



PSY.D. PROGRAM CLINICAL DISSERTATION HANDBOOK

**FOR STUDENTS ENTERING THE PSYD PROGRAM
IN CLINICAL PSYCHOLOGY
IN FALL 2018 OR LATER**

SEPTEMBER 2019 REVISION

THE DISSERTATION REQUIREMENT

An essential feature of a university-based doctoral program is a commitment to scholarship. Pepperdine University's PsyD program is committed to a practitioner-scholar model that affirms the importance of evidence-based practice. The necessary connection between scholarship and practice is a foundational and guiding principle of our program. Further, demonstration of research competence is a critical area of professional competence required for degree completion. Students demonstrate research competence, in part, through the completion of a clinical dissertation, which provides an opportunity to closely examine the literature on a clinically relevant topic and to meaningfully contribute to the profession through the production of a rigorous piece of scholarly work.

All PsyD students are responsible for reviewing this *Clinical Dissertation Handbook* and for knowledge of its contents.

All dissertation-related forms and additional resources can be found on the PsyD Program Google Drive at https://drive.google.com/drive/folders/0B_kgoWXLpBwnODILUG1yQ2FBR3M?usp=sharing as well as on the GSEP website at <http://community.pepperdine.edu/gsep/dissertation/psychology/forms-resources/>

Summary of the PsyD Program Dissertation Requirement

- ✧ The Clinical Dissertation is a focused scholarly endeavor characterized by:
 - Demonstration of the ability to utilize the research literature and a sound scholarly process to analyze, evaluate, and/or provide new information relevant to a focused topic related the professional practice of clinical psychology. These applied topics should be consistent with those encountered by psychologists working as practitioners, administrators, supervisors, faculty members, and/or consultants.
 - The identification of a clinically-relevant guiding research question, developed in collaboration with the dissertation chairperson, that both reflects and contributes to the evidence base for the professional practice of psychology. Research questions emerge from a combination of student interest and the chairperson's areas of expertise and scholarly focus.
 - Enrollment in dissertation coursework that includes the PSY790-793 "Dissertation Intensive" series within which students work in small instructor-led mentoring groups to provide structure and support for the development of the dissertation proposal.
 - Supervision by a Psy.D. program-affiliated tenured/tenure-track or senior faculty member in the Psychology Division at GSEP who serves as the *Dissertation Chairperson*.
 - Consultation with 1 or more additional *Dissertation Committee Members*
- ✧ The clinical dissertation requires significant investment of personal commitment, time, and resources. Students should be mindful of the demands of the process and plan accordingly. The recommended dissertation timeline is presented in Table 1 (*Appendix G: Recommended Dissertation Timeline*). Specific dissertation activities and the length of time (e.g., data collection) may vary somewhat.
- ✧ The dissertation development process formally begins during the fall term of Year I when students enroll in *PSY 790: Dissertation Development*. Students are provided an overview of the dissertation structure, skills necessary to successfully complete the dissertation, and guided through the preparation of their *Statement of Scholarly and Professional Interests*.
- ✧ **Our standard dissertation methodology for all Psy.D. students is the Systematic Review (SR).** Given our practitioner-scholar model that emphasizes the core research competency of being critical and sophisticated consumers of the research literature in the service of evidence-based practice, this rigorous

“evidence synthesis” methodology was chosen as an approach that allows students to conduct their dissertation research in a timely manner, become content experts in an area of research, and produce a publishable product. The dissertation process is informed by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines which are accepted by the scientific community as standard for the conduct of systematic literature reviews that facilitate evidence-based practice. (see <http://www.prisma-statement.org>).

- ✧ Students are expected to begin exploring areas of potential shared interest with faculty during the 1st year Fall semester as a foundation for ranking faculty and being assigned a dissertation chairperson. See the GSEP Academic Catalog for descriptions of Psychology Faculty or ***Appendix A: Overview of Psychology Faculty Areas of Scholarship and Professional Activity*** in this Handbook.
- ✧ The PSY 790-799 multi-year dissertation course sequence is designed to structure and support dissertation progress. See page 12 of this Handbook for details regarding required courses and timeline. Students are given extensive support throughout the dissertation development process.
- ✧ Psy.D. students develop and complete their dissertations in two phases.
 - **PHASE I:** The first phase involves participation in dissertation coursework organized as small mentoring groups in the Dissertation Intensive (DI) course series (PSY 791-793). While the methodological instruction and details of proposal development occurs under the guidance of the DI Section Instructor, the dissertation chairperson advises the student in the formation of a clinically-relevant question and approves the direction of the research each step of the way. Focused topics are identified and the foundations of conducting a systematic review (SR) dissertation are informed by the PRISMA methodology guidelines. PRISMA reflects the highest standards for reviews within the scientific community to synthesize a targeted body of the research literature in order to provide evidence for psychological practice. During this course sequence, the student develops and writes the dissertation proposal (aka Systematic Review Protocol).
 - **PHASE II:** The second phase involves direct and ongoing supervision by the dissertation chairperson towards dissertation completion. Students enroll in the PSY 794-799 sequence of courses until the dissertation is completed. This begins with final revisions to the dissertation proposal developed in the PSY791-793 DI course sequence and final approval to participate in the Preliminary Oral Examination. After prelims, the work includes implementation of the dissertation methodology, analysis of data, writing the final dissertation document, and defending the research at the Final Oral Examination.
- ✧ The criteria for advanced dissertation course grading is presented in ***Table 2 (Appendix H: Performance Dimensions for Dissertation Course Evaluations (PSY794-800)***.
- ✧ There are two Oral Examinations that are part of the evaluation of dissertation progress and research competence.
 - The *Preliminary Oral Examination* is conducted early in the Winter/Spring term of the second year for standard SR dissertations. The student presents their proposal (e.g., detailed description of the research/scholarship plan) orally and must demonstrate a firm literature-based rationale for their study, a comprehensive methodological plan, and readiness to complete the dissertation project. All dissertation students must submit an application to the Graduate and Professional Schools Institutional Review Board (IRB) after the Preliminary Oral Examination.
 - The *Final Oral Examination* is conducted upon approval of the chairperson that the student’s work is of publication quality and the student is ready to defend their study. During the Final Oral the student presents the results of their work, discusses the implications, and responds to questions in order to demonstrate doctoral level competence based on the practitioner-scholar model requiring the ability to meaningfully connect science and professional practice. It is expected that students sit for their final orals prior to the beginning of their full-time internship. However, with approval of the chairperson, it is acceptable to complete the final writing of the dissertation and sit for final orals while on internship.

The “Research Emphasis” Option

The Psy.D. program recognizes that some students wish to have a more immersive research experience and develop research knowledge and skills that prepare them for greater research involvement in their careers. The “Research Emphasis” Option provides the opportunity for students to develop a dissertation through: (1) involvement in a faculty research “lab” or scholarly project, (2) collaboration with an external institution or externally-funded grant with a psychologist at another university (e.g., access to a dataset), or (3) engagement in independent research interests in the context of extensive prior research experience. The Research Emphasis allows students broader methodological options including a variety of quantitative, qualitative, or mixed methods designs, as well as applied methodologies such as program development, program evaluation, systematic clinical case studies, and participatory action research. This option is designed for students who wish to develop additional research competence and experience during the dissertation process.

- ✧ ALL students begin with the foundation of the systematic review methodology and enroll in the PSY791-793 Dissertation Intensive course sequence. The “Research Emphasis” Option within the Psy.D. Program provides the opportunity for qualified students to build upon the systematic review process. In consultation with their chairperson, students can propose a dissertation methodology that involves original data collection, analysis of archival data, program development/evaluation, community-based action research, etc.
 - “Research Emphasis” dissertation methodologies include, but are not limited to, *Qualitative Methods* (e.g., case studies, interview studies, focus group studies, phenomenological studies, participatory methods), *Quantitative Methods* (e.g., correlational, case-control, psychometric, quasi-experimental, or experimental designs, as well as needs assessments, evaluation research, and survey research), *Mixed Methods* (a study with both qualitative and quantitative elements), *Program or Resource Development* (the use of a scholarly body of literature as the foundation for developing a professional/applied product and must include a preliminary evaluation of any original resources developed), *Conceptual or Theoretical Development*, and *Systematic Case Studies and Analysis*. (See **Table 3; Appendix I: Research Emphasis Dissertation Methods Overview**) Methodologies are subject to chairperson approval. Research Emphasis dissertations may involve original data collection or analysis of archival databases.
 - RE dissertation projects will most commonly be conducted within faculty research labs (aka Applied Scholarship Communities (ASCs)), tied to the research or professional activities of the faculty chairperson, or reflect specific professional development and career objectives of the student.
- ✧ The first step is an individual meeting with the Psy.D. Program Research Coordinator in order to assess feasibility and assist the student in understanding the requirements and petition process.
- ✧ Applications for the “Research Emphasis” are submitted during PSY793 (Fall semester 2nd year) and must be approved by the chairperson and PsyD Program Executive Committee. The petition (see **Appendix F- Petition for PsyD. Program Research Emphasis Option**) must include a rationale for requesting the “Research Emphasis”, as well as an overview of topic, proposed methodology, and timeline. The following minimum criteria must be met for a student to be approved for a “Research Emphasis” Option:
 - Prior research experience
 - Strong performance in the DI course sequence
 - Strong academic performance during the 1st year (with particular attention to writing skills)
- ✧ Coursework for the RE dissertation includes PSY790 and the required DI course sequence (PSY791-793). RE students will then enroll in *PSY800: Clinical Dissertation Supervision* with their chairperson, every semester beginning Winter semester of their second year, until the dissertation is completed (including summer sessions). The number of units is determined by the semester of enrollment in order to be consistent with the total required units of dissertation completion for all students.

- ✧ The full dissertation committee must be constituted prior to the Preliminary Oral Examination. This includes at least one Internal Committee Member and one External Committee Member. The chairperson may designate one of the committee members to be the official "methodologist," based upon his or her expertise in either research or clinical methodology.
- ✧ A written dissertation proposal must be approved during a Preliminary Oral Examination that includes the chairperson and a minimum of one internal and one external committee member (at least a 3-member committee). The RE Preliminary Oral Examination is scheduled separately from the SR examinations. Scheduling is based on the chairperson's determination of readiness and committee member schedules.
- ✧ Upon passing the Final Oral Examination, RE students qualify for the inclusion of "Research Emphasis" designation on their transcript. Please consult with the Senior Psy.D. Program Administrator to make arrangements with the Registrar for that designation to be placed in the transcript.

The Dissertation Committee

The purpose of the Dissertation Committee is to provide topical and methodological guidance and consultation in order to insure the quality of the dissertation. For the standard SR dissertation, the committee is comprised of the Dissertation Chairperson, and a minimum of one additional Committee Member. Both an Internal and an External Committee Member are required for RE dissertations. Committee members should be selected based on faculty expertise and availability, student interest, and personal preference.

- ✧ The ***Dissertation Chairperson*** must be a tenured or tenure track, GSEP Psychology Division faculty member, or Psy.D. program-affiliated faculty member including Clinic Directors and Senior Lecturers. Psychology Division Emeritus faculty may also serve as dissertation chairpersons. A Chairperson is assigned to each student at the end of the Fall semester of the first year. These assignments are informed by student rankings and faculty availability. The Chairperson provides general topical and methodological oversight during the Dissertation Intensive course sequence when the DI Section Instructor has primary responsibility for the ongoing development of the dissertation proposal. The Chairperson takes over primary responsibility for dissertation guidance during the 2nd year Winter/Spring semester, prior to the Preliminary Oral Examination, and supervises the dissertation to completion. Beginning in the 2nd year Fall semester, the dissertation chairperson also becomes the student's Academic Advisor and assumes the advisement responsibilities to the student. The Chairperson maintains ultimate authority for the coordination and supervision of the dissertation.
- ✧ The ***"Internal" Dissertation Committee Member(s)*** must be one of the following: a tenured/tenure track member of the Psychology faculty, a GSEP Clinic Director, a GSEP Psychology Division Senior Lecturer in Psychology, an Emeritus Psychology faculty member, or a longstanding Adjunct Faculty member with at least 5 years teaching in the doctoral program or 10 years total teaching at GSEP. Committee Members must be willing to review written documents and attend required oral examinations. At least one Internal Committee member is required for all dissertations. The following provides an overview of committee membership by dissertation type:
 - ✧
 - ***Standard SR Dissertations:*** The DI Section Instructor serves as the Preliminary Orals Internal Committee Member and attends the preliminary orals examination. The Final Orals Internal Committee Member is selected collaboratively between student and Chairperson based on content expertise and the ability to contribute meaningfully to the quality of the dissertation study and final dissertation document. The Internal Committee Member consults on the content of articles reviewed and synthesis of the research findings, reviews the final written dissertation document, and attends the Final Oral Examination.

- *Research Emphasis Dissertations:* An Internal Committee Member is identified collaboratively between student and Chairperson soon after the RE application has been approved. This member provides consultation reflecting their expertise, reviews written dissertation documents prior to oral examinations, and attends both Preliminary and Finals Orals.
- ✧ The **“External” Dissertation Committee Member(s)** is selected from outside of the Psychology Division PsyD Program core faculty. This person must hold an earned doctorate and possess the expertise to contribute to the supervision of the dissertation. A curriculum vita (CV) must be submitted for approval if the person is NOT a Pepperdine faculty member from another Pepperdine school or department, or a current Psychology adjunct faculty member. No personal friend or relative may serve on a student's committee. Students must not directly pay the committee members for their participation. External Committee members are optional for the standard SR dissertation and at the discretion of the chairperson. For standard SR dissertations, this optional member will be selected collaboratively with the chairperson after the student has passed Preliminary Orals. Research Emphasis dissertation committees are required to have at least one External Committee Member who will be selected collaboratively with the chairperson prior to Preliminary Orals. For RE dissertations, the External Committee Member provides consultation, reviews the written dissertation proposal and participates in Preliminary Orals, as well as reviewing the final dissertation document and participating in the Final Oral Examination.
- ✧ The final composition of the committee must be approved by the Psy.D. Program. The ***“Petition for Constitution of Clinical Dissertation Committee” form (see Appendix B-1)*** must be submitted to the Psy.D. Program Administrator to be approved by the Psy.D. Program Research Coordinator before the Final Oral Examination for the standard SR dissertation, and before the Preliminary Oral Examination for the RE dissertation.
 - If it becomes necessary for the student to change his or her chair or committee members after the committee has been approved, a completed and signed ***“Petition for Change in Constitution of Clinical Dissertation Committee” form (see Appendix B-2)*** must be submitted to the Psy.D. Program Administrator and approved by the Psy.D. Program Director.
- ✧ The primary responsibility of Dissertation Committee members is to provide consultation on the content, method, and quality of the dissertation. In the period of time between the preliminary oral and final oral, we ask that committee members be available to the student by email or phone, if further clarification or direction is needed. At the time of the final oral examination, the committee member is requested to carefully review the dissertation document and be prepared during the final oral meeting to share comments/concerns/questions, focusing on the “product” or “outcome” of the dissertation. Depending on the type of dissertation, these products/outcomes may entail the results of data analysis and the interpretation of the findings; comprehensiveness and quality of critical analysis of literature relevant to a clinical problem; the quality and clinical defensibility of a program or resource that is developed; or other criteria as indicated by the methodology utilized.

The Dissertation Proposal and Preliminary Oral Examination

The primary purpose of the written proposal and Preliminary Oral Examination is to present a clear and detailed plan for the dissertation research study. These provide the evidence that the student is sufficiently knowledgeable and prepared to move forward with study implementation. This evidence consists of a concise review of relevant literature regarding the current status of theory and research, a clear rationale and identification of the need for the study, and well-articulated and detailed description of the methods that will be utilized in the study.

The Preliminary Oral Examination (“Prelims”)

Upon completion of the written dissertation proposal, the student will orally present and defend the proposal in a meeting lasting with the dissertation committee. Passing prelims indicates that the student’s plan for the dissertation has been approved and the student is evaluated to be ready to implement their methodology. Successful completion of the preliminary oral examination results is a contract between the student and the committee regarding the plan for completion of the dissertation.

- ✧ ***The Systematic Review Dissertation:*** For the SR dissertation, prelims will typically be scheduled by the PsyD program for all students early in the 2nd year Spring semester (e.g., early February). The determination of the prelims date in early Y2 Spring is based on the need for students to begin focusing attention on preparation for their Clinical Comprehensive Examination (CCE), administered in May of Y2 Summer, and the importance of preparing internship essays and applications during the Summer of Y2.
 - In order to sit for prelims, students must have received clearance from their DI Instructor based on submission of an acceptable written proposal draft at the end of PSY 793 (2nd year Fall semester).
 - The dissertation chairperson must provide final approval that the student is ready for prelims no later than two weeks prior to the scheduled examination.
 - Students who are not cleared (by the DI Instructor) for the Y2 Spring program-wide preliminary orals examinations date must petition to the Psy.D. Executive Committee at least two weeks prior to this scheduled date in order to receive permission to schedule a separate date with their Chairperson. The petition must include the reason why an alternate date is necessary, a dissertation completion timeline, and identification of the Internal Committee member who will participate in the prelims process (note that the DI Instructor is not required to serve on extensions). Note that students who are not making acceptable progress on their dissertations risk not being cleared to apply for the internship cycle with application deadlines of Y3 Fall.
- ✧ ***The Research Emphasis Dissertation:*** The preliminary oral examination is scheduled when the Dissertation Chairperson has reviewed a draft of the full dissertation proposal and affirms that the student is ready. The following procedures apply:
 - Students are responsible for coordinating a prelims time and date when all three committee members can be present. Scheduling 4-8 weeks in advance increases the likelihood that a common date can be identified.
 - At least 3 weeks prior to the scheduled date of the oral, the Psy.D. Program Administrator should be notified to make necessary arrangements (i.e., room reservation, etc.).
 - Students should provide the final written dissertation proposal to the committee at least 2 weeks before to the scheduled oral examination. The examination must be rescheduled if the dissertation document is not received by the committee at least one week prior to the orals.
 - An electronic copy (pdf format) of the dissertation proposal must be submitted to the Psy.D Program Administrator at least 1 week prior to the scheduled date of the oral.
- ✧ The general structure of prelims includes four parts:
 - Student oral presentation of dissertation proposal (with Power Point slides)
 - Discussion and Q & A
 - Committee Deliberations
 - Announcement of Result and Required Revisions (including signatures)
- ✧ Considerations for Evaluation include:
 - Oral Presentation Skills (evidence of preparation, time management, slide effectiveness, etc.)
 - Content of Presentation (quality, accuracy, comprehensiveness)
 - Mastery of research methodology to be utilized
 - Clarity and detail of research procedures (data collection, management, analysis, etc.)
 - Critical thinking and responses to Q & A

Internship Readiness and The Psy.D. Dissertation

The structured dissertation course sequence is designed to facilitate completion of the Preliminary Oral Examination (“prelims”) prior to application for the full-time internship. In order to establish readiness for internship, a student must have passed their dissertation Preliminary Oral Examination no later than October 1st of the internship application year (usually 3rd year). With support of the dissertation chairperson and in unusual circumstances, students may request approval from the PsyD Executive Committee to initiate internship applications prior to passing preliminary orals. However, if the preliminary oral examination is not passed by the internship rankings deadline (usually the first week of February), the student will be required to withdraw their applications and will be unable to submit rankings. Students should be aware that some internship sites require that all applicants have passed the dissertation preliminary oral examination prior to applying and will not accept applications from students who have not completed their dissertation prelims.

Institutional Review Board (IRB) Approval

Refer to IRB website [<https://community.pepperdine.edu/irb/>] for detailed guidelines regarding all IRB procedures and instructions for submitting an application.

Note that ALL PsyD students must submit an Abstract of the Dissertation Proposal to the GPS IRB after the Preliminary Oral Examination in order to verify dissertation methodology and confirm the need to submit a formal IRB application. **ALL research involving human participants or research utilizing data previously collected from human participants MUST be submitted for a formal review** to insure adherence to the federal and APA ethical standards for conducting research with human participants. For Psy.D. student research, this committee is the *Graduate and Professional Schools Institutional Review Board (GPS IRB)*. Please note that **prior to ANY recruitment or contact with human participants, the research project and IRB application must be formally approved in writing by the GPS IRB.** (See the IRB Manual and/or website [<http://community.pepperdine.edu/irb/>] for details).

Pre-IRB Methods Review

Psychology students at GSEP must submit their dissertation proposal and completed IRB application to the ***Psychology Pre-IRB Methods Review Committee*** for approval **BEFORE** submitting the proposal for formal review by Pepperdine University’s Graduate and Professional Schools IRB review. Proposals that require an Expedited or a Full IRB review must undergo the Pre-IRB methods review. Exempt projects do not need to submit for Pre-IRB Review. You should list Dr. Cary Mitchell in your online IRB application as an Administrative Contact. Once you have completed your application, you should send an email to Dr. Mitchell (Cary.Mitchell@pepperdine.edu) indicating that you have passed your Preliminary Orals and that your application is ready for the pre-IRB Review. He will be able to go directly into your online IRB application and review it. This review usually takes between 2-3 weeks. Once reviewed, you will receive a letter indicating suggested changes and next steps. For more information about the Pre-IRB review process, please contact Dr. Cary Mitchell by email or phone (310-506-8553).

GPS-IRB Review Process

All research involving human participants or data from human participants must be approved by a University committee whose function is to insure adherence to the federal and APA ethical standards for conducting research with human participants. For Psy.D. student research, the committee is the Graduate and Professional Schools Institutional Review Board (GPS IRB). Dr. Judy Ho is the current Chair of the Graduate and Professional Schools IRB. Initial inquiries regarding the IRB process should be directed to the GPS IRB Manager. IRB committee members are available for consultation on IRB applications prior to submission and after notification. Please carefully review the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (https://community.pepperdine.edu/irb/content/irbmanual_revised.pdf).

Detailed guidelines for submitting an application can be found on the IRB website [<https://community.pepperdine.edu/irb/>]. All required forms are also available through the IRB website. The completed application and a copy of the dissertation proposal must be submitted electronically to the GPS IRB **after** the preliminary orals are passed, modifications requested by the student's dissertation committee are made, and the

proposal has undergone its pre-IRB review. Students should work closely with their dissertation chairpersons to make sure that guidelines are followed. Applications are reviewed in the order received and there is no guarantee that your application will be reviewed in the month it is submitted. Allow approximately 1 to 3 months for the complete review process including initial notification and feedback, revisions, and re-review. The committee typically meets once each month from September through July.

In the event that the dissertation methods or procedures must be modified after the IRB review, the student must inform his or her chairperson who will confer with all other dissertation committee members regarding the acceptability of such changes. Students should be aware that *any desired modifications or additions* to the original procedures and documents approved by the IRB (e.g., recruitment sites, recruitment fliers, questionnaires, data collection strategies) *must* be submitted to the IRB for review and approval prior to implementing any changes. Such changes may also require reapplication to the IRB.

REMEMBER: Full, written approval from the IRB must be received before any potential participants are contacted or recruited, and before any data are collected or accessed!

The Final Dissertation Document and Final Oral Defense

The Final Dissertation Document

Final dissertation documents can be completed using one of two formats: Manuscript (or “Journal”) format and Traditional (or “Chapter”) format. Most students utilize the Manuscript format in order to facilitate transforming the dissertation into a published article.

- The Manuscript Format dissertation is structured to facilitate publication of the dissertation and includes a journal article format report of the dissertation study. The organization of the journal article report should be consistent with published models of the methodology used (e.g., quantitative, qualitative, evaluation, descriptive, theoretical, critical literature review and analysis, etc.). While the body of the document is typically organized into four major sections (Introduction, Method, Results, and Discussion), section titles may vary based on publication practices relevant to the particular methodology. The sections should be presented as separate chapters in the final dissertation document. The Manuscript Format is characterized by its conciseness. In particular, the “Introduction” is a succinct review of the relevant literature and is typically less than 30 pages. However, in order to demonstrate extensive mastery of the literature, the final dissertation document must also include an Appendix with either a comprehensive Literature Table (or multiple topically-focused tables) or an Extended Review of the Literature narrative (or multiple topical extended narratives). The purpose of this appendix is to demonstrate broad mastery of the literature relevant to the dissertation topic area. The specific content of this appendix is determined in collaboration with the dissertation chairperson. Note that the SR dissertation will typically include an extensive “Evidence Table” (aka Literature Matrix) which counts for this requirement.
- The Traditional Chapter Format dissertation should contain four or five chapters. The typical five-chapter format includes the following chapters: Statement of the Problem (or Introduction) (Ch. 1), Review of the Literature (Ch. 2), Methodology (Ch. 3), Results (Ch. 4), and Discussion (Ch.5). However, chapter titles may vary with the dissertation method utilized. For example, the Critical Analysis of the Literature dissertation approach may use “Review and Analysis Procedures” as the title for the Methodology chapter. The Review of the Literature chapter should be comprehensive and extensive (often between 40-80 pages) in order to demonstrate a detailed and critical perspective on the relevant literature.

All final dissertations must be submitted to **Turnitin** for an originality report. The chairperson, with the student, will review the report and evaluate areas of the dissertation that require modifications or changes.

The Final Oral Defense

The Final Oral Examination is scheduled when the Dissertation Chairperson has reviewed a draft of the full dissertation document and affirms that the student is ready to defend the dissertation. Students are strongly encouraged to pace their dissertation progress so that Final Orals can be scheduled prior to the start of their full-time

internship. The final oral examination will be open to members of the academic community and involves a presentation and defense of the student's dissertation project.

- ✧ The following details are important as the student prepares for their final oral examination.
 - The student is responsible for coordinating a prelims time and date when all committee members can be present. Scheduling 4-8 weeks in advance increases the likelihood that a common date can be identified.
 - At least 3 weeks prior to the scheduled date of the oral, the Psy.D. Program Administrator should be notified to make necessary arrangements (i.e., room reservation, etc.).
 - Students should provide the final written dissertation proposal to the committee at least 2 weeks before to the scheduled oral examination. The examination must be rescheduled if the dissertation document is not received by the committee at least one week prior to the orals.
 - An electronic copy (pdf format) of the dissertation proposal must be submitted to the Psy.D Program Administrator at least 1 week prior to the scheduled date of the oral.

- ✧ ***Petition to Conduct the Clinical Dissertation Final Oral Defense Electronically*** It is customary for the clinical dissertation final oral defense to be conducted in person. An “in person” meeting provides a unique and personal setting to examine the student’s knowledge of the research area, to collaboratively fine tune the dissertation, as well as to celebrate and honor the student’s accomplishments. While it is expected that students complete their Final Orals before leaving for internship, some students may need to schedule their final orals while on internship. If traveling to campus for the final oral defense in person poses a hardship, students may petition to conduct the final oral defense remotely as a videoconference employing the university’s Zoom account. The petition (***Appendix D-1: Petition to Conduct the Dissertation Final Oral Examination Electronically***) must be received no less than 30 days prior to the date of the oral defense.

- ✧ The general structure of final orals includes four parts:
 - Student oral presentation focusing on study implementation, results, and implications (with Power Point slides)
 - Discussion and Q & A
 - Committee Deliberations
 - Announcement of Result and Required Revisions (including signatures)

- ✧ Considerations for Evaluation
 - Oral Presentation Skills (evidence of preparation, time management, slide effectiveness, etc.)
 - Content of Presentation (quality, accuracy, comprehensiveness)
 - Quality of study implementation and analysis of results
 - Discussion of results
 - Critical thinking and implications of research
 - Responses to Q & A

Evaluation of the Preliminary and Final Oral Examinations

Each student receives an evaluation of the oral examinations indicating one of the following results:

- **Pass With Distinction:** Superior performance across criteria
- **Pass:** Strong performance overall; minor modifications required
- **Pass With Concerns:** Acceptable performance overall; some substantial modifications required
- **Retake/Did Not Pass:** Unacceptable performance on multiple criteria

See **Tables 4 and 5 (Appendices J and K)** for a rubric of the areas committee members consider in assessing the quality of the dissertation proposal and final dissertation document. Each student is rated from Exemplary to Weak/Unacceptable in each category of evaluation.

The Preliminary Oral Examination Result is recorded on the "***Dissertation Preliminary Oral Examination Results***" form (see ***Appendices C-1 and C-2*** for SR and RE dissertations respectively). Each student is responsible for bringing the appropriate form to the oral examination along with the ***Dissertation Proposal Evaluation Rubric and Ratings (Table 4/Appendix J)***. The appropriate results form (C-1 or C-2) should be turned in to the PsyD Program Administrator following the examination. Students must make the requested revisions to their dissertation proposal prior to submitting to the IRB. The chairperson must review and approve all revisions.

The Final Oral Examination Result is recorded on the "***Dissertation Final Oral Examination Results***" form (see ***Appendix D***). The student is responsible for bringing Appendix D and the ***Final Orals Rubric Ratings (Table 5/Appendix K)*** to the oral examination. Appendix D should be completed at the end of the examination and turned in to the PsyD Program Administrator following the examination. Note that Appendix D, documenting that Final Orals have been passed, must be received by the PsyD Program Administrator by the specified date (to be announced each Spring) in order to qualify to walk in the graduation ceremony.

Dissertation Completion

After the Final Oral Defense

After successfully completing the dissertation final oral, students will need to address the committee's recommendations, complete the final editing, and submit the dissertation manuscript for APA Review and Clearance.

- ✧ All completed dissertations must be submitted to *Turnitin*. The chairperson, with the student, will review the report and evaluate areas of the dissertation that might require additional modifications or changes.
- ✧ Once all modifications and changes are made, the chairperson approves the dissertation by signing the "Final Clinical Dissertation Manuscript Approval and Clearance" form (see **Appendix E** at [<http://community.pepperdine.edu/gsep/dissertation/psychology/forms-resources/>]).

The APA Format Review Process and Administrative Approval.

Each student is responsible for carefully reviewing the **APA Dissertation Clearance Guide** (see [<https://community.pepperdine.edu/gsep/dissertation/psychology/forms-resources/>]) for details on all required steps.

- ✧ The final draft of the dissertation must conform to the GSEP Dissertation Format Requirements Manual [<http://community.pepperdine.edu/gsep/dissertation/psychology/manuscript/>]. At this website, sample dissertation preliminary pages can also be accessed.
- ✧ After the dissertation has been approved by the dissertation committee and the dissertation chairperson has signed the **"Final Clinical Dissertation Manuscript Approval and Clearance" form (Appendix E)**, the student will submit one pdf version and one Microsoft Word version of the final approved dissertation, along with Appendix E with their Chairperson's signature to the Dissertation Support office to begin the APA format review process (contact [Carlos Jimenez](#), Assistant Manager of Writing Support, for more information).
- ✧ This review process sometimes requires multiple rounds of feedback and can take several weeks to complete. **Initial review of the document typically takes between 4-8 weeks.**
- ✧ **All forms are available at** [<http://community.pepperdine.edu/gsep/dissertation/psychology/forms-resources/>].
- ✧ When the final version of the dissertation has been cleared (which can take 8+ weeks depending on the number of rounds of feedback), the student will be notified and instructed to upload the approved PDF for

publishing with [ProQuest ETD Administrator](#). Instructions for publishing the dissertation on the ProQuest database can be found at <http://community.pepperdine.edu/gsep/dissertation/psychology/policies-procedures/>. Additional information is also available on the [ProQuest Resources & Guidelines](#) Web page for GSEP.

- ✧ The final step is signature of Appendix E by the Clearance office and forwarding of the completed Final Clinical Dissertation Manuscript Approval and Clearance form to the Senior PsyD Program Administrator (Yasmin Rahdari).

Please be aware that your PsyD degree requirements are not considered complete until you have formally cleared the APA Format Review process (in addition to all coursework, verification of successful completion of pre-doctoral internship, and closing of the Clinical Training File). Post-doctoral hours cannot begin to be accrued until after the “all degree requirements met” above are fulfilled.

- ✧ Please keep the complete clearance timeline in mind in your planning and postdoctoral fellowship considerations. Many students need an additional semester to complete these final tasks. Passing Final Orals does not constitute “all degree requirements met” and submission of the dissertation for review does not constitute clearance for the purpose of beginning to accrue postdoc hours.
- ✧ If these tasks are not completed in the same semester as the final oral examination, the student is eligible to enroll in PSY 801 at a substantially reduced fee. Please note it is important to complete the final steps of the dissertation process in a timely manner or risk the potential financial consequences involved in mandated enrollment in clinical dissertation supervision for multiple semesters.

Overview of Dissertation Coursework and Timeline

1st Year Fall: PSY 790 Dissertation Development (0). This course orients and prepares students to commence the doctoral dissertation process. Topics include the practitioner-scholar model, evidence-based practice for psychologists, an overview of dissertation methodology options, and professional development. *(Also enrolled in PSY 701: Research Methods in Clinical Psychology and PSY 709: Psychometrics and Measurement Construction)*

1st Year Spring: PSY 791 Dissertation Intensive A (1). Students initiate review of the literature to inform the development of the dissertation topic, research questions, and methodological focus. Library skills and organizational processes are emphasized.

1st Year Summer: PSY 792 Dissertation Intensive B (1). Students continue the review of literature to support the dissertation topic and development of the dissertation methodology. Preparation of the dissertation proposal is initiated.

2nd Year Fall: PSY 793 Dissertation Intensive C (1). Students finalize the dissertation proposal and prepare to sit for the preliminary oral examination.

2nd Year Spring: PSY 794 Dissertation Project A (1). Students begin implementation of the dissertation methodology and are expected to make continuous progress in carrying out the dissertation project. *(Also enrolled in PSY 702: Data Analysis in Empirical Research)*

2nd Year Summer: PSY 795 Dissertation Project B (1). Students continue implementation of the dissertation methodology and are expected to make continuous progress in carrying out the dissertation project.

3rd Year Fall: PSY 796 Dissertation Project C (1). Students complete implementation of the dissertation methodology and analysis.

3rd Year Spring: PSY 797 Dissertation Writing A (1). Students complete dissertation analysis and begin writing the final dissertation manuscript.

3rd Year Summer: PSY 798 Dissertation Writing B (1). Students complete writing the final dissertation manuscript and sit for the final oral examination.

4th Year Fall-Summer: PSY 799 Dissertation Completion (2). Students enroll in PSY 799 if the dissertation is not complete by the end of PSY 798. Students may enroll in PSY 799 a maximum of three semesters and are expected to complete the dissertation within that time. Further enrollment in PSY 799 is approved by petition only. Note: While on internship or until completion of the dissertation, students enroll in 2 units of dissertation supervision in each academic term, including the Summer session, until the dissertation is completed.

Beginning 2nd Year Spring: PSY 800 Dissertation Supervision: Research Emphasis (1, 1.5, 2.0). Dissertation supervision is tailored to aid the student in the development of a dissertation that (1) is conducted within an existing applied scholarship community research lab; (2) utilizes an existing database or accesses data from an external source; or (3) involves original data collection (qualitative, quantitative, participatory action research, etc.), applied resource/program development or evaluation, or another approved methodology (e.g., clinical case study, original theory development). Permission must be obtained from the PsyD executive committee to enroll in this course. Note: While on internship or until completion of the dissertation, students enroll in 2 units of dissertation supervision in each academic term, including the Summer session, until the dissertation is completed.

4th Year Spring and Summer (optional): PSY 801 Dissertation Completion (1). Dissertation students who have successfully completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may enroll in this course for a fee of \$100. Students are eligible to enroll in this course for up to two consecutive semesters. If the dissertation has not been cleared and forwarded for binding after two semesters, students will need to re-enroll in the appropriate PSY dissertation research course. Enrollment in PSY 801 constitutes less than half-time enrollment status (unless concurrently enrolled in PSY 780, Doctoral Internship), which will impact financial aid eligibility and loan deferment.

APPENDICES

Appendix A	.....	Overview of Psychology Faculty Areas of Scholarship and Professional Activity
Appendix B-1	.....	Petition for Constitution of Clinical Dissertation Committee
Appendix B-2	.....	Petition for Change in Constitution of Clinical Dissertation Committee
Appendix C-1	.....	Psy.D. Program Dissertation Preliminary Oral Examination Results (Systematic Review)
Appendix C-2	.....	Psy.D. Program Dissertation Preliminary Oral Examination Results (Research Emphasis)
Appendix D	.....	Psy.D. Program Dissertation Final Oral Examination Results
Appendix D-1	.....	Petition to Conduct the Clinical Dissertation Final Oral Examination Electronically
Appendix E	.....	Final Clinical Dissertation Manuscript Approval and Clearance
Appendix F	.....	Petition for “Research Emphasis” Option
Appendix G	.....	Table 1: Recommended Dissertation Timeline
Appendix H	.....	Table 2: Performance Dimensions for Dissertation Course Evaluations (PSY 794-800)
Appendix I	.....	Table 3: Research Emphasis Dissertation Methods Overview
Appendix J	.....	Table 4: Dissertation Proposal Evaluation Rubric and Ratings
Appendix K	.....	Table 5: Final Dissertation Document Evaluation Rubric and Ratings

APPENDIX A

Pepperdine University Graduate School of Education and Psychology
OVERVIEW OF PSYCHOLOGY FACULTY AREAS OF SCHOLARSHIP AND PROFESSIONAL
ACTIVITY

FACULTY	AREAS OF SCHOLARSHIP AND PROFESSIONAL ACTIVITY
(Aaron Aviera)	Somatic Experiencing, mindfulness-based interventions, psychotherapy, homelessness, therapy with Spanish-speaking populations, substance-abusing mentally ill, crisis intervention
Thema Bryant-Davis	OASIS Lab: Trauma Recovery, Stress Management, and Thriving within Cultural Context, Cultural modifications of evidence-based trauma treatments; sexual assault recovery; intergenerational trauma; complex trauma; spirituality; adult survivors of childhood sexual abuse; sex trafficking
Carrie Castañeda-Sound	Language, Culture, and Gender Lab (Culturally-Congruent Practice in the Context of Language, Gender, & Family); Assessment of linguistic, clinical, and cultural competency of bilingual therapists; training and supervision of bilingual therapists; culturally congruent practices with diverse communities; program evaluation; and cultural understandings of gender roles
(Anat Cohen)	Psychotherapy supervision and training; program development; interventions and treatment planning
Louis Cozolino	Brain-behavior relationships in the areas of attachment, trauma, psychotherapy, psychopathology, and education; Interpersonal Neurobiology (IPNB); Deficits in social brain systems in PTSD; Attachment schema and the CEO; Attachment-based teaching (building the tribal classroom); Insecure attachment; How therapy works
Robert deMayo	Health psychology; psychology training
Kathleen Eldridge	Relational Health Lab: Couples Therapy, Integrative Behavioral Couple Therapy, Mindfulness and Acceptance in Couples, Psychotherapy Research (client change processes, therapist change processes, change mechanisms, outcomes), Relationship Communication (demand-withdraw), Culture in Relationships, Relationship Education for Young Adults, CBT, DBT, ACT
Drew Erhardt	Cognitive-behavioral therapy; mobile mental health; development of CBT-based apps (e.g., MoodKit, Moodnotes); the use of mobile technology to disseminate CBT and enhance its efficacy; ADHD (in children and adults); evidence-based clinical interventions with youth
Miguel Gallardo	ILLUMINAR: Multicultural Community Action and Research Lab; Cultural Humility and Cultural Awareness in therapist self-development; Latinx mental health; Services to underserved and unserved multicultural communities; Culturally- and Linguistically- Centered Training; Community-Based Participatory Research (CBPR); community-based program evaluations; Program evaluations for Latino/a Master's Program
Susan Hall	Psychotherapy Practice and Training: Strength-Based Approaches, Trauma, and Forensic Psychology; University Program and Clinic-Based Psychotherapy Practice, Training and Research; Strength-based and positive psychotherapy approaches to foster resilience and coping with Stress, Trauma, PTSD, Maltreatment/Abuse/Family Violence; Contemplative Practices / Mindfulness; Spirituality/Religion and Psychology; Psychology and Law
Shelly Harrell	PEaCE Lab (Person, Environment, and Culture Emergence); Well-Being in Cultural and Sociopolitical Context; Communal, Contemplative, and Empowerment Practices; Culturally-adapted approaches to Mindfulness and Contemplative Practices; Resilience-Oriented Stress Management; Mental health among Black persons of African ancestry; Racism-related stress; Intergroup Relations; Couple Therapy
(Susan Himmelstein)	Psychological assessment; psychotherapy with children and youth; learning disabilities; impact of anxiety and mood on learning
Judy Ho	CREATE: Evidence-based Services to Ethnically Diverse and Low-Income Youth and Families; Engagement and motivation in youth and family mental health care; providing evidence-based services to low-income and ethnically diverse youth and families; reducing stigma and barriers to mental health care; adjunctive creative interventions to increase social skills, self-efficacy, and resiliency, culturally tailored assessments and interventions

(Faculty in parentheses, primarily Senior Lecturers and Clinic Directors, have very limited availability to chair dissertations but may be able to serve as Internal Dissertation Committee Members)

FACULTY	AREAS OF APPLIED SCHOLARSHIP AND PROFESSIONAL ACTIVITY
Barbara Ingram	Spiritual experiences and growth; case formulation and treatment planning; psychotherapy integration and unification; midlife women in career transitions; group therapy and interpersonal skills
(Carolyn Keatinge)	Forensic psychology; Psychological assessment; Psychopathology; Training in psychological assessment; educational opportunities for underserved adolescents
Veronica Kuhn	Biopsychosocial-spiritual influences on health behaviors; gender and power in therapy; community mental health; marriage and family therapy
David Levy	Critical thinking; psychopathology; cross-cultural psychology, psychotherapy
Dennis Lowe	Teaching of psychology; Issues related to graduate school experiences for students or faculty (stress, well-being, self-care, effective teaching/learning); College student mental health; Social psychology topics; couple dynamics
(Tomas Martinez)	High-risk youth; Latino/a communities; child abuse and family violence; mental health systems; cross-cultural mental health
Cary Mitchell	Measurement and interventions for substance abuse and dependence; homelessness; Forensic assessment; collaboration with the Union Rescue Mission; Police Psychology (Mitchell)
Adel Najdowski	“Behavior Flex Solutions” (BFS); Interventions for teaching skills to children and teens with autism spectrum disorder; behavioral interventions; operationally defining and assessing target behaviors; designing and monitoring interventions; collecting and analyzing data throughout the assessment and intervention phases.
(Joan Rosenberg)	Emotion and psychotherapeutic change
Edward Shafranske	Clinical Supervision, Training, and Professional Development Research Center. Topics: Empirically-supported practices in supervision; N=1 repeated measures research in supervision; Role of supervisory alliance on countertransference disclosure; Development of a scale of Counterproductive Experiences in Supervision; Personal development of novice therapists; Reflective practice in supervision; Peer consultation; Frequency and nature of personal reactivity/countertransference; Religion and spirituality in psychological treatment; mentalization in psychotherapy.
Natasha Thapar-Olmos	Recovery and Evidence-Based Practice; Collaboration with Project Return Peer Support Network; Effectiveness research; Cultural Competence, Asian American Psychology; Multicultural issues in Evidence-based Practice; Participatory Action Research (PAR)
Amy Tuttle	Culture and Context in Families and Communities; Family systems and systemic theories; Relational and communication processes within families; Family resilience and healing in the context of culture and diversity; postmodern and social constructionist models of therapy (e.g., narrative); social justice and social responsibility
Erlanger Turner	Mental health among racial-ethnic minority groups, access to behavioral health services, race-related stress, and cultural competency in clinical practice; psychotherapy and treatment engagement among African Americans, predictors of therapy use among African Americans and Latinx populations, the influence of police violence on mental health, media psychology.
(Duncan Wigg)	Narrative therapy; Solution-focused therapy; Recovery-oriented treatment; family therapy; community-based services
Stephanie Woo	Severe and persistent forms of mental health issues: schizophrenia and other psychotic disorders, bipolar disorders, and other mood and anxiety disorders (e.g., depression, OCD, etc.). Develop resources for those affected by severe and persistent mental illness, their family members, and concerned others (e.g., friends, partners). Focus can also be college students with severe and persistent mental illness.
LaTonya Wood	Developing and evaluating implementation strategies of effective treatment of trauma in culturally diverse and economically disadvantaged communities; South Los Angeles Trauma Recovery Center; engagement strategies for diverse communities; training and supervision issues related to cultural diversity.

(Faculty in parentheses, primarily Senior Lecturers and Clinic Directors, have very limited availability to chair dissertations but may be able to serve as Internal Dissertation Committee Members)



APPENDIXB-1
Petition for Constitution of Clinical
Dissertation Committee

6100 Center Dr.
Los Angeles, CA 90045
310-568-5600

Name: _____ Date: _____

CWID: _____

Program: _____

I am petitioning for approval the following individuals as members of my dissertation:

Chair:	First Name	Last Name	Chair Signature	Academic Degree
Committee Members:	First Name	Last Name	Member Signature	Academic Degree
	First Name	Last Name	Member Signature	Academic Degree
	First Name	Last Name	Member Signature	Academic Degree

I am attaching the curriculum vitae for outside committee members if she/he is not already affiliated with Pepperdine University (i.e. adjunct faculty member, someone who has previously served on a dissertation committee, etc.).

My tentative working title is:

The dissertation method is the following (please check one):

☐ Systematic Review
☐ Quantitative
☐ Mixed Methods
☐ Intervention/Resource Development
☐ Qualitative
☐ Conceptual/Theoretical

SUBMITTED BY:

APPROVED BY:

_____	_____	_____	_____
Student Signature	Date	Psy.D. Program Research Coordinator Signature	Date

Name: _____ Date: _____

CWID: _____

Program: _____

**Title of Clinical
Dissertation:** _____

COMPOSITION OF ORIGINAL COMMITTEE:

Chair: _____
First Name Last Name

Committee
Members: _____
First Name Last Name

First Name Last Name

First Name Last Name

PROPOSED NEW COMMITTEE:

Chair: _____
First Name Last Name Chair Signature Date

Committee
Members: _____
First Name Last Name Member Signature Date

First Name Last Name Member Signature Date

First Name Last Name Member Signature Date

Attach a curriculum vitae for individuals who are not full-time faculty members of the Graduate School of Education and Psychology.

Reason for change: _____

SUBMITTED BY:

Student
Signature: _____ Date: _____

APPROVED BY:

Psy.D. Program
Research Coordinator: _____ Date: _____

APPENDIX C-1

**Pepperdine University – Graduate School of Education and Psychology – Psychology Division
DISSERTATION PRELIMINARY ORAL EXAMINATION RESULTS
FOR SYSTEMATIC REVIEW METHODOLOGY**

Student Name: _____ CWID: _____

Working Title: _____

PRELIMINARY ORALS RESULT:

____Pass with Distinction ____Pass ____Pass with Concerns ____Retake/Did not Pass

DISSERTATION PROPOSAL EVALUATION:

RATINGS: (Please enter ratings (0 - 4) for the student per Table 4 in Appendix J)

Study Rationale and Objectives: ____ Review of the Literature: ____ Methodology: ____ Writing/Presentation: ____

SUMMARY EVALUATION: ____Exemplary ____Strong ____Acceptable ____Weak ____Unacceptable

Comments:

ORAL EXAMINATION EVALUATION: (*Evaluation Criteria:* Mastery of relevant topical literature; Mastery of systematic review methodology; Clarity and detail of proposed research procedures (data collection, management, analysis, etc.); Content of oral presentation (quality, accuracy, organization, comprehensiveness); Oral presentation skills (clarity, flow, visual presentation, slide effectiveness, time management, etc.); Evidence of preparation and practice; Evidence of critical thinking; Response to Q & A)

____Exemplary ____Strong ____Acceptable ____Weak ____Unacceptable

Comments:

REQUIRED MODIFICATIONS: (attach additional pages as necessary) (____ no modifications required)

This student has successfully completed written and oral requirements for the Preliminary Oral Examination. This student may now proceed with his/her clinical dissertation research as proposed.

Chairperson's Name

Chairperson's Signature

Date

Dissertation Intensive Instructor Name

Dissertation Intensive Instructor Signature

Date

APPENDIX C-2

Pepperdine University – Graduate School of Education and Psychology – Psychology Division
DISSERTATION PRELIMINARY ORAL EXAMINATION RESULTS
FOR RESEARCH EMPHASIS OPTION

Student Name: _____ CWID: _____

Working Title: _____

METHODOLOGY: _____ Quantitative _____ Qualitative _____ Mixed Methods
 _____ Intervention/Resource Development _____ Conceptual/Theoretical _____ Other: _____

PRELIMINARY ORALS RESULT:

_____ Pass with Distinction _____ Pass _____ Pass with Concerns _____ Retake/Did not Pass

DISSERTATION PROPOSAL EVALUATION: CATEGORY RATINGS: (Please enter ratings (0 - 4) for the student per Table 4 in Appendix J)

Study Rationale & Objectives: _____ Review of the Literature: _____ Methodology: _____ Writing/Presentation: _____

SUMMARY EVALUATION: _____ Exemplary _____ Strong _____ Acceptable _____ Weak _____ Unacceptable
Comments:

ORAL EXAMINATION EVALUATION: (*Evaluation Criteria:* Mastery of relevant topical literature; Mastery of proposed methodology; Clarity and detail of proposed research procedures (data collection, management, analysis, etc.); Content of oral presentation (quality, accuracy, organization, comprehensiveness); Oral presentation skills (clarity, flow, visual presentation, slide effectiveness, time management, etc.); Evidence of preparation and practice; Evidence of critical thinking; Response to Q&A)

_____ Exemplary _____ Strong _____ Acceptable _____ Weak _____ Unacceptable

Comments:

REQUIRED MODIFICATIONS: (attach additional pages as necessary) (_____ no modifications required)

This student has successfully completed written and oral requirements for the Preliminary Dissertation Examination. Pending IRB approval, this student may now proceed with his/her clinical dissertation research.

_____ Chairperson's Name	_____ Chairperson's Signature	_____ Date
_____ Internal Committee Member Name	_____ Internal Committee Member Signature	_____ Date
_____ External Committee Member Name	_____ External Committee Member Signature	_____ Date
_____ Additional Committee Member Name	_____ Additional Committee Member Signature	_____ Date

APPENDIX D

Pepperdine University – Graduate School of Education and Psychology – Psychology Division
DISSERTATION FINAL ORAL EXAMINATION RESULTS

Student Name: _____ CWID: _____

Dissertation Title: _____

FINAL ORALS RESULT:

____Pass with Distinction ____Pass ____Pass with Concerns ____Retake/Did not Pass

EVALUATION OF THE DISSERTATION DOCUMENT: CATEGORY RATINGS: (Please enter ratings (0 - 4) for the student per Table 5 in Appendix K)

Literature Review:____ Methods/Results/Analysis:____ Discussion:____ APA Format:____ Writing/Presentation:____

SUMMARY EVALUATION: ____Exemplary ____Strong ____Acceptable ____Weak ____Unacceptable

Comments:

ORAL EXAMINATION EVALUATION: (*Evaluation Criteria:* Mastery of relevant topical literature; Mastery of methodology; Implementation of methodology (data collection, management, analysis, etc.); Discussion of results; Content of oral presentation (quality, accuracy, organization, comprehensiveness); Oral presentation skills (clarity, flow, visual presentation, slide effectiveness, time management, etc.); Evidence of preparation and practice; Evidence of critical thinking; Response to Q & A)

____Exemplary ____Strong ____Acceptable ____Weak ____Unacceptable

Comments:

REQUIRED MODIFICATIONS: (attach additional pages as necessary) (____ no modifications required)

TARGET DATE FOR COMPLETION: _____

This student has successfully completed the Final Oral Examination. Required modifications must be made and approved by the Dissertation Chairperson.

Chairperson's Name

Chairperson's Signature

Date

Committee Member Name

Committee Member Signature

Date

Committee Member Name

Committee Member Signature

Date

Committee Member Name

Committee Member Signature

Date

APPENDIX D-1

PETITION TO CONDUCT THE CLINICAL DISSERTATION FINAL ORAL DEFENSE ELECTRONICALLY

It is customary for the clinical dissertation final oral defense to be conducted in person. An “in person” meeting provides a unique and personal setting to examine the student’s knowledge of the research area, to collaboratively fine tune the dissertation, as well as to celebrate and honor the student’s accomplishments. However, the requirement of conducting the final oral defense in person may pose a hardship. Therefore, students may petition to conduct the final oral defense remotely as a videoconference employing the university’s Zoom account. This form must be submitted no later than 30 days in advance of the scheduled date for the final oral defense to Amarillys.Loew@pepperdine.edu and must include the approval of the dissertation chairperson/ advisor. If this is granted, the student should make arrangements with Amarillys Loew, no later than 14 days in advance of the date of the oral defense, to use the university’s Zoom account.

CONTACT INFORMATION

Name:

Address:

Telephone:

Email:

DISSERTATION RECORD

Dissertation Title:

Dissertation Committee:

Chair:

Committee Member:

Committee Member:

Date of the Final Oral Defense:

DESCRIBE THE REASONS AND/OR HARDSHIP FOR THE PETITION TO CONDUCT THE FINAL DEFENSE REMOTELY. ANSWER THE QUESTIONS BELOW AND THEN PROVIDE A BRIEF STATEMENT.

- | | | | |
|----|-----|----|---|
| 1. | YES | NO | If on internship, does the internship provide release time (other than vacation benefits) to attend the clinical dissertation final oral defense? |
| 2. | YES | NO | If on internship, does the internship provide financial support to attend the clinical dissertation final oral defense? |

Reason for your request.

 3. Approval by Dissertation Chairperson/Advisor: _____

4. Approval by Psy.D. Program Director: _____

Name:

Date:

CWID:

Program:

Title of Dissertation:

FINAL MANUSCRIPT REVIEW & APPROVAL AFTER FINAL ORAL EXAMINATION

As the chairperson, I acknowledge that I have read and approve the attached final dissertation manuscript for quality and content.

First Name

Last Name

Chair Signature

Internship Completion Date:

APA REVIEW AND FINAL APPROVAL

Cleared by:

Dissertation Reviewer

Date

NOTE: THIS FORM MUST BE SIGNED AND SUBMITTED WITH THE FINAL DISSERTATION AND THE APA DISSERTATION SUBMISSION FORM.

APPENDIX F

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology

Petition for PSY 800 “Research Emphasis” Dissertation Option

Student Name: _____

Why are you petitioning for the Research Emphasis dissertation option?

Previous Research Experience:

Proposed Topic and Methodology: (please attach a detailed dissertation timeline)

I have met with _____ and reviewed their research experience, academic skills, and dissertation plan. I agree to chair the dissertation described above as a “Research Emphasis” dissertation.

 Faculty Name

 Faculty Signature

 Date

_____ Approved by Psy.D. Program Executive Committee

_____ Not approved by Psy.D. Program Executive Committee

 Signature

 Date

APPENDIX G

Table 1. Recommended Dissertation Timeline

	Year I	Year II	Year III
FALL	<p>PSY 701: Research Methods PSY 709: Psychometrics and Measurement Construction PSY 790: Dissertation Development</p> <p>Objectives:</p> <ul style="list-style-type: none"> Consult with faculty re: common interests and research opportunities Develop Statement of Scholarly Professional Interests and Chair preference rankings Develop foundation competence in research methods and psychometrics 	<p>PSY 793: Dissertation Intensive C</p> <p>Objectives:</p> <ul style="list-style-type: none"> Write Critical Appraisal, Analysis and Synthesis and Limitations and Potential Contributions sections of <i>Methods</i> Revise first sections of <i>Methods</i> Develop templates for Critical Appraisal, Evidence Table and PRISMA flow chart Complete full draft of Dissertation Proposal (Research Emphasis (RE) Option: Apply and if accepted begin revising methodology as appropriate.) 	<p>PSY 796: Dissertation Project C</p> <p>Objectives:</p> <ul style="list-style-type: none"> Data extraction and coding of individual study data (RE: Complete IRB process and begin collecting data)
SPRING	<p>PSY 791: Dissertation Intensive A</p> <p>Objectives:</p> <ul style="list-style-type: none"> Learn Systematic Review (SR) Methodology Exploratory review of the literature Identification of SR dissertation topic Formulation of preliminary SR research questions Draft of <i>Background and Rationale</i> section of dissertation proposal 	<p>PSY 702: Data Analysis in Empirical Research PSY 794: Dissertation Project A</p> <p>Objectives:</p> <ul style="list-style-type: none"> Preliminary Oral Examination for SR dissertation Revise proposal based on recommendations from prelims Identify SR Internal Committee Member (RE: finalize methodology and prepare for Prelims; select Committee Members) 	<p>PSY 797: Dissertation Writing A</p> <p>Objectives:</p> <ul style="list-style-type: none"> Critical Appraisal of studies Analysis and Synthesis of data (RE: Continue collecting data; begin data analysis)
SUMMER	<p>PSY 792: Dissertation Intensive B</p> <p>Objectives:</p> <ul style="list-style-type: none"> Outline <i>Methods</i> section of dissertation proposal Develop forms for screening and data extraction Write first draft of first parts of <i>Methods</i> (i.e., Eligibility Criteria, Search/Screening/Selection, Data Extraction/Coding) Modifications to <i>Background and Rationale</i> section of dissertation proposal 	<p>PSY 795: Dissertation Project B</p> <p>Objectives:</p> <ul style="list-style-type: none"> Continue SR study implementation with a focus on Search, Screening, and Study Selection (RE: Preliminary Orals and IRB application) 	<p>PSY 798: Dissertation Writing B</p> <p>Objectives:</p> <ul style="list-style-type: none"> Write final dissertation document Final Oral Examination for SR Dissertation (RE: Complete data analysis and write-up final dissertation) <p>YEAR 4: <i>SR</i>: Post-orals revisions and submission for APA Clearance; <i>RE</i>: Complete dissertation document, Final Oral Examination, Post-orals revisions and submission for APA Clearance</p>

APPENDIX H

Table 2. Performance Dimensions for Dissertation Course Evaluations (PSY 794-799 and PSY 800)

PERFORMANCE DIMENSION	Engagement, Task Completion and Timeline Adherence	Demonstration of Content Mastery	Academic Skills and Quality of Scholarly Work	Professionalism, Ethics, and Interpersonal Skills
Exemplary Performance	Products submitted in a timely manner; Consistent attendance to meetings; always arrives on-time; comes prepared to meetings; contributes original ideas; demonstrates high level of effort and commitment to dissertation; adheres to timeline and deadlines	Impressive mastery of topical content and literature; Excellent grasp of research methodology; Strong cultural competence with respect to topic and method; articulate and clear in oral presentation of ideas and questions; Excellent grasp of professional language and concepts	Excellent writing skills; Impressive conceptualization skills; demonstrates innovative thinking; Written products exceed expectations; Evidence of superior preparation and effort; Provides constructive and thoughtful feedback to others; Highly organized; Strong oral presentation skills	Respectful, appropriate, and professional communication with others (verbal and nonverbal); Demonstrates multicultural awareness and skill; Commitment to professional growth and development; Seeks improvement; Engages in self-monitoring and demonstrates self-awareness and metacompetence; Nondefensive and open to critique and feedback; Accepts responsibility for own actions; Honest, moral, ethical conduct; Expresses concerns and problems appropriately

A = Meets or Exceeds Expectations on all dimensions

A- = Minimal Concerns on 1 or 2 dimensions

B+ = Minimal Concerns on 3 or more dimensions or Significant Concern on 1 dimension

B = Significant Concerns on 2 dimensions or Significant Concern on 1 dimension with additional Minimal Concerns on additional dimensions

B- = Significant Concerns on 3 or more dimensions or Unacceptable Performance on 1 dimension

C+ to C- = Unacceptable Performance on 2 or more dimensions

APPENDIX I

Table 3. Research Emphasis (RE) Dissertation Methods Overview

	QUANTITATIVE RESEARCH (Basic and Applied)	QUALITATIVE RESEARCH (or Mixed Methods)	ORIGINAL THEORETICAL OR CONCEPTUAL WORK	INTERVENTION OR RESOURCE DEVELOPMENT/ EVALUATION
SCOPE AND FOCUS	Cross-sectional, correlational, cohort, descriptive, pre-experimental, quasi-experimental, or experimental designs; includes program evaluation, psychometric, and survey research approaches; utilization of archival data sets or participation in an ongoing research study is encouraged; access to a sample is a key consideration in studies using original data collection	Case study (single or collective), grounded theory, phenomenological, narrative, ethnographic or community-based participatory inquiry strategy to provide a focused and in-depth understanding of a particular psychological or life experience, program, or community; can use interview, focus group, archival, and/or observational methods; can include evaluation research	Comprehensive analysis of the literature to inform the construction of original theoretical or conceptual ideas; development of a conceptual framework relevant to a focused clinical problem (e.g., etiology and treatment of a particular disorder in a specific population) or other clinically-related topic; involves using the literature to inform the integrative thinking; includes synthesis, analysis, critique, clinical implications & suggested future directions	Development of a clinical resource for therapists or clients using the literature as a foundation (e.g., model for an intervention, curriculum for a group, therapist guide for working with a target population or disorder, resource for clients about a clinical issue); MUST include a preliminary evaluation of the resource.
PRIMARY KNOWLEDGE & SKILLS REQUIRED	<ul style="list-style-type: none"> - Research Design - Statistics - Strong background and experience with quantitative research 	<ul style="list-style-type: none"> - Conceptual skills - Theoretical and complex thinker - Organizational Skills - Interpersonal skills - Strong reflexivity, personally and culturally - Ability to identify patterns in large amounts of information 	<ul style="list-style-type: none"> - Critical Thinking - Organizational Skills - Synthesis/Integration of large amounts of literature - Originality and Creativity 	<ul style="list-style-type: none"> - Originality and Creativity - Attention to Details - Strong clinical skills - Clinical Experience in topic area

APPENDIX J

Table 4. Dissertation Proposal Evaluation Rubric and Ratings

INSTRUCTIONS: Please use this form during Dissertation Committee deliberations and rate each student's performance in each of the four categories in the columns below. The feedback should be provided to the student and ratings recorded on the Preliminary Orals Results Form (Appendix C-1 or C-2).

Scoring Level	Study Rationale (Statement of the Problem) and Research Aims/Objectives	Review of the Literature	Methodology	Writing and Presentation
4 Exemplary	In addition to meeting the requirements of "3," the uniqueness of the project is fully demonstrated and has the potential to make a highly important contribution to the field.	In addition to meeting the requirements of "3," the literature review has the potential of being a stand-alone publication.	In addition to meeting the requirements of "3," the methodology is highly rigorous and sophisticated; exhibits a complex understanding of research methodology.	In addition to meeting the requirements of "3," the document demonstrates outstanding, publication-quality, academic writing skills
3 Strong	Research aims are clearly defined. Clinical contribution is addressed and research support is offered for the need. The rationale for the proposed study is clear, concise and exhibits an integrated understanding of the issues.	The review is sufficiently comprehensive and includes conceptual and methodological critique. Current citations are included in the review; no secondary citations are used. The review is well organized and exhibits an integrated understanding of the relevant literature.	The methodology is appropriate, well-defined, and sufficiently rigorous. If relevant, issues relevant to protecting human subjects are addressed, including more complex considerations.	Demonstrates clarity, coherence, logic, and flow in the presentation of content. Strong transitional segues are used to structure the document. Minimal to no errors in syntax, punctuation, and spelling. Negligible number of typographical errors. Follows APA format.
2 Acceptable	Research aims are defined, although vague. Clinical contribution of proposed study is addressed but in need of development. The conceptualization of the proposed study is relatively clear.	There is a basic review with inclusion of relevant research. Most citations are current; minimal to no use of secondary citations. The review is organized and follows a logical progression.	The methodology is basic and, while appropriate, could be more thoroughly developed. Basic issues relevant to the protection of human subjects are addressed.	The proposal mostly demonstrates coherence, logic, and flow in the presentation of content. Minimal number of syntax, punctuation, and spelling errors. Minimal number of typographical errors; Follows APA format with few errors.
0-1 Weak/Unacceptable	Research aims are missing or ill-defined. No rationale is offered for clinical contribution of proposed study. There is no clear conceptualization offered for the proposed study.	The review is missing key pieces of relevant research or includes literature unrelated to the proposed dissertation. The citations are dated and/or numerous secondary citations are used. The review is disorganized.	The methodology is ill-defined and incongruent with the aims of the proposed study. Key issues relevant to the protection of human subjects are overlooked.	The proposal lacks coherence, logic, and flow in the presentation of content. Numerous errors of syntax, punctuation, and spelling. Excessive typographical errors. Numerous APA format errors.

APPENDIX K

Table 5. Final Dissertation Document Evaluation Rubric and Ratings

INSTRUCTIONS: Please use this form during Dissertation Committee deliberations and rate the student's performance in each of the five categories in the columns below. The feedback should be provided to the student and recorded on the Final Orals Results Form (Appendix D).

Scoring Level	Introduction and Review of the Literature (including Lit Table or Text Appendices)	Methods, Analysis, and Results	Discussion	APA Format	Writing and Presentation
4 Exemplary	In addition to meeting the requirements of "3," the review of the literature demonstrates an integrated and high-level mastery of relevant scholarly work and provides a strong and specific foundation for the research conducted; review has the potential to be a stand-alone document	In addition to meeting the requirements of "3," the sophistication and rigor of the methods and analysis are of publishable quality with few revisions necessary; presentation of the results reflect a strong mastery of the findings of the study	In addition to meeting the requirements of "3," the Discussion demonstrates highly impressive critical thinking skills and presents analysis with great depth and detail; Substantial integration of existing literature.	In addition to meeting the requirements of "3," the document demonstrates mastery of and highly detailed attention to APA format and style.	In addition to meeting the requirements of "3," the document demonstrates outstanding, publication-quality, academic writing skills; the document is an excellent model of the language and conventions expected of scholarly writing.
3 Strong	The review is very well-organized, comprehensive and demonstrates a strong understanding of the conceptual and empirical foundations for the study; Relevant and current literature is reviewed with solid conceptual and methodological critique included	Strong execution of the methodology as proposed. Analysis conducted comprehensively with excellent attention to accuracy and detail; Results are presented clearly, accurately, and in a well-organized, understandable manner.	Comprehensive analysis of the results of the research conducted (strengths-contributions and weaknesses-limitations); Clearly conveys how current work connects to and builds upon existing research and practice; Strong critical thinking demonstrated through presentation of implications, future directions, recommendations, etc.	Rare errors in format and citations; the document demonstrates strong competence in the use of 7 th edition APA format..	Demonstrates clarity, coherence, logic, and flow in the presentation of content. Strong transitional segues are used to structure the document. Minimal to no errors in syntax, punctuation, and spelling. Negligible number of typographical errors.
2 Acceptable	The review includes most of the relevant and current research; minimal to no use of secondary citations; organized, follows a logical progression. Could benefit from more critique, greater depth and/or detail, and/or more extensive references.	Good execution of methodology and competent analysis conducted; provides solid rationale for any necessary deviations; Results are mostly clear and accurate in their presentation.	Includes attention to strengths and limitations of the study; Demonstrates good critical thinking skills; Connects results to existing literature	Mostly follows 7 th edition APA style. Most citations are correct. Reference list and in-text citations generally match. Tables and charts follow APA format.	The proposal mostly demonstrates coherence, logic, and flow in the presentation of content. Minimal number of syntax, punctuation, and spelling errors. Minimal number of typographical errors.
0-1 Weak/ Unacceptable	The review is missing key pieces of relevant research or includes unrelated literature; minimal critique. The citations are dated and/or numerous secondary citations are used. The review is disorganized.	Methodology not executed as proposed or deviations not explained; Superficial or incomplete analysis; Presentation of results is confusing and/or incomplete.	The Discussion is superficial and primarily restates the results; lacks analysis and critical thinking about the strengths and limitations of the study; clear connections to existing theory and scholarship are missing; few citations included	7 th edition APA style is not consistently followed; Citations are incorrect or missing; References list does not follow APA style.	The proposal lacks coherence, logic, and flow in the presentation of content. Numerous errors of syntax, punctuation, and spelling. Excessive typographical errors; Excessive reliance on quotations.