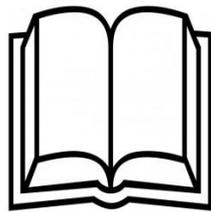# Clinical Psychology Doctoral Program
Psy.D.

Dissertation Handbook

AY 2015-2016

Last Updated: **Feb 3, 2016**

Clinical Psychology Doctoral Program

Dissertation Handbook

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PREFACE

The *PsyD Dissertation Handbook* is a resource for planning and completing your PsyD dissertation, including what it takes to have your proposal and dissertation reviewed and approved. Please use it together with the resources available from the CIIS Library and the Center for Writing and Scholarship (CWS). Consult regularly with your Dissertation Chair for domain specific resources.

There are many books and guides available to assist you at every phase of the dissertation process. This *Handbook* focuses on what is unique to the process at CIIS and does not attempt to duplicate what is covered in such sources as those described below.

- The most recent edition of the APA Style Manual is your indispensable guide to editorial style and formatting (as cited below). You can find some useful resources beyond the manual itself on the APA web site here http://www.apastyle.org/

  APA (2009). *Publication manual of the American Psychological Association, 6th ed.* Washington, DC: American Psychological Association.

- For CIIS dissertations (including some required exceptions to APA style), see the CIIS Requirements for Dissertations in APA format posted online at:

  http://library.ciis.edu/information/dissertation.asp

- For other helpful guides to writing dissertations see **Appendix A**

- For a list of all required forms for the dissertation process see **Appendix B**

CIIS Library Resources

The CIIS Library and its website (http://library.ciis.edu) have extensive resources for researching the literature of psychology and related fields, both online and in print. You should become familiar with searching PsycInfo, the APA's core database in your field. If you are not already comfortable with using this major professional tool, schedule an appointment with one of the CIIS reference librarians (email: askref@ciis.edu) for a personal orientation. Please also take full advantage of this service for advice on searching the literature relevant to your dissertation topic. CIIS has access to other important web-based resources, including: ProQuest Dissertations and Theses (dissertations on all topics, from nearly all U.S. colleges and universities); Mental Measurements Yearbook (for reviews of psychological tests); and Sociological Abstracts (for the related literatures of social work and sociology). Though the CIIS Library webpages offer access to over 6000 journals online (see "CIIS Journals" link from http://library.ciis.edu), it's common for dissertation-level research to involve resources from different libraries. Make good use of interlibrary loan services from the CIIS Library to access articles and books outside our own collections.

Center for Writing and Scholarship

In addition to filing the final copy of your dissertation the Center for Writing and Scholarship, it is an invaluable resource to help you with writing throughout your dissertation completion process. CWS offers 50-minute individual consultations, weekly peer writing groups, and skill-specific workshops. You can find more about CWS on the CIIS web site (www.ciis.edu/Academics). You can also find CWS on the MyCIIS portal, where you can schedule an appointment, download useful handouts, and locate the most recent schedule of writing workshops.

DISSERTATION OVERVIEW

Dissertation Learning Goals and Objectives

The dissertation must address a clinically relevant and clearly defined issue, question, or problem that warrants doctoral-level study. A clinically relevant and clearly defined issue, question, or problem is one that relates to the theory and/or practice of clinical psychology. To establish its significance, the issue, question, or problem must be placed in the context of established theory and/or previous research. All dissertations must discuss clinical, conceptual/theoretical, and cultural/social implications of the findings.

The PsyD dissertation ensures that the doctoral student possesses the necessary scholarly abilities to understand, evaluate, organize, synthesize and present psychological literature. On a broader level, it stimulates the student to apply scholarly information to clinical work, and conversely, to learn about such issues through clinical work. Accordingly, the dissertation process and product addresses the following core competencies:

- Understanding of scientific foundations and scholarship in clinical psychology
- Knowledge and ability to engage in scholarly research methods and evaluation
- Sensitivity to ethical and multicultural issues in conducting research

Through participation in research-related coursework and the dissertation process, students are expected to:

A. Develop reflective capacity in the area of research and scholarship through:

- effective participation in *professional discussions* of complex ideas and research.
- capacity to acquire, logically organize, and interpret information pertaining to a particular scholarly topic, problem, or argument.
- ability to *write* about complex ideas and research in a professional and nuanced manner.

B. Demonstrate advanced research skills:

- Be able to identify effectively and to access *appropriate scholarly resources* that would allow critical analysis and evaluation of one's own research and those of others.
- Develop solid familiarity with *statistical procedures* used in psychological research (e.g., become familiar with the use of SPSS or other data analytic software as tools for data analysis).
- Effectively use *qualitative research* methods and data reduction procedures.
- *Produce* a piece of scholarly research with potential contribution to psychology.

C. Demonstrate knowledge and sensitivity to the:

- *impact of culture and diversity* on theoretical constructs, principles, methodologies, and other aspects of research and scholarship.
- *ethical principles and professional standards* in connection to theoretical constructs, principles, methodologies, and other aspects of research and scholarship.

D. Become effective and lifelong consumers of research as indicated by the ability to *reflect critically* on the scholarship in the field of psychology and on its clinical applications.

Learning objectives and milestones associated with each year of the dissertation process are described in Table 1 below.

Table 1. CIIS PsyD Program Dissertation Objectives and Milestones by Year in the Program

Year	Learning Objective	Milestone/s
G-1	Demonstrate the ability to assemble, evaluate, and integrate literature on a topic pertinent to clinical psychology	Pass the G-1 Integrative paper
G-2	Develop viable research questions; choose research methods appropriate to research questions; demonstrate understanding of ethics and multicultural issues involved in research; show capacity to successfully incorporate professional feedback into one's writing, reasoning, and knowledge base	Pass Dissertation Seminar, complete Research Sequence and Dissertation Seminar courses, pass the G-2 Research Benchmark, secure a Dissertation Chair, formulate dissertation topic, question/s, and methodology
G-3	Present the dissertation project effectively and appropriately for initial review and approval, address ethical concerns through the proposal and review by the Human Research Review Committee (HRRC), engage in ethical subject recruitment and informed consent process, begin sound data collection (if collecting data), demonstrate ability to follow methodological processes and procedures independently and accurately	Produce a fully approved initial proposal, produce a fully approved HRRC proposal, and start data collection (if collecting data) or literature review (if conducting a theoretical project)
G-4 and G-5	Engage in appropriate data analysis if project is empirical OR participate in appropriate and well-reasoned synthesis of literature if project is theoretical; demonstrate ability to discuss clinical, conceptual, theoretical, cultural, and social implications of findings; demonstrate ability to write on a professional level.	Produce a fully approved final dissertation manuscript, successfully complete oral defense of the final dissertation

Dissertation Timeline

This timeline is written for *a full-time student who has planned a five-year degree program and who wishes to be eligible to apply for internships in the Fall of the G-3 year*. Goals and dissertation support resources (e.g., coursework and workshops) are listed under each semester. It is expected that the G-1 year is a preparation year and that the core writing of the Initial Proposal will occur in the G-2 year. Students will complete the Initial Proposal and have it approved by their Chair in early Fall of the G-3 year, in time to apply for internships in that semester (the earliest application deadline is typically at the end of October). Final approval by External Reviewer and Human Research Review Committee (HRRC) follows either that semester or early in the Spring semester of the G-3 year. These guidelines assume that the student is progressing well in the program. This is broadly defined as not having been on academic probation or academic warning status, completing expected course work commensurate with year level in program, and completing and passing the G-1 Integrative Paper and the G-2 Research Competency Exam. The timeline notes the remediation to be followed when a particular goal is not met in a timely manner.

PSYD DISSERTATION Year 1 (G-1)	
Fall	Participate in mandatory Professional Development Workshops on library resources, Center for Writing and Scholarship (CWS), and the process of choosing a subject for the G-1 integrative paper (i.e., likely dissertation topic).
Spring	Choose dissertation topic and have this topic approved by your Academic Advisor. Write a preliminary literature review on that topic for G-1 integrative paper (see PsyD Student Handbook for description of the integrative paper). Use CWS, library, and professional development workshops to complete the G-1 paper.
Summer	Students who fail the G-1 integrative paper, in terms of either content or form, participate in mandatory remedial work at CWS and resubmit the paper at the beginning of the Fall semester. Failure to pass the G-1 paper the 2nd time results in student's placement on Academic Probation.

PSYD DISSERTATION Year 2 (G-2)	
Fall	Dissertation Research Seminar I (PSY 6998). Goals for this seminar are to frame and refine a research question or questions within the chosen topic and to refine and supplement the literature review from the G-1 so that it functions well as an argument for the research question. Students should begin meeting with core faculty to discuss their research and secure a Dissertation Chair. Students must have an agreement with a Chair by the end of the semester. If your Chair is not the same person as you Academic Adviser, please make sure to submit a Change of Adviser form to the main PsyD office. G-2 students must attend all dissertation related Professional Development Workshops. In the Fall and Spring of the G-2 year the Research Design and Statistics sequence is required (PSY 5401/5401L and PSY 5402). These courses are integral to the process of framing a research question and choosing a methodology for that question. Students who fail to reach these goals must take the Spring elective dissertation seminar (PSY 6999).
Spring	If you did not succeed in PSY 6998, take PSY 6999 Dissertation Research Seminar II. The G-2 Research Benchmark takes place in PSY 5402 Research Design and Statistics II at the end of the Spring semester. It includes a multiple choice examination of student knowledge of research design and statistics. By the end of the Spring semester students are also expected to formulate the dissertation research question and proposed methodology. Support for this goal includes dissertation-related courses (PSY 6998, PSY 6999, and PSY 5402) and mandated Professional Development Workshops. Students who are unable to pass the G-2 Research Benchmark are allowed to retake the Benchmark examination once (failure to pass this milestone the 2nd time results in Academic Probation). Students who do not succeed in PSY 6999 are required to work with their academic adviser (or Dissertation Chair if one has been secured) by taking Proposal Writing Independent Study (PSY 7000).
Summer	Students who pass the G-2 benchmark and Dissertation Research Seminar/s finalize an agreement with their Dissertation Chair, finish proposal and get approval of proposal from the Chair to be eligible for internship application in the Fall.

PSYD DISSERTATION Year 3 (G-3)	
Fall	Students who have a Chair and an approved proposal submit proposal for External Review, which is the final stage of proposal approval. This can also be done in the Spring semester of the G-3 year. The process of choosing an External Reviewer and submitting the proposal for approval is described in detail in other sections of this Handbook. Students should be aware that the External Review process, starting with choosing the reviewer and ending with the student's response to the Reviewer's comments on the proposal, may take up to 6 weeks to complete. Students who do not have an approved proposal must take Proposal Writing Independent Study (PSY 7000) with their Chair.
Spring	Students who do not complete a proposal after the second semester of PSY 7000 Proposal Writing Independent Study will receive an NS grade (not satisfactory); two NS grades will place them on Academic Probation. Those who fail the second semester of proposal writing will also be required to take the "How to finish your dissertation" series from CWS.
	Students who have an approved Initial Proposal that has also passed External Review may begin to register for the Dissertation Research series (PSY 7901/7902/7903), taken as an independent study with their Dissertation Chair.
	Students have the option of delaying the start of the Dissertation Research series, with the approval of their Dissertation Chair, until after they have completed internship. Please note that once a student has begun taking Dissertation Research courses, he or she must continue registering for it, or for Dissertation Continuance after the 3 semesters of Dissertation Research have been taken, until the dissertation is completed and approved, with the exception of summer semesters.
Summer	Advance to Candidacy (required) and complete as much of the dissertation as possible before starting internship.

PSYD DISSERTATION Year 4-5 (G-4/5)
Dissertation Research I (PSY 7901): HRRC approval, recruit subjects, start gathering data Dissertation Research II (PSY 7902): gather data, complete data analyses (for theoretical dissertations – complete synthesis of the literature) Dissertation Research III (PSY 7903): write up results and discussion Dissertation Continuance (if necessary, PSY 9999). Failure to meet goals associated with a Dissertation Research course will result in a grade of NS for that semester and having to retake this course. Two NS grades will result in Academic Probation (see the PsyD program Student Handbook for more information on remediation and Academic Probation). You must register for dissertation during each regular academic term, excluding the summer term, until the dissertation is completed. Students who have completed all the work on their dissertation and have also met all other requirements for graduation but who missed the deadline set for dissertation defense for that semester will not be able to graduate at the end of that semester. Their graduation will be postponed till the following semester, and they may be eligible to register for REG 700 Registration Maintenance course during that semester (please see CIIS Catalog, General Information and Policies Section, for more information about Registration Maintenance requirements).

When you have a final draft of your dissertation, take the following steps to complete the process of dissertation approval. All of these steps are described in more detail in this Handbook:

• Consult the dissertation deadlines posted on MyCIIS or the CIIS Library website.
• Once your Chair approves the dissertation, send the dissertation manuscript to your External Reviewer with accompanying review and approval forms.
• Address the External Reviewer's feedback, making changes in the dissertation where necessary.
• Schedule a dissertation defense, in compliance with the published deadlines, with your Chair and External Reviewer. Send final drafts of the dissertation to both committee members prior to the defense.
• Submit dissertation manuscript to CIIS-approved technical reviewer.
• Notify the PsyD program office ahead of time of the date and time of your defense so that it can be publicized and so that staff can help you schedule a room. Your friends are welcome to attend your defense!
• Once the dissertation is signed off by the Chair and External Reviewer, submit the dissertation and required forms to the PsyD Office for review and approval.
• Submit the dissertation to CWS by the final deadline.
• Celebrate!

DISSERTATION ADVISING

Dissertation Advising before the Formation of the Committee

In the G-1 year the student will be choosing a dissertation topic and demonstrating his or her ability to write an integrative, evaluative literature review. The Academic Advisor assigned by the program and specialized workshops offered by the program, the Library, and the Center for Writing and Scholarship will support this phase. In the beginning of the G-2 year the Academic Advisor and the Instructor of the Dissertation Seminar support the process of developing the proposal. In the Spring semester of the G-2 year responsibility for dissertation advising moves to the Dissertation Chair.

Choosing a Chair

CIIS PsyD dissertation committees ordinarily have two members, the Chairperson and the External Reviewer. Both committee members must hold either a PhD or PsyD degree. The Chair must be a core faculty member in the PsyD Program, and there are no exceptions to this policy. The Chair is the person with whom you work most closely and holds all final decision-making authority. In the Fall semester of the G-2 year a student should start having conversations with Core Faculty about their dissertation topic in order to discover who among the Faculty may be interested in supervising their dissertation research (see Appendix D for more information about PsyD Core Faculty research interests). The instructor of the Dissertation Seminar will help guide students through the process of finding a Dissertation Chairperson.

Among the points to keep in mind when selecting a committee chair is compatibility of working styles. Some students like to work as independently as possible and will consequently be comfortable with a laissez-faire chair with whom there is minimal necessary contact and supervision. Other students need ongoing support, structure, and feedback and should find a chair who can provide more active guidance. Please note that, regardless of your preferences for advising style, when you are registered for dissertation units with a particular faculty member, there is an expectation that the student and his or her Chair have a clear professional agreement as to their communications, commitments, and meeting schedule. Per CIIS policies, Dissertation Chairs are required to contact the student at least once each semester even if the student has not initiated contact.

Choosing an External Reviewer

The External Reviewer (ER), a non-Institute committee member, serves as an objective reader of the proposal and dissertation. The external reviewer does not play an interactive role in proposal development or data analysis; the external reviewer's role is to independently evaluate and provide written feedback on the proposal and, later, on the final dissertation manuscript, and then to participate in the dissertation defense. Students have no ongoing contact with the reviewer, and it is inappropriate to consult with the external reviewer at any time along the way.

Persons in a possible conflict of interest position are ineligible to serve as External Reviewers. Examples of this situation are your personal therapist, business associates or coworkers, employer (including a licensed psychologist to whom you report as a psychological assistant), employees, supervisors, course instructors, fellow psychological assistants, friends, or relatives. If the status of a committee member changes in such a way as to make membership on the committee

inappropriate, secure a replacement, confirm approval of the change with the Dissertation Chair and (if this is someone outside of the approved list, Program Chair), and submit a new Committee Membership Approval and Change of Advisor forms with all the required signatures to the main PsyD Office.

The simplest way to choose an External Reviewer is to consult the list of already approved ERs maintained by the program and contact those reviewers on the list who state that they have expertise in the area of your topic. This list is provided in Appendix E of this handbook and on the program's internal portal on MyCIIS. If none of the individuals on the approved list is available or appears not to be a match for your project, please work with your Chair to find an External Reviewer who meets your needs and the program's criteria. The proposed external reviewer must have demonstrable expertise in the content and methodology of your dissertation, as evidenced by publications, presentations, contracts, teaching, and/or research in the dissertation area. External reviewers must meet the program's criteria for appointment as an associate professor (e.g. holds a doctorate in psychology, has five years of teaching experience). It is also desirable that he or she have experience working on doctoral dissertations. All new External Reviewers must be approved by the Program Chair, who reviews the prospective candidate's CV and a brief rationale (written by you and/or your Dissertation Chair) as to how this individual meets program's criteria and why he/she is a particular match for your dissertation.

<u>After your External Reviewer is in place</u>, communications between you and the ER should be limited to coordinating forms and mailing only. All evaluation is done in writing. You are not permitted to verbally discuss the review (evaluation) of your dissertation with the reviewer. You may speak with them to follow up on evaluation deadlines only. If there are any disagreements or lack of clarity, your Chair may speak with the reviewer. If the Chair and the ER disagree, the Program Chair can be contacted to mediate. The reviewer has 30 days for the review of the initial proposal and 30 days to review the final dissertation manuscript.

Changing Committee Members

Changes in committee membership (Chairperson or External Reviewer) are unusual events that <u>always</u> require the approval of the Program Chair. Change of External Reviewer must be reflected in your student file and dissertation committee forms. Dissertation Chairs who are no longer part of CIIS faculty usually continue to serve as Chairs. Changes in Chairs for other reasons are rare, and a petition for doing so should present compelling reasons. Please inform the PsyD Office of the change in your dissertation committee composition and make sure to file a new Committee Membership Approval and Change of Advisor forms with all the requisite signatures. Students are reminded that program policies do not change when the Dissertation Chair is changed, and that a new Dissertation Chair will not reverse decisions made by the previous Dissertation Chair.

DISSERTATION POLICIES

Dissertation Format and Style: APA

APA's style governs not only writing style, but also such formatting issues as how to set up a table, proper citation format, the required information for citations (including webpages), and the look of each level of heading used to organize your text. Become familiar with the latest edition of the *Publication Manual*. The CIIS Requirements for Dissertations in APA format, posted online at https://my.ciis.edu/ICS/Academics/Center_for_Writing_and_Scholarship.jnz, gives detailed pointers to those sections of the current *Publication Manual* that are commonly relevant to dissertations. In a very few cases, the CIIS Requirements differ from the *Publication Manual*; in those cases the CIIS Requirements take precedence.

It is in your best interest to use APA style and format according to the CIIS Requirements for Dissertations throughout the various drafts of your dissertation. Refworks, a bibliography and citation management tool licensed for the CIIS community and linked from the Library website at http://library.ciis.edu/resources/index.asp may be helpful in this process.

Your committee has the responsibility of monitoring your compliance with APA format, and will also be very helpful to you on issues such as clarity and organization, in addition to content. You should take their editorial suggestions seriously.

As a grammar text, the *APA Manual* is far from comprehensive, but it nevertheless does an excellent job of covering points that seem to give students the most trouble. Some of the rules are fairly universal today; others take a specific position whereas several forms are acceptable among grammarians (e.g., a comma after the penultimate item in a series). As a style manual, it has a distinctly modern flavor, owing primarily to its emphasis on economy and a minimum of embellishment.

The final copy of your dissertation must also conform with formatting unique to the requirements of University Microfilms International, which adds to the complexities of preparation. The CIIS-approved technical reviewer for your dissertation will insure that your manuscript complies with all of the necessary formatting requirements.

Academic Integrity Policy

The dissertation is an independent scholarly contribution to knowledge and present research. The student must be the sole author of the manuscript with the dissertation demonstrating a sense of originality in that it does not duplicate someone else's work and is a product that has been conducted while enrolled in the program (not used to obtain another degree). Reproducing another's work and submitting it as one's own work or without acknowledging the source is called "plagiarism," or stealing the intellectual property of another, which is the antithesis of scholarly research. Any use of others' ideas or others' expression in any medium without attribution is a serious violation of academic standards. If confirmed, plagiarism subjects a student to disciplinary action.

Violations of academic dishonesty in the context of the dissertation will be handled by the dissertation course instructor, who will also forward an account of the incident to the Program Chair. Serious violations will be brought to the immediate attention of the Academic Vice-President, who

may convene a committee to review the situation and/or take appropriate disciplinary action. A detailed CIIS Academic Integrity Policy is available on the main CIIS web site under the Academic Policies and Procedures Section http://www.ciis.edu/Academics/Policies_and_Procedures.html.

Use of Statistical and Editorial Consultants

You may not use any outside consultant without the consent of your Dissertation Chair. It is permissible to have someone do your data entry, just as you may have someone do your typing. It is not permissible to have statistical or computer consultants do your analyses, nor tell you what to do with your data, just as you may not have editorial consultants do the actual writing of your dissertation. You are responsible for your data collection, analysis, and interpretation of results, and will need to defend them in the dissertation and at the final oral defense. Please refer to the APA ethical standards on "Authorship".

Use of Copyrighted Material

With respect to the quotation of copyrighted material, you may not need permission from the copyright owner for quotations of reasonable length—up to about 150 words—which are clearly in the interest of scholarship and criticism. If you quote extensively from the same author, however— particularly fiction, poetry, or criticism—or if you want to reproduce tests, charts, tables, or similar copyrighted materials, you must write to the copyright owner, describing your intended use of the material and requesting permission to include it in your dissertation. As mentioned in the section on confidentiality, you will need a permission letter to reprint a significant portion of any creative work – which for these purposes has been defined as one graphic image (e.g., one figure from a published work or one picture on the web), one poem (even if published in a collection), lyrics from one song, etc. For a model, see the sample permission letter linked from http://library.ciis.edu/information/dissertation.asp . Likewise, you will need a letter of permission to reprint if you include an unpublished test or instrument (commercially published instruments, of course, follow the publisher's instructions regarding reprint). For your own protection, a statement listing such materials should be included in your Acknowledgments. The statement should indicate that permission has been granted for their use and should give the source of the permission. Copies of letters granting permission, finally, should be included in an appendix.

BEGINNING THE DISSERTATION PROCESS

Choosing a Topic

Ideally you will choose a topic in the Spring semester of your G-1 year and review the literature on that topic for your G-1 paper. Choose a topic that is meaningful to you. Also consider the manageability of the topic. For example, reviewing all of the literature on the effectiveness of all approaches to psychotherapy is not a manageable topic for a single researcher, while reviewing the literature on the effectiveness of one approach probably is.

Refining the Research Question

Dissertation Research Seminar I (PSY 6998), which for a full time student is taken in the Fall of the G-2 year, will help you conceptualize and refine a viable research question. To determine if a research question is viable, consider these four issues: 1) Is there support in the psychological literature for this question? 2) Has the question already been answered? If it has, is there some important reason to ask it again or in a different way? 3) Is there a reason (or reasons), from the point of view of the clinical psychologist, to care about the answer to this question? 4) Is this question doable by you? What resources do you think you will need?

Choosing a Method

The Research Design and Statistics course sequence will be quite useful in giving you the necessary background for choosing the method (see PsyD Student Handbook for more information about this course sequence). The instructor of the Research Design Statistics series of courses, the instructor of the Dissertation Research Seminar I, and your Dissertation Chair will guide you in your decisions concerning method. Your methodology should fit the research question and must be defensible. The research question dictates choice of method and not vice versa. Method follows from the question.

Some questions require data collection and analysis, while others may be answered through a synthesis of literature. Consequently, the PsyD dissertation may be one of two general types: empirical or theoretical. Empirical studies may be quantitative, qualitative, or mixed design. Examples of such studies are phenomenological or grounded theory qualitative studies collecting narrative data with a minimum of 8 participants, studies using archival or historical data, survey studies, meta-analytic studies, intensive case studies with development of a clinical/conceptual model, structured observation studies with development of a clinical/conceptual model, experimental and quasi-experimental designs, and program evaluations. Please see **Appendix C** for examples of commonly used methods in our program.

Theoretical studies are closely and carefully reasoned efforts to synthesize existing theory and research in order to propose a new and original way of explaining, organizing or understanding human behavior. Theoretical studies should include an extensive, critical review of the existing literature, a proposed model for understanding the literature, and a discussion of implications for the field of clinical psychology. A synthesis of literature may also be used to propose and design a new clinical program or intervention.

Types of Dissertations Approved by the PsyD Program

- Quantitative Studies
    - Group designs (e.g., cross-sectional surveys)
    - Experimental
    - Correlational or quasi-experimental
    - Cohort designs
    - Archival or original data collection

- Quantitative single or multiple case designs
    - N of 1 research (c.f. Kazdin, 2003)
    - Time series designs

- Qualitative Designs
    - Ethnography
    - Grounded Theory
    - Phenomenological Analysis
    - Heuristic Analysis
    - Narrative Analysis
    - Participant Observation
    - Multiple Case Study

- Mixed Quantitative and Qualitative Design

- Outcomes Studies and Program Evaluations

- Synthesis of Literature resulting in new conceptual model and/or theory

- Synthesis of Literature resulting in new clinical program or intervention design

Please check with the Dissertation Research Seminar instructor and/or you Dissertation Chair if you dissertation design does not appear on this list. Also see **Appendix C** for books and articles that describe these formats as well as useful references to dissertations and journal articles that are models of each method.

Initial Dissertation Proposal Outline

The Initial Proposal consists of chapters 1-3 of the dissertation: Introduction, Literature Review, and Methods. The length of your proposal and the outline for your completed dissertation are matters appropriate to your specific dissertation and should be developed in consultation with your Chair. Initial proposals must be consistent with the most recent edition of the APA Style Manual (6th edition http://www.apastyle.org) and include the following:

Title Page

    Full title of proposal (maximum length: twelve words)

    Name of investigator

    Institutional Affiliation

Table of Contents

(In the Table of Contents and in the Proposal itself, use the following chapter and section designations)

Chapter I. Introduction

- Statement of the Problem: What's the research question, specifically?
- Historical, professional, and social context of the study: Why do we care about this?
- Definition of major constructs, as they are used in the present research.

Chapter II. Review of the Literature

- Address the theory and research that gives context to and supports your definition of the problem.
- Clarify and link together the literature that provides the rationale/argument for your Research Question(s).
- This chapter should end with the research question(s) stated as questions.

Chapter *III. Method*—written in future tense

The outline this chapter depends on the type of dissertation you have chosen to do (see above for dissertation types). The first outline below is for empirical studies, whether quantitative or qualitative. The second outline is for a synthesis of literature resulting in a new conceptual model and/or theory. The third is for a synthesis of literature resulting in a new clinical Program or Intervention Design.

Outline #1—Chapter 3 for empirical studies

- General description of method and brief discussion of why this approach is appropriate to the research question.
- Participants—sample size and inclusion and exclusion criteria (this includes a rationale for including and excluding prospective participants).
- Instruments—include descriptions of a screening questionnaire and/or interview for selecting participants and all instruments for collecting data (make sure to give the reader a sense of what those instruments measure; if this is an established/published measure, please make sure to discuss its reliability and validity).
- Procedures—begin with recruitment step by step through data collection. This should include procedures related to insuring informed consent and should be written with clarity that would support future replication.
- Data analysis – describe the proposed analytical/statistical procedures that will be used in this project.
- Limitations (this section will eventually be used for the Discussion Section of the final proposal).

Outline #2—Chapter 3 for theoretical dissertations

- General brief description of synthesis of literature as a way of developing theory.
- Use of literature.
  - o How will literature be identified as relevant—include known categories and the possibility of discovering unpredicted connections and sources?
  - o How will the review be conceptually or thematically structured?
  - o How will literature be analyzed?
- Nature of probable results—For example, are you intending to develop a new theoretical system, to demonstrate new connections between existing systems, or to refine and enlarge existing concepts?
- Limitations (this section will eventually be used for the Discussion Section of the final proposal).

Outline #3—Chapter 3 for program/intervention design

- General brief description of synthesis of literature as a way of developing a new clinical program or intervention.
- Use of literature.

      o How will literature be identified as relevant—include known categories and the possibility of discovering unpredicted connections and sources?
      o How the review be structured?
      o How will literature be analyzed?

- What aspects of the new program or intervention will be proposed?
- How will the new program or intervention be reviewed?
  - Credentials of reviewers.
  - Criteria and instruments of review.
  - Incorporation of results of review into proposed design.
  - Limitations (this section will eventually be used for the Discussion Section of the final proposal).

IV: References

V: Appendices—include supporting materials, such as:

- Recruitment flyer and/or letter.
- Informed Consent Form and any other materials that are part of the Human Research Review.
- Demographic sheet or questionnaire.
- Interview protocol and questions.
- Research instruments (permission for re-publishing instruments may need to be obtained).
- Permission letters for use of copyrighted materials.

Approval of the Initial Proposal

By Dissertation Chair.

When you have a complete draft of your proposal, submit it to your Dissertation Chair for the initial stage of approval. You must submit an Initial Proposal Approval by Chair form to be eligible to submit internship applications. Please keep in mind that you need to work actively with your Chair to achieve a draft that is acceptable to him or her.

By External Reviewer.

The next stage of proposal approval is external review. Once an External Reviewer has been recommended, approved, and has agreed to participate in the dissertation process, your Dissertation Committee has been officially formed (see Committee Membership Approval Form). After the Dissertation Chair deems the proposal ready for external review, the External Reviewer receives the proposal and completes the review and evaluation form that asks the reader to comment on the literature review, hypotheses, and methodology within a 30-day period. The External Reviewer provides copies of the review to the student and the Dissertation Chair, who make sure completed forms are appropriately filed by the main PsyD office. Please keep in mind that the External Reviewer is a constructive critic of your work and NOT an ongoing consultant who can provide you with assistance as needed.

In the review and evaluation process of both the proposal and the final dissertation, the External Reviewer may request changes ranging from minor editorial amendments and/or clarifications to substantial reworkings of literature review, methodology, and/or discussion and conclusions (in the case of the dissertation). The student, in consultation with the Dissertation Chair, is expected to address all comments made by the reviewer. If substantial modifications are requested, the Dissertation Chair may confer with the External Reviewer for clarification. If agreement cannot be reached between the Dissertation Chair and the External Reviewer, the Dissertation Chair and

Program Chair may confer. The Dissertation Chair has final authority on the dissertation. If the External Reviewer does not accept the Dissertation Chair's decisions, the Program Chair may appoint a new External Reviewer for the proposal and/or the dissertation or require that the recommended changes be made. Once the External Reviewer's concerns have been addressed, the Dissertation Chair will sign off on this step using the Initial Proposal Approval Tracking form. This approval of the proposal indicates that you have a viable study that meets the standards of scholarship and scientific sophistication appropriate to the degree. The proposal, once approved, is regarded as a contract. In particular, it protects you from demands for changes in design or instrumentation after its approval. By the same token, it is binding on you. If you want to make significant changes after the proposal is approved, you must get permission from your Dissertation Chair in advance.

By the Human Research Review Committee

All research involving human participants completed under the auspices of CIIS must be approved, before data gathering begins, by the Human Research Review Committee (HRRC), which is CIIS's Institutional Review Board (IRB). This review is done to ensure that the research conforms to the principles of ethical research articulated by various professional organizations, including the American Psychological Association and the U.S. Department of Health and Human Services. HRRC is concerned with protecting participants from physical, psychological, and social harm, and with protecting their rights to privacy and informed consent. Failure to obtain HRRC approval before proceeding with recruitment, data collection, or treatment of participants is sufficiently serious to warrant disciplinary action. HRRC proposals must include documentation and signatures confirming that Initial Dissertation Proposal has successfully undergone the External Review process. HRRC applications are accepted by the first of every month except for the months of January and August when the Committee does not meet. The most recent copy of the HRRC Handbook and application packet can be found on the MyCIIS portal for our program.

FINISHING THE DISSERTATION

After your proposal is fully approved by the Dissertation Chair, External Reviewer, and HRRC (if your study requires human subjects), you will follow the procedures outlined in the Method chapter of your proposal. Your Dissertation Chair is your supervisor and main support in this process. The Center for Writing and Scholarship https://my.ciis.edu/ICS/Academics/Center_for_Writing_and_Scholarship.jnz and CIIS reference librarians http://library.ciis.edu are also wonderful resources for completing your final dissertation. Your Chair approves drafts as you produce them and the two of you will come to an agreement as to when the dissertation is complete. Then the final draft of the complete dissertation is forwarded to the External Reviewer.

Dissertation Committee Meetings

In general, during the PsyD dissertation process at CIIS, the only time that the student, the Chair, and External Reviewer meet face-to-face is at the final dissertation defense. Group meetings other than the defense are not required, though the chair and external reviewer may confer for clarification and to assure a smooth evaluative process. Note that well-planned conference calls for the dissertation oral defense are permitted. It is the student's responsibility to coordinate the conference call and to provide both committee members with materials to have at hand during the defense. Standards are the same whether the defense is face-to-face or via phone conference.

Final Dissertation Outline

Title

Give careful thought to your title and to keywords on the University Microfilms document; these are all that will be accessible to computer searches. Limit your title to a maximum of 12 words (*APA Publication Manual* standard). Dispense with redundant phrases such as "A Study to Determine the Effects of . . ." or "An Experimental Investigation of . . ." Avoid burdening the title with cumbersome details, but do not sacrifice specificity for brevity. For good models of titles of written research presentations in psychology, review some current journals and examine the titles of articles for style, conciseness, and clarity. The title must reflect the central thrust of your investigation and its major variable(s).

Approval Page

See https://my.ciis.edu/ICS/Academics/Center_for_Writing_and_Scholarship.jnz for an example of the approval page.

Abstract

Your committee will have to approve not only the body of your dissertation, but also the abstract for publication in *Dissertation Abstracts International*. The abstract has a limit of 350 words. Write it very carefully, since the abstract is all that most of the world ever will know about your dissertation, and it is the basis on which future scholars will decide whether or not to read the whole document. The abstract must be included in its proper sequence (see later section on Pagination) in the dissertation when it is submitted for the final defense. Your Dissertation Chair's name appears at the top left of the abstract page.

Acknowledgments

Indicate all acknowledgments to individuals and institutions that have made contributions to your dissertation work. You should also acknowledge any permissions that you have obtained to reprint copyrighted material.

Table of Contents

The Table of Contents helps the reader to find various sections and to see the overall structure of the document. You will find it helpful yourself in checking your use of APA heading levels.

Chapter I: Introduction

The Introduction defines the problem in general terms and presents support for the significance of the study and its importance to the field of clinical psychology. You should make the focus of the study clear to the reader early on.

Chapter II: Literature Review

The purpose of the literature review is to lay the groundwork for your definition of the problem and to make an argument for the legitimacy and significance of the research question. In a thoughtful review of the empirical literature, the focus is on critical evaluation and not merely summarizing findings. Interest and coherence are served by organizing around theories or issues rather than articles. It is inappropriate at the doctoral level of scholarship to base one's arguments on secondary sources. Published literature reviews are useful in getting your search process started, but you will need to form your own impressions of the original sources, rather than relying on someone else's evaluation. The *APA Publication Manual* has more specific advice on such issues as citing the same authors repeatedly in the same paragraph and the appropriate use of quotations.

Chapter III: Method

Once the data collection has been completed, the Method chapter is rewritten in the past tense. Otherwise it should be the same as the Method chapter of the initial proposal.

Chapter IV: Results —the following applies to empirical studies. Theoretical dissertations will substitute a Synthesis of Literature for this chapter.

- Demographic characteristics and descriptive statistics for your sample are described first.
- Present one analysis at a time for each research question or hypothesis.
- Present tables and/or figures representing important findings. Be sure to mention and describe them in the text.
- ***No discussion*** or interpretation should appear in this chapter, only data.

Chapter V.   Discussion

- Summarize the findings of the research and state explicitly how the research questions have been answered.
- Compare your findings with previous findings and state how the present findings relate to the literature on the topic.   Were expectations met or not?
- Discuss social and professional implications and connections.
- Discuss limitations.
- Discuss future directions that logically flow from the present findings. What's the next step?
- Conclude the dissertation with a statement of the positive findings or conclusions of the research. .

VI. **References**

The reference section is not a bibliography. The references should reflect an in-depth knowledge of the subject matter relevant to your topic cited throughout the manuscript. Follow the the *APA Publication Manual* for citation requirements.

VII. Appendices

- Recruitment flyer and/or letter.
- Informed Consent Form and any other materials that are part of the Human Research Review.
- Demographic sheet or questionnaire.
- Interview protocol and questions.
- Research instruments (permission for re-publishing instruments may need to be obtained).
- Permission letters for use of copyrighted materials.
- Any data results mentioned in the dissertation that are too detailed to include in the main body of dissertation but might be of relevance to share with readers (e.g., sample of an interview transcript, long multipage data table).

Final Semester Deadlines and Graduation

The CIIS Registrar publishes a timeline of final semester deadlines for registering the graduate, date of defense, due dates for technical review, and due date for first and second presentation of dissertation to Program Director and CWS. The application to graduate is online; see Registrar's tab on MyCIIS for instructions. Important Registrar's forms can be found
https://my.ciis.edu/ICS/Registration/Registrar_Office_Forms.jnz

Final Draft

Your dissertation committee, after reviewing the draft containing all the required sections of the manuscript (as noted in the Final Dissertation Outline above), clears you for the oral defense of the dissertation. Given all the reviews and responses, you should submit the draft of the dissertation to your committee at least three months before the expected date of graduation. You should allow for at least four weeks for the review of your draft manuscript by the Dissertation Chair with the possibility of the need for multiple drafts. It may take the External Reviewer up to four weeks to provide feedback as well. While individual chapters may have been separately reviewed, the entire document may undergo a more comprehensive review, which can take extra time - please be patient and plan accordingly.

Once your dissertation has been cleared by your dissertation committee, your manuscript must be submitted to **a CIIS-approved technical review editor** for technical review. You will have to hire any of the members of CIIS's panel of technical editors for this process (see https://my.ciis.edu/ICS/Academics/Center_for_Writing_and_Scholarship.jnz for contact information on current members). You must use CIIS-approved editor for this final step, *even if you had your own editor to help you with your drafts earlier*. As the cost of the technical review is paid by the student, it is in your interest to send as cleanly-formatted a document as possible to technical review. The technical review is not the same as copy editing; the former focuses on the chosen style format and on formatting issues relevant to publications (e.g., APA style, citations, ProQuest/UMI's publication requirements). It does not include reviewing grammar, English language usage, or content – if you wish to work with a writing / editorial consultant, that is a different matter and must be discussed in advance with your Dissertation Chair (see the section on using consultants above).

Oral Defense

The *oral defense* of the dissertation is ordinarily a public event held on the CIIS campus, and both members of your committee must be present. If you are living outside of California your Dissertation Chair may approve a conference call as an alternative for the in-person defense. In this case, it is the student's responsibility to make arrangements for phone connections. Standards for the conference call are the same as those for an in-person defense. You must notify the PsyD office at least two weeks prior to the event; they can help you with scheduling and announcements. The final oral defense is about 1.5-2 hours long and is structured more like a colloquium to which students and other members of the campus community are invited. Members of the committee may caucus privately, to share impressions and plan the meeting. You typically will present a synopsis of your work, perhaps address what led you to the question as well as how you studied it and what you found.

This presentation serves as a basis for questions and comments, with the examination conducted by your dissertation committee. The final defense is an examination of your scholarship and of the quality of both your research and the written document. Be prepared to discuss all aspects of your research. If you and your committee have done your work, the defense per se is largely educational, and the occasion a ceremonial and celebratory one.

The dual purposes of the final defense, evaluative and celebratory, harmonize if you have done a good job. Do not ask your committee to approve your dissertation for the final defense until you are satisfied that the document is error-free and that you are prepared to defend it. Given the agreement you have with your committee about the scope of your dissertation in the proposal approval, outright failure at the final defense should occur only if the study were not carried out as proposed; conducted with changes that were not approved; or if there were ethical violations, such as faking data, plagiarism, or unauthorized use of a consultant.

As mentioned above, if necessary a conference call may be used in place of a face-to-face dissertation defense. In this case, all elements of a face-to-face defense are retained. The student has an additional responsibility of circulating the Final Approval Tracking Form to the Dissertation Chair and External Reviewer.

Final Approvals and Signatures

At the end of the defense the committee determines if it requires changes to the defended dissertation. If no changes are needed, your committee members sign the Approval Page and the appropriate box on the Final Approval Tracking Form. If minor revisions are needed (Provisional Approval A), the External Reviewer, but not the Dissertation Chair, sign the Approval Page. The Chair stipulates the nature of the revisions on the Tracking Form. If significant revisions are needed (Provisional Approval B), no one signs the Approval Page and the appropriate information is filled in on the Final Approval Tracking Form.

A student needing to make minor changes has 60 days to edit and complete the revisions. The student resubmits a revised and final version of the dissertation to the committee Chair. If acceptable, the Chair signs the Approval Page and the appropriate box on the Final Approval Tracking Form once the dissertation is in its final publishable form.

The student submits the final manuscript and all of the signed paperwork to the PsyD main office for a final review and sign off by the Program Chair.

Filing the Final Copy with CWS

It is the student's responsibility to make sure that the final approved copy of the dissertation is filed with CWS according to the schedule announced by the registrar each year. When filing the manuscript with CWS the student must make sure to provide:

- The dissertation manuscript (unbound) in publishable form;
- The Final Approval Tracking Form with all signatures (sent separately by the Program Office);
- The Approval page with **no signatures**;
- Two copies of the title page;
- Two copies of the abstract;

CWS will not accept the dissertation without all of the necessary paperwork. Please go to https://my.ciis.edu/ICS/Academics/Center_for_Writing_and_Scholarship.jnz to check on the Center for Writing and Scholarship's current requirements. Some may have changed since this handbook was written.

Publication with ProQuest/UMI

Students are required to publish their dissertation through ProQuest/UMI – the publisher of record for U.S. dissertations and theses. It archives these works and makes them available to academic institutions, scholars, and interested readers through publication of the citation and abstract in ProQuest Dissertations and Theses (online), Dissertation Abstracts International, and Master's Theses International, all of which are designed to provide maximum exposure for and accessibility to theses and dissertations. Submission and instructions are available via MyCIIS (log in) Academics Tab for the Center for Writing and Scholarship. As part of publishing your dissertation in ProQuest/UMI, you can use that company's service to act as your agent to register your copyright to that work with the United States Copyright Office.

Appendix A. Helpful Books About Writing Dissertations

APA (2002). *Ethical principles for psychologists and code of conduct*. Washington, DC: American Psychological Association. This is the official source on these issues. It is organized as a discussion of principles with illustrative examples, rather than a set of rules.

Strunk, William and White, E. B. (1999). *Elements of Style*, 4th edition. Longman.

Silvia, Paul (2008).How to Write a Lot: A Practical Guide to Productive Academic Writing. Washington, DC: American Psychological Association.

Rudestam, K. E. and Newton, R. R. (2007). *Surviving your dissertation: a comprehensive guide to content and process*. Newbury Park, CA: SAGE Publications. CIIS Library LB 2369 .R83

Cone, J. D. and Foster, S. L. (1993). *Dissertations and theses from start to finish: psychology and related fields*. Washington, DC: American Psychological Association. CIIS Library BF 76.5 .C645 1993

Locke, L. F. and Silverman, S. J. (2000). *Proposals that work: a guide for planning dissertations and grant proposals*. 4th edition. Thousand Oaks, CA: Sage Publications. CIIS Library Q 180.55 .P7 L63 2000

Bolker, J. (1998) *Writing your dissertation in fifteen minutes a day: a guide to starting, revising, and finishing your doctoral thesis*. 1st ed. New York: H. Holt. CIIS Library LB 2369 .B57 1998

Booth W., Colomb G., and Williams, J. (2008). *The craft of research, 3rd edition*. Chicago: University of Chicago Press. CIIS Library Q 180.55 .M4 B66 1995

Kumar, R. (2014). *Research methodology: a step-by-step for beginners, 4th edition*. Newbury Park, CA: SAGE Publications.

J.M. Morse and P.A. Field (1995), *Qualitative Research Methods for Health Professionals*, 2nd ed. Thousand Oaks, CA: Sage (especially chap. 1)

Creswell, J.W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th edition.* Sage: Thousand Oaks, CA.

Creswell, J.W. (2012). *Qualitative inquiry and research design, Choosing among the five traditions, 3rd edition.* Sage: Thousand Oaks, CA.

Appendix B. Forms Needed for Dissertation Process

Complete packet of all most recent dissertation forms can be found on our program's MyCIIS portal. Please feel free to contact our main PsyD office if you have any questions about these forms, their completion, or the most recent dissertation deadlines.

FORMS	signed/provided by	☑
COMMITTEE		
Committee Membership Approval Form	Committee Chair and External Reviewer	
ER Curriculum Vitae (*for new External Reviewers)	New External Reviewers	
W-9 Form (only for new External Reviewers)	New External Reviewers	
Change of Advisor Form (submit to PsyD office when composition of the Committee changes)	Student, Advisor/ER/Chair, and Program Chair	
DISSERTATION PROPOSAL		
Initial Approval by Chair (*required to apply for pre-doctoral internship*)	Committee Chair (co-signed by Program Chair)	
Dissertation Proposal - Evaluation by External Reviewer (*full approval is required before HRRC proposal can be submitted*)	External Reviewer	
Dissertation Proposal - 2 page typed narrative critique by External Reviewer	External Reviewer	
HRCC Proposal Cover Page (original copy is submitted to HRRC)	Student, Committee Chair, & Program Chair	
HRCC Approval Letter	HRRC Committee	
Dissertation Proposal – Approval Tracking Form	Committee Chair	
Copy of Dissertation Proposal Approved by the Chair, External Reviewer, and HRRC (if applicable)	Student	
FINAL DISSERTATION		
FINAL Dissertation Manuscript – Evaluation by External Reviewer (*full approval is required before oral defense can be scheduled*)	External Reviewer	
FINAL Dissertation Manuscript - 2 page typed narrative critique by External Reviewer	External Reviewer	
Dissertation Defense Scheduling Form	Student	
Final [Dissertation] Approval Tracking Form	Committee Chair & External Reviewer (co-signed by Program Chair)	

Note: External Reviewer Packet contains instructions and key forms listed above.

Appendix C. Resources for Common CIIS PsyD Dissertation Formats

Qualitative Approaches

<u>Ethnography</u>

References to a book chapter or books describing the methodology as it applies to psychology.

- Geertz, C. (1983). Thick description: Toward an interpretive theory of culture. In R.M. Emerson (Ed.), *Contemporary field research* (pp. 37-59). Boston: Little, Brown.

- Hammersley, M. and Atkinson, P. (1995). *Ethnography.* 2nd ed. London and NY: Routledge.

- Van Maanen, J. (1988). *Tales of the field: On writing ethnography*. University of Chicago Press.

- Spradley, J.P. (1979). *The ethnographic interview*. NY: Holt Rinehart & Winston.

References to a published journal article, book chapter, or book applying the methodology to psychology and demonstrating the importance of the method.

- Carspecken, P.F. and Cordeiro, P.A. (1995). Being, doing, & becoming: Textual interpretations of social identity & a case study. *Qualitative Inquiry*, 1(1), 87-109.

- Cassell, J. (1992). *On control, certitude & the "paranoia" of surgeons*. In J.M. Morse (Ed.), *Qualitative health research* (pp. 170-191). Newbury Park, CA: Sage.

- Spradley, J.P. (1970). *You owe yourself a drunk: An ethnography of urban nomads*. Boston: Little, Brown.

Reference to a psychology dissertation applying the methodology and demonstrating the importance of the method.

- James, Rosilda Depina (2001). *Cape Verdean immigrants' attitudes toward incest.* Doctoral dissertation, Wright Institute: Berkeley, CA.

<u>Grounded Theory</u>

Published books describing the methodology as it applies to psychology.

- Creswell, J.W. (2007). *Qualitative inquiry and research design, Choosing among the five traditions, Second edition*. Sage: Thousand Oaks, CA.

- Miles, M. B. and Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks: Sage Publications.

- Strauss, A. and Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Thousand Oaks: Sage Publications.

- Straus, A., and Corbin, J. (1998). *Basics of Qualitative Research, Techniques and procedures for developing grounded theory.* Sage: Thousand Oaks, CA.

Peer-reviewed published research in the form of journal articles applying the methodology to psychology and demonstrating the importance of the method.

- Morrow, S.L. and Smith, M.L. (1995). Construction of survival and coping by women who have survived childhood sexual abuse. *Journal of Counseling Psychology*, 42, 24-33.

- Phelps, A., Friedlander, M.L., and Enns, C.Z. (1997). Psychotherapy process variables associated with the retrieval of memories of childhood sexual abuse: A qualitative study. *Journal of Counseling Psychology*. 44 (3), 321-332.

- Timlin-Scalera, R.M., Ponterotto, J.G., Blumberg, F.C. and Margo A. J. (2003). A gmrounded theory study of help-seeking behaviors among white ale high school students. *Journal of Counseling Psychology,* 50, 3, 339-350.

Dissertation applying the methodology to psychology and demonstrating the importance of the method.

- Parlee, B. (1993). *Strivings toward integrity: Surrender and autonomy in the guru-disciple relationship*. Unpublished doctoral dissertation, California Institute of Integral Studies, San Francisco.

Narrative Analysis

Published research in the form of a journal article or book applying the methodology to psychology and demonstrating the importance of the method.

- Riessman, C.K. (1991). Beyond reductionism: Narrative genres in divorce accounts. *Journal of Narrative and Life History,* 1 (1), 41-68.
- Riessman, C.K. (1993). *Narrative analysis*. Thousand Oaks: Sage Publications.

Dissertation applying the methodology to psychology and demonstrating the importance of the method.

- Kieken, A. (1998). *Women readers of self-help books: The role of interpersonal factors in behavior change*. Unpublished doctoral dissertation, California Institute of Integral Studies, San Francisco.

Phenomenology

Published research in the form of book chapters or books applying the methodology to psychology and demonstrating the importance of the method.

- Moustakas, C. (1990). *Heuristic research, design, methodology, and applications.* Sage: Newbury Park, CA.

- Moustakas, C. (1994). *Phenomenological research methods.* Sage: Thousand Oaks, CA.

- von Eckartsberg, R. (1998). Introducing existential-phenomenological psychology. In R. Valle (Ed.). *Phenomenological inquiry in psychology*. (pp. 3-20). New York: Plenum Press.

- von Eckartsberg, R. (1998). Existential-phenomenological research. In R. Valle (Ed.). *Phenomenological inquiry in psychology*. (pp. 21-62). New York: Plenum Press.

- Vallelonga, D.S. (1998). An empirical-phenomemological investigation of being-ashamed. In R. Valle (Ed.). *Phenomenological inquiry in psychology*. (pp. 123-156). New York: Plenum Press.

- Churchill, S.D. (1998). The intentionality of psychodiagnostic seeing: A phenomenological investigation of clinical impression formation. In R. Valle (Ed.). *Phenomenological inquiry in psychology*. (pp. 175-208). New York: Plenum Press.

- Gowack, P., and Valle, V. (1998). The experience of feeling grace in voluntary service to the terminally ill. In R. Valle (Ed.), *Phenomenological inquiry in psychology, Existential and transpersonal dimensions.* New York: Plenum Press, pp. 373-386.

Dissertations applying the methodology to psychology and demonstrating the importance of the method.

- Slier, D. (1985). *The experience of healing through meeting: A study of the I-Thou relation in client-centered therapy*. Unpublished doctoral dissertation, California Institute of Integral Studies, San Francisco.

- Terranova, Linnea Estes (2006). *The experience of being called to serve: A phenomenological study of vocation.* Unpublished doctoral dissertation. California Institute of Integral Studies, San Francisco, CA.

Psychobiography

Published research in the form of a book applying the methodology to psychology and demonstrating the importance of the method.

- Runyan, W.K. (1984). *Life histories and psychobiography*. Oxford University press: New York.

Dissertations applying the methodology to psychology and demonstrating the importance of the method.

- Foote, Andrea (2006). *Psychobiography of Alberto Giacometti: Uncovering early dynamics using an object relations perspective.* Unpublished doctoral dissertation, California Institute of Integral Studies, San Francisco, CA.
- Conrad, Beverley B. (1995) *Personality and psychopathology reconsidered: A quantitative/qualitative control-mastery psychobiography on Henri de Toulouse-Lautrec (1864-1901).* Unpublished doctoral dissertation, Wright Institute, Berkeley, CA.

Program Evaluation

Published research in the form of a book applying the methodology to psychology and demonstrating the importance of the method.

- Rossi, P.H., and Freeman, H.E. (2003). *Evaluation, A systematic approach, Seventh edition.* Sage: Newbury Park, CA.

Qualitative Multiple Case Study

Published research in the form of books applying the methodology to psychology and demonstrating the importance of the method.

- Stake, Robert (1995). *The art of case study research.* Sage: Thousand Oaks, CA.

- Yin, R.K. (2003*). Case study research: Design and methods, Third edition*. Sage: Thousand Oaks, CA.

Psychology dissertation applying the methodology in question to a research question in psychology and demonstrating the importance and value of the method.

- Benioff, J. (2007). *Deepening Intimacy Through Shared Spirituality: A Multiple Case Study of Heterosexual and Homosexual Relationships*. Unpublished doctoral dissertation, California Institute of Integral Studies, San Francisco, CA.

Integrative Literature Review

Published research in the form of a journal article applying the methodology to psychology and demonstrating the importance of the method.

- Torracco, R. (2005).   Writing integrative literature reviews: guidelines and examples. *Human Resource Development Review,* 4(3), 356-367.

Appendix D. CIIS PsyD Core Faculty - Areas of Interest

Mera Atlis, Ph.D.   matlis@ciis.edu

Areas of Interest: *Psychological assessment; therapeutic assessment; measurement across cultures (e.g., cross-cultural equivalence); MMPI-2/A and objective assessment; psychopathology and wellness across cultures; substance abuse/dependence; PTSD/Trauma; process of change (e.g., motivational interviewing, stages of change); Cognitive Behavioral Therapy; Dialectical Behavioral Therapy; mindfulness-based therapeutic interventions and broader spiritual/reflective healing practices*

Research Methods: *Quantitative methods, survey/instrument design and validation; program evaluation*

Lani Chow, Ph.D.   lchow@ciis.edu

Areas of Interest: *Clinical training and supervision, the intersection of Psychoanalysis and Community Mental Health, psychodynamic theory and practice; relational theory and intersubjectivity, gender and sexuality, feminist theory, culture and community (e.g., people of color, diversity-related conflicts, immigration, refugees, acculturation, inter-generational conflict, the socio-economically marginalized, the impact of institutions and organizations), trauma and recovery*

Research Methods: *Qualitative methods and Grounded Theory*

Frank Echenhofer, Ph.D.   fechenhofer@ciis.edu

Areas of Interest: *Affective psychological processes and applications in psychotherapy; Study of intra-individual variability in identity and experiencing; Psycho-spiritual developmental processes; The treatment of stress-related physical and psychological disorders; Study of relaxation, meditation, and imagery.*

Research Methods: *Qualitative research methods including Phenomenology and Heuristic research; Quantitative methods in clinical biofeedback research using psycho-physiological methods i.e., muscle, temperature, heart rate, and EEG; Combined quantitative physiological and qualitative research designs; Small group and single-case study designs.*

Andrew Harlem, Ph.D.   aharlem@ciis.edu

Areas of Interest: *Psychodynamic theory and practice; Intersubjectivity; Cultural psychology and cross-cultural human development; Immigration; Culturally-competent practitioners; Personality disorders and major mental illness; Adolescent development; Trauma; Loss and mourning*

Research methods: *Ethnographic and qualitative methods.*

Esther Nzewi, Ph.D.   enzewi@ciis.edu

Areas of Interest: *Psychological assessment (Objective and projective measures); Cultural psychology, Cross-cultural psychology, culture and personality development, psychopathology and health; All other areas related to culture; acculturation – adjustment processes, social, interpersonal*

and psychological issues; Special populations – ethnicity and psycho-social experiences; psycho-physiological factors in health.

Research Methods: *Quantitative research designs; Combined quantitative and qualitative research designs; Consideration of qualitative designs utilizing some level of structured, factor(s)-driven methods.*

Kaisa Puhakka, Ph.D.   kpuhakka@ciis.edu

Areas of Interest: *Post-conventional ego-development, body-mind integration, and spiritual maturity; Buddhism and psychotherapy: Theravadin, Zen, and Tibetan approaches to freedom from psychological afflictions and to liberation with contemporary applications to psychotherapy practice and supervision; Theoretical and practical complementarities between these Eastern and Western approaches; Ways of knowing: instinctive, rational, dialectical, intuitive with applications in the psychotherapeutic context; Object Relations psychoanalytic theory and therapy (especially the British School--Fairbairn, Winnicott, Guntrip, Laing); Psychopathological processes and spiritual emergencies.*

Research Methods: *Philosophical/foundational analysis; Textual, hermeneutical approaches; In-depth interviews, single-case studies*.

Benjamin Tong, Ph.D.   btong@ciis.edu

Areas of Interest: *Integration of Taoist disciplines with Western psychotherapy. PTSD/trauma resolution. Existential depth psychology. Social and cross-cultural issues (e.g., People of Color, diversity-related conflicts, recent immigrants and refugees, the socio-economically marginal, children of the affluent, social psychological impact of institutions and organizations).*

Research Methods: *Depth interview studies; Case studies; Grounded Theory (derivation of explanatory theory from such data sources as taped interviews, participant observation, memoing and journaling)*; *Theoretical studies and Integrative literature reviews (Student must be clearly qualified by reason of intellectual background and demonstrated ability).*

Douglas Vakoch, Ph.D.   dvakoch@ciis.edu

Areas of Interest: *Buddhism and psychotherapy; mindfulness-based psychotherapies; meditation; psychology and religion; existential psychotherapy; phenomenological psychology; history and systems of psychology; philosophy of psychology; psychotherapy process and outcome; ecopsychology; ecocriticism; health psychology; rehabilitation psychology; cognitive psychology; cross-cultural psychology; media psychology; non-traditional, innovative topics in psychology.*

Research Methods: *Quantitative designs and analyses (including experimental designs and correlational designs, with special interest in quantitative exploratory studies using cluster analysis and multidimensional scaling, as well as survey and questionnaire construction); Qualitative designs and analyses (including but not limited to phenomenological, heuristic, grounded theory, and narrative approaches); Integrative literature reviews; Methodologies informed by disciplines other than psychology; Philosophical, theoretical, and historical projects (Student must be clearly qualified by reason of intellectual background and demonstrated ability).*

Leland van den Daele, Ph.D.   lvandendaele@ciis.edu

Areas of Interest: *Child Development; Child Health and Pathology; Cognitive Development; Moral Development; Ego Development; Development of Executive Judgment; Lifespan Developmental Psychology; The period of pregnancy. Attachment research. Psychoneurosomatics (the relation of nutrition, sleep cycles, and physical environment on mental health and adaptation). Holistic psychology. Neo Freudian and Neuropsychoanalytic theory and practice. Short-term Dynamic Therapies. Music therapy. Cultural psychology of Western and Asian peoples. Child and adolescent psychotherapy and intervention programs. Meditation, yoga, and health. Nutrition, exercise, regime and child and adolescent health. The relation of dreams and fantasy to emotion, cognition, and maturity. The application and evaluation of Guided Affective Imagery. The Music Apperception Test (MAT) as a diagnostic and outcome measure.*

Research Methods: *Quantitative contrasts; Quantitative modeling; Developmental and cohort designs; Qualitative research (especially Ideal Typological and Grounded Theory; Combined designs); Ecological methods; Journal and diary applications; In-depth interviews; Theoretical studies (Student must be clearly qualified by reason of intellectual background and demonstrated ability)*

Tanya Wilkinson, Ph.D.   twilkinson@ciis.edu

Areas of Interest: *Gender Studies, Feminist Theory, psychotherapy, supervision, Jungian Theory, Dreams, diversity issues, trauma, attachment theory and its applications, psychopathology*

Research Methods: *Depth interview studies: case studies; Grounded Theory (derivation of explanatory theory from such data sources as taped interviews, participant observation, memoing and journaling); Theoretical studies and Synthesis of Literature (Student must be clearly qualified by reason of intellectual background and demonstrated ability)*

Appendix E. CIIS PsyD External Reviewers

(Last Updated: February 3, 2016)

Lee Bach, Ph.D.
Michigan School of Professional Psychology
(248) 476-1122 ext. 103
lbach@mispp.edu
Areas of Expertise: Humanistic psychology, existential and phenomenological studies, education and school psychology, eating disorders.

Doris Bersing, PhD
202 Donahue St., Sausalito, CA 94965
(415) 314-7147
dbersing@saybrook.edu   doris@livingwellalah.com
Areas of Expertise: Humanistic and existential psychology and approaches on psychotherapy, psychosis and schizophrenia as healing process: an existential and humanistic approach to psychosis and mental illness, feminist studies, feminism, women's issues, ageism and feminism, geropsychology, aging and long term care, dementia, clinical interventions for elders.

Raymond Buscemi, PsyD
760 Market St, Ste. 1011, San Francisco, CA 94102
(415) 435-7541
rsbuscemi@gmail.com   raymondbuscemi.com
Areas of Expertise: Psychoanalytically-oriented psychotherapy, motivational interviewing, substance use disorder assessment and treatment, intimate partner abuse, gay male identity development.

Gary Grossman, Ph.D.
2186 Geary Blvd, Ste. 211, San Francisco, CA 94115
(415) 928-4662
gary.grossman@ucsf.edu
Areas of Expertise: Psychoanalysis, HIV, gay, lesbian, bisexual and transgender.

Susan Hillier Ferreira, SSU,Ph.D.
9 Alta Circle, Del Rey Oaks, CA 93940
(831) 717-4433
hillier@monitor.net
Areas of Expertise: Adult and later life development, gerontology, aging, care-giving, social networks, community mental health, human service program development and evaluation, quality of life at end of life/end of life issues.

Jon Klimo, Ph.D.

4282 Fruitvale Ave**.,** Oakland, CA 94602

(510) 215-0277

jonklimo@aol.com

Areas of Expertise: Transpersonal psychology, qualitative research and methodologies in general and Phenomenological/Existential research in particular, consciousness studies (including ASCs and higher states), parapsychology, cognitive science, mind-body integration/interactionism, complementary and alternative medicine and alternative modes of healing, intuition, creativity, imagination (mental imagery).

Nicholas Ladany, Ph.D.

Loyola-Marymount University, 1518 University Hall

1 Loyola Marymount University Drive

Los Angeles, CA 90094

(310) 258-5591

Nicholas.Ladany@lmu.edu

Areas of Expertise: Psychotherapy clinical supervision, ethics, cultural diversity, and ethnic minority psychology.

Ellen Levine, Ph.D.

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medicalpsychology@pacbell.net

Areas of Expertise: Health psychology, holistic oncology treatment, psychological oncology, gerontology/geriatrics, spirituality and ethnic differences.

Scott Lines, Ph.D.

2415 Webster St., Berkeley, CA 94706

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Areas of Expertise: psychotherapy, psychoanalysis, teaching, consultation and forensic evaluation from an object relations perspective.

Brent Mallinckrodt, Ph.D.

University of Tennessee,Dept. of Psychology

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Areas of Expertise: Psychotherapy relationship, adult attachment, working alliance, psychotherapy process and outcome.

Laurel McCabe, Ph.D.

Sonoma State University, Dept. of Psychology

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Areas of Expertise: Jungian psychology, psychology of women, psychodynamic and object relations, clinical psychology.

Robert Morgan, Ph.D.

Department of Psychology, University of Arkansas at Little Rock
2801 South University Ave, Little Rock, AR 72204
morganfoundation@earthlink.net
Areas of Expertise: Counseling education, international psychology, applied gerontology, lifespan development, evaluation, the psychology of time, special education, transpersonal psychology, psychology of trauma and human sexuality.

Shauna L. Shapiro, Ph.D.

Santa Clara University
500 El Camino Real, Santa Clara, CA 95053
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Areas of Expertise: Mindfulness, children, health care providers, mechanisms, relationships.

Alessandra Strada, Ph.D.

P.O. Box 439, Mendocino, CA, 95460
astrada88@gmail.com
Areas of Expertise: Psycho-oncology, pain management, palliative medicine, behavioral medicine, hospice, trauma, death and dying, primary care psychology, psychopharmacology, spirituality and serious illness, grief and bereavement, transpersonal psychology, Tibetan-Buddhist approaches to death and dying, hypnosis and guided imagery, psychotherapy.

Ron Valle, Ph.D.

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(925) 933-7171
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Areas of Expertise: Sacred/spiritual experience and research, dying and grieving, transpersonal psychotherapy, holistic/preventive/integrated therapy, existential-phenomenological psychology and research, and meditation.

Rev. John R. Van Eenwyk, Ph.D.

P.O. Box 1961, Olympia, WA 98507
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Areas of Expertise: Clinical psychology, Jungian analysis, complex trauma, cultural competence.

Swathi M. Vanniarajan, Ph.D.

Department of Linguistics and Language Development
San Jose State University, San Jose, CA 95192
(408) 924-3742   (408) 580-4007
Areas of Expertise: Existential studies, cognitive psychology (especially memory and brain related studies), behavioral psychology.

Alla Volovich, Ph.D.

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Areas of Expertise: Cross-cultural issues, working with adolescents, socialization, gender related issues, Russian culture.