

Antioch University
New England
PsyD Dissertation Handbook
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Overview

The PsyD degree at Antioch New England is awarded only after the completion of the Doctoral Dissertation. The PsyD Dissertation is viewed as an essential ingredient in the development of a practitioner with the knowledge and skills of a scholar, capable of bringing scientific and contextually rich inquiry into the various realms of professional psychology. In the context of our Core Value of Evidence Based Practice, purposive disciplined inquiry and formal research for the PsyD are seen as integral to, rather than distinct from, professional practice.

The Dissertation process challenges students to integrate psychological theory and research, consonant with their professional mission, with a repertoire of scholarly and scientific methodologies in order to develop answers to a set of problems. We encourage students to tap into a broad range of research methods in their consideration of the Dissertation design. In addition, the PsyD Dissertation should address and seek to inform an identifiable audience beyond the Dissertation Committee, and represent a contribution to identifiable domains of professional psychological practice and/or scholarship.

The quality of the PsyD Dissertation is evaluated based on the following criteria:

(a) the student's formulation of a question relevant to professional psychology; (b) attention to the historic and social context of the project; (c) the use of existing psychological and social science methods of disciplined inquiry to address that question, including a critical understanding of the method's relative strengths and limitations; (d) the scholarly treatment of the relevant psychological literature and empirical or discursive materials; (e) systematic analysis of findings; (f) coherent written expression; and (g) the project's pedagogical implications for the student's personal and professional skill development as a clinical psychologist.

Nature of the Problem

The Dissertation draws on one's capacities for planning, organizing, and task execution. Ideas must be located within a context, and contained within a structure that both focuses and delimits their scope. For the doctoral student, this context consists of the psychological and relevant social science literature as archived in major libraries; the current evidence-based practices and theoretical frameworks of the profession; socio/cultural/political context, professional and personal ethics, and the particular knowledge, interests, and theoretical predilections of the student's doctoral committee (see below).

The PsyD Dissertation should adhere to standards of parsimony, focused scholarship, and conceptual depth, in order that it may find a receptive audience within the range of contexts available to professional psychologists (for example, professional publications, specific agencies or institutions, funding sources, professional presentations and training, consultations, and other psychological forums). The student must carefully attend to the exigencies of time, clarity of the project's conceptualization, availability of resources, personal strength and weakness, methodology, and institutional and faculty cooperation in designing a project.

Some examples of projects a student might pursue follow:

Empirical Study

This involves the collection, analysis, and interpretation of original data (broadly defined to include secondary analysis of archival data already available, replications, content analysis, media, etc.) to address a problem of theoretical or practical interest.

Theoretical Paper

A thorough review of the literature pertaining to a problem, which integrates two or more theoretical positions, or which places an array of research findings under a new theoretical umbrella. This work should be rigorous, integrative, critical, and parsimonious. It should communicate a clear viewpoint developed by the student in the course of the research. In addition, the practical and empirical implications of the analysis should be delineated.

Program Evaluation

An empirical study explicitly intended to support the design, delivery or impact of a human service program. May include questions pertaining to program utilization, implementation, fine-tuning, and effectiveness. The use of traditional empirical, as well as action research methods is supported.

Integrative Case Study

A clinical case (or cases) is used to test, substantiate, or clarify a specific theoretical proposition that exists in the professional psychology literature. The Case Study overlaps with the Theoretical Paper in its integration or contrasting of two or more theoretical positions with respect to a phenomenon; and in the requirement that it be thorough, critical, and rigorously presented. It differs in the extent to which clinical case material is used to illustrate particular points. Case studies are particularly appropriate when instances of a phenomenon are rare, when a phenomenon is best illustrated as exemplary cases rather than in descriptions of populations attributes; when the investigation involves mobilization of resources that would prohibit more traditional analyses, when replications within or between a small number of cases are possible and particularly illuminating, and/or when the phenomenon is so complex as to demand extensive localized observation and description.

Design of an Innovative Program

This includes a theoretical and practical justification for the program, goals and objectives, plans for program implementation, and a workable plan for program evaluation. Kinds of programs studied can include treatment interventions, prevention programs, organization consultations, etc.

The Relationship Between Psychology and Public Policy

There are many areas of public policy where psychology might have an impact, either by direct service or through consultation based on existing psychological knowledge and practice (e.g., nuclear arms; environmental policy, policies affecting children, mentally ill, elderly, etc.). Dissertations of this type involve a thorough analysis of the history and rationale for a current policy; a rigorous and critical integration of relevant psychological knowledge; and specific recommendations for policy modification, research, and/or service that might be provided by professional psychologists.

The above suggestions *are intended only as examples*. Other formats or combinations of these may be desirable depending on the question the student chooses to pursue, and negotiates with the dissertation committee. The main requirements are that the format *be logically appropriate to the topic and the central question as framed by the student*, and modeled on the scope and length of existing publications in psychology or social science.

The Sequence of Dissertation Work

Year 1

Students are encouraged to be thinking about their potential research interests, and learning about faculty interests, as early as their first year. Class readings, papers, Supervised Independent Studies, and conversations all provide opportunities to explore and clarify one's interests.

Year 2

- Research Methods I and II include the development of embryonic research proposals (using both quantitative and qualitative approaches), intended to stimulate students' dissertation thinking and skills.
- The commencement of practicum exposes students to authentic problems and settings that can present dissertation opportunities.
- Students are matched this year with a Core Faculty Dissertation Chair, who will also serve as their Academic Advisor for the remainder of their enrollment in the doctoral program. Students begin regular meetings with their Chair and Doctoral Research Seminar group.
- The Comprehensive Qualifying Examination at the end of second year is designed in part to provide further opportunity for problem definition and conceptual development—tailored to students' individual interests—that could feed into the dissertation.

Year 3

Students begin the two-year Doctoral Research Seminar sequence, meeting in small groups with their Dissertation Chair/Advisor, and discussing their dissertation work. This year is when students are expected to complete the dissertation proposal.

Year 4

Doctoral Research Seminar continues throughout this year, while the internship application process imposes heavy demands on student capacity through Fall semester and into Winter. In order to attain the doctoral program's clearance to submit an internship application through APPIC, students must have their Dissertation Chair's approval to distribute their Dissertation Proposal for review by the Dissertation Committee.

Internship. The student is enrolled in an internship that will obviously compete with dissertation productivity, yet the incentive to complete the dissertation prior to the conclusion of internship year is powerful (see below).

Beyond Internship (“ABD” or “All But Dissertation” status). The dissertation is often experienced as particularly burdensome once one has moved beyond all other elements of the student role. In the absence of a programmatic “container” (structured meeting in Doctoral Research Seminar) with the advisor, the student must now work more independently.

Students often underestimate the challenges and time involved in beginning, sustaining, and completing the dissertation, while coping with a steady stream of other program requirements and training opportunities. In our experience, the strongest predictor of when students complete the dissertation is how early they begin the process of writing (as distinct from only reading).

The Doctoral Dissertation Committee

The Doctoral Dissertation Committee consists of a minimum of three members. The Chairperson of the Committee is the student’s Advisor, and the leader of the Doctoral Research Seminar in which the student participates in the third and fourth years of the program. The primary task of the Chairperson is to advise the student and act as administrative liaison between the student and the program. The student should seek to ensure that the Committee collectively offers expertise in Content and Methodology relevant to the dissertation project. Of course, it is possible that a single Committee member may fulfill more than one of these roles.

All members of the Doctoral Dissertation Committee must hold a doctoral degree from a regionally accredited institution (PhD, PsyD, or equivalent). In general, the student should select Committee members from the Core and Affiliated Faculty of the Department of Clinical Psychology, as advised by the Dissertation Committee Chairperson. Committee members with appropriate scholarly training and expertise (i.e., capacity to guide the student in the design and execution of the project) may be selected from outside this group. In such cases, a Vita for the proposed member must be submitted to the Director of Research for approval and placement in the student’s program file.

The Dissertation Committee’s Mission

The Doctoral Dissertation Committee assumes the important dual role of providing guidance in completing a Dissertation project that significantly contributes to the student’s education as a professional psychologist, and in evaluating the quality and acceptability of the student’s work. It is important for the student to understand the two “constituencies” engendered by this role so that he/she may develop a realistic relationship with the Committee as a working body, and better anticipate its behavior at various stages of the Dissertation project.

The first “constituency” is the doctoral student him or herself. At Antioch, our primary objective is to offer a Dissertation process that will enhance the student’s understanding of psychological knowledge, how it is developed, and how professionals participate in the development and dissemination of that knowledge, regardless of the particular roles they eventually fill as practitioners. Thus, there is a strong person-orientation in our system; one that values the project’s ultimate contribution to a student’s learning about science, research, and scholarship in psychology and his/her own abilities as a thoughtful, articulate professional. In line with these

values, Committee members will have a strong interest in seeing the student complete a project that reflects his/her best effort, and that demonstrates acceptance and mastery of the intellectual responsibilities associated with doctoral level expertise in clinical psychology. The student's personal, academic, and professional development are all part of this endeavor; the Committee role as *guide and advisor* is fulfilled to the extent that positive development in these areas is expressed in the Dissertation project.

At the same time, the Committee must represent the quality standards of a second constituency, the larger profession of clinical psychology. In attempting to implement the diverse, unstated standards of this second constituency, it is unlikely that individual Committee members will always emphasize, support, and criticize the same aspects of the student's work throughout the course of the project. Rather, the Committee will operate as a system, with attendant internal checks and balances, to ensure that the student has demonstrated the levels of independence, conceptual sophistication, and professional expertise that are required by the profession.

In light of the forgoing discussion, students should take the selection of Committee members seriously and, having done so, be prepared to relate to it as an independent professional seeking consultation. The key is to avoid either the stifling effects of passive expectations for guidance and support, or conversely, a stubborn independence, and single-minded ownership that refuses to seek and implement the valuable input the Committee can offer. Rather, the student's task is to actively expect and pursue balanced input while keeping lines of communication open and active throughout the course of the work. It is important that the student develop an understanding of how the Committee operates, make their needs known in a constructive fashion, and actively use the Committee's input to construct a thoughtful piece of scholarship reflecting the best possible usage of the available professional resources.

Task Outline for Dissertation Committee Members

While most of the work of the Dissertation belongs to the student in consultation with the Dissertation Chairperson, there are several ways that the other Committee members participate in the overall advisement and supervision of the project. The following task outline is offered to facilitate planning by students and prospective Committee Members.

Dissertation Committee Members will:

- Be available for assisting in the development of the Dissertation Proposal by providing consultation.
- Formally review and accept the completed proposal as of the date of the Proposal Acceptance Meeting (one hour). Thereafter, the Dissertation Proposal becomes an institutional contract for the award of the PsyD degree upon satisfactory completion of the outlined project. This meeting must be attended by the student and all Committee Members, either in person or via telephone or other simultaneous conference technology.
- Be available for brief consultation with the student as they implement the project. While the Chairperson has the authority to resolve dilemmas that arise in between formal Committee functions, the student will occasionally contact Committee Members with

questions and progress updates. The Chairperson has the responsibility to monitor this activity and ensure that the student's needs are being satisfied without overburdening Committee Members.

- Read and suggest revisions to a near-final Dissertation Draft and attend the Draft Review Meeting (one hour), where any substantive changes needed for completion of the written portion of the project will be determined. Again, this meeting must be attended by the student and all Committee Members, either in person, by phone, or via simultaneous conference technology.
- Attend the student's Final Orals (1.5 hours) wherein the student will present and publicly defend the dissertation. This is the only meeting that the student and the Dissertation Chairperson must attend in person. Other Committee Members are strongly encouraged to attend in person, but may participate via video conference (not by phone) if being physically present would constitute a substantial burden. These meetings must be held at the AUNE campus and be scheduled during normal business hours. The Chairperson will be responsible for determining that any minor changes in the Dissertation suggested at this meeting are carried out in a satisfactory manner.

In brief, Committee Members will read at minimum the Dissertation Proposal, the near-final Dissertation Draft, and the Final Dissertation Draft *and attend three meetings*, two potentially by phone and the Final Orals in person or by video conference at the campus. Of course, more extensive involvement is possible depending on the availability of Committee Members. The Committee Chairperson is ultimately responsible for monitoring the project and ratifying final decisions regarding its completion. This is true even though, in practice, Committees attempt to operate by consensus. In this way Committee members are free to act as consultants without any unnecessary burden should their suggestions become difficult to implement.

The Department of Clinical Psychology offers a \$350 honorarium to each non-Core Faculty Committee Member, payable following the Final Orals, as a token of appreciation for this important work. Any questions about Committee involvement should be directed to the Director of Research.

Processes and Tasks toward Completing the Dissertation

The Dissertation Manager

Our Dissertation Manager is designated to monitor and record the dissertation progress within the Department of Clinical Psychology. The Dissertation Manager must be notified of committee member selection and of all steps in the dissertation process. In particular, they must be notified **in advance** of the time and date of any formal Committee meetings so that any required administrative procedures may be implemented in a timely fashion. The Dissertation Manager maintains a record of each student's dissertation progress and assists in the deposit of the final draft with the University and the electronic submission of the final ETD.

Brief Description of Dissertation Milestones

The dissertation milestones are described as follows:

Selection of a topic and Doctoral Dissertation Chairperson. During the Second year, students determine their preferences for advisors. Those preferences are taken into account when the faculty meet and decide on the appropriate match of students with a Core Faculty Advisor/Chairperson. Students who have already started a project with a member of the Core faculty, or have been actively engaged in an ongoing study or project, are more likely to be matched to faculty associated with that project.

Selection and convening of a Dissertation Committee. The student is responsible for organizing the scheduling of all his or her formal Dissertation meetings, as described below. This requires obtaining from Committee members their available times to meet and their respective locations and contact information. Proposal and Draft Review meetings can be transacted as conference calls, set up and paid for by the Clinical Psychology Department. Once there is a secure date and time for the meeting, the student then provides that information to the Dissertation Manager. *It is the student's responsibility to arrange and confirm with each participant all arrangements for the meeting.*

Proposal Acceptance Meeting. The Dissertation proposal is sent to the student's Dissertation Committee members after the Dissertation Chairperson has approved the draft. The purpose of the Proposal Acceptance Meeting is to solicit input from the non-Chair Committee members, and determine any modifications necessary to secure clarity of the "contract" and the approval of the full Dissertation Committee. The Committee may approve the proposal at this meeting, or require subsequent full committee review of a revised proposal.

The student is also responsible for taking careful notes at the Proposal and Draft Review meetings of the Committee's revision requirements, and for distributing documentation of those requirements to each committee member and the Dissertation Manager within a week following the meeting.

Research Ethics Review. Once the proposal has been approved by the Dissertation Committee, the student and advisor, in consultation with the Departmental Institutional Review Board (IRB) Representative, must determine whether an application for ethical involvement of human research participants is in order. Information to assist with this determination, along with procedures and application forms, is available on the Antioch University Institutional Review Board webpage. If IRB review is required, approval must be obtained prior to undertaking the project, under the primary supervision of the Dissertation Chairperson.

Draft Review Meeting. Once the research and report of the project is complete, and the student and Dissertation Chairperson agree that the draft is ready for review by the Dissertation Committee, the draft is distributed and, typically two weeks or more later, the Committee convenes once again for the Draft Review Meeting. This is a work meeting during which Committee members outline any changes that are necessary for the draft to attain acceptable final form. This meeting may also happen as a conference call following the same steps in planning with the Dissertation Manager as done with the Proposal Acceptance meeting. Following the Draft Review meeting, the student compiles notes from the meeting and writes a memo that is

submitted to all Committee members and the Dissertation Manager. Once the student passes the Draft Review Meeting, he or she must send the dissertation electronically to our Antioch Research Librarian for a formal review of the copyright permissions (and cc: to the Dissertation Manager).

The Dissertation Committee must receive the final copy of the Dissertation, with sufficient time (**at least two weeks**) allotted for them to review it, prior to the Final Orals date, for the student to sufficiently address the required revisions. Satisfactory revisions must be completed by the student before the Final Orals.

Final Orals. The final meeting of the entire Dissertation Committee is the Final Orals. During this meeting the student presents and publicly defends the dissertation. Other students and members of the Antioch Community are invited to this event. After the oral presentation and discussion, the student will meet privately with the Committee for final comments, feedback, and signatures verifying the student's achievement. The meeting is scheduled for 1.5 hours at Antioch during normal business hours, with the student and Dissertation Chairperson, *at minimum*, attending in person, and other Committee Members either in person or by video conference.

Deposit Dissertation Manuscript. The Dissertation process is completed with the deposit of **one final paper copy** of the approved Dissertation, incorporating any format changes outlined at the Final Orals, along with the required fees for binding *and* electronic upload (ETD) of the Dissertation. Paperwork regarding fees and the process are given to the student at the time of final orals. This final copy must strictly meet the Department's/University's formatting and style. If completion of the Dissertation occurs after the student finishes their predoctoral internship, the date of the Chairperson's acceptance signature marks the formal completion of the student's doctoral training requirements at Antioch.

More Detailed Descriptions of the Dissertation Process

The Dissertation Proposal

The initial task of the dissertation proposal is to:

- Identify the area of inquiry (in the case of a research or scholarly proposal), or area of need (in the case of a program design or evaluation proposal), or area of theoretical interest (in a theory proposal), or area of clinical/programmatic interest (case study proposal). The student will identify areas of the literature in which there are knowledge gaps, problems and limitations of methodology, contexts and dilemmas of policy, available services and their implementation, and anything else that is relevant to the type of dissertation being proposed.
- Describe the method by which the area of inquiry, program, theory, case, etc. will be researched and/or implemented.

Format of the Dissertation Proposal

The format of the Dissertation Proposal is basically identical to the manuscript format outlined in the current APA Publication Manual. However, while this structure should suffice in most cases

(and the student should become thoroughly familiar with it), special cases may require amended formats. Students should consult with their Dissertation Chairperson if the standard outline does not seem appropriate. Both the dissertation, as well as the proposal, should be documents that have analogs in the work of a practitioner/scholar psychologist. Students are encouraged to write proposals, and final dissertations, that are formatted in a style that fits the task at hand. For instance, a proposal to design a program should look like the sort of program design proposal used in real life settings where there are a variety of stakeholders. A proposal to do an empirical study, and the subsequent write-up of the dissertation, should follow conventional formats for empirical journals. It is important to note that the student can present to the Dissertation Committee an exemplar from actual scholarly (e.g., journal article or book chapter) or practical (e.g., program evaluation report or program design handbook) work that meets the standards of the field. The Dissertation Committee will review and approve the exemplar.

What follows is a summary of the structure of the proposal. [Consult the current APA Publication Manual for additional stylistic expectations.] This structure can be modified to adapt to your particular project's design, and is intended as simply a model for your use.

Title page. The title should succinctly communicate the topic, nature, and purpose of the proposed study; it is the reader's first exposure to the writer's intent and, thus, great care should be taken to frame a clear, appealing title that accurately reflects the material to follow. The Dissertation title should be 10-12 words maximum. [see sample title page at the end of this section]

Table of contents. This includes chapter headings and other **major** headings within chapters, with corresponding page numbers, as well as Appendixes. [see sample Table of Contents at the end of this section]

Abstract. This paragraph should cue the reader as to the theoretical, practical, and empirical bases of the work; the nature of the specific information gap; the expected results stated in general terms; and a brief comment on the potential implications of the study.

Introduction and literature review. This first major section should be designed to:

- Present a compelling, scholarly case for the significance of the relevant information in the field of professional psychology.
- State the specific objectives of the study.
- Briefly, but critically, elaborate the conceptual/theoretical frameworks that guide the proposed study and link it to existing scholarship, including a rationale for the proposed approach.
- Summarize and critically evaluate previous empirical, theoretical, and clinical writings that are relevant to the problem, thereby informing the reader about the state of current knowledge and the basic issues the problem raises.

- Articulate the specific research or conceptual questions to be addressed. These questions are generally best placed following a summary of the Introduction and review of relevant literature.

In short, the Introduction should prepare the reader for a specific operational plan.

Method. This section should precisely outline what the student intends to do. It should be explicit enough that a reader could reasonably replicate the student's proposed activities by simply using the proposal as a guide. Following the conceptualization and articulation of the area of inquiry and/or intervention, the Method section is the most critical part of the Dissertation Proposal; it is an important tool with which faculty may foresee difficulties, give feedback, and contribute to the student's efforts. The student should endeavor to present a complete, workable plan that, if accepted, will become an institutional contract for completion of the dissertation.

For empirical studies, the content of the Method section is clearly outlined in the current APA Publication Manual. In dissertation proposals not involving an explicit empirical component, the Method section should be devoted to elaboration of the student's plan for either scholarly-theoretical or program evaluation or development work. This should include the specific type or genre of literatures (and in some cases specific works) to be studied, the current plan for integrating this varied literature, and a tentative, concrete, and realistic proposed time frame for completion of each aspect of the work.

Proposed analyses. This section should include methods of analyzing information collected (including library scholarship), if not already explicit, and hypothesized results of the work. To the extent possible, empirical studies should include a description of the major ways data analyses will be reported. Additionally, some effort should be devoted to anticipating and describing the most likely alternative to the student's hypothesized outcomes.

References. Use APA style and include only materials cited in the proposal. For theoretical dissertations a Bibliography of major proposed readings, other than those cited in the text, should be included.

Figures and tables. Liberal use of visual displays to help make a theoretical point, present a model, or demonstrate how results will be displayed is encouraged. Few tasks inform one's thinking about a problem more than the creation of such materials.

Appendices. This section should include supplementary materials which are too extensive or detailed for inclusion in the body of the proposal (e.g., copies of questionnaires, instructions to research participants, relevant correspondence, etc.) See the current APA Publication Manual for further detail. There can be no copyrighted material in the Appendix without written permission to use the material included.

The Dissertation Draft

The Dissertation document must be formatted in accordance with the most current APA Publication Manual, as one would format an article submitted for publication, with some minor

exceptions (see section on Dissertation Format, below). Where additional work is requested by the Dissertation Committee (e.g., demonstration of evidence of analyses of data important for credibility, but not crucial to the exposition of the study's most significant findings or outcomes; "thick descriptions" or matrices of analyzed interviews used to arrive at the Dissertation results), this documentation should be located in an Appendixes section.

The Dissertation follows the same format as the Dissertation Proposal, with the writing directed toward communicating the results of the work completed during the course of the project. There are some differences to consider, however:

- Dissertation Abstracts may be **up to 350 words in length** (a departure from APA Style guidelines). Given that the Abstract is the portion of your dissertation manuscript that will most easily be electronically accessible, it behooves you to utilize those 350 words fully and effectively: share specific findings and implications.
- The Introduction and Literature Review section may not be exactly the same as it was in the proposal. For the sake of the reader, it is important that the completed project be introduced with the final outcome in mind, even though, in our stereotypes of the scientific method, we are supposed to be putting our initial views, as reflected in the proposal, to a test. The idea is not to present a distorted image of the research (i.e., to modify hypotheses to fit the data), but rather to present an introduction that now focuses attention on the primary findings. This revision of the introductory portion of the document will typically be a routine process for exploratory, qualitative and theoretical dissertations. Highly structured, hypothesis-testing projects, will generally call for little revision of this kind.
- The Methodology and Results should now be discussed **in past tense**. While the Methodology may be similar to that in the proposal, some qualitative projects will rely on more iterative approaches to structuring the methodology and, hence, will be qualitatively different and more elaborate than what was contained in the Proposal. The object is to present the important outcomes of the project in as clear, concise and direct a manner as possible.
- The Discussion is the culmination of the project. The basic intent is to focus attention on the most important results of the inquiry, to interpret them and draw out their implications in the context of relevant literature, to frame conclusions, and to speculate about the broader theoretical and clinical implications of the work. It requires knowledge and artistry, and is the place for the student to reveal the thinking that informed, and has been informed by, the project. It typically involves the most challenging yet gratifying writing experience the student will have in the Dissertation process. Thus, it is never too early to begin collecting points to be brought up in the Discussion and to begin to articulate the assumptions and opinions that may be confronted and/or verified by the project.

A typical Discussion (modeled after published empirical studies) should accomplish the following five goals in roughly the order given. First, the major findings of the research

(including theoretical works, program evaluations, etc.) should be briefly recapitulated. In so doing, each finding should be discussed in a critical fashion while avoiding apology; that is, observations, conclusions, and speculations should be proffered with appropriate care to empirical and logical justification while allowing them to stand on their own merit. This material should be regularly tied to relevant literature(s). Second, having offered a reasonable accounting for the results, the reader should also be cautioned about any methodological problems that may limit their reliability and/or validity and the generality of any conclusions drawn. Again, the goal is to highlight potential problems without gratuitous apology for any imperfections in the study. Third, this material should be followed by a general discussion of the implications of the findings for future research in the area of concern and in related areas. Fourth, clinical implications are elaborated as explicitly as possible given the data and conclusions drawn. Finally, the reader is left with any closing thoughts that have not yet been discussed in earlier portions of the Discussion (e.g., about the importance of the area of study, or personal observations).

- In addition, there are several other sections in the finalized project including a Dissertation Committee Signature Page (prepared by the Dissertation Manager), Dedication and/or Acknowledgments (optional), and Appendixes. Because it will need to be a polished document, available for public consumption, the student should expect it to go through multiple drafts before it is accepted by the Dissertation Committee.

The Dissertation Defense/Final Orals

The final meeting of the entire Doctoral Dissertation Committee is the Final Orals. During this meeting the student presents and publicly defends the dissertation. Other students and members of the Antioch Community are invited to this event. After the oral presentation and discussion, the student will meet privately with the Committee for final comments, feedback, and signatures verifying the student's achievement. The meeting is scheduled for 1.5 hours at Antioch during normal business hours, with the student and Dissertation Chair, at minimum, attending in person, and all other Committee members present either in person or via videoconference.

At this meeting:

1. The student orally presents the project (15-20 minutes).
2. The Committee asks questions and discusses the project with the student and one another (20-30 minutes).
3. When appropriate, the Chairperson invites others attending the meeting into the discussion (10-15 minutes).
4. The student and guests are asked to leave to allow the Committee to confer about the project and the oral presentation in private.
5. The student is invited back for feedback and discussion of the final revisions.

In general, the Final Orals should not be scheduled unless the project is acceptable to the Committee. However, it is possible in rare circumstances that the oral presentation will need to be repeated for the Committee before the final signatures are given. Any final revisions in the Dissertation recommended at this meeting should be little more than cosmetic, and the Dissertation Chairperson has the responsibility for seeing that they are carried out before the Dissertation is deposited with the Department's Dissertation Manager. The Dissertation Chairperson and student also share responsibility for ensuring that the final document conforms to current APA style formatting requirements PRIOR TO the Committee signing off on the student's passing of Final Orals.

Dissertation Review for APA Style Editing

Once the student passes the Final Orals and the Dissertation Committee gives formal approval of the manuscript's content and research validity, the Chair signs the dissertation signature page and the dissertation is ready to be deposited with the University APA Style Editor and the department Dissertation Manager. The student may need to complete multiple revisions with the University Style Editor. The Style Editor will work directly with the student until the dissertation is finalized and ready to be electronically submitted to the OhioLink ETD Center. Please see the APA Style Checklist and the Dissertation Format Editing Process in the Appendices at the end of this Handbook.

Depositing the Dissertation

The Dissertation process is complete when one copy of the Dissertation is deposited and the format has been verified by the Antioch University Writers Exchange service, and the Department Chairperson has signed the cover sheet of the Dissertation formalizing its acceptance by the Department of Clinical Psychology. **The dissertation must be electronically submitted to the OhioLink ETD Center before** the Registrar can be notified that you have completed the dissertation requirements for your PsyD degree. The Dissertation Manager will walk students through the process of electronically submitting when the formatting has been completed.

To both simplify and standardize the procedure of dissertation binding, we have developed a "standing order" policy with a Bindery to prepare four library-bound (hard cover) paper copies of the Dissertation, to be returned to the Dissertation Manager. The copies are distributed to the student's Dissertation Chairperson, two Committee members, and the Clinical Psychology Department. The cost of these required copies is the responsibility of the student.

The electronic submission (ETD) and the four bound copies will fulfill the Antioch requirement; however, most students like to have personal copies of their Dissertations created at the same time. For an additional fee, the Bindery will create as many personal copies as the student wishes to purchase.

Dissertation Formatting

The APA *Publication Manual* (Current Edition) is the primary source for answering questions about typing and style of presentation of the Dissertation. The APA format checklist appears in Appendix A of the *Publication Manual* (Current Edition) and should be followed verbatim with the following exceptions:

Margins. All pages must be one inch on all sides. This includes tables, figures, and appendixes.

Order of Pages.

1. Title Page (required, see sample)
2. Dissertation Committee Approval Page (prepared by Dissertation Manager)
3. Dedication (optional)
4. Acknowledgments (optional)
5. Table of Contents using up to page number (see sample)
6. List of Tables
7. List of Figures
8. Abstract (required) **This page begins page 1 of the dissertation**
9. Body of Dissertation
10. References (required)
11. Appendixes (optional)

Page Numbers.

- Number all pages (except title page) including tables, figures, references, and appendixes.
- Page numbers begin with the Abstract, with an Arabic page “1” and preliminary pages should be numbered with lowercase Roman numerals starting with the first page following the unnumbered Title Page, which is page “i”
- Number ALL pages consecutively with the lower case Roman numerals up to the Abstract page.

Tables and Figures. (and special reminders from APA Manual)

- Each table must begin at the top of a new page. All tables and figures are placed at the end of the manuscript per APA style.
- Tables and/or Figures must be formatted to appear in the standard 12-point font.
- Titles (that run more than one line) are to be singled spaced and flush left. Titles are italicized. The Table number is not underlined. Double-space between Table # and Table title.
- For complete information on tables and figures consult the *Publication Manual* (Current Edition) Table Examples, and Figure Examples, and Exhibits.
- If a Table or Figure is two or more pages long, type (table continues) at the bottom right-hand corner of the page. Begin the second and subsequent pages by typing the Table number (continued) on top of the page (flush left) and repeat column headings.

- All tables should be placed as close as possible to the next page following their first mention in the text.

Levels of Heading. A reminder: Use *APA Publication Manual* (Current Edition) for the format of different levels of headings. The table of contents will reveal the number of headings chosen in the manuscript. (Note: Students may find it useful to do an outline first before choosing the levels of heading.)

Dissertation Publication and Binding

Bindery requirements appear in the materials that students receive at the Final Orals, but for convenience we also include them here. The following reminders should be observed in all cases:

- All textual materials should be double-spaced. Tables may be single-spaced as long as the table is clear.
- A 12-point font in an acceptable APA typeface must be used.
- Photos, clipart, and copyrighted images/tables/measures may not be reproduced in the dissertation without the express written permission from the author included in the Appendix section.

Dissertation Support after the Fourth Year

Monitoring and Supporting Dissertation Progress after Year Five

Antioch New England's Clinical Psychology Program is committed to supporting students in successfully completing their dissertation projects within a reasonable time period. The most difficult time for students to carry out their independent projects is after they have completed all their on-campus coursework. As such, there is a series of procedures, beginning with the PsyD Year 5, which are intended to: (1) monitor students' level of engagement in, and progress with, the dissertation; and (2) provide additional formal support from the program in the students' endeavors to complete the degree.

A *Dissertation Workplan* will be negotiated between student and advisor, and documented by the student using the Dissertation Workplan form, each Fall and Spring beginning with Fall of Year 5. This plan is to be submitted to the Director of Student Affairs within the first three weeks of the semester, and will also be reviewed by the Director of Research. Students are expected to initiate and maintain regular contact with their Dissertation Chairs/Advisors, consistent with the Workplan. The negotiated plan will serve as a basis for evaluation during the Annual Review process, described below.

The Annual Review Process will be maintained after students have completed their fourth year in the program. Subsequent Annual Reviews will occur at the end of each respective year (April-May), beginning at the end of students' fifth year. Each completed Annual Review Form will be submitted for review by the Director of Research and the Director of Student Affairs. Annual

Reviews act as a record of post-FIFTH YEAR students' academic standing in the program and the quality of their progress on the final degree requirement.

Some criteria for deciding *Satisfactory w/ Concerns on an Annual Review*:

- Student is too infrequently in contact with the Chair for consultation to make steady progress
- Student consistently struggles to develop enough focus for his or her dissertation
- Student is inconsistent in producing written material of professional quality
- Student is erratic in making deadlines and target dates set by him or her with the Chair
- Student has been ineffective in managing either their time or other resources for working on the dissertation

Some criteria for deciding *Unsatisfactory on an Annual Review*:

- Student is rarely or never in contact with the Chair for consultation
- Student is unable to settle on a reasonable topic
- Student consistently does not follow through on recommendations by the Chair or committee members
- Student is unable to produce written material of professional quality
- Student is unable to make deadlines and target dates set by him/her with the Chair
- Student is chronically ineffective in managing either their time or other resources for working on the dissertation

Statute of Limitations

Doctoral students are typically expected to complete all degree requirements, including the dissertation, within 7 years of entering the program. Students who fail to meet this expectation may apply for an extension of the statute of limitations, showing cause for this delay and articulating a clear set of plans for completing the project in a timely fashion. Students who have a history of "Satisfactory with Concerns" or "Unsatisfactory" on their Annual Reviews are less likely to be granted an extension of the statute of limitations. Given that approval of extensions is contingent on satisfactory progress, such approval becomes less likely with each subsequent year that your progress is delayed. In any case, extensions **will not be granted beyond the 10th year.**

If an extension is not approved, the Director of Research recommends the student for disenrollment from the program. In addition, failure to register and pay for dissertation advising fees will result in disenrollment.

Process for Requesting an Extension of the Statute of Limitations. Students must communicate with their Dissertation Chair in the Spring of their seventh year, about applying for an extension of the Statute of Limitations. The Director of Research will send a letter to students notifying them of the deadline and the need to file an application for extension. However, **it is fully the responsibility of the student to be aware of this deadline and to file for extension.** The application is submitted to the Director of Research, with the endorsement of the Dissertation Chair. The application will document dissertation progress to date, explain causes

for delay, and outline plans and a timeline for completion of the project. The Director of Research will consult with the Dissertation Chair (and others if s/he sees fit) to evaluate the request, and will notify the student of their determination in writing. If the extension is approved, the student is typically granted an additional year to complete the dissertation process. If the extension is not approved, the Director of Research communicates this decision to the Director of Student Affairs, who forwards to the Registrar a recommendation for the student's disenrollment from the program. Students wishing to appeal this decision should refer to the section on Appeal Procedure in the *Clinical Psychology Program Handbook*.

Procedures for the Changing of a Dissertation Chairperson

In the case where a student has identified the need to change Dissertation Chairperson to some other Core Faculty member, he or she will engage in the following steps toward that end:

1. The student brings the reasons for the interest in making a change to their current chairperson. The two of them discuss the issues and concerns raised by the student and come to an agreement either to continue working together or to have the student seek a different chair. Should the latter course be decided upon between them, the next step below would follow.
2. The student may either recruit a new advisor/chair from the ranks of Core Faculty, and so inform the Director of Research, **OR** follow the procedure outlined below.
3. Procedure for petitioning the dissertation faculty to seek a new Advisor/Chair. The student puts together the following packet of information, and submits this to the Director of Research:
 - A letter to the Director of Research that describes the nature of the request. This letter will include the reasons for the desired change of chair, a description of any difficulties the student may be having completing the dissertation, and the outcome of the discussion with the current Chair. This will be placed in the student's file, along with a response and disposition by the Director of Research.
 - A pre-proposal, or a description of the dissertation project, including the methodological approach he or she is considering using, and a bibliography-in-progress.
 - The student's ranking of her or his preferences among the eligible dissertation faculty. The student should interview prospective chairs in order to make the most informed rankings she or he can. The student may not ask for a specific commitment from those faculty they interview, but may request a statement of encouragement or discouragement. Commitments are made in collaboration with the Director of Research.
4. The Director of Research will then bring the completed Petition to the dissertation faculty for consideration and for the assignment of a new chairperson. The assignment of a new

chair will be made by the faculty on the basis (in order of priority) of:

- a. The availability of faculty for taking on new students, given current work loads.
 - b. The match of a particular faculty to kind of dissertation project proposed to an individual faculty.
 - c. The student's expressed preferences.
5. The student will be notified in person by the Director of Research as soon as the faculty has made the appropriate assignment of her or his new chairperson. A written notice of the change of Chairperson will be recorded in the student's file.

Important Dates and Timelines

It is imperative that students maintain awareness about dissertation timelines and deadlines. Students are expected to notify their Dissertation Chair and the Dissertation Manager of their intent to finish in time to participate in the spring Commencement Ceremony which happens each May.

There are at least three ways in which Dissertation deadline dates are important for students: (1) the deadline for "Conferral of the Doctoral Degree," a.k.a. the Diploma; (2) the date at which all requirements for the PsyD degree have been met, a.k.a the date when post-doctoral hours can begin to be counted; and (3) if you wish to participate in the Commencement Ceremony in May, the last date by which you must schedule a Spring Dissertation Orals. Not only are these three different concerns, but they occur on different dates.

Degree Conferral Dates

Antioch has three Degree Conferral Dates each year at the end of each semester: Fall, Spring, and Summer. The degree conferral dates can be found on the Antioch University New England website in the Academic Calendar. The Dissertation Deadlines related to each conferral date can be found in our Sakai folder for Dissertation. To qualify for degree conferral on any of these three dates, students must complete their Final Orals and deposit their dissertation according to timelines posted. It is the student's responsibility to negotiate timelines for dissertation progress with sufficient foresight and respect for the availability of faculty on the Dissertation Committee and the Dissertation Manager, so that faculty are not pressed to compromise the quality of the final product or process, and so the Dissertation Manager is not pressed to review and assist with the electronic upload of the required ETD.

Date of Dissertation Deposit

State licensing boards typically require a year or more of post-doctoral supervised training; thus, it is important for students to know at what point they may begin "counting" post-doctoral hours in order to sit for your state's licensing exam. The formal date that serves this purpose is not the Degree Conferral Date, but rather the date at which you have completed all of your degree requirements, which includes Dissertation and predoctoral internship. This date is recorded on your transcript. If your Dissertation is your final remaining requirement, then the registrar will

record the date of your completion of all requirements as the date of the Department Chairperson's signature on your Dissertation Committee Signature Page. This signature is dated *when your format of the final Dissertation has been approved* (see above section *Depositing the Dissertation*).

Commencement Exercise

In order for a student to become eligible to participate in the May Commencement, all dissertation requirements must be completed (following Final Orals, of course) including deposit of the final manuscript. The deposited manuscript must be in full compliance of all formatting requirements and the electronic submission of the ETD complete prior to the deadline posted in Sakai.

The Dissertation Manager will publish timelines for students to declare their intention to participate in commencement and students are responsible for adhering to those deadlines.

Appendix A: Example of a Dissertation Title Page

Dance and Creativity in the Psychotherapeutic Process

by

Helen Sophie Kinsella

B.A., St. Anselm College, 1995
M.S., University of Missouri, 1997
M.S., Antioch University New England, 2014

DISSERTATION

Submitted in partial fulfillment for the degree of double space?
Doctor of Psychology in the Department of Clinical Psychology
at Antioch University New England, 2017

Keene, New Hampshire

Appendix B: Example of a Dissertation Table of Contents

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Appendix D: APA Style Checklist for Dissertation Manuscripts

Department of Clinical Psychology

Dissertations must comply with formatting requirements of the current APA Publication Manual (including those not listed here), except where the Department's formatting requirements supercede APA style (denoted below by *). This checklist is intended to alert students to some of the more common matters of APA style; consult the current 6th edition of the APA Manual for details. When submitting dissertation manuscripts to the Department, students must include a copy of this checklist signed by the Dissertation chair.

Typing

- Manuscript is double spaced (except References).
- All punctuation followed by a single space.
- Minimum 1" margins all around, for ALL pages.
- *Title not to exceed 12 words.
- *Abstract not to exceed 350 words (no indent on first line). No bold heading.
- No back-to-back parentheses.
- No right-side hyphenation.
- *See Department Handbook for page numbering instructions.

Style

- Use appropriate tense.
- Use first person "active voice" not "this author/the author."
- Agreement of verb and subject.

Levels of Headings

- Headings conform to one of APA's "levels" schemes.
- Chapter titles use Arabic numerals not roman numerals.
- Levels of headings accurately reflect organization of the manuscript.
- All headings of same level formatted identically.

Citations and Reference List and Appendices

- All references appear both in text and Reference list, with same spelling and dates.
- All articles or chapters in Reference list include page numbers.
- Citations in APA format (with citations listed in alphabetical order, not in chronological order).
- References and Appendices in APA format. Appendix falls after the References section.
- References are single-spaced but double-spaced between each citation.

Tables

- Each table must begin at the very top of a new page.
- 1-inch margins. Tables may be single or double spaced as long as they read clearly.
- Mentioned in text but placed at the end of the manuscript in number order.
- Tables cannot have any vertical lines

We certify, by our signatures below, that we have reviewed this manuscript for compliance with APA formatting requirements, as outlined above, and there is no third-party content without written permission included in the Appendix section.

Signature of Student and Date

Signature of Dissertation Chair and Date

Appendix E: Dissertation Format Editing Process

1. The student follows the current version of the APA Style Manual and works with their Dissertation Chair to prepare a final draft of the manuscript.
2. Prior to the Final Orals scheduling, the student submits the final draft in Word format to the *Dissertation Manager* and the campus *Research Librarian* for copyright clearance of necessary permissions and to check for privacy (signatures, personal information, emails, etc.), supplemental files, and Reference List formatting.
3. Once the manuscript has been cleared for copyright and Reference formatting, the Dissertation is submitted to the University Style Editing Service to check for APA format and for the initial style read.
4. The Style Editor returns the draft to the student for the student to make necessary corrections.
5. The student resubmits the corrected draft to the Style Editor for re-review.
6. The initial Style Editing consultation is provided at no cost to the student. If further cycles of review are needed, the student may be charged a fee by the editing service.
7. Once the dissertation is approved by the Style Editor, the Style Editor sends the approved Word version to the Dissertation Manager.
8. The Reference Librarian converts the document to the PDF format version that is to be uploaded to the OhioLink ETD [Electronic Theses and Dissertations] Center.
9. The student works with the Reference Librarian to walk through the steps of electronically submitting the ETD. The ETD is uploaded to the OhioLink ETD Center to be released in Open Access.
10. The student's signature page, verifying that the Dissertation requirement is complete, is given to the university Registrar confirming the student has met the Doctoral Dissertation requirement.
11. The student is graded for Doctoral Dissertation which is then is placed on the transcript.