

University of La Verne

**College of Health and Community Well-Being
PsyD Program in Clinical Psychology**



Dissertation Manual

Accredited by:

The Commission on Accreditation of the American Psychological Association

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Section 1. Introduction

The purpose of the *Dissertation Manual* is to facilitate the dissertation process. Its use ensures consistency in format and appearance for all dissertations completed in the program. Students should become familiar with this manual before beginning the first draft of their dissertation. This manual should be used in conjunction with the *Publication Manual of the American Psychological Association, Seventh Edition (2020)*. Students should not rely on other dissertations to format their dissertation. This manual should also be used in conjunction with the *Program Policies and Procedures Handbook* located at: <https://health.laverne.edu/psyd/program-policies/>

The dissertation is a developmental process that proceeds through a number of steps in conceptualization, planning, and implementation of an applied research effort. This manual provides students information regarding the steps involved in the process of completing the dissertation. The dissertation process starts early by developing possible ideas in Year 1 of the program, and by building a knowledge base around these ideas over several years of coursework.

This manual provides information about various policies related to the dissertation process, human participant protection, timelines for completion of various steps, format and style of the dissertation manuscript, and forms needed to document progress. This manual also answers questions about formation of the dissertation committee, eligibility requirements, and support systems available to students.

The dissertation process is expected to help students demonstrate the following competencies:

1. Ability to research complex ideas and communicate results knowledgeably and clearly.
2. Understanding of a variety of research methods and designs and ability to judge their appropriateness to a given research problem.
3. Proficiency in the use of at least one recognized research method and the ability to defend its appropriateness of application to the research problem.
4. Independence of thought and action in the selection of a significant research topic and in conduct of the study.
5. Mastery and interpretation of theory, research, and application in selected area of study.
6. Ability to contribute significantly to the state of knowledge and/or practice in clinical psychology through the creation of an original piece of research.

Section 2: Research Mission Statement

The PsyD Program in Clinical Psychology at the University of La Verne trains doctoral students to use and intelligently communicate a broad range of methodological techniques. The culminating research experience in the program is the doctoral dissertation.

Students' dissertation topics are expected to be consistent with PsyD program faculty interests and expertise. Program faculty research interests may be found on the faculty profile link here: <https://health.laverne.edu/psyd/faculty/>

The research settings doctoral students may use for their dissertation vary according to the needs of their research. Students might work with community residents, program directors, or populations with psychological or physical impairment. Students might work in clinics, hospitals, prisons, schools, private industry, or traditional laboratory settings in collecting their data.

Students' dissertations may include large-scale survey designs, archival analysis of existing records, qualitative analysis of group or individual behavior, or laboratory and field experiments with special populations.

Section 3: Responsibilities

A. Student

The student owns their dissertation and has the final responsibility for its planning, execution, completion, and quality. All others are involved in the process in a support capacity. Students' major responsibilities are outlined below:

1. Providing Program Chair/DCT information necessary to facilitate match with Dissertation Chair.
2. Submitting all necessary information to the Graduate Psychology Manager in a timely manner.
3. Deciding upon a topic in consultation with their Dissertation Chair.
4. Selecting their dissertation third committee member in consultation with their Dissertation Chair and submitting the curriculum vita of this person, where applicable, in a timely manner.
5. Completing requirements in all dissertation courses in a timely manner.
6. Following APA Ethical Guidelines and La Verne's IRB guidelines for conducting research with human participants.
7. Obtaining permission for all measures/materials used in the dissertation.
8. Arranging all meetings of the dissertation committee needed throughout the dissertation process (e.g., *Proposal Defense*, *Final Defense*, etc.).
9. Providing dissertation members copies as needed.
10. Successfully completing the *Proposal Defense* prior to applying for the predoctoral internship.
11. Successfully completing the *Final Defense* and attending to all post-defense requirements.
12. Paying required fees to Graduate Academic Services.

B. Dissertation Chair

The Dissertation Chair's major responsibilities are:

1. Consulting with and advising students in topic selection.
2. Consulting with students in selection of the third committee member.
3. Providing guidance and support in all phases of dissertation development.
4. Providing feedback of written material to students in a timely manner.
5. Overseeing the overall quality and appropriateness of the dissertation.
6. Presiding over all meetings of the dissertation committee.
7. Facilitating communication among the committee members, as well as between committee members and the student.
8. Providing the Program Chair/DCT with information regarding *Proposal Defense* and *Final Defense* outcomes in a timely manner.

C. Dissertation Committee Members

Dissertation committee members' major responsibilities are:

1. Providing guidance and support in all phases of dissertation development.
2. Consulting with the student and Dissertation Chair on an as-needed basis.
3. Providing feedback of written material to students in a timely manner.
4. Participating in the *Proposal Defense*.
5. Participating in the *Final Defense*.

D. PsyD Program Chair/DCT (PC/DCT)

The PsyD Program Chair/DCT facilitates the dissertation process through:

1. Providing oversight of the dissertation process and updating the Dissertation Manual.
2. Serving as the instructor of record for Dissertation I-IV.
3. Conducting the *Final Format Check*.
4. Signing students' dissertation signature page.
5. Posting of credit for Dissertation IV.
6. Keeping aggregated data on dissertation outcomes for accreditation in collaboration with the Graduate Psychology Manager.

E. Graduate Psychology Manager (GPM)

The Graduate Psychology Manager is responsible for:

1. Monitoring completion and submission of all dissertation forms to Graduate Academic Services. Processing and recording all dissertation forms.
2. Scheduling rooms for *Proposal Defense* and *Final Defense* held on campus.
3. Acting as a liaison between PsyD students and Graduate Academic Services.
4. Facilitating electronic submission of final dissertation.
5. Keeping aggregated data on dissertation outcomes for accreditation in collaboration with the PC/DCT.

F. Graduate Academic Services

Graduate Academic Services is responsible for:

1. Monitoring the receipt of all dissertation forms and ensuring that the sequential nature of the process is properly maintained.
2. Checking that all fees have been paid.
3. Ensuring that necessary paperwork for third committee members' payment is submitted to Human Resources.

Section 4: Dissertation Course Sequence

The dissertation sequence follows a sequential, cumulative, and graded in complexity plan. Courses may not be taken out of sequence. Advanced Statistics I & II, SPSS Lab I & II, Quantitative Research Methods, and Qualitative Research Methods are instructional courses that meet under the direction of a course instructor. For registration purposes, the PC/DCT serves as the instructor of record for the Dissertation I-IV courses. These are not instructional courses, but rather are dissertation units. Students register for these units under the PC/DCT, but carry out the work for these units under the direction of their Dissertation Chair.

Courses for students admitted 2020 and prior use the Psy course prefix. Students admitted 2021 and later use the PsyD course prefix. The course numbers for all dissertation courses can be found on the program's curriculum webpage:

<https://health.laverne.edu/psyd/curriculum-schedule/>

The dissertation sequence described below assumes that students will remain on track. Students falling off track should consult with the PC/DCT and refer to the *Program Policies and Procedures Handbook*.

A. Year 1 courses

Advanced Statistics I-Fall (Psy 605/PsyD 602)

Reviews analysis of variance and covariance, simple effects analyses, and factorial designs. (Co-requisite: SPSS Lab I).

SPSS Lab I: Univariate-Fall (Psy 605L/PsyD 602L)

Reviews use and application of SPSS for statistical techniques learned in Psy 605. (Co-requisite: Advanced Statistics I).

Advanced Statistics II- Spring (Psy 606/PsyD 603)

Reviews multivariate techniques, multiple regression, discriminant analysis, factor and cluster analyses, multidimensional scaling, and structural equation modeling. (Co-requisite: SPSS Lab II. Prerequisites: Advanced Statistics I & SPSS Lab I).

SPSS Lab II: Multivariate- Spring (Psy 606L/PsyD 603L)

Reviews use and application of SPSS for statistical techniques learned in Advanced Statistics II (Co-requisite: Advanced Statistics II. Prerequisites: Advanced Statistics I & SPSS Lab I).

B. Year 2 courses

Quantitative Research Methods- Fall (Psy 640/PsyD 622)

Introduction to the theory and application of quantitative research methods in clinical psychology including experimental, quasi-experimental, correlational, observational, and descriptive methodologies. (Prerequisites: Advanced Statistics I & II; SPSS Lab I & II)

Qualitative Research Methods- Spring (Psy 641/PsyD 623)

Introduction to the theory and application of qualitative research methods in clinical psychology including strategies for qualitative data collection and analysis. (Prerequisites: Advanced Statistics I & II; SPSS Lab I & II; Quantitative Research Methods).

C. Year 3 courses

Dissertation I- Fall (Psy 661/PsyD 640)

Students form their dissertation committee and begin writing their dissertation proposal. Students may enroll in Dissertation II during the spring semester as they are working towards completion of Dissertation I (see Section 5E). (Prerequisites: Advanced Statistics I & II; SPSS Lab I & II; Quantitative Research Methods; Qualitative Research Methods).

Dissertation II- Spring (Psy 662/PsyD 641)

Students continue to write their dissertation proposal culminating in the *Proposal Defense*. Students who have not completed Dissertation II may not register for Dissertation III. Students who have not completed Dissertation II within one year of first registration for the course will be required to enroll in the course a second time (see Section 5E). (Prerequisites: Advanced Statistics I & II; SPSS Lab I & II; Quantitative Research Methods; Qualitative Research Methods; Dissertation I).

D. Year 4 courses

Dissertation III-Fall (Psy 663/PsyD 660)

After successful completion of Dissertation II, students must secure IRB approval, collect their data, analyze their data, work towards a draft of their dissertation for final defense, schedule their *Final Defense*, and apply for graduation. Students may enroll in Dissertation IV during the spring semester as they are working towards completion of Dissertation III (see Section 5I). Students are required to repeat Dissertation III if they have not obtained IRB approval within one year of first registration. Students required to repeat Dissertation III must also repeat Dissertation IV. (Prerequisites: Advanced Statistics I & II; SPSS Lab I & II; Quantitative Research Methods; Qualitative Research Methods; Dissertation I; Dissertation II).

Dissertation IV-Spring (Psy 664/PsyD 661)

After successful completion of Dissertation III, students must hold a *Final Defense* of their dissertation, make revisions requested by chair/committee, complete required Graduate Academic Services paperwork, and pay Graduate Academic Services fees. (Prerequisites: Advanced Statistics I & II; SPSS Lab I & II; Quantitative Research Methods; Qualitative Research Methods; Dissertation I; Dissertation II; Dissertation III).

E. Summary of Expected Dissertation Course Sequence

Year	Fall	Spring
1	Advanced Statistics I SPSS Lab I	Advanced Statistics II SPSS Lab II
2	Quantitative Research Methods	Qualitative Research Methods
3	Dissertation I	Dissertation II (<i>Proposal Defense</i>)
4	Dissertation III	Dissertation IV (<i>Final Defense</i>)

F. Dissertation Continuous Enrollment

As described in Section 3K:1 of the *Program Policies and Procedures Handbook*, Dissertation continuance is required for students who do not complete all requirements for Dissertation IV (Psy 664/PsyD 661) within one year of registration.

Section 5: Dissertation Process

The dissertation process starts in Year 1 of the program. Several important milestones are met along the way towards completion of the dissertation.

A. Development of Knowledge Base

In Year 1, students should begin immersing themselves in the psychological literature by reading relevant journals on a regular basis. As they progress through the program, students develop a knowledge base around various ideas encountered in their coursework, at practicum, and in association with program faculty.

B. Dissertation Orientation

A dissertation orientation is held in the Professional Development Seminar (Psy 610/ PsyD 601) during Spring Year 1 to orient students to the dissertation process and familiarize them with the *Dissertation Manual*.

C. Committee Formation

The dissertation committee is composed of three members (the Dissertation Chair and two committee members). Only the Dissertation Chair is referred to as “the chair.” Second and third committee members are not to be referred to as “second chair” or “third chair.”

1. Dissertation Chair

As they transition into Year 2 of the program, students should begin meeting with potential chairs to discuss faculty research interests, to explore the types of research each faculty member would be willing to supervise, and to determine each faculty member’s expectations for dissertation advisees. Only core PsyD faculty are eligible to serve as a Dissertation Chair. Dissertation Chair availability may be impacted by sabbatical and/or leave of absence (medical, maternity/paternity, etc.). The core PsyD faculty are listed here: <https://health.laverne.edu/psyd/faculty/>

During the spring semester of Year 2, students are expected to have met with several core PsyD faculty and identified 2-3 possible dissertation topics consistent with faculty interests. By May 1 at 5pm of Year 2, students must submit to the PC/DCT a paragraph of their dissertation ideas and a rank-ordered list of three to four core PsyD faculty with whom they would be interested in having serve as their Dissertation Chair.

Core PsyD faculty have a service obligation to chair three dissertations per cohort. They are not compensated for meeting this service obligation. Core PsyD faculty who exceed this service obligation are compensated with a \$1000 stipend for each dissertation they chair beyond this obligation. The PC/DCT monitors core PsyD faculty fulfillment of their dissertation chair service obligation.

The PC/DCT, in consultation with the PsyD Program Policies Committee (PPC), matches each student with their Dissertation Chair during the May PsyD meeting. Once matched, students are responsible for contacting their Dissertation Chair to discuss the chair's timeline and expectations for development of the dissertation proposal.

2. Second Committee Member

The second committee member must also be a core member of the PsyD faculty. The PC/DCT, in consultation with the PsyD Program Policies Committee (PPC), matches each student with their second committee member during the same May PsyD meeting at which students are matched with their Dissertation Chair. Whenever possible, the second committee member is selected from the rank-ordered list of possible chairs submitted by the student. For faculty workload and equity issues, the second committee member may occasionally be a core PsyD faculty member not on this list.

Core PsyD faculty have a service obligation to serve as a committee member on three dissertations per cohort. They are not compensated for meeting this service obligation. Service as a second committee member beyond the committee member service obligation may be used for core PsyD faculty deficient in their chair obligation to meet that obligation. Core PsyD faculty who exceed their dissertation committee member service obligation are compensated with a \$300 stipend for each dissertation committee they serve on beyond this obligation. Stipends are paid across two payments of \$150. The first payment is made after the *Proposal Defense*. The second payment is made after the *Final Defense*. The PC/DCT monitors core doctoral faculty fulfillment of their dissertation committee member service obligation.

3. Third Committee Member

After being matched with their Dissertation Chair and second committee member, students should identify their third committee member in consultation with their Dissertation Chair. This process should conclude no later than December 15 at 5pm in fall of year 3 (i.e. by completion of Dissertation I). The third committee member may come from either inside or outside the university.

a. Internal Third Committee Members- Internal third committee members are any full-time faculty at the university who hold a doctorate in psychology, or an allied field, from an accredited institution. Full-time faculty from programs within the College of Health and Community Well-Being (CHCW) holding a doctorate from an accredited institution are thus eligible to serve in this capacity. Full-time faculty from allied disciplines in other colleges at the university may also be eligible upon review. Additionally, full-time staff at the university holding a doctorate in psychology, or an allied field, from an accredited institution are also eligible. The PC/DCT reviews all internal third committee members' eligibility to serve on the dissertation committee.

b. External Third Committee Members- External third committee members are any persons from outside the university who hold a doctorate in psychology, or an allied field, from an accredited institution. External third committee members should only be used because of their expertise in the dissertation topic area and not simply to fill a committee vacancy. External third committee members must reside in one of the following states for which the university is an approved employer (Arizona, California, Montana, Nevada, North Carolina, South Carolina, and Texas). Persons not residing in these states may not serve as an external third committee member.

Adjunct faculty are considered external committee members. PsyD alumni are also considered external committee members. Alumni of the PsyD program are eligible to serve as external third committee members only after they have been graduated for 10 years and as long as they reside in one of the states identified above. The PC/DCT reviews all outside third committee members' eligibility to serve on the dissertation committee.

c. Third Committee Member Compensation- With the exception of core PsyD faculty as noted in the paragraph below, third committee members are compensated with a \$300 stipend for each dissertation committee upon which they serve. Stipends are paid across two payments of \$150. The first payment is made after the *Proposal Defense*. The second payment is made after the *Final Defense*.

Core PsyD faculty serving as a third committee member may only receive compensation after they have met their dissertation service obligations described above. Thus, service as a third committee member must first be used by core PsyD faculty deficient in their dissertation chair obligation or dissertation committee member obligation to meet these obligations. Core PsyD faculty who exceed their dissertation service obligations are compensated with a \$300 stipend for each dissertation committee they serve on beyond this obligation. Stipends are paid across two payments of \$150. The first payment is made after the *Proposal Defense*. The second payment is made after the *Final Defense*.

4. Committee Declaration

Once the student and their dissertation chair have identified a suitable person to serve as the third committee member, the student is to email the name of this person to the PC/DCT. Students must also email the PC/DCT a copy of the vita for any external third committee member. A vita is not required for internal third committee members. Students should submit these materials no later than December 15th at 5pm in fall of year 3 (i.e. by completion of Dissertation I).

The PC/DCT then completes Form 1A and submits it to the Graduate Psychology Manager (GPM) along with the third committee member's vita (if applicable).

The GPM will make a record of the form and submit it to Graduate Academic Services (GAS) along with the vita (if applicable). The dissertation committee is official upon submission of Form 1A to GAS.

5. Changes to the Dissertation Committee

Occasionally, students may need to change the composition of their dissertation committee. One situation in which students may need to reconstitute their committee is if a core PsyD faculty member leaves the university. Such persons are no longer eligible to serve as a Dissertation Chair nor as a second committee member. These persons may serve as an external third committee member with the following provision: full-time faculty who have left the university may not serve on a student's dissertation for one-year per university policy.

In other situations, students may not need to change their dissertation committee but may desire a change for various reasons. Whether a change to the dissertation committee is needed or simply desired, students should first consult with the PC/DCT. After consultation, the PC/DCT will review the situation and if necessary consult with the PPC. If a determination is made that a change is warranted, the PC/DCT will complete Form 1B and submit it to the Graduate Psychology Manager. The GPM will make a record of the form and submit it to Graduate Academic Services. The change to the dissertation committee is official upon submission of Form 1B to GAS.

D. Proposal Development and Timeline

At minimum, the dissertation proposal consists of: a partial preliminary matter section (i.e. Title Page, Copyright Page, Signature Page, Abstract, and Table of Contents); a complete Chapter 1 (Introduction/Literature Review); a complete Chapter 2 (Method); a partial Chapter 3 (Results) which includes proposed analyses; a placeholder for Chapter 4 (Discussion); a reference section; and a partial end matter section (i.e. appendices such as proposed instruments and permission to use such instruments, consent forms, etc.). Preliminary matter, chapters 1-4, references, and end matter are completed as the dissertation develops post-*Proposal Defense* and prior to the *Final Defense*.

The dissertation proposal must also be properly formatted and follow the same formatting guidelines as the final dissertation draft (see Section 7). Dissertation committee members are usually not involved in the proposal development process until the *Proposal Defense*. The Dissertation Chair may, however, more actively involve committee members in the proposal development at their discretion.

During fall of Year 3, students enroll in Dissertation I (Psy 661/PsyD640). By the end of Dissertation I, students should have formed their dissertation committee and produced a *suitable draft* of chapter 1 of their dissertation proposal. Note: Students should begin working on their IRB application at the same time they are working on their proposal draft. It is at each dissertation chair's discretion to determine what constitutes a *suitable draft to that chair* and students should communicate with their Dissertation Chair early on in the process about this.

Students receive credit for Dissertation I only after their dissertation committee is in place (i.e. once Form 1A has been submitted to GAS by the GPM). Students receive an *In Progress* (IP) for Dissertation I until they have completed these requirements. Students may register for Dissertation II before they have completed Dissertation I, but they will not receive credit for Dissertation I until they have met all requirements as stated above.

During spring of Year 3, students enroll in Dissertation II (Psy 662/PsyD 641). Students continue to write their dissertation proposal during this time in consultation with their Dissertation Chair. This process culminates in the *Proposal Defense* described below. The *Proposal Defense* is an important milestone that, along with successful completion of the Competency Exam, indicates students' readiness to begin the Predoctoral Internship. In order to remain on track and to be permitted to apply for internship during Year 4, students must have successfully defended their dissertation proposals by June 15th at 5pm of Year 3.

Students who have not completed Dissertation II may not register for Dissertation III (Psy 663/PsyD 660) during the fall of Year 4 and are prohibited from applying to internship. Students who have not completed their dissertation proposal by the beginning of the spring of Year 4 will be required to enroll in Dissertation II a second time (i.e. during spring of Year 4). Students who do not successfully defend their dissertation proposal during Year 3 and then fail again to meet the June 15th at 5pm deadline in Year 4 will be dismissed from the program.

E. Proposal Defense

Once the Dissertation Chair is satisfied with a student's dissertation proposal, the Dissertation Chair will inform the student that they may move ahead with the *Proposal Defense*. Students must submit a copy of their IRB application to their Dissertation Chair at the same time they submit their final proposal draft. The IRB application usually requires revision after the proposal defense.

Following are the steps involved in the *Proposal Defense*.

1: Coordination of Proposal Defense Date

After receiving approval from their Dissertation Chair to move forward with their *Proposal Defense*, students must contact the other two members of the committee to coordinate a date and time for the *Proposal Defense*. Students must provide their committee at least 14 business days to read the proposal. A longer time period is preferred. Students should not assume that committee members will read dissertation proposals over weekends or holidays and should therefore provide their committee sufficient time to read their proposals.

The *Proposal Defense* must be held during weekdays and within campus working hours of 8:00 am to 5:00 pm. The *Proposal Defense* is scheduled for 2 hours. Proposal defenses may not be held between June 15 through August 15. Proposal

defenses may also not be held during holidays, or any time the program is non-operational.

2: Scheduling the Proposal Defense

The *Proposal Defense* may be held in person or remotely (i.e. Zoom, WebEx, etc.). Students should consult with their Dissertation Chair when making this decision. In the event of a pandemic or other catastrophic events, all proposal defenses will be held remotely.

It is the student's responsibility to initiate scheduling of the *Proposal Defense* with Graduate Psychology Manager (GPM) as soon as the committee and student have agreed on a *Proposal Defense* date. Initiation of the scheduling process with the GPM is required whether the *Proposal Defense* is in-person or remote. The process for each is outlined below.

a. In-Person Proposal Defense- In-person *Proposal Defenses* require students to make room arrangements with the Graduate Psychology Manager by email. The GPM will email the student and dissertation committee the location of the room once it has been established. The GPM then completes Form 2A and submits it to Graduate Academic Services.

b. Remote Proposal Defense- Remote *Proposal Defenses* simply require the student to notify the GPM by email of the date and time of the defense. The GPM then completes Form 2A and submits it to Graduate Academic Services. It is the Dissertation Chair's responsibility to set up the meeting link for any remote *Proposal Defenses* and serve as the meeting host controlling breakout rooms, etc.

3: Submission to the Committee

Students should provide all committee members (including Dissertation Chair) a copy of their dissertation proposal a minimum of 14 business days in advance of the *Proposal Defense*. Committee members may elect to receive an electronic copy in place of a hard copy. For those committee members requesting a hard copy, copies must be single-sided and spiral bound.

During the 14-day minimum review period, committee members should inform the Dissertation Chair if they have any serious concerns about the integrity of the proposal that might warrant rescheduling of the *Proposal Defense*. If no concerns arise during this time period, the student may proceed to holding the *Proposal Defense*.

4: Holding the Proposal Defense

The Dissertation Chair presides over the *Proposal Defense*. No persons outside the dissertation committee and student are permitted at the *Proposal Defense*, with the exception of any faculty or staff invited by the Dissertation Chair or PC/DCT. If held in-person, students are permitted to bring refreshments to their

Proposal Defense but are not required to do so. In the event of unexpected situations (e.g. Dissertation Chair or committee member illness, problems with transportation on day of the *Proposal Defense*, etc.) the PC/DCT must be consulted and will assist with making any necessary modifications to the process on that day (i.e., requiring committee to reschedule the defense, allowing defense that had been scheduled to be in-person to be held remotely).

There are several steps involved in the *Proposal Defense*.

a. Opening. The Dissertation Chair begins the *Proposal Defense* by making opening remarks, setting the agenda, and stating the various roles of participants. The active examiners in the defense process include the three members of the dissertation committee.

b. Presentation. After the Dissertation Chair's opening remarks, the student is expected to make a brief presentation (25-30 minutes) using power point or other appropriate media outlining the intended study. Other audio-visual-web materials may also be used. Handouts are usually not necessary since all examiners have copies of the dissertation proposal, but copies of power point slides may be distributed at the *Proposal Defense* or in advance of it.

c. Questioning. After the presentation, the student and committee members discuss (1) the appropriateness of the literature review and theoretical grounding of the proposal, (2) the feasibility of the proposal, and (3) the methodological soundness of the research design and procedures. The Dissertation Chair will keep track of the major issues discussed.

d. Outcome. After all issues have been addressed, the student is asked to leave the room (physically in the case of in-person defenses or entering a breakout room in the case of remote defenses). The dissertation committee then determines the status of the proposal. The student is invited back and informed of the decision. There are three possible outcomes of the *Proposal Defense*:

1. Minor Revisions- A proposal may be accepted with minor revisions. Minor revisions are such things as minor formatting errors, typos, minor APA-style errors, or missing an appendix, etc.

2. Moderate Revisions- A proposal may be accepted with moderate revisions. Moderate revisions include such things as the need to restructure or rewrite parts of the literature review or method, or to change proposed scales or analyses. Moderate revisions can also include such things as multiple formatting errors or typos, missing a number of appendices, references, etc.

3. Rejection- A proposal may be rejected due to requiring major revisions. Major revisions require substantial rewrite of the literature review or method. Major revisions can also include such things as significant formatting errors or typos, missing a large number of appendices, missing multiple references, or any other judgment by the committee that the proposal is too underdeveloped to move forward.

If the committee rejects the dissertation proposal, the student will be required to address the committee's concerns and submit a new proposal following the process described above.

5. Post-Proposal Defense Process

The Dissertation Chair will inform the PC/DCT of the outcome of the *Proposal Defense* by email as promptly as possible after it has concluded. The PC/DCT will complete Form 2B and submit to the Graduate Psychology Manager (GPM). The GPM will make a record of the form and submit it to Graduate Academic Services. Students will receive credit for Dissertation II after Form 2B has been submitted to Graduate Academic Services.

The Dissertation Chair will schedule a meeting with the student post-proposal defense to provide a list of any revisions required by the committee. Students are strongly urged to complete any necessary modifications to their IRB application promptly following the dissertation proposal defense.

F. IRB Submission

Once students have completed any required revisions to their proposals, they must submit their IRB application to the Institutional Review Board. IRB submission is required for all dissertations regardless of whether or not students are using archival data. Students are strongly encouraged to submit their IRB application as quickly as possible after successfully defending their dissertation proposal. Delaying the IRB application process is a common pitfall students encounter that often results in them falling off track.

Students should consult IRB policies and procedures for submission guidelines and timelines. Depending on the complexity of the design, and the potential harm to study participants, the IRB process may be relatively quick or lengthy. Students should take this into consideration in order to avoid delays as they move toward data collection. Students must secure IRB approval before collecting their data, or in the case of archival data before analyzing the data. IRB policies and procedures, including links to the application and other relevant forms are available online at: <https://laverne.edu/irb/>

G. IRB Approval

Students receive an IRB approval letter once their application has been approved. A copy of this letter must be submitted to the PC/DCT as soon as it is received. In addition, a copy of this letter must be included as an appendix in the final dissertation draft. Once students receive IRB approval, they may begin collecting and then analyzing their data.

H. Data Collection

During fall of Year 4, students register for Dissertation III (Psy 663/PsyD 660). Students receive credit for Dissertation III after they have submitted a copy of the IRB approval to the PC/DCT. Students receive an *In Progress* (IP) for Dissertation III until they have met this requirement. Students may register for Dissertation IV before they have completed Dissertation III, but they will not receive credit for Dissertation III until they have met the requirements stated.

I. Data Analysis and Preparation of Draft for Final Defense

During spring of Year 4, students enroll in Dissertation IV (Psy 664/PsyD 661). Students are to complete their data collection, if not completed, and begin their data analysis. After students have analyzed their data, they should begin the process of preparing a draft of their dissertation for *Final Defense*. Students are advised that it often takes multiple drafts before they arrive at a draft their Dissertation Chair finds suitable for *Final Defense*. Students are further advised to familiarize themselves with section 3k of the *Program Policies and Procedures Handbook* regarding Dissertation Continuance.

J. Final Defense

Once the Dissertation Chair is satisfied with a student's final dissertation draft, the Dissertation Chair will inform the student that they may move ahead with the *Final Defense*. The purpose of the *Final Defense* is (1) to assess the quality of the dissertation; (2) to determine the student's competence to communicate in a public setting a thoughtful and clear evaluation of his or her work; and (3) to share one's findings with the university community.

Following are the steps involved in the *Final Defense*.

1: Coordination of Final Defense Date

After receiving approval from their Dissertation Chair to move forward with their *Final Defense*, students must contact the other two members of the committee to coordinate a date and time for the *Final Defense*. Students must provide their committee at least 21 business days to read the final dissertation draft. A longer time period is preferred. Students should not assume that committee members will read final dissertation drafts over weekends or holidays and should therefore provide their committee sufficient time to read their final drafts.

The *Final Defense* must be held during weekdays and within campus working hours of 8:00 am to 5:00 pm. The *Final Defense* is scheduled for 2 hours. Final defenses may not be held between June 15 through August 15. Final defenses may also not be held during holidays or any time the program is non-operational.

2: Scheduling the Final Defense

The *Final Defense* may be held in person or remotely (i.e. Zoom, WebEx, etc.). Students should consult with their Dissertation Chair when making this decision. In the event of a pandemic or other catastrophic events, all final defenses will be held remotely.

It is the student's responsibility to initiate scheduling of the *Final Defense* with Graduate Psychology Manager (GPM) as soon as the committee and student have agreed on a *Final Defense* date. It is important when initiating scheduling of the final defense that students make the GPM aware of any changes to their working title that may have occurred post-proposal.

Initiation of the scheduling process with the GPM is required whether the *Final Defense* is in-person or remote. The process for scheduling each is outlined below.

a. In-Person Final Defense- In-person *Final Defenses* require students to make room arrangements with the Graduate Psychology Manager by email. The GPM will email the student and dissertation committee the location of the room once it has been established. The GPM then completes Form 3A and submits it to Graduate Academic Services.

b. Remote Proposal Defense- Remote *Final Defenses* simply require the student to notify the GPM by email of the date and time of the defense. The GPM then completes Form 3A and submits it to Graduate Academic Services. It is the Dissertation Chair's responsibility to set up the meeting link for any remote *Final Defenses* and serve as the meeting host controlling breakout rooms, etc.

c. Graduation Fee- After submitting Form 3A to Graduate Academic Services (GAS), the GPM then notifies students that they must contact GAS to complete their graduation application and pay their graduation fee. It is also recommended that students pay their cap and gown rental fee at this time.

Completion of the graduation application and payment of the graduation fee must occur before the *Final Defense* is held. This is documented by completion of Form 3B by Graduate Academic Services. Note: the *Final Defense* will be cancelled and rescheduled if Form 3B is not received by the GPM by the scheduled defense date. Graduate Academic Services will forward a signed Form 3B to the Graduate Psychology Manager to indicate that students have completed their graduation application and paid their graduation fee.

3: Submission to the Committee

Students should provide all committee members (including Dissertation Chair) a copy of the final draft of their dissertation a minimum of 21 business days in advance of the *Final Defense*. Committee members may elect to receive an electronic copy in place of a hard copy. For those committee members requesting a hard copy, copies must be single-sided and spiral bound.

During the 21-day minimum review period, committee members should inform the Dissertation Chair if they have any serious concerns about the integrity of the final draft that might warrant rescheduling of the *Final Defense*. If no concerns arise during this time period, the student may proceed to holding the *Final Defense*.

4: Holding the Final Defense

The Dissertation Chair presides over the *Final Defense* and takes notes of the suggestions and recommendations of the committee for future reference. The Dissertation Chair may invite other faculty or staff to the *Final Defense* at their discretion. Students may also invite family, friends, and other guests to observe the *Final Defense* proceedings at the discretion of their Dissertation Chair. If held in person, students are permitted to bring refreshments to their *Final Defense* but are not required to do so.

In the event of an unexpected situations (e.g. Dissertation Chair or committee member illness, problems with transportation on day of *Final Defense*, etc.) the PC/DCT must be consulted and will make any necessary modifications to the process on that day (i.e., requiring committee to reschedule the defense, allowing defense that had been scheduled to be in-person to be held remotely).

There are several steps involved in the *Final Defense*.

a. Opening. The Dissertation Chair begins the *Final Defense* by making opening remarks, acknowledging guests, setting the agenda, and stating the various roles of participants. The active examiners in the defense process include the three members of the dissertation committee. Other invited guests (e.g. faculty, family, friends, staff) are normally restricted to the role of observers. These individuals may participate in the examination process at the discretion of the Dissertation Chair.

b. Presentation. After the Dissertation Chair's opening remarks, the student is expected to make a brief presentation (30-35 min.) using power point or other appropriate media with minimal emphasis on the literature review. The focus should be on the method, results, and discussion of findings. Handouts are usually not necessary since all examiners have copies of the dissertation, but copies of power point slides may be distributed at the *Final Defense* or in advance of it.

c. Questioning. After the presentation, the questioning process begins. The Dissertation Chair determines the questioning format with the consent of the other committee members. Questioning may proceed chapter-by-chapter, examiner-by-examiner, by a free-flow process, or by a combination of each of these formats. The third committee member is typically bestowed the honor of beginning the questioning. The questioning and exchange continue until all questions and issues

examiners raise are addressed by the student. The Dissertation Chair will keep track of the major issues discussed. Editorial issues are normally kept to a minimum during this process and are communicated to the student by return of the edited dissertation copies.

d. Outcome. At the conclusion of the questioning and exchange process, the Dissertation Chair asks the student and guests to leave the room (physically in the case of in-person defenses or entering a breakout room in the case of remote defenses). Once the student and any guests have left, the Dissertation Chair leads the dissertation committee in a discussion of the outcome of the dissertation. Ideally, the outcome of the dissertation will be determined by consensus among the dissertation committee members. In cases of disagreement among members, the outcome will be determined by a majority vote of the members (i.e. two of three committee members voting for a particular outcome). An outcome must be reached following the defense. Once an outcome is reached, the student is invited back and informed of the decision. This formally concludes the *Final Defense*. The Dissertation Chair and/or other committee members may spend time with the student after the *Final Defense* or schedule a meeting to discuss any needed revisions.

There are five possible outcomes of the *Final Defense*:

1. Pass with no revisions. In rare situations, students may pass without any additional revisions requested by the dissertation committee.

2. Pass with minor revisions. Minor revisions are such things as minor formatting errors, typos, minor APA-style errors, or missing an appendix, etc.

3. Pass with moderate revisions. Moderate revisions include such things as the need to restructure a section(s) of the dissertation or add to a section of the dissertation. Moderate revisions can also include such things as multiple formatting errors or typos, missing a number of appendices, references, etc.

4. Pass with major revisions. Major revisions include such things as a significant change to the data analytic plan or a substantial rewrite of the dissertation.

5. Fail. Failing the dissertation defense indicates that the student did not provide sufficient evidence of understanding key constructs in the dissertation. Failing the dissertation defense can also mean that the document is severely lacking in clarity and content, that the method is severely flawed, and/or that the dissertation is

indefensible. A student may fail the dissertation final defense based on the quality of their manuscript, the quality of their defense of their manuscript, or both.

Failing the *Final Defense* will result in dismissal from the PsyD program. In such an event, the student may appeal the dismissal consistent with the procedures outlined in Section 7 of the *Program Policies and Procedures Handbook*.

5: Post-Final Defense Process

There are multiple steps involved after the *Final Defense*.

a. Notification of PC/DCT. The Dissertation Chair will inform the PC/DCT the outcome of the *Final Defense* by email as promptly as possible after it has concluded. The outcome is assumed to be unanimous unless otherwise indicated by the Dissertation Chair.

b. Form 4 completion. The PC/DCT completes Form 4 and submits it to the Graduate Psychology Manager (GPM).

c. Form 4 submission. The GPM submits the completed Form 4 to Graduate Academic Services.

d. Revision Process. Students have one year from the date of their *Final Defense* to make their revisions and obtain approval from their Dissertation Chair to move forward with submission for final format check. Any student not satisfactorily completing their revisions within this time frame will be required to hold their *Final Defense* again and pay a \$100 rescheduling fee to the university. The revisions process depends upon the outcome of the student's *Final Defense*.

1. No revisions. If no revisions were required, the student then proceeds to Step 5 below.

2. Minor or Moderate Revisions. If the student's dissertation required minor revisions or moderate revisions, that student is to make the required revisions and return a revised copy, to their Dissertation Chair for review. The Dissertation Chair will review to ensure the revisions have been made. Once the Dissertation Chair is satisfied that the student has made the necessary revisions, the Dissertation Chair will notify the student that they may proceed to final format check.

3. Major Revisions. If the student's dissertation required major revisions, that student is to make the required revisions and return a revised copy, to all committee members for review. The second

and third committee members will inform the Dissertation Chair once they are satisfied that the student has made the necessary revisions. The Dissertation Chair will conduct another review to ensure the revisions have been made. Once the Dissertation Chair is satisfied that the student has made the necessary revisions, the Dissertation Chair will notify the student that they may proceed to final format check.

4. Failed Dissertation. The student should consult with the PC/DCT about the appeals process and next course of action if that student failed the *Final Defense*.

e. Final Format Check. After receiving approval from their Dissertation Chair to do so, the student submits an electronic copy of their dissertation to the PC/DCT for a *Final Format Check*. The PC/DCT reviews the dissertation for any formatting issues and communicates any needed changes to the student. The student must correct these issues and re-submit the dissertation for another *Final Format Check* until accepted by the PC/DCT.

f. Uploading Dissertation. The PC/DCT will inform the student when they have passed the *Final Format Check* and provide them with instructions on uploading an electronic copy of their dissertation to *ProQuest*.

All students are required to copyright their dissertations when they upload it. The PsyD program pays the *ProQuest* publication fee for traditional publishing. The PsyD program does not pay for open access publishing. Students may order bound copies of their dissertation for themselves, their advisor, or other individuals when they upload their dissertation through *ProQuest*. Students are not required to order copies of their dissertation.

g. Dissertation Completion Fee. After uploading their dissertation to ProQuest, students are instructed to contact Graduate Academic Services to pay the Dissertation Completion Fee. Payment of the Dissertation Completion Fee is the final student responsibility.

h. Final Signatures. After informing students that they may upload their dissertation to *ProQuest*, the PC/DCT completes the signature page and signs off on the student's dissertation.

i. Uploading Signature Page. The PC/DCT forwards the completed signature page to the Graduate Psychology Manager. The GPM then uploads the signature page to the student's dissertation in *ProQuest*.

j. Final Verification. Once, the signature page has been uploaded, Graduate Academic services checks to make sure the student has paid all relevant fees. Once they have verified that all fees have been paid, GAS contacts the PC/DCT for submission of final credit for Dissertation IV (Psy 664/PsyD 661).

k. Completion. The PC/DCT issues final credit for Dissertation IV (Psy 664/PsyD 661). The dissertation process is finished.

K. Progress Towards Graduation

The dissertation process described above assumes that students will complete their dissertation at the conclusion of Year 4 in the program and prior to their predoctoral internship in Year 5. Participation in the Spring commencement during Year 5 is connected to a student's dissertation progress. Students who are "on-track" will have met all requirements towards their degree (with the exception of an "in progress" grade for their predoctoral internship) and paid all relevant fees. Provided that these students are making satisfactory progress on internship, these students simply return during Spring of Year 5 to participate in the graduation ceremony. A student's degree posts when all coursework, including internship, and all dissertation requirements including final formatting and payment of fees, has been completed.

1. Falling "Off-Track" on Dissertation

Occasionally, students' dissertation progress is delayed due to difficulties collecting data and other issues, and some students may find themselves working on their dissertation during Year 5 (or later) in the program. In such situations, students are reminded of the following:

a. Commencement Participation. Students who are working on their dissertation while on internship (or later) should remember that commencement occurs only in Spring. In order to participate in the Spring graduation ceremony, students must have completed Dissertation Form 3A by May 1 at 5pm. If May 1 falls on a Saturday, the deadline to have completed Dissertation Form 3A is Friday, April 30 at 5pm. If May 1 falls on a Sunday, the deadline to have completed Dissertation Form 3A is Friday, April 29 at 5pm.

b. Dissertation Continuous Enrollment. Students receive an "in progress" (IP) for Dissertation IV until all dissertation requirements outlined above are completed. Students have one year after the semester in which they first enrolled in Dissertation IV to complete it without incurring further dissertation registration expenses. If a student has not completed Dissertation IV after the one-year period, they must register for dissertation continuous enrollment as described in Section 3K of the *Program Policies and Procedures Handbook*.

Section 6: Dissertation Forms

Samples of the Dissertation Forms are contained in this section. All dissertation forms are submitted to Graduate Academic Services (GAS) by the Graduate Psychology Manager (GPM), with the exception of Form 3B which is submitted by GAS to the GPM. The workflow process must be followed in completion and submission of all forms. A summary of that process is outlined below

Form	Process initiated by	Form completed by	Form submitted to	Form submitted to
1A	Student →	PC/DCT →	GPM →	GAS
1B	Student →	PC/DCT →	GPM →	GAS
2A	Student →	GPM →	GAS	
2B	Dissertation Chair →	PC/DCT →	GPM →	GAS
3A	Student →	GPM →	GAS	
3B	Student →	GAS →	GPM	
4	Dissertation Chair →	PC/DCT →	GPM →	GAS

University of La Verne

College of Health and Community Well-Being
PsyD Program in Clinical Psychology

Dissertation Form 1A Declaration of Dissertation Committee

Date	
Student	
email	

Working Title:

--

Dissertation Committee		Internal or External	Compensated Y or N
Chair		n/a	
Second		n/a	
Third			
Notes:			

*vita required for all external third committee members

Approved:

Jerry L. Kernes, PhD
PsyD Program Chair/DCT

(Date)

Workflow:

1. PC/DCT completes and submits to Graduate Psychology Manager (GPM)
2. GPM submits to Graduate Academic Services

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Dissertation Form 1B Reconstitution of Dissertation Committee

Date	
Student	
email	

Working Title:

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Current Dissertation Committee	
Chair	
Second	
Third	

New Dissertation Committee		Internal or External	Compensated Y or N
Chair		n/a	
Second		n/a	
Third			
Notes:			

*vita required for all external third committee members

Reason for Change

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Approved:

Jerry L. Kernes, PhD
PsyD Program Chair/DCT

(Date)

Workflow:

1. PC/DCT completes and submits to Graduate Psychology Manager (GPM)
2. GPM submits to Graduate Academic Services

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Dissertation Form 2A Scheduling of Proposal Defense

Date	
Student	
email	

Working Title:

--

Scheduling Approval

This student's Proposal Defense is scheduled as follows:

Date	Time	Format/location

Approved:

Natalie Brown
Graduate Psychology Manager

(Date)

Workflow:

1. GPM completes and submits to Graduate Academic Services

University of La Verne

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Dissertation Form 2B Proposal Outcome

Date	
Student	
email	

Working Title:

--

Dissertation Committee		Internal or External	Compensated Y or N
Chair		n/a	
Second		n/a	
Third			
Notes:			

Outcome

Minor Revisions	
Moderate Revisions	
Reject	

Notes:

--

Approved:

Jerry L. Kernes, PhD
PsyD Program Chair/DCT

(Date)

Workflow:

1. PC/DCT completes and submits to Graduate Psychology Manager (GPM)
2. GPM submits to Graduate Academic Services

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Dissertation Form 3A Scheduling of Final Defense

Date	
Student	
email	

Final Title:

--

Scheduling Approval

This student's Final Defense is scheduled as follows:

Date	Time	Format/location

Approved:

Natalie Brown
Graduate Psychology Manager

(Date)

Workflow:

1. GPM completes and submits to Graduate Academic Services

University of La Verne

College of Health and Community Well-Being
PsyD Program in Clinical Psychology

Dissertation Form 3B Graduation Application Verification

Date	
Student	
email	

Final Title:

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Graduation application completed	
Graduation fee paid	
Cap and gown rental paid	

Notes:

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Approved:

Mary Soto
Lead Coordinator- Graduate Academic Services

(Date)

Workflow:

1. GAS completes and submits to Graduate Psychology Manager (GPM)

University of La Verne

College of Health and Community Well-Being
PsyD Program in Clinical Psychology

Dissertation Form 4 Final Defense Outcome

Date	
Student	
email	

Working Title:

--

Dissertation Committee		Internal or External	Compensated Y or N
Chair		n/a	
Second		n/a	
Third			
Notes:			

Outcome

No Revisions	
Minor Revisions	
Moderate Revisions	
Major Revisions	
Fail	

Notes:

--

Approved:

Jerry L. Kernes, PhD
PsyD Program Chair/DCT

(Date)

Workflow:

1. PC/DCT completes and submits to Graduate Psychology Manager (GPM)
2. GPM submits to Graduate Academic Services

Section 7. Dissertation Formatting

The formatting requirements and guidelines listed in this manual have been developed to comply with current electronic publishing and microfilming standards of *ProQuest/UMI* and peer institutions.

This manual should be used in conjunction with the *Publication Manual of the American Psychological Association, Seventh Edition (2020)*. Although students must follow APA guidelines in formatting their dissertation, the APA guidelines defer to university policies and procedures for dissertation formatting. Thus, this dissertation manual is the authoritative guide for all La Verne PsyD students in formatting their dissertations.

There are several important overall formatting considerations:

A. Overall Formatting Requirements

The overall dissertation must conform to the following specifications for all sections unless noted differently.

1. Margins

A margin is defined as a space in which no text appears. Every page of the dissertation must meet the margin requirements of 1.5 inches on the left and 1 inch on the top, right, and bottom. Page numbers cannot be outside of the margins and must fall within the margins (i.e. page numbers appear 1 inch from edge of page rather than appearing at the standard default of .5 inches from edge of page). Students should adjust the default settings in their word processing program to account for this requirement.

2. Typeface and Font

Students must use Times New Roman typeface in a 12-point font size. Students must retain the same typeface and font size throughout the dissertation, with the exception of tables and appendices. The font size for tables may range from 8-point to 12-point Times New Roman typeface. Generally, appendices created for the dissertation (e.g. demographic survey, scales created by the student) should be in Times New Roman typeface in a 12-point font size. However, appendices have greater latitude with regard to typeface and font size and students should exercise their judgment with an eye towards a pleasing aesthetic.

Bold font is permitted only as identified in the *APA Publication Manual* and in this *Dissertation Manual*.

3. Paper

Standard 20lb bright white recycled copy paper should be used for preliminary drafts of the dissertation shared with committee members. The final dissertation is submitted electronically.

4. Spacing

Generally, the dissertation is to be double-spaced throughout. Certain exceptions to this requirement exist, however, and are noted below.

5. Running Head

Unlike journal articles, a running head is not used at the top of the page.

6. Dangling Text

Dangling text, such as the last line of a paragraph appearing alone at the top of a page or the first line of a paragraph appearing alone at the bottom of a page, are to be avoided throughout the dissertation.

7. Organization

The dissertation is organized into three sections:

- (1) Preliminary/Front Matter
- (2) Main Body
- (3) End Matter

The formatting considerations unique to each of these three sections are described below. Examples may be found in Section 8: *Sample Formatted Dissertation*

B. Preliminary Matter Formatting

The Preliminary Matter consists of the following pages in this order: Title Page, Copyright Page, Signature Page, Abstract, Dedication (optional), Acknowledgements (optional), Epigraph (optional), Table of Contents, List of Tables (if tables appear), and List of Figures (if figures appear).

1. Title Page

The following formatting specifications apply to the Title Page.

- (a). The Title Page is unnumbered. For ease of formatting, all line returns referenced in this section refer to single-space returns.
- (b). The title itself must not exceed three lines and is to appear centered, in all CAPITAL letters, at the top margin of the page. The title is double spaced.
- (c). The word “by” appears centered, lowercase, two single-spaces below the last line of the title followed by the student’s name in uppercase and lowercase two single spaces below that.
- (d). The words “A Dissertation Submitted in Partial Fulfillment of the” appears midway down the page (14 single-spaces below name), centered, in uppercase and lowercase letters. The words “Requirements for the Degree” appears one single-space below that, centered, in uppercase and lowercase letters. The words

“Doctor of Psychology” appear one single-space below that, centered, in uppercase and lowercase letters.

(e). The words “UNIVERSITY OF LA VERNE” should appear, centered, in all CAPITAL letters 16 single-spaces below the words “Doctor of Psychology.” The words “College of Health and Community Well-Being” should appear two single-spaces below that centered, in uppercase and lowercase. The words “PsyD Program in Clinical Psychology” should appear one single-space below that centered, in uppercase and lowercase letters.

(f). The month and year the dissertation is completed should appear, in uppercase and lowercase letters, at the bottom margin of the page. Note: The month and year the dissertation is completed is the month and year the dissertation is submitted for, and passes, final format check. This is usually different from the dissertation defense date listed on the Signature Page.

2. Copyright Page

The following formatting specifications apply to the Copyright Page.

(a). The Copyright Page is unnumbered. For ease of formatting all line returns referenced in this section refer to single-space returns.

(b). The words “All rights reserved” should appear centered, in uppercase and lowercase at the bottom margin of the page.

(c). The student’s name should appear two single-spaces above the words “All rights reserved.”

(d). The word “Copyright @” and the appropriate year of copyright (the year the dissertation is submitted for final format check) should appear two single-spaces above the student’s name.

3. Signature Page

The following formatting specifications apply to the Signature Page.

(a). The Signature Page is unnumbered. For ease of formatting all line returns referenced in this section refer to single-space returns.

(b). The dissertation title appears centered, in all CAPITAL letters, at the top margin of the page. The title is double-spaced.

(c). The word “by” appears centered, lowercase two single-spaces below the last line of the title followed by the student’s name in uppercase and lowercase below two single-spaces below that.

(d). The words “has been approved” appear centered, lowercase four single-spaces below the word “by” followed by the month and year of the *Final Defense* two single-spaces below that.

(e). The words “DISSERTATION COMMITTEE” appear, flush left, in all CAPITAL letters, four single-spaces below the month and year of final approval.

(f). The Dissertation Chair’s signature line appears one double-space below the words “DISSERTATION COMMITTEE.” The line concludes with the words “Committee Chair.” The dissertation chair’s typed name and degree appear one single-space below the signature line and five spaces from the left margin. Note. Periods are not used in abbreviations for degrees.

(g). The second committee member’s signature line appears two single spaces below the Dissertation Chair’s typed name and degree. The line concludes with the words “Committee Member.” The committee member’s typed name and degree appear one single-space below the signature line and five spaces from the left margin. Note. Periods are not used in abbreviations for degrees.

(h). The third committee member’s signature line appears two single spaces below the second committee member’s typed name and degree. The line concludes with the words “Committee Member.” The committee member’s typed name and degree appear one single-space below the signature line and five spaces from the left margin. Note. Periods are not used in abbreviations for degrees.

(i). The word “ACCEPTED” appears flush left in all CAPITAL letters, 12 single-spaces below the typed name and degree of the third committee member.

(j). The PsyD Program Chair/DCT’s signature line appears two single spaces below the word “ACCEPTED.” The PsyD Program Chair/DCT’s typed name and degree appear one single-space below the signature line and five spaces from the left margin. Note. Periods are not used in abbreviations for degrees. The words “PsyD Program Chair & Director of Clinical Training” appear one single-space below the signature line, flush with the left margin.

(k). The Dean of the College of Health and Community Well-Being signature line appears two single-spaces below the words “PsyD Program Chair & Director of Clinical Training.” The Dean’s typed name and degree appear one single-space below the signature line and five spaces from the left margin. Note. Periods are not used in abbreviations for degrees. The word “Date” also appears at this location, flush right to the edge of the signature line. The words “Dean, College of Health and Community Well-Being” appear one single-space below the Dean’s typed name and degree, flush with the left margin.

Tip: Before proceeding to the next section (Abstract), it is helpful to insert a “next page” section break. This can be found under the “layout” tab in

Microsoft Word. Inserting this break facilitates the pagination process described below.

4. Abstract

The following formatting specifications apply to the Abstract.

- (a). The Abstract is the first page upon which a number appears.
- (b). The Abstract is numbered in lowercase Roman numerals with the number “iv.” The page number is to appear centered, at the bottom margin of the page (i.e. 1-inch from bottom).

Tip: Use the “insert page number” function in Microsoft Word. Format the page number before inserting it. Click the lowercase Roman numeral format (i, ii, iii, etc.). Next, select “start at” and type in “iv.” Press “ok” once both these selections have been made. From there, select “bottom of page” and select the icon displaying the page number centered at the bottom of the page.” The page number should appear at the bottom of the page. Occasionally, page numbers default to a font other than Times New Roman. Make sure to change the page number to 12-point Times New Roman. In addition, sometimes after inserting a page number on the Abstract page, the page number also appears on the signature page preceding it. If this occurs, simply remove the “link to previous” function, delete the page number from the signature page, and re-insert the page number on the Abstract page.

- (c). The Abstract presents a succinct summary of the dissertation. Abstracts should be clear, concise, and readable. Abstracts cannot exceed one page. Most abstracts will be between 150 and 250 words and must not exceed 250 words.
- (d). The Abstract is double-spaced and is to appear in paragraph form. The abstract is to be written in past tense.
- (e). The word “ABSTRACT” is to appear in CAPITAL letters, centered at the top margin. It is not to be in bold.
- (f). The text of the Abstract begins immediately below the word “ABSTRACT” and appears in uppercase and lowercase letters. The text is to appear flush left (no indents).

5. Dedication (optional)

The following formatting specifications apply to the Dedication.

- (a). The Dedication is optional. If included, numbering continues from the abstract page in lowercase Roman numerals. The page number is to appear

centered at the bottom margin of the page. The dedication is generally a short (1-2) line personal note to family or other loved ones.

(b). The Dedication page does not have a header. If the dedication is only one line, it is to appear centered at the top margin of the page in uppercase and lowercase letters. If the dedication exceeds one line, it is to be double-spaced. The first line is to indent 5 spaces from the left margin and the second, and subsequent lines, are to flush left.

6. Acknowledgments (optional)

The following formatting specifications apply to the Acknowledgements.

(a). The Acknowledgements page is optional. If included, numbering continues from the previous page. The page number is to appear centered at the bottom margin of the page. The Acknowledgements page is generally used for thanking various individuals who have assisted the student's academic journey, specifically with regard to the dissertation process. It is customary to thank the members of the dissertation committee in the acknowledgements but is not required to do so.

(b). The acknowledgements are limited to two, double-spaced, pages.

(c). The word "ACKNOWLEDGEMENTS" is to appear in CAPITAL letters, centered at the top margin.

(d). The text of the acknowledgements begins immediately below the word "ACKNOWLEDGEMENTS" and appears in uppercase and lowercase letters. The text is flush left. The first line of each paragraph in the acknowledgements is indented 5 spaces.

7. Epigraph (optional)

The following formatting specifications apply to the Epigraph.

(a). The Epigraph page is optional. If included, numbering continues from the previous page. The page number is to appear centered at the bottom margin of the page. An epigraph is a phrase, quotation, or poem set at the beginning of a work to suggest its theme. Multiple quotations and long quotations are discouraged.

(b). The Epigraph page does not have a header. The text of the epigraph is to appear at the top margin, flush left, in uppercase and lowercase letters, and in quotations marks.

(c). Provide the reference for the epigraph centered and directly below the quotation. This reference does not appear in the references of the main body of the dissertation. If a source for the epigraph cannot be identified, use a descriptor such as "author unknown" or "source unknown"

8. Table of Contents

The following formatting specifications apply to the Table of Contents.

(a). The Table of Contents must be included. The Table of Contents is compiled by listing all the headings and subheadings in the main body and end matter of the dissertation that follow it. Therefore, it should not include any pages preceding it (i.e., Abstract, Dedication, Acknowledgements, etc.).

(b). Numbering of the Table of Contents continues from the previous page. The page number is to appear centered at the bottom margin of the page.

(c). The Table of Contents is double-spaced throughout.

(d). Leader dots must be used between all listings appearing on the Table of Contents and their corresponding page numbers. All page numbers appearing in the Table of Contents must be vertically aligned. Do not type in individual periods as leader dots. Instead, see “tip” below for automatic formatting of leader dots.

Tip: leader dots are located under the “paragraph” (tabs) function in Microsoft Word. Click on “paragraph.” Next, click on “tabs.” Next, enter tab stop positions in increments of 0.5 with alignment “left” and leader set to “none.” Six tab stops (0.5, 1, 1.5, 2, 2.5, 3) are usually sufficient to accommodate the heading levels of a typical dissertation. The actual number used will vary for each student depending on the number of headings they have used. The seventh (or last) tab stop should be set to 5.5 with alignment “left” but with leader selection “2” which contains leader dots. After the tabs and leader dots have been set under the paragraph tab, type the header name in the desired location and press “tab” on keyboard until leader dots appear on right hand side of paper. Page numbers are then typed in after the leader dots.

(e). Heading levels that appear in the Table of Contents must match those used in the main body of the dissertation. Each level of subheading in the Table of Contents must be consistently indented more than the preceding level. The first word in each heading and subheading appearing in the Table of Contents must be capitalized.

(f). The words “TABLE OF CONTENTS” appear centered in all CAPITAL letters at the top margin.

(g). The word “Page” appears below the words “TABLE OF CONTENTS” flush right, in uppercase and lowercase letters.

(h). If tables appear in the document, a list of tables must follow the Table of Contents and be referenced within it. The words “LIST OF TABLES” appear in all CAPITAL letters below the word “Page” and flush left.

(i). If figures appear in the document, a list of figures must follow the Table of Contents and be referenced within it. The words “LIST OF FIGURES” appear in all CAPITAL letters below the previous entry and flush left.

(j). The word “CHAPTER” appears in all CAPITAL letters below the previous entry and flush left.

(k). The words “I. LITERATURE REVIEW” appear in all CAPITAL letters below the word “CHAPTER” and five spaces from the left margin. Headings and subheading are to be used as needed in this section and indented appropriately (see sample-Section 8). If a header continues on to the next line, that line should be indented 5 spaces. If the header continues beyond a second line, the third and subsequent lines are not indented any further than the second line. Headings and subheadings appear in uppercase and lowercase letters.

(l). The words “II. METHOD” appear in all CAPITAL letters below the last entry in (k) above. Entries in this section follow the same guidelines as (k) above.

(m). The words “III. RESULTS” appear in all CAPITAL letters below the last entry in (l) above. Entries in this section follow the same guidelines as (k) above.

(n). The words “IV. DISCUSSION” appear in all CAPITAL letters below the last entry in (m) above. Entries in this section follow the same guidelines as (k) above.

(o). The word “REFERENCES” appears in all CAPITAL letters below the last entry in (n) above. Note that REFERENCES appears flush left as in the example for (j) above. Further note that there are no headings or subheadings used in this section.

(p). The word “APPENDICES” appears in all CAPITAL letters, flush left, below the word REFERENCES. Headings are to be used as needed in this section and labeled alphabetically. Headings should repeat alphabet if letters are exhausted (i.e. AA, AB, etc.). All appendices are to appear in CAPITAL letters. Note that scales and permission to use scales appear as separate appendices.

9. List of Tables (if tables appear in document)

The following formatting specifications apply to the List of Tables.

(a). If tables appear in the document, a list of tables must be included immediately following the Table of Contents. The location of this list must be documented in the Table of Contents. The actual tables to which the list refers must be documented on the List of Tables.

(b). Page numbering of the list of tables continues from the last page of the table of contents. The page number is to appear centered, in lower case Roman numerals at the bottom margin of the page.

(c). The list of tables is double-spaced throughout.

(d). The words “LIST OF TABLES” appear centered in all CAPITAL letters at the top margin of the page.

(e). The word “Tables” appears in uppercase and lowercase letters immediately below the words “LIST OF TABLES” and is flush left. The word “Page” also appears on this line, in uppercase and lowercase letters, flush right.

(f). The number 1, followed by a period, space, and description of the first table appears below the previous entry. All subsequent tables follow the same format and are numbered consecutively. If a table description continues on to the next line, that line should be indented 5 spaces. If the description continues beyond a second line, the third and subsequent lines are not indented any further than the second line.

(g). Leader dots must be used between all listings appearing on the List of Tables and their corresponding page numbers. All page numbers appearing on the List of Tables must be vertically aligned.

10. List of Figures (if figures appear in document)

The following formatting specifications apply to the List of Figures.

(a). If figures appear in the document, a List of Figures must be included immediately following the Table of Contents. The location of this list must be documented in the Table of Contents. The actual figures to which the list refers must be documented on the List of Figures.

(b). Page numbering of the List of Figures continues from the last previous page. The page number is to appear centered, in lower case Roman numerals at the bottom margin of the page.

(c). The List of Figures is double-spaced throughout.

(d). The words “LIST OF FIGURES” appear centered in all CAPITAL letters at the top margin of the page.

(e). The word “Figures” appears in uppercase and lowercase letters immediately below the words “LIST OF FIGURES” and is flush left. The word “Page” also appears on this line, in uppercase and lowercase letters, flush right.

(f). The number 1, followed by a period, space, and description of the first figure appears below the previous entry. All subsequent figures follow the same format and are numbered consecutively. If a figure description continues on to the next line, that line should be indented 5 spaces. If the description continues beyond a second line, the third and subsequent lines are not indented any further than the second line.

(g). Leader dots must be used between all listings appearing on the List of Figures and their corresponding page numbers. All page numbers appearing on the List of Figures must be vertically aligned.

Tip: Before proceeding to the next section (Literature Review), it is helpful to insert a “next page” section break. This can be found under the “layout” tab in Microsoft Word. Inserting this break facilitates the pagination process described below.

C. Main Body Formatting

The Main Body of the dissertation contains the following sections in this order: Literature Review, Method, Results, Discussion, and References. Generally speaking each of these sections follow the publication guidelines stipulated in the *Publication Manual of the American Psychological Association, Seventh Edition*.

1. General Formatting Considerations for Main Body

Following are formatting specifications required for all sections of the Main Body:

(a). Page numbering in the Main Body shifts away from that used in the Preliminary Matter (i.e., lowercase Roman numerals centered at the bottom of the page) to Arabic numerals in the top right corner. The first page of the literature review is the first page of the Main Body and is labeled as Page 1. From this point forward (and extending through the End Matter) all pages are numbered consecutively with page numbers appearing in the top right corner 1 inch from the top of the paper.

Tip: Use the “insert page number” function in Microsoft Word. Format the page number before inserting it. Click the Arabic numeral format (1,2,3, etc.). Next, select “start at” and type in “1”. Press “ok” once both these selections have been made. From there, select “top of page” and select the icon displaying the page number at top, right of the page.” The page number should appear at the top, right of the page. Occasionally, page numbers default to a font other than Times New Roman. Make sure to change the page number to 12-point Times New Roman. In addition, sometimes after inserting page numbers on the Literature Review page, the page number also appears on the front matter pages preceding it. If this occurs, simply remove the “link to previous” function, delete the page

number from the preliminary pages, and re-insert the page number on the Literature Review page.

(b). The Main Body is to be double-spaced throughout (including the reference section). The only exception to this is for tables/figures which may be single-spaced at the discretion of each Dissertation Chair in order to improve presentation. (See *APA Publication Manual* Section 7 for additional guidance).

(c) All sections in the Main Body (i.e., Literature Review, Method, Results, Discussion, and References) start on a new page.

In addition to the formatting specifications required for all sections of the Main Body, there are a few formatting specifications unique to the various sections of the Main Body that are not addressed by the *APA Publication Manual*. Those specifications are detailed below.

2. Literature Review

The literature review provides a theoretical and empirical foundation for the topic. The literature review has as many headings and subheadings as are necessary to reflect the main issues under investigation. The first heading is most commonly titled “introduction.” The introduction section is usually a brief summary (2-3 pages) about what is being studied, why it is important, and the manner in which it will be addressed in the dissertation.

The titles for the remaining headings depend upon the topic. Students should consult with their Dissertation Chair regarding appropriate headings and subheadings for their literature review. Students should also consult with their Dissertation Chair concerning the appropriate length of the literature review. Literature reviews typically range from 40 to 100 pages. Some literature reviews exceed 100 pages. It is unusual for a literature review to be less than 40 pages. The literature review should demonstrate a logical connection between past and present scholarship in the area and present sufficient detail for the reader to understand the problem and any gaps in the literature. Obviously, some topics will demand more extensive literature reviews than others.

The literature review should conclude with: a summary of the main issues and findings of the review; a statement of the problem; and specific research questions and/or hypotheses.

The following specifications apply to the Literature Review.

(a). The Literature Review appears immediately after the last page of the preliminary matter. There are no “filler” or “spacer” pages between the preliminary matter and the Literature Review. The first page of the literature review is numbered as “Page 1” using Arabic numerals.

(b). The words “CHAPTER I” appear in all CAPITAL letters, centered at the top margin of page 1. The words “LITERATURE REVIEW” appear in all CAPITAL letters, centered and immediately below the words “CHAPTER I.” The words “CHAPTER I” and “LITERATURE REVIEW” appear as modified level 1 headings (see *APA Publication Manual* Section 2.27, Table 2.3) in that they are centered and **bold** but are presented in all CAPITAL letters.

(c). Insert one double-space immediately after the words “LITERATURE REVIEW” and type the name of the first heading in your literature review. This heading appears as a level 2 heading and is in **bold** font. Continue to use appropriate headings throughout the remainder of the literature review.

3. Method

The method section explains *how* the study was conducted. The goal of the method section is to provide sufficient detail so that another researcher could replicate the study. Generally, the method section contains detailed information about the participants (e.g., demographic characteristics) and procedure (e.g., how participants were obtained, ethical considerations in the use of human participants, research design, instruments/scales, etc.). Students should consult with their Dissertation Chair concerning the headings and subheadings needed in this section.

The following specifications apply to the Method.

(a). The method section appears on a new page immediately after the last page of the literature review.

(b). Any questionnaires, consent forms, IRB approval, instruments/scales, permission for those scales, etc. used in the study must be identified in the method section and must appear as appendices in the End Matter. Appendices are identified alphabetically. The first appendix identified should be labeled as Appendix A, the second appendix identified should be labeled as Appendix B, etc.

(c). The words “CHAPTER II” appear in all CAPITAL letters, centered at the top margin of the first page of the Method section. The word “METHOD” appears in all CAPITAL letters, centered and immediately below the words “CHAPTER II.” The words “CHAPTER II” and “METHOD” appear as modified level 1 headings (see *APA Publication Manual* Section 2.27, Table 2.3) in that they are centered and **bold** but are presented in all CAPITAL letters.

(d). Insert one double-space immediately after the word “METHOD” and type the name of the first heading in your Method. This heading appears as a level 2 heading and is in **bold** font. Continue to use appropriate headings throughout the remainder of the method section.

4. Results

The results section provides a summary of your findings but does not include any implications of those findings (implications of your findings are explored in the discussion section). Generally, all relevant results should be included in the results section including nonsignificant findings and findings that run counter to your dissertation's hypotheses. Students should consult with their Dissertation Chair regarding what elements should be included in the results section.

The following specifications apply to the results section:

- (a). The results section appears on a new page immediately after the last page of the method section.
- (b). If any tables and/or figures are used, they are to appear on a separate page from the text immediately following the page they were first referenced. The page upon which a table and/or figure is referenced should be completed. For example, if the text indicates something such as "Table 1 depicts...", prose should continue on that page until the end of the page is reached and then Table 1 should appear on the next page. Tables and/or figures are not to be grouped together at the end of the results section. All tables and/or figures appear on their own separate pages and are not to be combined.
- (c). Figures and/or tables may be single-spaced at the discretion of the Dissertation Chair to improve presentation. The text of the results section, however, must be double-spaced. For other formatting issues related to tables and figures, please refer to the *APA Publication Manual* section 7.
- (d). Any tables and/or figures placed in landscape format must retain portrait page numbers at the top right corner for consistency with the rest of the dissertation.

Tip: This is often a source of frustration for students. It takes practice to get it right. One solution is to leave a page blank as a placeholder in the dissertation, save the table/figure as an image in another document, shrink it to fit (as long as it does not shrink smaller than 8-point Times New Roman font) and insert it back into the dissertation. Another solution is to insert a "next page" section break before and after where the table is to appear. After inserting the section break, change the orientation of that section only to landscape. Insert the table/figure. Remove any page numbers in the section that might have defaulted into place. Next, insert a table (one column, one row), into the bottom, right footer of the landscaped table. Remove the border from the inserted table using the table properties function. Next, type in the correct page number continuing from the previous page before the section break. Next, rotate the text 90 degrees. Once done, revert the section after the table to portrait. You will need to reinsert page numbers in the correct location (top right margin) consistent with the page number location before you inserted the section

break for your table. You may need to unlink the “link to previous” function. When printed out, and rotated 90° the page number of your landscaped table should be in the same location as the page number of the portrait page before it.

(e). The words “CHAPTER III” appear in all CAPITAL letters, centered at the top margin of the first page of the Results section. The word “RESULTS” appears in all CAPITAL letters, centered and immediately below the words “CHAPTER III.” The words “CHAPTER III” and “RESULTS” appear as modified level 1 (see *APA Publication Manual* Section 2.27, Table 2.3) in that they are centered and **bold** but are presented in all CAPITAL letters.

(f). Insert one double-space immediately after the word “RESULTS” and type the name of the first heading in your Results. This heading appears as a level 2 heading and is in **bold** font. Continue to use appropriate headings throughout the remainder of the results section.

5. Discussion

The discussion section is used to evaluate and interpret the results. The discussion should address whether research questions/hypotheses were supported or not supported. The discussion should also be used to draw inferences and conclusions from the data, to emphasize the theoretical or practical merits of the results, to explore the validity of any conclusions, and to address similarities and differences between these results and the work of others.

The discussion section begins with a clear statement of support or nonsupport for the hypotheses. Additional sections in the discussion include an exploration of the study’s limitations, implications of the findings, and directions for future research. Students should consult with their Dissertation Chair regarding appropriate headings for their discussion.

The following specifications apply to the discussion.

(a). The discussion section starts on a new page immediately after the last page of the results section.

(b). The words “CHAPTER IV” appear in all CAPITAL letters, centered at the top margin of the first page of the discussion section. The word “DISCUSSION” appears in all CAPITAL letters, centered and immediately below the words “CHAPTER IV.” The words “CHAPTER IV” and “DISCUSSION” appear as modified level 1 headings (see *APA Publication Manual* Section 2.27, Table 2.3) in that they are centered and **bold** but are presented in all CAPITAL letters.

(c). Insert one double-space immediately after the word “DISCUSSION” and type the name of the first heading in your discussion. This heading appears as a level 2

heading and is in **bold** font. Continue to use appropriate headings throughout the remainder of the results section.

6. References

The final section of the main body is the reference list. The reference list must conform to the *APA Publication Manual's* Section 9.

The following specifications apply to the reference list.

- (a). The reference list starts on a new page immediately after the last page of the discussion section.
- (b). Remember that the reference list must be double-spaced. Students are also reminded to avoid dangling text in the reference list. Rather than splitting a reference across two pages, simply move the entire reference to the next page.
- (c). All references in the reference list must appear in the Main Body of the dissertation. There are a few instances though (such as personal communications) when not all references in the Main Body of the dissertation must be in the reference list.
- (d). Students are reminded that the *Publication Manual of the American Psychological Association, Seventh Edition (2020)* has significantly expanded guidance on referencing electronic formats including use of uniform resource locators (URLs) and digital object identifiers (DOIs). Students should become familiar with these requirements before constructing their reference list (see *APA Publication Manual* Section 9).
- (e). The word “REFERENCES” appears centered at the top margin of the first page of the reference section. This heading appears as a modified level 1 heading (see *APA Publication Manual* Section 2.27, Table 2.3) in it is centered and **bold** but presented in all CAPITAL letters. Note: there is no “chapter” designation or other headings used for the reference list.
- (f). Insert one double-space immediately after the word “REFERENCES.” Type the first reference flush left. Remember to use hanging indents in the reference list.

D. End Matter Formatting

The End Matter of the dissertation consists of the following sections in this order: Appendices and Autobiographical Sketch (optional). The following formatting specifications apply to the End Matter. See Section 8: *Sample Formatted Dissertation* for more information.

1. Appendices

Any questionnaires, consent forms, IRB approval, instruments/scales, permission to use scales, etc. used in the study must be referenced in the main body of the dissertation (primarily in the method section) and must appear as appendices in the End Matter.

The following specifications apply to the appendices.

- (a). Each appendix must have a cover page followed by the actual appendix.
- (b). Appendix cover pages must be double-spaced. The actual appendices may appear single-spaced. For example, the questionnaires and scales might be single-spaced. Appendix cover pages revert to standard font (no bold font) to be consistent with the front matter. The actual appendices may appear in bold font.
- (c). Permission/approval to use materials must appear as separate appendices from the actual materials.
- (d). Appendices continue numbering from the last page of the references. Page numbers remain as Arabic numerals located in the top right corner.
- (e). All appendix materials must meet the margin requirements. It is appropriate to reduce an appendix to make it fit within the margin requirements.
- (f). Organize appendices so that the first item referenced as an appendix is Appendix A, the second item referenced as an appendix is Appendix B, and so forth.
- (g). Begin the appendices with Appendix A. There is no “filler” or “spacer” page labeled “APPENDIX.”
- (h). The words “APPENDIX A” appear centered at the top margin of the first page of the appendix section. The name of the appendix appears in all CAPITAL letters, centered and immediately below the words “APPENDIX A.” The remaining appendices follow the same format.

2. Autobiographical Sketch (optional)

Students may include a brief autobiographical sketch as the last page of the dissertation. This page is numbered but not counted and should not be listed in the Table of Contents. The words “AUTOBIOGRAPHICAL SKETCH” appear centered at the top margin of the page. The sketch is presented as one single-spaced paragraph and must be presented in a professional tone.

Section 8: Sample Formatted Dissertation

The following section contains formatted samples of each of the three major sections of the dissertation (Front Matter, Main Body, and End Matter). You should **notice** that the page numbering in this section is out of sequence with the other sections of this manual. This is because these samples are numbered as they would appear in a sample dissertation.

Students are reminded that the samples provide information about *how* to format the dissertation. Students must insert their own information in place of the sample information provided (e.g. insert your actual name rather than “Name F. Student,” etc.). Your page numbers will differ from the page numbers in the samples (i.e., it’s unlikely that students’ method sections will begin on page 65, etc.).

TITLE OF YOUR DISSERTATION, CENTERED, IN ALL CAPITAL
LETTERS AND DOUBLE SPACED NOT TO EXCEED THREE LINES BUT
PREFERABLY ON TWO LINES

by

Name F. Student

A Dissertation Submitted in Partial Fulfillment of the
Requirements for the Degree
Doctor of Psychology

UNIVERSITY OF LA VERNE

College of Health and Community Well-Being
PsyD Program in Clinical Psychology

Month and year dissertation is completed

Copyright @ year submitted

Name F. Student

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TITLE OF YOUR DISSERTATION, CENTERED, IN ALL CAPITAL
LETTERS AND DOUBLE SPACED NOT TO EXCEED THREE LINES BUT
PREFERABLY ON TWO LINES

by

Name F. Student

has been approved

Month and year of dissertation defense

DISSERTATION COMMITTEE

_____, Committee Chair
Typed name and degree of Dissertation Chair

_____, Committee Member
Typed name and degree of committee member

_____, Committee Member
Typed name and degree of committee member

ACCEPTED:

Jerry L. Kernes, PhD
PsyD Program Chair & Director of Clinical Training

Kathy Duncan, EdD, RN
Dean, College of Health and Community Well-Being

Date

ABSTRACT

The text of the abstract should appear here, in uppercase and lowercase letters, flush left, with no indents. The text is double-spaced. The abstract presents a succinct summary of the dissertation. Abstracts should be clear, concise, and readable. Abstracts cannot exceed one page. Most abstracts will be between 150 and 250 words. This abstract is 112 words. The text is to appear in paragraph form and should not be divided into distinct sections. The text should, however, contain a summary of the purpose, method, and results of the dissertation, along with a brief discussion of the implications of the research. Students should consult journal articles and their chair when writing the abstract.

Dedication is centered if you have one. Flush left, and double space, if it exceeds one line.

ACKNOWLEDGEMENTS

This section is not required but students often include it. Here, you acknowledge anyone who might have helped you along the way such as family, friends, cohort members, faculty, and staff. It is customary, but not required, to acknowledge the dissertation committee. An example is provided in the next sentence. I would like to express my gratitude and appreciation to my dissertation committee. First and foremost, I'd like to thank my chair...

“If you have one, your epigraph goes here in quotation marks”

The reference for the above quote would appear here

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CHAPTER I

LITERATURE REVIEW

Level 2 Headings Look Like This

Level 2 headings are used for the main topics of the literature review. For example, assume that you have developed an intervention to increase subjective well-being. One major heading might be defining subjective well-being. A second major heading might be about multicultural considerations in subjective well-being.

Level 3 Headings Look Like This

Notice this heading is *italicized*. This level of heading is used in the literature review for a subheading within a major heading. For the major heading of multicultural considerations in subjective well-being, you might have several subheadings such as: Subjective well-being in the African American community; Subjective well-being among Asian Americans; and Subjective well-being among same sex partners.

Level 4 Headings Look Like This. Notice that this heading is not italicized. Also, notice that the text begins on the same line as the heading. This level of heading is used in the literature review as a subheading subordinate to the Level 3 heading above. For example, in the subheading of subjective well-being among same-sex partners, you might have a subheading for subjective well-being among gay men and another subheading for subjective well-being among lesbians.

Level 5 Headings Look Like This. Notice that this heading is *italicized*. Also, notice that the text begins on the same line as the heading. This level of heading is used in the literature review as a subheading subordinate to the Level 4 heading above. Level 5

headings are not common but may be used if necessary. For example, in the subheading of subjective well-being among gay men, you might have a subheading for subjective well-being among married partners and another for dating partners. Similarly, in the subheading of subjective well-being among lesbians, you might have a subheading for cisgender and transgender persons.

Level 2 Headings Look Like This

To be consistent with the sample table of contents provided in this dissertation manual, a level 2 heading is now being used to signal return to a main topic. A dissertation typically has a few main topics and then multiple subordinate topics below each main topic.

Skipping ahead now to the Method Section. Assume that there are 64 pages of literature review from this point until the Method Section on page 65. That is where we will resume this sample.

CHAPTER II

METHOD

Level 2 Headings Look Like This

Level 2 headings are used for the main sections of the method. For example, one main section might be about the participants. Another main section might be about the procedure used in the study. Still another main section might be about the measures/scales used. If there are some scales used to measure one variable of interest (e.g., depression) and other scales used to measure another variable of interest (e.g., acculturation), it is often useful to use subheadings for these scales.

Level 3 Headings Look Like This

This level of heading is used in the method for a subheading within a major heading. Using the example above, a Level 2 heading might be “Scales Used to Measure Depression.”

Level 2 Headings Look Like This

Students should consult with their Dissertation Chair concerning the headings and subheadings needed in this section. It is common that the method section has fewer levels of headings than the literature review. The focus now shifts to how to reference appendices. These are examples only. Students should use this guide as they reference the appendices relevant to their own dissertations.

Before participant recruitment began, permission to conduct the study was obtained by the University of La Verne Institutional Review Board. IRB approval is

presented in Appendix A. Participants provided consent to participate through an informed consent form. The informed consent form is presented in Appendix B.

After participants provided their consent, they were asked to complete a questionnaire consisting of a demographic survey, and two measures of subjective well-being (a depression measure and a happiness measure). The demographic survey is presented in Appendix C.

Depression was measured by use of the ACME Scale of Depression: ACME-D (Coyote, 2022). The ACME-D is presented in Appendix D. Permission to use the ACME-D is presented in Appendix E. A description of the ACME-D would then follow including examples of items, subscales, etc. A discussion of the psychometric properties of the ACME-D (i.e., reliability and validity) would then follow.

Happiness was measured by use of the ACME Happiness Checklist: ACME-CL (Smiley, 2017). The ACME-CL is presented in Appendix F. Permission to use the ACME-D is presented in Appendix G. (follow the same format as the above paragraph).

Level 2 Headings Look Like This

I'm using a Level 1 heading to here to alert you to the next main topic. To be consistent with the sample table of contents provided in this dissertation manual, assume that the method section ends at page 79 and the results section begins on page 80. That is where we will resume the sample.

CHAPTER III

RESULTS

Level 2 Headings Look Like This

Level 2 headings are used for the main sections of the results. For example, one main section might be a summary of the analyses conducted. Another main section might be about the results on the ACME-D. Yet another main section might be about the results on the ACME-CL. Students should consult with their Dissertation Chair concerning the headings and subheadings needed in this section. It is common that the results section has fewer levels of headings than the literature review.

Level 2 Headings Look Like This

I'm using another Level 2 heading to provide an example of the correct way to reference a table and/or figure. I have just made up this data so do not look for meaning in it. The ANOVA revealed only a significant main effect of depression level, $F(1, 43) = 8.14, p = .003, \eta_p^2 = .16$. Means and standard deviations are reported in Table 1.

This paragraph is here to demonstrate that just because Table 1 was referenced above, the writing on this page does not end. Students often make that mistake. Continue filling this page with text about the statistical test conducted until the text fills the entire page. For example, you might say, "as can be seen in Table 1, group A scored significantly higher than group b" or other such stuff. Once again, continue filling this page with text, if it is relevant to your dissertation to do so. The next page will be where Table 1 is presented.

Sample Table 1*Means and Standard Deviations of Variables in this Study*

Variable	Mean	SD
1. Severely Depressed	3.11	1.08
2. Moderately Depressed	3.89	1.06
3. Slightly Depressed	2.65	0.81
4. Not Depressed	2.17	0.64

Note: The *APA Publication Manual*, 7th edition, section 7.9 indicates that three type of notes appear below the table (general, specific, and probability). Notes are used to describe contents of a table that are not understood from the table. Not all tables have notes. This dissertation manual allows notes to be single-spaced and to appear in a smaller font than the table to improve presentation.

As can be seen in Table 1, the..... Here you would simply explain what the table indicated. Refer to the *APA Publication Manual* Section 7 for what to report in tables, how tables should look, and the relationship between tables and text. The key point in terms of dissertation formatting is that tables and figures appear on separate pages from the text.

The results section then could hypothetically present findings for the ACME-CL. I have just made up this data so do not look for meaning in it. A frequency analysis of the raw data obtained from the ACME-CL indicated that vacation was the most frequently endorsed source of participants' happiness. Complete data on participants' sources of happiness can be found in Table 2.

This paragraph is here to demonstrate that just because Table 2 was referenced above, the writing on this page does not end yet. As indicated above, students often make that mistake. Continue filling this page with text about the statistical test conducted until the text fills the entire page. For example, you might say, "as can be seen in Table 2, participants' responses as to their sources of happiness seemed to be consistent with expectations". Table 2 would then appear on the next page.

Sample Table 2*Participants' Sources of Happiness*

Source	N	%
1. Money	2	2%
2. Global Warming	9	3%
3. Vacation	109	35%
4. Political unrest	13	4%
5. Puppies	78	25%
6. My Family	38	12%
7. Rainbows	2	2%
8. A Good Book	15	5%
9. Poverty	2	2%
10. Ice Cream	32	10%

Note: The *APA Publication Manual*, 7th edition, section 7.9 indicates that three type of notes appear below the table (general, specific, and probability). Notes are used to describe contents of a table that are not understood from the table. Not all tables have notes. This dissertation manual allows notes to be single-spaced and to appear in a smaller font than the table to improve presentation.

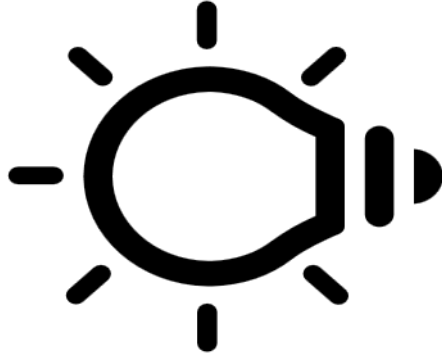
Suppose after presenting the information from Table 2, there is still more data analysis that occurred but that data is better represented as a figure instead of a table. The same basic format is followed. Using the subjective well-being examples utilized earlier, perhaps we conducted an analysis of how people described what it feels like when they feel good. The next paragraph gives an idea of what that might look like. Keep in mind, all the “data” is made up. Do not look for meaning in it.

An analysis of participants’ subjective descriptions of their sources of happiness was performed by having them draw how they feel when happy. The analysis was conducted for each category identified (i.e. general happiness, relationship happiness, happiness when making an intellectual breakthrough, etc.). Drawings were scanned into an artificial intelligence program (AI) that produced a composite of all participants’ descriptions of their happiness for each category. Two significant findings were observed. The first finding suggested that the best graphical description of how participants felt when they finally came up with an idea for their dissertation topic is that it brought them a sense of illumination. Figure 1 presents participants’ descriptions.

A key point to remember is that if a table or figure appears in a landscape format, the page number must remain in the top right hand corner to be consistent with the other pages in the document. Figure 1 is presented with that in mind. A tip for how to achieve this is also provided in Section 7: C.4 (d) of this dissertation manual. Please note that the sample is included only to bring attention to the orientation of the page. Please refer to the APA Publication Manual for specific formatting guidelines used with tables and figures.

Figure 1

Idea for My Dissertation



Results also indicated that for the general happiness category, the “Smiley Face” was the best representation of general happiness across all participants. Figure 2 provides an overall composite of participants; general feeling of happiness. Figure 2 will now appear on the very next page. For the purposes of this sample, assume that Figure 2 is the last information in the results section. The discussion section would then resume on page 88.

Figure 2

Composite Representation of Participants' Overall Happiness



CHAPTER IV

DISCUSSION

Level 2 Headings Look Like This

Level 2 headings are used for the main sections of the discussion. The first main section is a clear statement of whether the hypotheses were supported or not supported. Many discussions use only Level 2 headings. Students should consult with their chair concerning the headings and subheadings needed in this section.

Level 2 Headings Look Like This

Another Level 2 heading is being used here to illustrate that another commonly used section in the discussion is called “Limitations of the Study.”

Level 2 Headings Look Like This

Yet another Level 2 heading is being used here to illustrate that another commonly used section in the discussion is called “Implications of the Current Findings.”

Level 2 Headings Look Like This

Once again, a Level 2 heading is being used here to illustrate that a commonly used section in the discussion is called “Directions for Future Research.” To be consistent with the sample table of contents provided in this dissertation manual, assume that the discussion section ends at page 137 and the reference section begins on page 138. That is where we will resume the sample.

REFERENCES

- Donum, S. (2019). Integrating ProQuest and APA publication requirements. *American Journal of Dissertation Formatting*, 7, 27-42. doi:xx.xxxxxxxxxxx
- Ghost, W (2022). *Leo PsyD students dissertation guidance*. No Spare Time Publications.
- Nom, D. P. (2017). Formatting considerations for doctoral dissertations. *Journal of Contemporary Dissertation Formatting*, 27, 123-132.

To be consistent with the sample Table of Contents provided in this dissertation manual, assume that the reference section ends at page 148 and the Appendices begin on page 149. That is where we will resume the sample.

APPENDIX A
IRB APPROVAL LETTER

You would place your IRB approval letter here.

APPENDIX B
SAMPLE INFORMED CONSENT

SAMPLE INFORMED CONSENT FORM-Adult Only
THE IRB WEBSITE HAS SEVERAL EXAMPLES AVAILABLE

CONSENT TO PARTICIPATE IN RESEARCH

[Insert title of the study here and study approval # (please put a placeholder until approval by the IRB, e.g., IRB approval # XXX).] [If the study involves using different consent forms for different populations, identify the population group as the subtitle of the study.]

Key Information

[This should be a one paragraph executive summary of the study, including all pertinent information for the applicant to decide if they wish to participate in the study. For example:

This study will contribute to *[insert if this is a senior project, thesis, or dissertation and if it is intended for publication/presentation]* for *[your name]*. The purpose of this research is *[succinctly state this, e.g., “to examine factors leading to the success of middle school students graduating from underserved schools”]*. You may participate if you are an American resident *[indicate if residency differs from American and insert succinct description of remaining inclusion/exclusion criteria, e.g., “you are a middle school teacher in an underserved district”]*. You will be asked to *[concisely describe the tasks the participants will do, e.g., “answer 50 multiple choice questions (taking approximately 30 minutes) through an online survey on the attributes of the students, school, families, and teachers that lead to this success”]*. There is *[list risks, e.g., “social group and identity risk”]*, but *[describe how your protocol will protect the participants from this risk, e.g., “your job will not be affected by your participation or not, nor by the content of your answers and strict confidentiality procedures will be used to protect you”]*. The knowledge gained from this study will contribute *[concise description of benefits to participants or society, e.g., “to a body of knowledge regarding student success”]*. There is no *[or is, select what is appropriate and briefly describe any incentive]* payment for participation and you may withdraw from the study at any time without consequences and may refuse to answer any questions and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

INTRODUCTION

You are being asked to participate in a University of La Verne Institutional Review Board-approved research study conducted by *[insert names and degrees of all investigators]*, from the *[insert department affiliation]* at the University of La Verne. *[If student, indicate that results will contribute to senior project, thesis or dissertation, and if the results will be published and/or presented. If **faculty**, indicate the results will be used for publication/presentation.]* You may participate in this research study if you are an American resident *[change this if your study includes participants beyond the United States]*, *[explain succinctly and simply the rest of the reasons why the prospective participant is eligible to participate (i.e., inclusion criteria), e.g., you are over the age of 18].*

PURPOSE OF THE STUDY

[State what the study is designed to assess or establish.]

PROCEDURES

If you decide to participate in this study, the researcher(s) will ask you to do the following things:

[Describe the procedures chronologically using simple language, short sentences and short paragraphs. This should be in language understandable by the target sample of participants. The use of subheadings, bullet points, and numbering helps to organize this section and increases readability. Terms should be defined and explained. Identify any procedures that are experimental.]

[Describe the procedure for the participants' assignment to study groups, length of time for participation in each procedure, the total length of time for participation, frequency of procedures, location of the procedures to be done, etc.]

ADD IN CONSENT AREA FOR AUDIO/VISUAL RECORDING

EXAMPLE:

[State either Audio or Visual] Recording of Participant:
Any recording *[information]*...

Please initial next to your selection:

- ☐ I consent to be *[state either audio or video]* recorded
☐ I do not give my consent to be *[state either audio or video]* recorded

POTENTIAL RISKS AND DISCOMFORTS

[Describe any reasonable foreseeable risks (identity [if confidential], social group risk [usually for sampling students, employees of a company, etc.], physical, or psychological), discomforts, inconveniences, and how these will be managed/safeguarded. This section should match the Proposed Risks section of your application]

[If there are significant physical or psychological risks to participation that might cause the researcher to terminate the study, please describe them and the possibility that the researcher may terminate the study without prior notice to participants.]

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

[This section should match what you wrote in your application in the benefits section. Describe benefits to participants expected from the research. If the participant will not benefit from participation, clearly state this fact.]

[State the potential benefits, if any, to science or society expected from the research.]

PAYMENT FOR PARTICIPATION

[This area should match the Inducements page of the application. State whether the participant will receive payment. If not, state so. If participant will receive payment, describe remuneration amount, the currency of the country where the study is being conducted (US dollars in the USA), when payment is scheduled, and prorating formula should the participant decide to withdraw or is withdrawn by the investigator.]

EXTENDED CARE OPTIONS FOR MORE THAN MINIMAL RISK RESEARCH

Note: The following is a required element of informed consent for research involving more than minimal risk. If this does not apply to your research, please omit this entry and delete the heading: *Explain whether any compensation/treatments are available if injury occurs and, if so, describe the extent and nature of the compensation or treatment. For research that may have lasting psychological effects, provide contact information for publicly available treatment options (e.g. hot or “warm” lines, student health services).*

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of *[describe coding*

procedures and plans to safeguard data matching it to what you have written in your application in the Proposed Risks page, including where data will be kept (select from these options for non HIPAA protected data: A password-protected computer stored in a locked University of La Verne office, or A password-protected drive or similar storage device locked in a University of La Verne filing cabinet, also locked in a University of La Verne office, or The applicant's University of La Verne email (other Gmail or Outlook accounts are not accepted), or The University of La Verne's provided OneDrive (other OneDrives are not accepted), or The University of La Verne's provided Qualtrics, or The University of La Verne's provided GoogleDrive (for students; other GoogleDrives are not accepted); for HIPAA protected data: A HIPAA and GDPR compliant cloud storage system or desktop equivalent), who will have access to it, etc.]. Data and consents will be stored for three years after completion of data collection and confidentially shredded or fully deleted.

[If information will be released to any other party for any reason, state the person/agency to whom the information will be furnished, the nature of the information, and the purpose of the disclosure.]

[If activities are to be audio- or videotaped, describe the participant's right to review/edit the tapes, who will transcribe the recordings (e.g., transcription service, you), where the transcriptions will be stored (using the options above), who will have access, if they will be used for educational purpose, and when they will be erased (usually upon transcription).]

PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you decide not to participate in this study, there will be no penalty or loss of benefits you are otherwise entitled to receive. If you volunteer to be in this study, you may withdraw at any time without penalty or loss of benefits you are otherwise entitled to receive. You may also refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. *[If appropriate, describe the anticipated circumstances under which the participant's participation may be terminated by the investigator without regard to the participant's consent. Include a description of procedures for orderly termination or withdrawal of participation.]*

IDENTIFICATION OF INVESTIGATORS AND CONTACTS FOR QUESTIONS

If you have any questions or concerns about the research, please feel free to contact *[identify research personnel: Principal Investigator, Faculty Sponsor (if student is the P.I.), Co-Investigator(s)]. Include daytime phone number and email address for the PI*

and email addresses for all other individuals deemed necessary by the PI. For greater than minimal risk studies, include night/emergency phone numbers.].

RIGHTS OF RESEARCH PARTICIPANTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research participant, or if you are injured while participating in the study, please contact the IRB Office at 909-448-4564 (irb@laverne.edu), University of La Verne, Institutional Review Board, 1950 3rd Street, La Verne, CA 91750.

SIGNATURE OF RESEARCH PARTICIPANT OR LEGAL REPRESENTATIVE

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I am over the age of 18 years and have been given a copy of this form.

Printed Name of Participant

Printed Name of Legal Representative (if applicable)

Signature of Participant or Legal Representative

Date

SIGNATURE OF INVESTIGATOR (If required by the IRB)

In my judgement the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of Investigator

Date

APPENDIX C
DEMOGRAPHIC SURVEY

Sample Demographic Survey

My age is _____

My ethnic identification is:

_____ American Indian/Alaskan Native/Native American

_____ Asian American

_____ African American/Black

_____ Latinx

_____ Middle Eastern/North African (MENA)

_____ White American

Note: Items included on the demographic survey will vary for each dissertation

APPENDIX D

NAME OF SCALE USED TO MEASURE VARIABLE

ACME Scale of Depression- ACME-D

1. Please rate your level of depression at this moment using the following scale

<u>Very Depressed</u>	<u>Moderately Depressed</u>	<u>Slightly Depressed</u>	<u>Not Depressed</u>
1	2	3	4

2. Please rate your level of depression in the past week

<u>Very Depressed</u>	<u>Moderately Depressed</u>	<u>Slightly Depressed</u>	<u>Not Depressed</u>
1	2	3	4

APPENDIX E

PERMISSION TO USE THE SCALE ABOVE

July 27th, 2023

Dear Name F. Student,

Thank you for your recent request to use the ACME Scale of Depression- ACME-D. You may indeed use it for your dissertation. I'd greatly appreciate if you'd provide me a summary of your findings once your study is complete.

Best of luck in your research,

Sincerely,

W.E. Coyote, PhD

APPENDIX F

ANOTHER SCALE USED TO MEASURE VARIABLES

ACME Happiness Checklist- ACME-CL

Please check all the items below that make you happy

_____ Money

_____ Global Warming

_____ Vacation

_____ Political unrest

_____ Puppies

_____ My Family

_____ Rainbows

_____ A good book

_____ Poverty

APPENDIX G

PERMISSION TO USE THE SCALE ABOVE

February 7th, 2023

Dear colleague:

Thank you for expressing interest in my Happiness checklist. It makes me very happy to know that others are using the checklist as a research tool. You have my permission to use it.

Have a happy day.

Sally J. Smiley, PhD

AUTOBIOGRAPHICAL SKETCH

Name F. Student was born in Azusa, California on August 20, 1989. She received her elementary school education at Happy Farm Elementary School. Her secondary education was completed at Warm Water High School in Florida. In 2010, Name. F. Student entered Florida State University, majoring in psychology. Upon graduation in 2014, she joined *the Knock on Doors for America* program, teaching living skills to young adults in Orlando. In Fall 2017, she entered the PsyD Program in Clinical Psychology at the University of La Verne. She received a two-year fellowship from the American Psychological Association to pursue her doctoral studies. Name F. Student was an active member of the Psychology Graduate Student Alliance at the University of La Verne from 2017-2021.

