem | Generally questions assumptions of theoretical framework(s) without examining how these assumptions may hinder understanding the problem. | Specifically questions the assumptions of the theoretical frameworks and how these assumptions may hinder understanding the problem. |

### Review of the research literature: Presents an up-to-date, research-based, systematic, thorough review of literature.

<table>
<thead>
<tr>
<th>Presents research literature relevant to problem; follows an organizing principle that is evident to reader; sections support one another to make persuasive argument that research is appropriate.</th>
<th>Does not discuss criteria for inclusion and exclusion from review. No organizing principle is mentioned. Poorly organized, haphazard.</th>
<th>Mentions inclusion and exclusion but does not elaborate. Mentions organizing principle but does not elaborate. Some coherent structure.</th>
<th>Discusses the literature included and excluded. Presents organizing principle. Discussion is coherent but could be further developed to indicate relevance of articles to addressing the problem.</th>
<th>Justifies inclusion and exclusion of articles. Presents high quality sources. Presents organizing principle and applies to the literature discussed. Well-developed, coherent discussion of the literature and its relevance.</th>
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<td>Synthesizes research literature findings; identifies larger themes, inconsistencies and/or relevant patterns; themes evident in headings.</td>
<td>Does not distinguish what has been done from what needs to be done.</td>
<td>Some attempt to synthesize literature but incomplete with no mention of larger themes.</td>
<td>Discussed what has been done and what has not been done, but sparse discussion of larger themes.</td>
<td>Critically examines the state of the field, identifies larger themes. Mentions inconsistencies and relevant patterns.</td>
</tr>
<tr>
<td>Critique of previous research;bring in confirming and opposing viewpoints</td>
<td>No critique of previous research.</td>
<td>Identifies previous research with weak connections to significance.</td>
<td>Practical significance is discussed with mention of opposing views.</td>
<td>Critiques practical and scholarly significance of previous research.</td>
</tr>
<tr>
<td>Reviews methodological literature relevant to study; justifies selection of research methods based on review.</td>
<td>No critique of methodological literature.</td>
<td>Discusses methodological literature with incomplete connection to chosen method.</td>
<td>Discusses existing methodological literature, makes connection to chosen method.</td>
<td>Critiques methodological literature and justifies selection of research methods.</td>
</tr>
<tr>
<td>Summarizes conclusions from literature reviews; includes transition to methods chapter.</td>
<td>No summary and no connection to methods chapter.</td>
<td>Brief summary of literature.</td>
<td>Complete summary of literature, with tentative conclusions and brief transition to methods chapter.</td>
<td>Excellent and thorough summary from literature review with robust transition to methods chapter.</td>
</tr>
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### Chapter 3: Methods: Selects, defines and describes appropriate research methods

<table>
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#### Introduction

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<th>Pass (3)</th>
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<tbody>
<tr>
<td>Re-introduce purpose of the study; including research problem and question; transition to methods included</td>
<td>No re-introduction to purpose of the study including research problem and/or question; transition to methods not included.</td>
<td>Re-introduces purpose of the study including research problem and/or question; transition to methods vague, if included.</td>
<td>Re-introduces purpose of the study including research problem and question; transition to methods included.</td>
</tr>
<tr>
<td>Research Methods</td>
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<td>------------------</td>
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<tr>
<td><strong>Type:</strong> Describes methodology and methods (e.g., qualitative, quantitative, mixed-methods, or action research)</td>
<td>No reference to type of method used.</td>
<td>Vague reference to type of research being conducted. Non-persuasive justification for the type of research proposed.</td>
<td>Describes and provides adequate justification for selection of type methodology and methods in relation to research problem and questions.</td>
</tr>
<tr>
<td><strong>Participants:</strong> Identifies sampling plan the prospective study and provides rationale for selection</td>
<td>Unable to identify inclusion criteria for prospective participants</td>
<td>Vague identification of participants in the study and provides non-persuasive rationale for their selection</td>
<td>Identifies participants in the study and provides rationale for their selection; describes sampling methods.</td>
</tr>
<tr>
<td><strong>Procedures:</strong> Describes the procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes the steps taken during prospective data collection and any interventions initiated (professional development activities). Provides rationale for any intervention.</td>
<td>Describes no procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes no details of the protocols and steps taken during data collection. Provides no rationale for any intervention. Many questions remain about the procedures and protocols and the rationales for any actions.</td>
<td>Describes a few of the procedures to be used to conduct the study for sample recruitment, informed consent, maintaining data. Describes only a few of the details of the protocols and steps taken during data collection. Provides weak, if any, rationale for any intervention. A few questions remain about the procedures and protocols.</td>
<td>Describes most of the procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes most of the details of the protocols and steps taken during data collection. Provides rationale for any intervention.</td>
</tr>
<tr>
<td><strong>Instruments and measures:</strong> Describes the data collection instruments. Includes copies of actual instruments to be used.</td>
<td>Vague reference to the data collection instruments. Includes no rationale for the selection and format of these instruments to reference to other choices. Does not include copies of actual instruments to be used in the Appendix.</td>
<td>Lists the data collection instruments. Includes weak rationale for the selection and format of these instruments in reference to other choices. Does not include copies of actual instruments to be used in the Appendix.</td>
<td>Describes the data collection instruments. Includes rationale for the selection and format of these instruments in reference to other choices. Includes copies of actual instruments to be used in the Appendix.</td>
</tr>
<tr>
<td><strong>Role of the researcher (qualitative, mixed methods, action research):</strong> Identifies previous knowledge and any biases. Explains procedures used to suspend bias</td>
<td>Does not identifies previous knowledge or any biases. No information on procedures used to suspend bias.</td>
<td>Identifies previous knowledge or any biases. No information on procedures used to suspend bias.</td>
<td>Identifies previous knowledge and any biases. Explains procedures used to suspend bias.</td>
</tr>
<tr>
<td><strong>Data collection and analysis:</strong> Describes data analysis procedures, including coding methods and statistical analysis, if appropriate. Tie these closely to research questions.</td>
<td>Vaguely describes data analysis procedures. Does not tie procedures closely to research questions.</td>
<td>Describes data analysis procedures, including coding methods and statistical analysis, if appropriate. Tie these procedures closely to research questions.</td>
<td>Describes data analysis procedures, including detailed coding methods and statistical analysis, if appropriate. Tie these procedures closely to research questions.</td>
</tr>
</tbody>
</table>

**Chapter 4: Results/Analyses**

<p>| <strong>Introduction:</strong> Re-introduce purpose of the study including research problem and question; transition to methods included | No re-introduction to purpose of the study including research problem and/or question; transition to results not included. | Re-introduces purpose of the study including research problem and/or question; transition to results vague, if included. | Re-introduces purpose of the study including research problem and question; transition to results included. | Clearly and succinctly re-introduces purpose of the study including research problem and question; smooth transition to results included. |
| <strong>Analyses of data</strong> | Inappropriate analysis of data, not connected to research question and purpose | Appropriate analysis of most of the data, vaguely connected to research question and purpose | Appropriate analysis of data, connected to research question and purpose. | Appropriate and thoughtful analysis of data, clearly connected to research question and purpose. |
| <strong>Presentation of results</strong> | Inaccessible and confusing presentation of results; very limited variety of charts, table or data displays included. | Somewhat accessible and understandable presentation of results; limited variety of charts, table or data displays included. | Accessible and understandable presentation of results; variety of charts, table or data displays included. | Easily accessible and clearly understandable presentation of results; variety of charts, table or data displays included. |</p>
<table>
<thead>
<tr>
<th><strong>Interpretation of findings</strong></th>
<th>Findings not interpreted correctly and are not supported by evidence nor linked to research questions.</th>
<th>Findings interpreted and sometimes supported by evidence and vaguely linked to research questions.</th>
<th>Findings interpreted correctly and supported by evidence and address research questions.</th>
<th>Findings interpreted correctly and directly supported by evidence and clearly address research questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Limitations of study</strong></td>
<td>Does not identify limitations of the study.</td>
<td>Acknowledges a few limitations of the study.</td>
<td>Identifies limitations of the study.</td>
<td>Identifies limitations of the study and analysis of data.</td>
</tr>
</tbody>
</table>

**Chapter 5: Discussion/Conclusion**

<table>
<thead>
<tr>
<th><strong>Introduction:</strong> Re-introduce purpose of the study including research problem and/or question; transition to methods included</th>
<th>Not Pass (1)</th>
<th>Corrections Needed (2)</th>
<th>Pass (3)</th>
<th>Pass with Distinction (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No re-introduction to purpose of the study including research problem and/or question; transition to conclusion not included.</td>
<td>Re-introduces purpose of the study including research problem and/or question; transition to conclusion vague, if included.</td>
<td>Re-introduces purpose of the study including research problem and question; transition to conclusion included.</td>
<td>Clearly and succinctly re-introduces purpose of the study including research problem and question; smooth transition to conclusion included.</td>
<td></td>
</tr>
<tr>
<td><strong>Syntheses of findings</strong></td>
<td>Limited or no discussion of major findings/outcomes. Conclusions/summaries are inappropriate and not linked to findings/outcomes.</td>
<td>Discussion of major findings/outcomes. Conclusions/summaries are sometimes appropriate but not clearly linked to findings/outcomes.</td>
<td>Discussion of major findings/outcomes. Conclusions/summaries are appropriate and linked to findings/outcomes.</td>
<td>Clear, concise, and meaningful discussion of major findings/outcomes. Conclusions/summaries are appropriate and linked to findings/outcomes.</td>
</tr>
<tr>
<td><strong>Situated in larger context</strong></td>
<td>Presentation is not accurate nor engaging.</td>
<td>Presentation is accurate but not engaging.</td>
<td>Presentation is accurate, and engaging and situated in larger context. Findings related to research literature or theoretical frame.</td>
<td>Presentation is accurate, engaging and thought provoking and situated in larger context. Findings related to research literature and theoretical frame.</td>
</tr>
<tr>
<td><strong>Implications to the Clinical Psychological Field</strong></td>
<td>Recommendations are not included. No attention paid to implications.</td>
<td>Recommendations are sometimes appropriate but not clearly linked to findings/outcomes.</td>
<td>Recommendations are appropriate and linked to findings/outcomes. Implications for practice/research included.</td>
<td>Recommendations are insightful, appropriate and linked to findings/outcomes. Implications for practice/research included. Implications linked to the data.</td>
</tr>
</tbody>
</table>

**Reference Section & Appendices**

<table>
<thead>
<tr>
<th><strong>References</strong></th>
<th>Not Pass (1)</th>
<th>Corrections Needed (2)</th>
<th>Pass (3)</th>
<th>Pass with Distinction (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not use APA style and lack of citations interferes with comprehension. Citations in text do not correspond with reference section</td>
<td>Inconsistently uses APA style in reference section and text citations; Some in text references correspond with reference section</td>
<td>Generally uses correct APA style in text citations and references</td>
<td>Consistently uses correct APA style in text citations and references</td>
<td></td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td>No or limited documents in appendices; appendices include documents not referenced in text</td>
<td>Some needed documents in appendices as referenced in text; appendices do not correspond with text references</td>
<td>Most documents found in the appendices and correspond with text references</td>
<td>Appendices include all needed documents, all referenced in text and in APA format</td>
</tr>
</tbody>
</table>

**Score:**

<table>
<thead>
<tr>
<th><strong>Chapter 5: Discussion/Conclusion</strong></th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference Section &amp; Appendices</strong></td>
<td>8</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Overall APA Format</td>
<td>Lack of APA formatting</td>
</tr>
<tr>
<td>Scholarly Writing: Coherent and convincing argument with substantive support for claims</td>
<td>Unable to discern the argument for the study</td>
</tr>
<tr>
<td>Organization</td>
<td>Attempts to use organizational structures but inconsistent use of headings, transitions between chapters leads to disorganized paper. Difficult for reader to follow.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Makes frequent errors in sentence structure, grammar, punctuation and/or spelling that interferes with comprehension. Writes in the past tense.</td>
</tr>
<tr>
<td>Clinical Psychology Foci</td>
<td>No application to Clinical Psychology</td>
</tr>
</tbody>
</table>

**Total Score:** Final Comments (No Score)

<table>
<thead>
<tr>
<th>Necessary Changes</th>
<th>Helpful Suggestions/Things to Consider for the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Passing Level</td>
<td>Scoring Section Criteria</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Pass with Distinction</td>
<td>Cannot score Not Pass (1) on any item</td>
</tr>
<tr>
<td>Pass</td>
<td>Cannot score Not Pass (1) on any item</td>
</tr>
<tr>
<td>Corrections Needed (correct and resubmit)</td>
<td></td>
</tr>
<tr>
<td>No Pass</td>
<td></td>
</tr>
</tbody>
</table>
**MSMU PsyD Dissertation Oral Dissertation Presentation Rubric**

Student: __________________________  Faculty Reviewer: __________________________  Date of Submission: _______________

*Note: according to the Mount’s PsyD Dissertation Handbook, “The final written dissertation (Chapters 1-5) must be submitted and approved prior to the Oral Dissertation Defense. Successful completion of all dissertation requirements is required to be eligible for graduation.” (p. 3)*

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Score: /32</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation Content</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Not Pass (1)</strong></td>
<td><strong>Corrections Needed (2)</strong></td>
</tr>
<tr>
<td>Reviews the main points of the study</td>
<td>Main points not properly identified</td>
</tr>
<tr>
<td>Describes the context and places issue within the psychological field</td>
<td>No description of context of problem and does not situate it in larger context.</td>
</tr>
<tr>
<td>Findings of study</td>
<td>Provides no evidence for findings</td>
</tr>
<tr>
<td>Presentation as a reflection of written dissertation</td>
<td>Presentation does not reflect written dissertation</td>
</tr>
<tr>
<td><strong>Presentation Organization/Mechanics</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation is clearly presented in an academic way</td>
<td>Dissertation study is not clearly presented; confusing and unengaging</td>
</tr>
<tr>
<td>APA style presentation</td>
<td>Presentation does not reflect APA-style format</td>
</tr>
<tr>
<td><strong>Presentation Delivery</strong></td>
<td></td>
</tr>
<tr>
<td>Engaging presentation reflective of expertise</td>
<td>Presentation not engaging or reflective of expertise</td>
</tr>
<tr>
<td>Addresses questions</td>
<td>Unable to answer questions in a sufficient way regarding study</td>
</tr>
</tbody>
</table>

---

**Final Comments (No Score)**

Rubric-based Comments | Helpful Suggestions/Things to Consider for the Future
## Oral Presentation Scoring Rubric: Criteria & Levels

*Note: All Scoring, Point Total, and Additional criteria must be met in order to determine Dissertation Passing Level*

<table>
<thead>
<tr>
<th>Dissertation Passing Level</th>
<th>Scoring Section Criteria</th>
<th>Oral Presentation Point Totals</th>
<th>Additional</th>
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</thead>
<tbody>
<tr>
<td>Pass with Distinction</td>
<td>Cannot score Not Pass (1) on any item</td>
<td>At least 25</td>
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<tr>
<td>Pass</td>
<td>Cannot score Not Pass (1) on any item</td>
<td>At least 17</td>
<td></td>
</tr>
<tr>
<td>Corrections Needed (correct and resubmit)</td>
<td>At least 9</td>
<td>Significant corrections are needed. Student must work with Chair and Committee members to revise and arrange for a second presentation.</td>
<td></td>
</tr>
<tr>
<td>No Pass</td>
<td>&lt;9</td>
<td>Chair and Committee must meet with Director. Oral presentation should not be scheduled for review if the student is sufficiently prepared. Chair, Committee and Director will develop concrete plan to support student in preparing for oral presentation.</td>
<td></td>
</tr>
</tbody>
</table>
Student Checklist for Dissertations

Selecting a Topic of Study

____ Yes ____ No ____ N/A Is the topic researchable, given time, resources, and availability of data?

____ Yes ____ No ____ N/A Is the personal/professional interest in the topic in order to sustain attention?

____ Yes ____ No ____ N/A Will the results of the study be of interest to others?

____ Yes ____ No ____ N/A Is the study likely to be publishable in a scholarly journal?

____ Yes ____ No ____ N/A Does the study a) fill a void, b) replicate, c) extend, or d) develop new ideas in the scholarly literature?

____ Yes ____ No ____ N/A Will the project contribute to your career goals?

Comments:

---

ABSTRACT

___Yes___No___N/A Does it contain the purpose of the study?

___Yes___No___N/A Does it contain the study population?

___Yes___No___N/A Does it summarize the methodology?

___Yes___No___N/A Does it summarize the primary finding?

___Yes___No___N/A Does it summarize the significance of the study?

___Yes___No___N/A Is it less than 120 words (APA)?

___Yes___No___N/A If publishing in a journal or writing a proposal for a grant, does the abstract match journal/grant requirements?

Comments:
TITLE OF THE STUDY

___Yes___No___N/A  Are unnecessary words eliminated?

___Yes___No___N/A  If a double title, is the colon in the correct place?

___Yes___No___N/A  Are articles and prepositions eliminated?

___Yes___No___N/A  Does it include the focus or topic of the study?

___Yes___No___N/A  Is it brief?

FOR QUANTITATIVE STUDIES

___Yes___No___N/A  Does it denote a further understanding of the topic?

___Yes___No___N/A  Does it identify a theory, model, or conceptual framework to be tested in the study?

___Yes___No___N/A  Does it clearly note the independent and dependent variables will be related or whether two or more groups will be compared in terms of the dependent variable(s)?

___Yes___No___N/A  Does it illustrate an effect or relationship?

FOR QUALITATIVE STUDIES

___Yes___No___N/A  Does it denote a further understanding of the topic?

Comments:
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Does it set the stage for the entire study?</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
<td>Does it create reader interest in the topic?</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
<td>Does it establish the problem that leads to the study (see Problem Statement)?</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
<td>Does it place the study within the larger context of the scholarly research?</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
<td>Does it reach out to a specific audience?</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
<td>Does it conclude with a statement of purpose?</td>
</tr>
</tbody>
</table>
### PURPOSE OF THE STUDY

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
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</table>

Is it concise and to the point?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

Does it clearly mention the central concept or idea being expressed?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

Does it provide a general definition of the central concept or idea?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Does it include words denoting the method of inquiry to be used in data collection, analysis, and the process of research?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Comments:

---

### STATEMENT OF THE PROBLEM

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Does it stimulate interest in your study?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does it convey an issue to which a broad readership can relate?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does it specify the problem leading to the study?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does it indicate why the problem is important by giving a historical/theoretical background?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONSIDERATIONS, IF APPLICABLE

___Yes___No___N/A

Does it use short sentences for impact?

___Yes___No___N/A

Does it use numeric information for impact?

Comments:

RESEARCH QUESTIONS

___Yes___No___N/A

Is it clearly stated?

___Yes___No___N/A

Is it specific in its focus?

___Yes___No___N/A

Does it match with the intended methodology?

Comments:
DEFINITION OF TERMS

___Yes___No___N/A  Are all terms that individuals outside the field of study may not understand defined?

___Yes___No___N/A  Are all terms defined when they first appear?

___Yes___No___N/A  Are all terms that need defining included in this section?

Comments:

LIMITATIONS

___Yes___No___N/A  Are all the potential weaknesses of the study described?

___Yes___No___N/A  Are the limitations appropriate to the methodology?

Comments:
DELIMITATIONS

___Yes___No____N/A  Are all the ways that describe how the study will be narrowed in scope included?

___Yes___No____N/A  Are the delimitations appropriate to the methodology?

Comments:
LITERATURE REVIEW

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it organized around and related directly to the thesis or research question you are developing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it synthesize results into a summary of what is and is not known?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Does it identify areas of controversy in the literature?</td>
<td></td>
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</tr>
<tr>
<td>Does it formulate questions that need further research?</td>
<td></td>
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</tr>
<tr>
<td>Does it place each work in the context of its contribution to the understanding of the subject under review?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it describe the relationship of each work to the others under consideration?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Does it identify areas of prior scholarship to prevent duplication of effort?</td>
<td></td>
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</tr>
<tr>
<td>Does it point the way forward for further research?</td>
<td></td>
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</tr>
<tr>
<td>Does it place one's original work (in the case of theses or dissertations) in the context of existing literature?</td>
<td></td>
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</tr>
<tr>
<td>Is it organized into categories or themes?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does it have its own introduction, body, and concluding sections?</td>
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Comments:
### METHODOLOGY SECTION

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Does it discuss the type of methodology used (e.g., quantitative or qualitative)?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does it identify the specific type of methodology selected (e.g., case studies, grounded theory, quasi-experimental design, etc.)?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does it explain the purpose of the method using citations?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it explain why that method was selected?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it describe the target, sample and setting of the population of the study?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Does it identify and explain the sampling design using citations?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it explain why that sampling design was selected?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the sampling design appropriate to the methodology selected?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the sample described in enough detail to understand who is included in this study but in a manner that still maintains confidentiality?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it describe the instruments or data extraction and manner in which the data will be collected using citations?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it describe how the instruments or variable selected were selected and/or designed using citations?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it explain, using data, how valid and reliable the instruments are (if applicable)?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Does it explain how the instruments were piloted/tested (if applicable)?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Are the instruments contained in the appendix?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Does it identify and describe how data will be analyzed using citations?

Does it detail the steps of how, when, and who will collect and analyze the data?

Does it describe how findings will be validated or audited, if applicable?

Comments:
**SUMMARY OF FINDINGS**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>Does it report key findings of the study?</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>Are key findings supported by references to the data?</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>Do key findings address the research questions or hypothesis?</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>Are key findings reported in an organized manner (such as by research question or hypotheses)?</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>If found, are key findings that contradict each other reported?</td>
</tr>
</tbody>
</table>

Comments:
**DISCUSSION/CONCLUSION**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Does this section begin with a summary of the primary interpretation of the findings and the conclusion?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Is literature used to contradict or affirm the interpretation of findings and conclusion?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Is the conclusion affirmed by the findings?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Does the discussion proceed in an organized manner (such as by research question or hypotheses)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Is the theory or hypothesis that was tested affirmed or denied?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Do the findings and their interpretation support the conclusion regarding the theory or hypothesis?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Do you address what your data do not tell you about your research questions?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comments:
RECOMMENDATIONS

___Yes___No___N/A  What are the key recommendations for future research on this topic?

___Yes___No___N/A  What are the key recommendations for practice?

___Yes___No___N/A  Are the recommendations based on the findings?

___Yes___No___N/A  What are the recommendations for policy based on the findings?

Comments:
Qualitative

Introduction
- Brief overview of what you will present in the chapter.

Research Design
- Brief explanation of why this method is appropriate.

Role of the Researcher
- Describe your involvement with the participants and data.

Research Questions
- Two to four main questions (and sub-questions if applicable), all open-ended.

Setting, Population & Sample
- Description of the setting in which your study takes place.
- Description of the population from which your participants will be selected.
- Rationale for sampling (who and why?).

Data Collection & Instrumentation
- How, when and where you will collect your data (interviews, open-ended survey, observations, transcription, etc.).
- Describe measures taken to ensure reliability and validity of instrumentation and design (pre-existing surveys, member checking, construct validity of questions, etc.).

Data Analysis
- Describe your methods for data analysis (types of coding, extraction of themes, triangulation, etc.).
- Explain how you will analyze data for each research question.

Protection of Participants
- Explain all measures taken to protect participants and their data (anonymity, voluntary participation, storage and disposal of data, etc.).
Quantitative

Introduction
○ Brief overview of what you will present in the chapter.

Research Design
○ Brief explanation of why this method is appropriate.

Role of the Researcher
○ Describe your involvement with the participants and data.

Research Questions
○ Two to four main questions (and sub-questions if applicable)
○ Although one or more questions may require only descriptive statistics (pie graph, bar graph, percentage chart, etc.), at least one question must require an inferential statistic (t-Test, ANOVA, Correlation, Regression, Chi-square, etc.).

Setting, Population & Sample
○ Description of the setting in which your study takes place.
○ Description of the population from which your participants will be selected.
○ Rationale for sampling (who and why?).

Data Collection & Instrumentation
○ How, when and where you will collect your data (surveys/questionnaires, pre/post-tests, pre-existing archive records, test scores, etc.).
○ Describe measures taken to ensure reliability and validity of instrumentation and design (pre-existing surveys/tests, test-retest, pilot tests, construct validity, interrater reliability, homogeneity of groups, etc.).

Data Analysis
○ Describe your methods for data analysis (t-Test, ANOVA, Correlation, Regression, Chi-square, or a combination, etc.).
○ Explain how you will analyze data for each research question.

Protection of Participants
○ Explain all measures taken to protect participants and their data (anonymity, voluntary participation, storage and disposal of data, etc.).
Mixed-Methods

Introduction

- Brief overview of what you will present in the chapter.

RESEARCH DESIGN

- Brief explanation of why this method is appropriate. ROLE OF THE RESEARCHER
- Describe your involvement with the participants and data. RESEARCH QUESTIONS
- Two to four main questions (and sub-questions if applicable).
- You must have at least one quantitative and one qualitative question.
- At least one quantitative question must require an inferential statistic (t-Test, ANOVA, Correlation, Regression, Chi-square, etc.).

SETTING, POPULATION & SAMPLE

- Description of the setting in which your study takes place.
- Description of the population from which your participants will be selected.
- Rationale for sampling (who and why?).

DATA COLLECTION & INSTRUMENTATION

- **Sequential Strategy:** Collect data in two distinct phases, either QN → QL or QL → QN.
- **Concurrent Strategy:** Collect both QN & QL data simultaneously.
- For both strategies, describe how, when and where you will collect your data:
  - Qualitative methods: interviews, open-ended survey, observations, use of recording devices, transcription, etc.
  - Quantitative methods: surveys/questionnaires, pre/post- tests, pre-existing/archive/data base records, test scores, etc.
- For both strategies, describe measures taken to ensure reliability of instrumentation:
  - Qualitative methods: pre-existing surveys, member checking, construct validity of questions, etc.
  - Quantitative methods: pre-existing surveys/tests, test-retest, pilot tests, construct validity, interrater reliability, homogeneity of groups, etc.

DATA ANALYSIS

- **Sequential Strategy:** Discuss and interpret findings in two distinct phases, in the order of the methods used (QN → QL or QL → QN).
- **Concurrent Strategy:** Combine both forms of data to seek convergence among the results.

PROTECTION OF PARTICIPANTS

- Explain all measures taken to protect participants and their data (anonymity, voluntary participation, storage and disposal of data, etc.).
FORMATTING A PSYD DISSERTATION
AT MOUNT SAINT MARY’S UNIVERSITY
(Maximum number of words for your title is twelve [12]
Title in CAPITAL LETTERS. No Bold)

(A FORMAT TEMPLATE—APA 7th ED. GUIDELINES)
Margins: Top 2.5”; Bottom 1.5”; Left 1.5”; Right 1”

by

Liberate All People
(Your full name as shown in MSMU records)

Copyright © Liberate All People 20XX
(The “rule” (solid line) is 2” long, approximately 5” from the top of the page. The copyright line is currently at 8-point font – Times New Roman – and fits below the 2” line as required – it cannot extend beyond the 2” width of the line. Decrease your font if needed.)

A PsyD Dissertation Submitted to the Faculty of the

DEPARTMENT OF PSYCHOLOGY

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PSYCHOLOGY

MOUNT SAINT MARY’S UNIVERSITY, LOS ANGELES

Follow capitalization and spacing of each line as shown.
No page number on Title Page

Year has spaces between numbers, and sits 1.5” from bottom of page:

2^0^X^X
MOUNT SAINT MARY’S UNIVERSITY, LOS ANGELES

As members of the PsyD Dissertation Committee, we certify that we have read the PsyD dissertation prepared by [Enter Student Name –remove brackets and italics after entering information], titled [Enter PSYD Project Title] and recommend that it be accepted as fulfilling the PsyD dissertation requirement for the Doctor of Psychology.

[Committee Chair Name]
Date: __________

[Committee Member Name]
Date: __________

Final approval and acceptance of this PsyD dissertation is contingent upon the candidate’s submission of the final copies of the PsyD dissertation to the Graduate Dean.

I hereby certify that I have read this PsyD dissertation prepared under my direction and recommend that it be accepted as fulfilling the PsyD dissertation requirement.

[Committee Chair Name]
Date: __________

PsyD Dissertation Committee Chair
Psychology Department
ACKNOWLEDGMENTS

(Optional)

(Heading: Centered, in CAPS, no bolding)
(Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1”)
(Section may be single or double spaced)
(One page maximum)

This dissertation template borrows heavily from the DNP Project template used in the College of Nursing in the Graduate College at the University of Arizona. Thank you to the Senior Program Coordinator, Ms. Hyewon Shin (hwshin@arizona.edu) and the Nursing faculty for permission to base this template on theirs. Primary authors of the original template are Dr. Renee Gregg (reeneegregg@arizona.edu) and Dr. Leslie Dupont (reeneegregg@arizona.edu). Permission received by email 2/5/2022. Modifications made by Pamela Gist (pgist@msmu.edu). Any errors are solely mine.
DEDICATION

(Optional)

(Heading: Centered, in CAPS, no bolding)

(Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1”)

(Section must be double spaced)

(One page maximum)
Table of Contents Guidelines (Model Below)

(REQUIRED; Heading: Centered, in CAPS, Bold, at top margin)
(Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1”; double spaced)

- Strongly recommend letting Word autoformat your Table of Contents for you.
- The Table of Contents heading and anything that comes BEFORE the Table of Contents should not be listed in the actual Table of Contents. In most cases the first item in the Table of Contents will be the Abstract unless you have a List of Tables and/or a List of Figures; in that case, those are the first items on your Table of Contents.
- Include the heading TABLE OF CONTENTS at the top of the first page of this section (as shown below, Boldface), and TABLE OF CONTENTS - Continued (no bolding) on each continuing page (as shown on following pages).
- You must include dot leaders “......................” from headings to page numbers (template shown below).

Note. Page numbering following dot leaders MUST be aligned with the right-hand margin.

- Indent each level of subheading 1 tab (0.5 inch) from the level above (template shown below).
- MUST BE FOLLOWED: Headings in the Table of Contents must exactly match the headings used in the body of your paper and should be typographically the same (e.g., same type font and style, capitalization, boldface; template shown below).
- Use all CAPITAL LETTERS for major section headings.
  - Major sections are INTRODUCTION, METHODS, RESULTS, and DISCUSSION (template shown below).
- Use APA 7th ed. formatting for subheadings (see p. 48, Table 2.3 in APA 7th Manual for how to format headings) within each major section (e.g., Background Knowledge, Significance, etc.; template shown below).
- Each Appendix must have its own letter designation and title. Appendixes are major divisions. In the Table of Contents, the Appendix title appears in CAPS on the left margin at the same level of importance as chapter headings (template shown below).
- The Table of Contents should flow as much as possible, keeping sections and headings together. The sample as shown below is separated by page breaks.
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF FIGURES</td>
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<tr>
<td>LIST OF TABLES</td>
<td>9</td>
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<td>ABSTRACT</td>
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<td><strong>CHAPTER I: INTRODUCTION</strong></td>
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</tr>
<tr>
<td>Introduction</td>
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<tr>
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<tr>
<td>Statement of the Problem</td>
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<tr>
<td>Purpose of the Study</td>
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<tr>
<td>Research Questions</td>
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<tr>
<td>Significance of the Study</td>
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<tr>
<td>Definition of Terms</td>
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<tr>
<td>Assumptions, Limitations, and Delimitations</td>
<td>13</td>
</tr>
<tr>
<td>Conclusion</td>
<td>13</td>
</tr>
<tr>
<td><strong>CHAPTER II: REVIEW OF LITERATURE</strong></td>
<td>13</td>
</tr>
<tr>
<td>Introduction</td>
<td>13</td>
</tr>
<tr>
<td>Search Description</td>
<td>13</td>
</tr>
<tr>
<td>Conceptual or Theoretical Framework</td>
<td>13</td>
</tr>
<tr>
<td>Review of Research (organized by variable or themes)</td>
<td>13</td>
</tr>
<tr>
<td><strong>CHAPTER III: RESEARCH METHOD (OR METHODOLOGY)</strong></td>
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</tr>
<tr>
<td>Introduction</td>
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</tr>
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<td>Research Design</td>
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<td>13</td>
</tr>
<tr>
<td>Participants (Qualitative) or Instrumentation (Qualitative)</td>
<td>14</td>
</tr>
<tr>
<td>Data Collection</td>
<td>14</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>14</td>
</tr>
<tr>
<td>Conclusion</td>
<td>14</td>
</tr>
<tr>
<td><strong>CHAPTER IV: PRESENTATION OF RESEARCH (OR RESULTS)</strong></td>
<td>14</td>
</tr>
<tr>
<td>Introduction</td>
<td>14</td>
</tr>
<tr>
<td>Findings (organized by Research Questions or Hypotheses)</td>
<td>14</td>
</tr>
<tr>
<td>Conclusion</td>
<td>14</td>
</tr>
<tr>
<td><strong>CHAPTER V: SUMMARY, IMPLICATIONS, AND OUTCOMES (OR DISCUSSION)</strong></td>
<td>14</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

(The heading must be centered at the top margin of the page)
(in CAPS, no bolding)
(Margins same as body of paper - Top 1.5”; Bottom 1”; Left 1”; Right 1”)

Include the heading LIST OF FIGURES at the top of the first page of this section
(centered as shown above), and LIST OF FIGURES - Continued (centered at the top of each
page) for subsequent pages.

Within your paper, material is numbered in sequence (whole numbers), Figure 1, Figure
2, etc.(template shown below) and single spacing can be used for figure titles and captions.

Note. Figure titles (and captions) are placed above the figure. Figures are placed within
the document where they are first mentioned (see end of this document for figure format sample)

Figure 1. Title of Figure 1 as It Appears Within Your Paper .................................
Figure 2. Title of Figure 2 as It Appears Within Your Paper .................................

(See sample Figure at end of document; you may include as many figures as you need.)
LIST OF TABLES

(The heading must be centered at the top margin of the page)
(in CAPS, no bolding)
(Margins same as body of paper - Top 1.5”; Bottom 1”; Left 1”; Right 1”)

Include the heading LIST OF TABLES at the top of the first page of this section (centered, as shown above), and LIST OF TABLES - Continued (centered at the top of each page) for subsequent pages.

Within your paper, material is numbered in sequence (whole numbers), Table 1, Table 2, etc. (template shown below) and single spacing can be used for table titles and headings.

Note. Table titles (and headings) are placed above the table. Tables are placed within the document where they are first mentioned (see end of this document for table format sample).

Table 1. *Title of Table 1 as It Appears Within Your Paper* .................................................................
Table 2. *Title of Table 2 as It Appears Within Your Paper* .................................................................

(See sample Table at end of document; you may include as many tables as you need.)
ABSTRACT

(Required)

(Double-spaced paragraphs)
(The heading ABSTRACT must be centered at the top margin of the page)
(in CAPS, no bolding)
(Margins same as body of paper - Top 1.5”; Bottom 1”; Left 1”; Right 1”)

1. The abstract should summarize your work. It allows readers to quickly review the mainpoints and purpose of your paper.
2. Abbreviations and acronyms used in the paper should be defined in the abstract.
3. The abstract for a PsyD dissertation should be a minimum of 150 words and a maximum of 350 words.
4. It is recommended that you use the following headings in your abstract (see example on the next page):
   - Purpose
   - Background
   - Methods
   - Results
   - Conclusions
5. See sample abstract on next page.
   - The sample is one model; talk with your PsyD dissertation committee chair if slightly different headings would be more appropriate for your dissertation.
ABSTRACT

**Purpose.** This statement concisely describes the purpose of your PsyD dissertation.

**Background.** In this section you provide a brief summary of the literature review, providing context for your dissertation.

**Methods.** In this section you succinctly identify your participants, procedure, materials, and design.

**Results.** The results found are delineated briefly in this section.

**Conclusions.** The meaning and implications of results and directions for future research are laid out as concisely as possible here.
BODY OF PAPER

(The heading must be centered at the top margin of the page (in CAPS, Boldface)
(Margins - Top 1.5”; Bottom 1”; Left 1”; Right 1”)
(Required)

1. The body of your paper uses a half-inch (1 tab) first-line indent for each paragraph and is double spaced.
2. All paragraphs within the body of your paper should be double spaced*.
3. The Styles setting should be set to “Normal.”
4. The Paragraph setting for “Normal” should be changed as follows:
   • “0” spacing for “Before” and “After”
   • “Double” for “Line spacing”
   • Check the box next to “Don’t add space between paragraphs of the same style.”

*Exceptions: Long quotations and table and figure captions are single-spaced.

Note. Each major section should be titled (depending on project) as per TOC and APA level headings—but page breaks are not needed (i.e., document flows from major section to major section without page breaks). Margin requirements (as shown above) apply to every page of the PsyD Dissertation unless otherwise specified.

Below are headings/subheadings that are formatted for the body of your paper. You may customize them as needed but work with your PsyD dissertation chair to do this. For the Results section, you and your dissertation will determine the headings/subheadings to use.

Heading 1 (use this for major headings, APA level 1)

Heading 2 (use this for APA level 2)

Heading 3 (use this for APA level 3)

Heading 4 (use this for APA level 4)

Heading 5 (use this for APA level 5)

Body Text (use this for the body of your document)
CHAPTER I: INTRODUCTION

Introduction

This is normal body text

Background of the Problem

Statement of the Problem

Purpose of the Study

Research Questions

Significance of the Study

Definition of Terms

Assumptions, Limitations, and Delimitations

Conclusion

CHAPTER II: REVIEW OF LITERATURE

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Data Analysis

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CHAPTER IV: PRESENTATION OF RESEARCH (OR RESULTS)

Introduction

Findings (organized by Research Questions or Hypotheses)

Conclusion

CHAPTER V: SUMMARY, IMPLICATIONS, AND OUTCOMES (OR DISCUSSION)

Introduction

Summary of Findings

Conclusions (organized by Research Questions or Hypotheses)

Discussion

Suggestions for Future Research

Conclusion
Appendix Guidelines (See Sample on Next Page)

(Appendices are optional, depending on focus of PsyD dissertation)
Each new Appendix page (following Title page but contained within same Appendix section) is placed at the top of the page (template sample shown on following page).
Margins of Appendix item (not Appendix title page) same as body of paper –Top 1.5”; Bottom 1”; Left 1”; Right 1”

Each new Appendix must have its own letter designation and title (template samples shown on following page).
Spacing: Depends on the nature of Appendix Remember:

• Each new Appendix must begin on a new page (as per instructions above and template title page samples shown previously and below).
• Appendixes are placed at the end of the main text of your paper but before the REFERENCES section.
• The Appendix title page is separate from the actual appendix material (e.g., Appendix title page followed by a page containing the site authorization/approval letter).
• Additional required/suggested Appendix sections are noted in Table of Contents and in Order of Sections
• The order of appendixes below is the preferred order if you are using all of those appendixes.
APPENDIX A:

SITE APPROVAL/AUTHORIZATION LETTER
Please note that Ms. Liberate All People, MSMU PsyD student, has permission of the XYZ Clinic to conduct an employee training and program assessment at our facility for her project, “Project Title.”

Mz. People will conduct weekly 30 minute training for 6 weeks for the healthcare providers at XYZ Clinic. They will recruit providers through email. The email will provide a description of the project, what participants will be asked to do, the time involved, and a link to the online pre-survey. At the end of the 6 week training, Mz. People will administer a post-survey to participants. Mz. People’s activities will be completed by (date).

Mz. People has agreed to provide my office with a copy of the Mount Saint Mary’s University Human Subject Committee’s determination prior to recruitment of participants. They will also present aggregate results to providers at their monthly staff meeting.

If there are any questions, please contact my office. Signed,

XYZ Clinic President
APPENDIX B:

CONSENT DOCUMENTS

(DISCLOSURE FORM, CONSENT FORM, ETC.)
APPENDIX C:

RECRUITMENT MATERIALS

(RECRUITMENT FLYER, RECRUITMENT EMAIL, ETC.)
APPENDIX D:

EVALUATION INSTRUMENTS

(STUDENT CREATED DATA COLLECTION TOOLS – SURVEYS, QUESTIONNAIRES, INTERVIEW QUESTIONS, ETC.)
APPENDIX E:

PARTICIPANT MATERIALS

(INSTRUCTIONAL VIDEO, WRITTEN GUIDELINES, ANYTHING THE PARTICIPANT WILL SEE OR HEAR)
REFERENCES

(Required)
Margins same as body of paper - Top 1.5”; Bottom 1”; Left 1”; Right 1” Center the heading at the top margin of the page (in CAPS, no bolding)

1. References cited in text must appear in the reference list and vice versa (except personal communications [see sec. 8.9, pp. 260–261]).
   a. See formatted reference list below Table 1.

2. Spacing:
   a. Single space reference-list citations.
   b. Double space between reference citations.
   c. Use a 0.5-inch (1 tab) hanging indent from the left margin.
   d. List citations alphabetically by first author’s last name.
   e. Use *italics* for titles of journals, volumes, or books.
   f. Do not split references between page breaks; keep together

3. Links:
   a. APA suggests using active hyperlinks when they are available to make it easier for readers to access sources (see sample reference list after the following table).

Sample Reference Page Citations, APA 7th Edition
(Refer to the *Publication Manual of the American Psychological Association* (APA), 7th Edition, Chapters 9 and 10, for more examples of references.)

<table>
<thead>
<tr>
<th>Type of Source (Info in APA Manual, 7th ed.)</th>
<th>Example(s) (More examples in APA Manual, 7th ed.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Reference</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Note</td>
<td>[Note. for chapter in an authored book, just create a reference list entry for the entire book and refer to the specific chapter in the in-text citation (Sec. 8.13, p. 264).]</td>
</tr>
<tr>
<td>Source Type</td>
<td>Author(s)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Personal Communication: emails, personal interviews, text messages, and similar sources that readers cannot access</td>
<td>Cite personal communications only in the body of the paper. Example: (R. Chen, personal communication, January 7, 2020)</td>
</tr>
</tbody>
</table>
| **Social media:** Twitter, Instagram, Facebook, Online forums | Tweet: Badlands National Park [@BadlandsNPS]. (2018, February 26). *Biologists have identified more than 400 different plant species growing in @BadlandsNPS* #DYK #biodiversity [Tweet]. Twitter. https://twitter.com/BadlandsNPS/status/968196500412133379


Instagram photo or video: AACN Exceptional Nurses [@exceptionalnurses]. (2020, April 9). *It’s a scary time to work in healthcare… We’ve all been pushed to the edge and pushed to do things* [Photograph]. Instagram. https://www.instagram.com/p/B-xWXRxnR5E/

| **Webpage*** | Basic Structure:  
Author or Group-Author. Date. *Title of page*. Website Name [unless the same as group-author name]. URL  
| **Website (if referring to the whole site)** | Include name of website in body of your paper, with URL of homepage in parentheses. Don’t include in reference list. |
REFERENCES

AACN Exceptional Nurses [@exceptionalnurses]. (2020, April 9). It’s a scary time to work in healthcare... We’ve all been pushed to the edge and pushed to do things [Photograph]. Instagram. https://www.instagram.com/p/B-xWXRxnR5E/


Badlands National Park [@BadlandsNPS]. (2018, February 26). Biologists have identified more than 400 different plant species growing in @BadlandsNPS #DYK #biodiversity [Tweet]. Twitter. https://twitter.com/BadlandsNPS/status/968196500412133379


Guidelines for In-Text and Reference-List Citations

Authors
- **One or two authors:** Use last names of all authors in each in-text citation and on the reference list (Zev, 2018) and (Zev & Duban, 2017).
- **Same author, more than one listing:**
  - Single-author citations precede multiple-author citations of the same year (Zev, 2020 then Zev et al., 2020).
  - With several listings by same author(s), earliest year listed first (Zev, 1997; Zev, 2005; Zev, 2017).
  - These listing-order guidelines apply to both in-text and reference-list citations.
- **Three or more authors:**
  - List the first author’s last name followed by “et al.,” with a period after “al.” (Zev et al., 2018).
  - The first time an “et al.” reference is used in a paragraph, give the year, and thereafter (if the citation is repeated in the paragraph without interruption by a different source citation), omit the year.
- **If two or more multiple-author references which shorten to the same “et al.” form, list as many author names as necessary to make them distinct before inserting “et al.**
  - Example: (Zev, Duban et al., 2015) to distinguish from (Zev, Duban, Gutierrez et al., 2015).
- **Abbreviating a group author:**
  - If a group is readily identified by its initials, spell it out only the first time, followed by the abbreviation in parentheses (or square brackets if citation already in parentheses).
    - Example 1: As reported by the National Institute of Mental Health (NIMH; 2017), . . .
      - Note that the semicolon used after “NIMH” above is there to avoid back-to-back parentheses (see Sec. 6.8, pp. 159–160).
    - Example 2: “As reported in a government study (National Institute of Mental Health [NIMH], 2017), blah blah . . .” and thereafter, “The previously cited study(NIMH, 2017) found that . . .”
      - Note that the square brackets for “NIMH” above are used because the citation is already within parentheses.
- **Unknown or unspecific author:** Use the first few words of the reference list entry (usually the title)
- **If citing multiple works by the same author at the same time, arrange dates in order. In general, use letters after years to distinguish multiple publications by the same author in the same year.**
  - Example: Several studies (Zev, 2015, 2016a, 2016b, 2020 in press-a, 2020 in press-b) showed the same finding.
- For old works cite the translation or the original and modern copyright dates if both are known, for example: (Aristotle, trans. 1931) or (James, 1890/1983).
Always give page numbers for quotations, for example: (Cheek & Buss, 1981, p. 332) or (Shimamura, 1989, chap. 3, p. 5).

For email, personal interviews, and other unrecoverable data, use the phrase “personal communication” in the body of your paper and don’t include them in the reference list (V. G. Nguyen, personal communication, September 28, 2019). Again, personal communications do not appear in the reference list.

Using “and” vs. ampersand (&)

- Use “and” to connect two or more author names in the text of a sentence
  - Example: As Zev and Duban (2017), point out, the same argument was made by an earlier study (Moroni & Czerny, 2015).

Page numbers

- The lowercase “p.” is for one page; the lowercase “pp.” is for more than one page.
- Include a page number(s) after the year.
  - Example 1: The author stated, “The effect disappeared within minutes” (Zev, 2018, p. 311), but did not specify which effect.
  - Example 2: The author stated that “the effect disappeared within minutes” (Zev, 2018, p. 311) but did not specify which effect.
    - Note. In the two examples above, the first word of the quotation is only capitalized if 1) it follows a comma and 2) is a complete sentence not merged into the flow of the text.

Quoting documents without page numbers (Sec. 8.28, pp. 273–274):
- Use an abbreviated version of the nearest preceding heading or section name, followed by a paragraph number(s) after the abbreviation “para”:
  - Example: (Zev, 2017, para. 17)
- Use an abbreviated version of the nearest preceding section heading or section name and count paragraphs from there:
  - Example: (Zev, 2017, Methods, para. 4).
- Use the nearest preceding section heading without counting paragraphs (especially if section is short):
  - Example: (Zev, 2017, Methods).

Abbreviations

- Avoid abbreviations (acronyms) except for long, familiar organization names (CDC) or terms (MMPI)
- Spell out the entire organization name or term the first time it occurs in your document,
followed by the abbreviation in parentheses: American Psychological Association (APA).

- Do NOT use the following abbreviations **unless** it’s within parentheses:
  - cf. [use **compare**]
  - e.g. [use **for example**]
  - etc. [use **and so forth**]
  - i.e. [use **that is** or **in other words**]
  - viz. [use **namely**]
  - vs. [use **versus**]

- **Periods and abbreviations:**
  - Use periods when making an abbreviation within a reference: (Vol. 3, p. 6, 2nd ed.).
  - Do not use periods within degree titles and organization titles: PhD, APA.

- **Plural abbreviations with “s”:**
  - Add “s” without an apostrophe: PhDs, IQs, vols., Eds.

- When referring to several pages in a reference or citation, use the abbreviation “pp.” (with a period after it and a space after the period: pp. 67–86).

*On the reference list, do not* use the abbreviation “pp.” for magazine or journal citations; just provide the numbers themselves. *Do* use “pp.” for citations of encyclopedia entries, multi-page newspaper articles, and chapters or articles in edited books.

Use two-letter postal codes for U.S. state names (e.g., AZ, CA, GA).

**Abbreviating within a reference**

**Approved abbreviations for use in a reference list:**

<table>
<thead>
<tr>
<th>• chap. for chapter</th>
<th>• pp. for page numbers (plural)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ed. for edition</td>
<td>• Vol. for a specific Volume</td>
</tr>
<tr>
<td>• rev. ed. for revised edition</td>
<td>• vols. for a work with xx volumes</td>
</tr>
<tr>
<td>• 2nd ed. for second edition</td>
<td>• No. for Number</td>
</tr>
<tr>
<td>• Ed. for Edited by</td>
<td>• Pt. for Part</td>
</tr>
<tr>
<td>• (Eds.) for multiple editors</td>
<td>• Suppl. For Supplement</td>
</tr>
<tr>
<td>• Trans. for Translated by</td>
<td>• Tech. Rep. for Technical Reports</td>
</tr>
<tr>
<td>• p. for page number, with a space after the period.</td>
<td></td>
</tr>
</tbody>
</table>

Use the abbreviation “p.” (for one page) “pp.” (for more than one page) to indicate page numbers of encyclopedia entries, multi-page newspaper articles, chapters or articles in edited books, but not in journal or magazine article citations, where numbers alone should be used (see reference-list format examples).
Guidelines for the Main Body of Your PsyD Dissertation

(all section and page information taken from APA 7th ed.)

Boldface (Sec. 6.44, p. 187)
- **Boldface** is allowed per APA 7th Edition guidelines (see Table of Contents instructions).

Capitalization (Secs. 6.13–6.21, pp. 165–170)
- Use all capital letters for major section titles (e.g., **INTRODUCTION**, **METHODS**, etc.).
- Capitalize section headings within the major sections according to APA 7th ed. Level 1–5 headings (see Sec. 2.27, pp. 47–49; Sec. 6.17, pp. 167–168).
- Use title case (see Sec. 6.17, p. 167) if you refer to article or section titles within the body of your paper.

Commas (Sec. 6.13, pp. 155–156; Sec. 6.22, p. 171; Sec. 6.38, p. 181)

Hyphenation (Sec. 6.12, pp. 162–164)

Italics* (Secs. 6.22–6.23, pp. 170–172)

Numbers (Secs. 6.32–6.39; pp. 178–181)
- Use numerals for numbers 10 and above, even if grouped with numbers below 10, which are spelled out (for example, from six to 12 hours of sleep).
- Use combinations of written and Arabic numerals for back-to-back modifiers (five 4-point scales).
- Use combinations of numeral and written numbers for large sums (over 3 million people).
- Use numerals for exact statistical references, scores, sample sizes, and sums (multiplied by 3, or 5% of the sample).
  - Ex. We used 30 subjects, all two-year-olds, and they spent an average of 1 hr 20 min per day crying.

Quotation Marks (Sec. 6.7, pp. 157–159)
- Use quotation marks for an odd or ironic usage the first time but not thereafter.
  - Ex. This is the “good-outcome” variable, but as it turns out, the good-outcome variable predicts trouble later on.
- Use quotation marks for article and chapter titles cited within the body of the paper but not in the reference list.
  - Ex. In Smith’s (1992) article, “APA Style and Personal Computers,” computers were described as “here to stay” (p. 311).

Quotations (Sec. 8.25, pp. 270–271; Sec. 8.34, p. 277; Sec. 12.15, p. 386)
- Long or block quotations are 40 or more words in length.
• For quotations over 40 words in length, indent the whole quotation one tab (.5 inch), and single space it (only double space in papers for review or publication). If there is more than one paragraph in the long quotation, indent all paragraphs after the first one an additional tab (.5 inch).

• Always provide author, year, and page citation.

Figures and Tables (Secs. 7.1–7.36, pp. 195–250)
• Number figures and tables consecutively as they appear in your text. Use only wholenumbers (not 5a, 5b, etc.)
• Place figures and tables close to where they are first mentioned in your text (but do not split a figure across pages).

Text Details
• Double space most of the text, but single space within long/block quotes and reference list citations.
• Footnotes (bottom margin) are NOT used in PSYD Projects (per College of Nursing).
• Running Heads (top margin) are NOT used in PSYD Projects (per College of Nursing).
• Indent paragraphs, block quotes, and hanging indents one tab (.5 inch).
• Justification should be set to “left margin only” (the right margin should be uneven).
How to Submit Your Final Draft

1. **First**, email your final draft to Department Admin (Vilma Castro) for approval of the document (after your final defense and committee changes have been made).
   - *Note.* If you want your paper to be *pre-reviewed* for format requirements **before** your final defense – please send to Vilma Castro (vacastro@msmu.edu) **at least one month before** your scheduled final defense date.

2. **Second, after** receiving your approved and final-formatted draft back from Vilma, submit your complete PsyD dissertation manuscript . . .
General Format Requirements for

PsyD Dissertations at Mount Saint Mary’s University, Los Angeles

Note. The final document needs to be “APA format,” except where specified, and approved by Department Admin (Vilma Castro) BEFORE submission to the Graduate Dean.

Margins:

- Text, illustrations (figures), or tables must not appear outside the specified margins.
- Specific margin requirements are listed in under each category in “Order of Sections.”
- Page numbers are the only item that may appear outside the margin requirements.

Page Numbers:

- The title page is page 1 of the PsyD dissertation (but the page number is not shown on this page only).
- All pages that follow are numbered in sequence with Arabic numerals.
- Page numbers must be placed at least 1” below the top of the page, and flush with the right margin.
- Do not use page headers. Do not use the phrase “Page xx,” just the numeral (2, 3, 4 . . .).

Chapter Titles:

- New chapters/sections are separated by TITLE headings (see text in TOC), but page breaks are not required.
- Subsections within the chapters/major sections are separated by APA level headings (see text in TOC).
- The chapter/major-section title should be in all capitals and centered (e.g., INTRODUCTION, METHODS, etc.) and should match the font size and type that you usedin the Table of Contents.

Scanned Documents:

- Scanned documents must meet all requirements for margins, page numbers, and readability.
- For ease of insertion into document, Adobe files (.pdf) should be converted to JPEG images.

Type Fonts:

- Standard serif typefaces reproduce and archive well.
- Do not use modern Sans Serif types, which read well in the original but do not reduce well. Ornamental styles such as Script and Old English may not be used due to their limited readability.
- Limit the use of italic styles to standard uses in bibliographic citations and foreign words.
Font Sizes:

12 point or 14 point for proportional fonts; 10 point or 12 point for non-proportional fonts. Once you choose a font size, you should use that font size throughout your document. Changing font sizes is not aesthetically appealing, (the exception to the font size rule is data imported from other sources. It is acceptable to keep data imported from other sources in the native font size).
Section Formatting Checklist

1. **Title Page** – *Required*
   - Margins: Top 2.5”; Bottom 1.5”; Left 1.5”; Right 1”
   - Sample/Templates Title Page(s): (use template on Page 1 of this document)
     - The title page is centered between the left and right margins.
     - Title in CAPITAL LETTERS (no bolding).
     - Use your full name as it is on your official university documents.
     - The *rule* (a solid line) is 2” long, placed approximately 5” below the top of the page, and centered. Copyright © your full name 20XX is placed directly below the rule/line – *this text is placed here whether or not you are copyrighting your PsyD dissertation* (in addition your name must fit below the line and not spill over – see title page as example, so make the font as small as it needs to be for everything to fit under that 2” rule).
     - Follow the capitalization and spacing of each line in the sample.
     - There are spaces between each numeral in the year: “2 0 X X.” This date is centered between the left and right margins and placed 1½” from the bottom of the page.
     - Do not include a page number on this page (title page).

   *(See sample/template of title page at top of this document.)*

2. **Final Examining Committee Approval Form** – *Required for PSYD dissertations.* An approval page template sample is on Page 2 of this document.
   - Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1”
   - The approval page template *must* be page 2 of your PSYD Project. This page will be completed so please make sure that information is correct and complete before your Final defense date.
     - *Note.* Page 2 (as shown in template) will signed by your committee members *only* on the date of your Final defense. *You will not be responsible for obtaining original signatures.* Once signatures and approval are obtained, page 2 will be inserted as part of your final paper before submission to the Graduate Dean.

3. **Acknowledgements** – *Optional*
   - Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1”
   - Spacing: May be single- or double-spaced.
   - The heading must be centered at the top margin of the page (IN CAPS, no bolding)
     - *Note:* One-page maximum

4. **Dedication** – *Optional*
   - Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1”
   - Spacing: Double-spaced.
5. **Table of Contents** – *Required*
   - Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1”
   - Spacing: Double-spaced.
   - The heading **TABLE OF CONTENTS** must be centered (IN CAPS, boldface) at the top margin of the first page. **TABLE OF CONTENTS – Continued** (no bolding) should be on each subsequent page of the Table of Contents (centered at the top of each page of TOC).

6. **List of Figures / List of Tables** – *Required if document contains illustrations, figures or tables.*
   - Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1”
   - Spacing: Double-spaced.
   - The heading **LIST OF FIGURES / LIST OF TABLES** must be centered (IN CAPS, no bolding) at the top margin of the first page. **LIST OF FIGURES – Continued / LIST OF TABLES – Continued** should be on each subsequent page (if needed)
   - Place figures/tables close to where they are first mentioned in the body of your text.

   *Note:* Formatted like Table of Contents (See samples at end of this document.)

7. **Abstract** – *Required*
   - Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1”
   - Spacing: Double-spaced.
   - **NOTE:** Limited to 150 words minimum to 350 words maximum – anything beyond themaximum word limit will be truncated.
   - The heading must be centered at the top margin of the page (IN CAPS, no bolding)

8. **Body of Paper** – *Required*
   - Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1”
   - Spacing: Double-spaced, except for long quotations, footnotes, table and illustrationcaptions (these may be single-spaced).
   - The Major heading (each new section) must be centered on a new line (IN CAPS, boldface) but there is no need for page breaks for each new section (document flows between each section). **Must match with headings/sub-headings in TOC.**
   - **Note:** Margin requirements apply to every page of the PsyD dissertation unless otherwise specified in this template.
   - **Major Headings to Include:**
     - **CHAPTER I: INTRODUCTION**
       - Introduction
       - Background of the Problem
       - Statement of the Problem
Purpose of the Study
Research Question
Significance of the Study
Definition of Terms
Assumptions, Limitations, and Delimitations
Conclusion

CHAPTER II: REVIEW OF THE LITERATURE
Introduction
Search Description
Conceptual or Theoretical Framework
Review of Research

CHAPTER III: RESEARCH METHOD (OR METHODOLOGY)
Introduction
Research Design
Research Questions (and Hypotheses for Quantitative/Mixed)
Setting (Qualitative) or Population and Sample (Quantitative) or Setting and Sample (Mixed)
Participants (Qualitative) or Instrumentation (Qualitative)
Data Collection
Data Analysis
Conclusion

CHAPTER IV: PRESENTATION OF RESEARCH (OR RESULTS)
Introduction
Findings (organized by Research Questions or Hypotheses)
Conclusion

CHAPTER V: SUMMARY, IMPLICATIONS, AND OUTCOMES (OR DISCUSSION)
Introduction
Summary of Findings
Conclusions (organized by Research Questions or Hypotheses)
Discussion
Suggestions for Future Research
Conclusion

9. Appendixes – Optional/depending on focus of PsyD dissertation
   Cover sheet Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1” – Centered on page and double-spaced – (Page Setup – Layout – Page/Center alignment)
   Appendix material Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1”
   Spacing: Depends on nature of Appendix material.
   The heading (for each new appendix) must be IN CAPS, no bolding, and centered both vertically and horizontally on the page, (see sample templates).
   Appendixes are placed just after the main body of document and before the
References section.

- **Note:** Each Appendix MUST begin on a new page with a separate cover sheet showing title and letter (see sample templates).

Typical Appendices to Include:

- APPENDIX A: SITE APPROVAL/AUTHORIZATION LETTER
- APPENDIX B: CONSENT DOCUMENT (DISCLOSURE FORM, CONSENT FORM, ETC.)
- APPENDIX C: RECRUITMENT MATERIAL (RECRUITMENT FLYER, RECRUITMENT EMAIL, ETC.)
- APPENDIX D: EVALUATION INSTRUMENTS (STUDENT CREATED DATACOLLECTION TOOLS – SURVEYS, QUESTIONNAIRES, INTERVIEW QUESTIONS, ETC.)
- APPENDIX E: PARTICIPANT MATERIAL (INSTRUCTIONAL VIDEO, WRITTEN GUIDELINES, ANYTHING THE PARTICIPANT WILL SEE OR HEAR)

10. **References (Required)**

- Margins: Top 1.5”; Bottom 1”; Left 1”; Right 1”
- Spacing: Single-spaced citations; double-spaced between citations, hanging indent style (1 tab [0.5 inch] from left margin).
- The heading must be centered at the top of the page (IN CAPS, not bold).
- Do not split references between page breaks; keep together (to keep together, go to “Format,” then “Paragraph,” then “Line and Page Breaks,” and click box next to “Keep with next.”)
- Title this section REFERENCES, all uppercase.
Heading Levels in APA Style (7th Ed.)

(APA style provides for up to five heading levels, shown in the table below.)

*APA Style Headings: 7th Edition, Sec. 2.27, pp. 47–49*

<table>
<thead>
<tr>
<th>Level</th>
<th>Format</th>
</tr>
</thead>
</table>
| 1     | Centered, Boldface, Title Case* Heading  
Then your paragraph begins below, indented like a regular paragraph (1 tab [0.5 inch] from left margin). |
| 2     | Flush Left, Bold, Title Case Heading  
Then your paragraph begins below, indented like a regular paragraph (1 tab [0.5 inch] from left margin). |
| 3     | Flush Left, Bold Italic, Title Case Heading  
Your paragraph begins right here, in line with the heading, (1 tab, 0.5 inch, from left margin). |
| 4     | Indented (1 Tab [0.5 Inch] From Left Margin), Bold, Title Case Heading, Ending With a Period.  
Your paragraph begins on the same line as the heading. |
| 5     | Indented (1 Tab [0.5 Inch] From Left Margin), Bold Italic, Title Case Heading, Ending With a Period.  
Your paragraph begins on the same line as the heading. |

*“Title Case” refers to blending uppercase and lowercase as in the heading examples above.

Additional notes regarding APA Level Headings:

You may include consecutive paragraphs with their own headings, where appropriate.

When using headings, don’t skip levels. If you need a heading and subheading with no text between them, just start the subheading on the next line.
Sample Figure

Figure 1

*Add Figure Title in Italics Above the Figure and Without a Period (Full Stop)*

![Sample Figure](image)

*Note:* Place all figures within the body of the document where (or near where) they are first mentioned. You have the option to use JPEG images as figures. Include a numbered caption for each figure, as in the example above. **We do not use all aspects of APA regarding figures, so please refer to the example above** to format figures in your document. The primary difference is that we single space figure notes as opposed to the APA preference of double spacing them. For more information about APA figure formatting, please consult the *Publication Manual of the American Psychological Association, 7th Edition*, Secs. 7.1–7.7, pp. 195–199; 7.22–7.36, pp. 225–250.
Sample Table

Table 1

*Add Table Title Above the Table, in Italics, Without a Period (Full Stop)*

<table>
<thead>
<tr>
<th>Row Head</th>
<th>Column Head</th>
<th>Column Head</th>
<th>Column Head</th>
<th>Column Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>123</td>
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</tr>
</tbody>
</table>

*Note.* Place all tables for your paper within the main body of the document where (or near where) they are first mentioned. Start a new page for each table, include a table number and table title for each, and number them sequentially (i.e., Table 1, Table 2, etc.). All explanatory text appears in a note like this one, placed below the table.

- Tables in APA format use single spacing. Include a heading for every row and column, even if the content seems obvious. To insert a table, on the Insert tab, click Table.