DISSERTATION HANDBOOK

A Guide to Successfully Completing a Dissertation

MARCH 2015

DOCTORATE OF PSYCHOLOGY PROGRAM

Alaska Pacific University

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What is a Dissertation?

The Dissertation is your opportunity to conduct a professional research project on a topic about which you are most passionate. This is your capstone academic (non-internship) experience, which is meant to be an integrative process that challenges and stretches your knowledge and understanding, ability to think critically, capacity to design and implement a substantial project effectively, to communicate effectively, and more—*many* of the basic competencies of an Alaska Pacific University doctoral education. It is a wonderful opportunity to grow both personally and professionally. Your project provides a springboard for launching you further in your career as well as contributes to the community in a positive way. And your Dissertation is your ultimate chance to infuse your creativity and passion in a meaningful way into a capstone doctoral research project. So seize the opportunity!

Your Dissertation will challenge you. It is meant to be a substantial project that makes you question, strive, dig, re-question, struggle with the data, and learn to be flexible enough to handle the problems that inevitably come with conducting projects. Don't let yourself be intimidated by the idea of conducting a unique research project! If you've gotten this far in the doctoral program, you can do it!

Your Dissertation committee Chair will act as your "guide on the side" as you undertake this journey. The more you keep in touch with your committee Chair and the more often you send in the work you are doing for feedback, the better your process and project will be in the end. Your committee member who is your content expert will contribute valuable guidance as well. Your committee members are all here to help you. This Handbook is intended to give you much of the information you will need to succeed in your project. Return to it often. Ask questions. Talk to the program faculty.

The Dissertation is designed as a two-year or four semester project. It is divided into four courses: PY 74500 Introduction to Dissertation Proposal, PY 74700 Dissertation Proposal Completion, PY 75100 Dissertation Research, and PY 76100 Dissertation Completion. Hence, keep in mind that *this project is normally completed in two years, and design and plan your Dissertation accordingly.* You can, if needed, take up to three years to complete your Dissertation. However, it is only in rare circumstances that it would take three years to complete your Dissertation. It is highly advised to endeavor to complete your Dissertation on time, since your last academic year is working in a full-time internship, and that may limit the quality time available for completing your Dissertation. If work on the Dissertation is extended beyond the normal program timeframe (i.e., when you are not taking any other classes), you will need to pay 1 credit of tuition per semester ($840) until the Dissertation is completed, with a maximum of one year beyond the normal graduation date. So in essence, schedule your time appropriately in order to ensure that progress is made on your Dissertation!

Deciding on a Topic

Deciding on a topic for your Dissertation is probably the most difficult step—there are so many possibilities and choices! To help you in this decision and planning process, there are a variety of resources. In particular, some of your resources are: (a) your research or focus paper choices in earlier courses; (b) your research methods course(s)—in identifying possible methods of exploration that "fit" your strengths and personality; (c) your work experience in identifying your areas of strength and passion; (d) other people's projects that have sparked your interest (e.g., from presentations that you have attended or papers you have read); and (e) feedback from your academic advisor and other faculty or mentors.

Dissertations may involve quantitative, qualitative, or mixed methods research.

Quantitative research: You may design a research study in which the research question or questions are examined through the gathering of numerical data. For example: conducting survey research utilizing online self-administered questionnaires examining the pattern of help-seeking behavior and perceived mental health.

Qualitative research: You may seek to learn more about a specific area of lived experience relating to Counseling Psychology through in-depth interaction with a relatively small number of people. For example: interviewing cancer survivors to discover their sources of strength and how to best help cancer patients.

Mixed methods research: You may also combine some of the above types of projects into one project. For example: a two-step project conducting in-depth exploratory interviews on integrated health care in order to develop and conduct a broader questionnaire survey of a larger population.

Some of the characteristics of a successful Dissertation are highlighted below.

➤ ***The most important reasons for choosing a particular topic are your interest in the topic and the need for research regarding the issue. The topic needs to be something that excites and motivates you—something about which you really care! And the topic needs to involve an issue that currently needs further research.***
➤ The topic must be relevant to the field of Counseling Psychology.
➤ The project must be integrative and in-depth in nature.
➤ The project must contribute to the field in some significant way.
➤ ***The project must be substantive enough to be a doctoral level activity.***

Don't wait until the end of your first year of studies to begin thinking about your Dissertation. You can begin making a list of possibilities today. Your academic advisor and colleagues can help you in choosing a topic.

Step 1: Registering for PY 74500: Introduction to Dissertation Proposal

Purpose of PY 74500

The purpose of PY 74500 is to help you decide on a project as well as to begin writing your project proposal. At times, you will be meeting as a class, but most of the time you will be working independently and with another classmate or two. These regular meetings will help you brainstorm ideas, discuss options, problem solve, and provide and receive support. *These regular meetings are essential for helping you begin the proposal process.* While there are two semesters to complete your Dissertation proposal, it is highly recommended that you spend no more than one month deciding on your topic/question, and once you have honed down a project idea, it is highly recommended that you do not change your mind. Students who substantively change their minds later in the process of writing their Dissertation proposal need to redo their Literature Review in order successfully complete their proposal, and this requires extra time and effort.

When to Register for PY 74500

Normally, students register for PY 74500 at the beginning of their second academic year in the program (i.e., at the completion of their first year of studies). You must successfully complete the Introduction to Dissertation Proposal in order to register for PY 74700 Dissertation Proposal Completion. If the proposal is not successfully completed by the end of PY 74700, it will most likely cause a delay in your completion of the Dissertation. Again, while the Dissertation is designed as a four semester or two-year project, you have up to three years to complete your project and still graduate on time. Keep this in mind in planning your second and third years of study in the program.

Overview of Completing a Proposal

A significant portion of the time and effort spent in a Dissertation is in identifying and honing down your project idea. Also, a substantial amount of time is spent in conducting a Literature Review. The amount of time needed to complete a proposal successfully varies depending on the student as well as the topic. The program timeframe for the entire proposal process is two semesters or about nine months. This allows for ample time to hone down a topic, conduct a substantive review of the literature, find your content expert, and allow for several revisions of your proposal. After successfully completing your proposal, if your project requires it, you will submit your proposal to APU's Institutional Review Board (IRB) for approval.

From a time-wise perspective, PY 74500 is a 2-credit doctoral course. You can expect to spend a minimum of about 6-8 hours per week working on your proposal. While actual amounts of time vary depending on the student and the topic, these general figures will help you to plan your schedule and efforts accordingly. Much of your work on your proposal is independent, hence, you will need to establish your own work schedule to ensure progress throughout the course. Part of your proposal will be outlining a timeline and self-care plan for completing the entire project.

Step 2: Dissertation Committee

Committee Chair

The Chair of your Dissertation committee can be any one on faculty at APU within the Department of Counseling Psychology who has a doctoral degree. Your Chair will serve to help you through the entire Dissertation journey, but is not expected to be a content expert for your topic. Your Chair is well-versed and knowledgeable regarding the process and quality of your proposal, research, final paper, and presentation. Don't be afraid to ask questions, request feedback on drafts, etc.

In choosing a Chair for your Dissertation, you first and foremost need someone with whom you can work well. You will be intensively working with your Chair for the next two years, so choose someone who matches your style and approach to the Dissertation topic. Please note that faculty members have a limit as to how many Dissertation projects they can Chair. That means agreeing to be a Chair is on a "first come, first serve" basis for faculty. In that context, however, remember that *your content expert is your primary mentor for the Dissertation.*

Choosing a Content Expert

The content expert needs to be a recognized expert who is very well-versed in your project topic, and who can provide you with expert opinion and feedback in the relevant literature and the design of your project as well as the process and final interpretation/discussion of the findings. If desired or needed, a fourth member may be added to the committee. Keep in mind that the more members you have on your Dissertation committee, the more complicated you may find it to schedule meetings and receive timely feedback from everyone. The Chair of your Dissertation committee will help you in choosing a content expert as well as any additional desired committee members. However, you will be responsible for asking these individuals to be on your committee. It is important to do this early in the process, so that your committee members can begin giving you valuable feedback before you have made final decisions on your project methods.

There are a few key considerations to keep in mind when choosing your content expert. Your content expert should be: (a) someone with expertise regarding your project topic; (b) a person with whom you can work (personalities *do* matter!); (c) a person who is supportive of what you are proposing to do; and (d) a person who is available to meet with you when needed. You need to be articulate about what you expect from your content expert. That is, if you need or want frequent meetings or assistance, choose a person who is willing and able to provide you with that. Part of your final evaluation will be based on how well you have worked with your committee members, particularly your Chair and content expert. This means you must communicate and provide them with drafts of your work in progress on a regular basis.

Third Committee Member

The third committee member may be any APU faculty member who has a doctoral degree and has a background or interest in the subject matter of your Dissertation. The various committee members may offer you different help, so choose your committee members wisely!

Contact with Your Committee Members

Your proposal work will be conducted primarily with your committee Chair and content expert. However, once a well-written draft is attained, the entire committee needs to be involved in the revision process. There must be clear communications between you and all members of your committee regarding progress as well as problems. Please keep everyone informed! Contact and connect with committee members *at a minimum* of every three weeks; *a better rule of thumb would be every two weeks*.

Words of Wisdom

Plan ahead! You need to plan additional time for revisions, allowing committee members time to read your proposal, and for coordinating meetings. An electronic copy of the final proposal also needs to be provided to each committee member. And…don't forget to back up your electronic work often!

It is highly recommended that once you have decided on your Dissertation project that you ***do not change your mind.*** Substantial changes require revising the Literature Review and proposed methods, as well as acquiring a new committee mentor/expert, etc. Students who substantively change their minds will essentially need to redo their Dissertation Proposal in order to be successful with the Dissertation Proposal, Research, and Completion courses.

Finally, each Dissertation course is 2-credits. To help you in scheduling your time and developing a time plan for successfully completing your Dissertation, it is highly recommended that you devote ***at minimum 6-8 hours*** each week throughout the entire process of working on your Dissertation.

Step 3: Beginning Writing the Proposal

The Purpose of the Proposal

The project proposal provides the theoretical context for your project, thus providing a connection between your work and that of other professionals in the field. It also provides a procedural plan for conducting the project. *Because it is your foundation and guide to conducting the project, it is extremely important that careful thought and consideration be given to the writing of the proposal. Your proposal should not be a "rush job."*

Length and Style

One of the most frequently asked questions is "How long does a proposal have to be?" And the best answer is: "It depends on your topic!" However, most Dissertation proposals range from 30 to 80 pages. ***Your focus needs to be on providing a substantive and comprehensive Literature Review for your project—on achieving a quality theoretical framework for conducting your project, on a clear specific proposed method for conducting your project, and a thoughtful proposed data analysis plan.***

Proposal Format

The Dissertation proposal must be written using the current APA style. All doctoral level students are expected to own a copy of the current APA style manual and to be proficient in its use.

General content and format guidelines for writing a project proposal are presented in the Appendix. This guideline will help you to obtain and organize needed information. Please note that project proposals will vary widely in content based on the proposed topic and research activity.

Step 4: Grading of the Introduction to Dissertation Proposal

Grading Overview

PY 74500 is a graded course. The basic tasks to complete during this course include:

- Identify a focused quality Dissertation project
- Develop a written timeline/schedule for successfully completing the Dissertation activities
- Develop a self-care plan for the Dissertation process
- Establish a Dissertation committee (Chair, content expert, third member)
- Set up and meet with your Dissertation committee once during the course of the semester
- Develop a written Literature Review outline, and begin the literature search (a minimum of 15 quality relevant references identified)
- Develop a cohort group for support and meet/connect at least once

Specific rubrics for grading these activities will be in the syllabus for PY 74500. Please make the effort to be informed of and address the syllabus requirements and rubrics for your grade.

Your grade also will be based on the general process, project, written work, and competencies for the course.

Key Grading Criteria: Process, Project, Written Work, and Competencies

For the Dissertation Proposal process, there are four main components for grading:

➢ The ***process*** for compiling and writing the proposal: This includes timely accomplishment of the basic course tasks identified in the above section, communication and work with your course instructor and committee members, timely submission of work (e.g., written timeline, outline of Literature Review, etc.), attitude regarding revisions and improvements, amount of student effort invested in the process and product, etc. This also includes providing support to your colleagues: Help each other through this proposal process!

➢ The ***project*** you have proposed. This includes the quality of your project concept, whether it will benefit others, its relevance to the Counseling Psychology profession, how much you are likely to learn from doing this work, and the importance of the project.

➢ ***Written work*** for the course: This includes clarity in writing, organization, well-articulated plan, quality and depth of the Literature Review outline and list of relevant references, and the extent to which written work follows APA style and format, especially in regard to citing the list of references.

➢ Successful achievement (a rating of "3" or better) for each of the doctoral **competencies** involved in the Dissertation process.

See the Appendix of this Handbook for the competency rubrics for this course. Students will be provided with the rubrics for all of these components via the syllabus. At the end of the semester, students will also provide a self-assessment based on the criteria above and the rubrics provided.

Step 5: Registering for PY 74700: Dissertation Proposal Completion

Purpose of PY 74700

The purpose of PY 74700 is to help you complete your project proposal. *This is not a class-based course.* You will be working independently with your Dissertation committee and with your cohort support group. Regular meetings with your committee and cohort members will help you problem solve, brainstorm and discuss options, and receive/provide support. *These regular meetings are essential for helping you through the proposal process.*

When to Register for PY 74700

Students register for PY 74700 after successfully completing PY 74500 Introduction to the Dissertation Proposal. Likewise, you must successfully complete PY 74700 Dissertation Proposal Completion to register for PY 75100 Dissertation Research. If the proposal is not successfully completed by the end of PY 74700, it will most likely cause a delay in your completion of the Dissertation. Again, while the Dissertation is designed as a two-year project, you have up to three years to complete your project and still graduate on time. Keep this in mind in planning your studies in the program.

Timeframe for Completing a Proposal

A significant portion of the time and effort spent in a Dissertation is in identifying and honing down your project idea. That is the goal of PY 74500 Introduction to Dissertation Proposal. A substantial amount of time is also spent in writing the Literature Review and proposal—which is the goal of PY 74700 Dissertation Proposal Completion. The amount of time needed to successfully complete a proposal varies depending on the student as well as the topic. The course timeframe for the entire proposal process is about four months. This allows for ample time to conduct a substantive and comprehensive review of the literature, and for at least two or three revisions of your proposal. At the end of the course, if your project requires it, you will submit your proposal to APU's Institutional Review Board (IRB) for approval.

As a reminder, from a time-wise perspective, PY 74500 is a 2-credit doctoral course. You can expect to spend at minimum 6-8 hours per week working on your proposal. While actual amounts of time vary depending on the student and the topic, these general figures will help you to plan your schedule and efforts accordingly. Much of your work on your proposal is independent, hence, you will need to establish your own work schedule to ensure progress throughout the course.

Step 6: Completing Writing the Proposal

Substance and Depth

The Dissertation proposal contains an in-depth comprehensive Literature Review of the topic. While the Literature Review is tailored to provide the context for the topic chosen, it also provides a solid foundation for conducting the project. That means quality references are used and integrated into a seamless background for your research. All relevant concepts and theories are identified, defined, described, and interwoven in an explanatory portrait. Additionally, the proposed methods section identifies and describes all the details and decisions involved in the application of the proposed research. In essence, all relevant questions—regarding both literature and methods—are addressed. The reader should not have any questions regarding the what, why, how, who, and when of your project.

Completeness

Please note: The Dissertation proposal even in its polished final form will ultimately be about 95% complete <u>at the completion of PY 74700</u>. The reason for not being 100% complete is that inevitably in the process of conducting your proposed research, you will discover a few aspects that need to be added to your Literature Review. You will need to add these elements in order to help explain your findings. Remember: Your Literature Review must contain all the literature that you will discuss regarding your findings; *you cannot add new literature in the Findings and Discussion sections of your final paper in order to explain your results*.

Step 7: Public Defense of Dissertation Proposal

Upon completion of your Dissertation proposal—when your committee members indicate that your proposal is polished and complete—you will publically present and defend your Proposal. You will have an hour to present/defend your proposal, and your entire Dissertation committee should be present for the defense. APU faculty, staff, and students will be invited to attend as well, and you may invite family members, friends, etc., to attend, if so desired.

The rubrics for the public defense are provided in the Appendix of this Handbook. Any major concerns regarding your project raised during the presentation time will need to be addressed and remedied to the satisfaction of your committee members before moving on with your project.

Step 8: Grading of the Dissertation Proposal Completion

Grading Overview

PY 74700 is a graded course. Your Chair, in collaboration with your other Dissertation committee members, will help to determine your grade. The basic tasks to complete during this course include:

- complete a comprehensive literature search on the Dissertation topic
- hone proposed method details
- meet/connect with Dissertation committee members at minimum every three weeks
- meet/connect with cohort group at minimum every two weeks
- complete a polished final Dissertation Proposal
- successfully present and publically defend your Dissertation Proposal
- submission of your Dissertation proposal to APU's IRB, if needed

Your grade will be based on the process, project, paper, public defense, and doctoral competencies involved in completing the basic tasks indicated above. Specific rubrics for grading these activities will be in the syllabus for PY 74500. Please make the effort to be informed of and address the syllabus requirements and rubrics for your grade.

Key Grading Criteria: Process, Project, Proposal, Public Defense, and Competencies

For the Dissertation Proposal, there are four main components for grading:

➢ The **process** for compiling and writing the proposal: This includes communication and work with your committee members, timely submission of drafts, attitude regarding revisions and improvements, amount of student effort invested in the process and product, submission of the paperwork to APU's IRB, etc. This also includes providing support to your colleagues: Help each other through this proposal process!

➢ The ***project*** you have proposed. The process of completing and honing down your Dissertation proposal inevitably involves honing down your original Dissertation project idea. Hence, your final proposed project will be evaluated regarding its quality, whether it will benefit others, its relevance to the Counseling Psychology profession, how much you are likely to learn from doing this work, and the importance of the project.

➢ The ***final written proposal***: This includes clarity in writing, organization, well-articulated plan, quality and depth of the Literature Review, and the extent to which it follows APA style and format, especially in regard to citing sources and the list of references.

➢ The ***public defense*** of the Dissertation proposal: This includes speaking in a clear, audible manner; being well organized and prepared; being succinct in presentation; making efforts to engage the audience through enthusiasm, visuals, and/or humor; providing a clear foundation for the project; ability to present implications clearly; showing a good understanding of one's own project; listening actively and responding well to questions, etc.

➢ Successful achievement (a rating of "3" or better) for each of the doctoral **competencies** involved in the Dissertation proposal process.

See the Appendix of this Handbook for rubrics regarding the Dissertation Proposal, Defense, and competencies involved in this process. Students will be also provided with all of the rubrics of these grading components via the syllabus. At the end of the semester, students will provide a self-assessment based on the criteria above and the rubrics provided.

In Progress Grade

Special circumstances may warrant an "In Progress" grade (please see the current APU catalog for a description of an "IP" grade). *Please note that you must request this grade from your committee Chair.* If you feel you need to apply for an IP grade for this course, you must submit the following at least three weeks prior to the end of the semester (see the course calendar in the syllabus for the deadline date) to your committee Chair: (1) a current completed IP form (which can be downloaded from APU's website under Student Forms), and (2) the current draft of what you are working on (i.e., what is "in progress"). At that time, your work will be reviewed by your chair and one other faculty member from the department to determine if an IP or letter grade is appropriate.

Step 9: Approval from APU's Institutional Review Board (IRB)

When is IRB Approval Needed?

If human or animal participants are involved in your Dissertation, Institutional Review Board (IRB) approval **must** be obtained **before** you can begin your project. You may want to review the American Psychological Association's ethical guidelines for conducting research with humans or animals (http://www.apa.org/ethics/) as well as

visit the IRB page on the APU website (www.alaskapacific.edu) to find out more specific information on who needs to obtain IRB approval.

The IRB is primarily concerned with the ethical treatment of participants (human and animal) in research projects conducted under the auspices of APU. If your project involves human or animal participants, it is essential that in your proposal you clearly *outline in detail* your proposed method for conducting your project. In particular, if human participants are involved (through interviews, observations, self-administered questionnaires, etc.), it is imperative that you specify that

➢ they will have ***informed consent*** regarding the nature of the study and their roles in it,
➢ it will be made clear to them that their participation is purely ***voluntary*** in nature,
➢ it will be made clear to them that all information obtained will be kept ***confidential*** (if you will be seeing them); or ***anonymous*** (if you do not know who they are at all, such as through one method within Survey Monkey), ***unless they have given consent to reveal their identities*** (e.g., to present a videotape of their interviews or include their identified stories in your final report),
➢ all project data will be kept safe and secure (and how that will be achieved), and
➢ upon completion of the project, all materials (e.g., data notes/sheets, audio/videotapes, etc.) will be destroyed or erased that identify individual subjects (unless you have consent to use their names or images).

Additionally, if travel and/or physical risk to the researcher and/or participants is involved in the proposed project, approval must be obtained from APU's Risk Management Committee ***prior*** to submitting the proposal to the IRB.

If you are conducting your work within any organization, you must include a letter of approval from that organization on letterhead stationery, signed by a person who has authority to give approval. The letter must show that the organization knows exactly what you intend to do, why you are doing it, and that you have permission to do your project within that location or with the organization's staff or consumers. In some cases, organizations may have their own institutional review boards, and you may need to go through their review process before submitting your materials to APU's IRB.

IRB Forms

You may obtain IRB forms from APU's website (MyAPU→Academic→Registrar →Forms). The forms will need to be completed and signed by you and the Chair of your committee, and electronically submitted along with a copy of your final proposal to the chair of the IRB. *Your IRB packet must be reviewed by your Chair before you submit it to the IRB.* In many cases, your Chair will recommend corrections or changes to the IRB essays. When your paperwork is submitted electronically to the IRB by your Chair, you will be copied using your APU email address. Check your APU email often, as notifications of approval or needed corrections will be sent via APU email.

Please allow two to three weeks for IRB approval. While the IRB members strive for a quick turnaround time, it is best to plan for the maximum amount of time needed for IRB review. It is quite possible that the IRB may ask you to make changes to your project methods and/or documents. In this event you will want to make sure you have time to do this, resubmit to the IRB and get final approval before you start your project. Do not expect IRB members to review your materials during a break between semesters. Response time may be considerably slower during the summer months, when many faculty members are away from campus.

Step 10: Registering for PY 75100: Dissertation Research

Purpose of PY 75100

The purpose of PY 75100 is to carry out your approved Dissertation research, whether you are conducting quantitative or qualitative research, or mixed methods activities. This does *not* include writing the final paper or report, or making a public presentation or defense of your project. The focus of this course is purely on conducting all the project activities identified in your Dissertation proposal. In most cases, the need to conduct additional activities arises in the process of a project, such as the need to conduct further interviews, or to conduct more review of the literature in order to be able to provide better explanations in your discussion section for information that is being discovered. *Be flexible and open to doing more in order to ensure that your project is substantive and as thorough as possible.* Remember that the goals are both quality process and a high quality end product!

When to Register for PY 75100

You may register for PY 75100 after you have successfully completed your Dissertation proposal to the satisfaction of your committee members (PY 74700). You will have developed a well-honed project and methods plan and hence will have the foundation for beginning your project activities. You will have a complete semester to focus solely on conducting your project. *The more complete and specific your proposal is, the better your blueprint for this semester's activities will be.*

Timeframe for Completing Dissertation Research

While PY 75100 has usually been taken as a semester course, it is possible that it may take more than a semester to conduct all of your project activities. The amount of time needed to successfully complete one's project activities varies depending on the student as well as the topic. If a student needs additional time in order to complete project activities in a quality fashion, then a student may negotiate with his or her committee Chair to take an "In Progress" or IP grade. (There is a tuition charge for IP work if the student is not enrolled in any other courses during the same semester). Please remember that **a quality Dissertation is the goal**, and this may require an extension of time to achieve. ***Be prepared for this.***

Again, from a time-wise perspective, PY 75100 is a 2-credit doctoral course. You can expect to spend at minimum 6-8 hours per week working on your project. While actual amounts of time vary depending on the student and the topic, these general figures will help you to plan your schedule and efforts accordingly. Much of your work on your project is independent, hence, you will need to establish your own work schedule to ensure progress through this leg of the journey.

Step 11: Conducting Dissertation Research

Doctoral students are expected to abide by APA ethics in conducting all of their research activities. The research process involves professional networking, so remember, your own personal reputation is on the line when interacting with the community during the research process. Additionally as a researcher, your behavior affects the information that you receive, so keep in mind that professionalism and quality are key aspects of the research process.

Projects rarely go as planned. No matter how well you have planned your Dissertation research, life happens! Consult with your Dissertation committee members as well as your classmates for assistance with snags along your Dissertation journey. *Consult, consult, consult!* The Chair of your committee is singularly significant in helping you with any questions or problems that arise during data collection and/or the activity phase of your project. You will need to keep your committee members apprised of your progress throughout the course of your project. *It is especially important that you check in often with your Chair and content expert during this phase of the process to ensure that your efforts are on track.*

Be sure to keep an ongoing journal of your project activities and experiences. This includes things that you do, people you interview, personal and professional insights you have, feelings, ideas, and experiences that you have in the process of carrying out your project, etc. *This journal will be valuable in helping you write your final Dissertation paper as well as your self-assessment for the course.*

Step 12: Grading the Dissertation Research

Grading Overview

PY 75100 is a graded course. Your Chair, in collaboration with your other Dissertation committee members, will help to determine your grade. The basic tasks to complete during this course include:

- conduct all proposed Dissertation activities (data collection)
- resolve any methods issues/problems along the way
- possibly review additional relevant literature
- meet/connect with Dissertation committee members at minimum every three weeks
- meet/connect with cohort group at minimum every two weeks

Your grade will be based on the process and doctoral competencies involved in completing the basic tasks indicated above. Specific rubrics for grading these activities will be in the syllabus for PY 75100. Please make the effort to be informed of and address the syllabus requirements and rubrics for your grade.

Key Grading Criteria: Process and Competencies

For Dissertation Research, there are two main components for grading:

➢ The **process** for completing your project activities: This includes communication and work with your committee members, amount of student effort invested in the research process, etc. This also includes providing support to your colleagues: Help each other through this research process! Be sure to keep a log of all of your activities this semester.
➢ Successful achievement (a rating of "3" or better) for each of the doctoral **competencies** involved in the Dissertation research process.

See the Appendix of this Handbook for the rubrics for the doctoral competencies for this course. Students will be provided with the rubrics for all of these grading components via the syllabus. At the end of the semester, students will provide a self-assessment based on the criteria above and the rubrics provided.

In Progress Grade

Special circumstances may warrant an "In Progress" grade (please see the current APU catalog for a description of an "IP" grade). *Please note that you must request this grade from your committee Chair*. If you feel you need to apply for an IP grade for this course, you must submit the following at least three weeks prior to the end of the semester (see the course calendar in the syllabus for the deadline date) to your committee Chair: (1) a current completed IP form (which can be downloaded from APU's website under Student Forms), and (2) the current draft of what you are working on (i.e., what is "in progress"). At that time, your work will be reviewed by your chair and one other faculty member from the department to determine if an IP or letter grade is appropriate.

Step 13: Registering for PY 76100: Dissertation Completion

When to Register for PY 76100

You may register for PY 76100 after you have successfully completed your Dissertation Research to the satisfaction of your committee Chair (PY 75100). You will have obtained all of the information that you need in order to sit down and write up a formal paper on your project.

Step 14: Writing the Final Dissertation Paper

In writing the final Dissertation paper you will be completing what you started in your Dissertation Proposal by basically adding a results and a discussion section. In other words, your proposal comprises the foundation for the final Dissertation paper. Your methods section will need to be modified to reflect what you actually did, and your findings need to be presented in an organized and meaningful way, with a thorough discussion of your results and how they relate to the previous research that you cited in your Literature Review.

The final paper will go through several rounds of revisions, starting with substantive revisions, and moving towards minor changes. ***This is a normal course of events, so be prepared for several rewrites.*** This also means that time is needed in order to obtain feedback and provide revisions—*the final paper cannot be written at the last minute.*

Length and Style

One of the most frequently asked question is "How long does the final paper or report have to be?" And the best answer is: "It depends on your topic and your findings!" Final Dissertations have ranged from 80 to 350 pages in length. The key criteria are to ensure that you cover all aspects of your topic and explain everything, in addition to providing a substantive discussion section regarding your project.

Format

As with the proposal, the final paper must be written using the current APA style. One of the requirements for this course will be submitting a draft of your paper to our APA style editor before submitting your paper to your committee Chair. Additionally, it is highly recommended that you run your draft by a classmate or two for readability, organization, clarity, etc. before submitting your paper to the APA style editor. After your final paper has been reviewed by your committee Chair, then you may send it to your content expert and other committee members for feedback.

Step 15: Public Defense of the Final Dissertation

Special times are set aside near the end of each academic semester for formal public presentations of final Dissertations. Presentation at these events is a mandatory requirement for successful completion of one's Dissertation. ***You need to have completed a polished final Dissertation paper in order to present.*** You will have the opportunity to make minor corrections to your paper after your presentation (i.e., to incorporate public comment and feedback into your final Dissertation paper).

In terms of the presentation mechanics, students are allowed a maximum of one hour for presenting. That does *not* include setting up and taking down equipment, but it *does* involve a question and answer period. ***It is highly recommended that you***

practice your presentation. Dissertation presentations usually are held in the CH2M room of Carr-Gottstein, and are full-day events with lunch catered for all. You will need to ensure at *minimum* 10 minutes for a questions and answers session. Remember, this is a formal defense of your Dissertation. In other words, this presentation is to showcase your project, professionalism, expertise on the subject, and share your project with others. You are in total charge of your presentation time, which means managing the time, including questions and comments from your audience.

Signatures for the Final Dissertation Paper

Once all corrections have been made on the final Dissertation paper, you will need to submit an electronic copy to your committee members. There will be a separate signature page for all committee members to sign that is the official indication that your Dissertation has been successfully completed. This paperwork will be provided to you during the last semester of Dissertation work.

ProQuest Submission

Once your final Dissertation paper is polished and completed, you must complete the ProQuest paperwork and submit your Dissertation via ProQuest. This needs to be done at least one week prior to the last day of the semester. ProQuest paperwork (with a step-by-step description of the process) will be provided to you during your last semester of Dissertation work.

Step 16: Grading of the Final Dissertation

Grading Overview

PY 76100 is a graded course. Your Chair, in collaboration with your other Dissertation committee members, will help to determine your grade. The basic tasks to complete during this course include:

- meet/connect with Dissertation committee members at minimum every three weeks
- meet/connect with cohort group at minimum every two weeks
- complete a polished final Dissertation paper
- successfully present and publically defend your final Dissertation

Your grade will be based on the final project, process, final paper, public defense, and doctoral competencies involved in completing the basic tasks indicated above. Specific rubrics for grading these activities will be in the syllabus for PY 76100. Please make the effort to be informed of and address the syllabus requirements and rubrics for your grade.

Key Grading Criteria: Final Project, Process, Final Paper, Public Defense, and Competencies

For the Dissertation Completion, there are five main components to the grading criteria:

- ➢ The *final project*: Often one's Dissertation is changed slightly along the process so that the original proposed project is not *exactly* the same as what was proposed. Hence, the final project is evaluated in terms of being a quality Dissertation project: of benefit to others, provides you with a substantial learning experience, is original, and relates clearly to the field of Counseling Psychology.
- ➢ The *process* for compiling and writing the final paper or report: This includes communications and work with your committee members, timely submission of drafts, attitude regarding revisions and improvements, amount of student effort invested in the process and product, etc. This also includes providing help and support for your colleagues: Help your classmates through this final step of the Dissertation journey!
- ➢ The *final paper*: This is the quality of the final Dissertation paper. This includes how well it follows APA style and format, clarity in writing, organization, well-articulated methods section, polished Literature Review, quality of the presentation of findings, quality and depth of the discussion of findings/experiences, etc.
- ➢ The *public defense* of the Dissertation: This includes speaking in a clear, audible manner; being well organized and prepared; being succinct in presentation; making efforts to engage the audience through enthusiasm, visuals, and/or humor; providing a clear foundation for the project; ability to present findings, conclusions, and implications clearly; showing a good understanding of one's own project; listening actively and responding well to questions, etc.
- ➢ Successful achievement (a rating of "3" or better) for each of the doctoral **competencies** involved in the Dissertation completion process.

See the Appendix of this Handbook for the rubrics for the final Dissertation paper, public defense, and doctoral competencies. Students will be provided with all of the rubrics for these grading components via the syllabus. At the end of the semester, students will provide a self-assessment based on the criteria above and the rubrics provided.

In Progress (IP) Grade

Special circumstances may warrant an "In Progress" grade (please see the current APU catalog for a description of an "IP" grade). *Please note that you must request this grade from your Chair.* If you feel you need to apply for an IP grade for this course, you must submit the following at least three weeks prior to the end of the semester (see the course calendar in the syllabus for the deadline date) to your committee Chair: (1) a current completed IP form (which can be downloaded from APU's website under Student Forms), and (2) the current draft of what you are working on (i.e., what is "in progress"). At that time, your work will be reviewed by your chair and one other faculty member from the department to determine if an IP or letter grade is appropriate.

Once the above have been accomplished,
you have successfully completed your Dissertation!

<u>Congratulations!</u>

Appendix

General Content Guidelines for a Dissertation Proposal

Introduction *(Briefly touch on....)*
    What is the topic/issue?
    Why is this project important?
    How will you be researching this topic/issue?
    How will this project benefit others?

Review of the Literature
    In-depth examination of relevant literature
    What has been written by others about the topic of your project?
    What background information does the reader need to know in order to
        understand your topic? *(Solid history and description of the subject)* For
        example:
        • What is your research question?
        • How have others attempted to answer this question?
        • What conclusions have others drawn?
        • Is there consensus or controversy concerning this issue or subject?
        • What were the strengths/weaknesses of the previous research?
        • What perspectives/theories have been missing or have been little used
            in exploring the topic/issue?
        • What research methods have been missing or have been little used in
            exploring the topic/issue?
        • What aspects of the topic/issue have not been explored?
        • What questions were raised from previous research that still need to be
            addressed?
        • Etc.

Proposed Project Method
    General project design
        What is your philosophical research approach for your project (e.g.,
            positive, interpretive, critical, feminist, postmodern, etc.)?
        What specific research method have you chosen?
        Why did you choose this method or activity? (Describe both strengths and
            weaknesses of this approach)
    Participants, if any
        Who will be involved in your project?
        What sampling method will you be using and why?
    Materials needed, if any
    Procedures
        Describe in detail what you will do, and why you will do it that way. In
        other words, describe step by step what you plan to do, addressing the
        what, when, how, and where of it all.

Proposed Project Evaluation *or* Proposed Data Analysis
How will you organize and analyze your data?
- If data is collected: indicate the type of data and proposed method of data organization and analysis (providing proposed specific statistical procedures appropriate for the nature of data collected)
- If data is not collected (e.g., the project is the development of a curriculum program): indicate how you will evaluate your proposed product (e.g., curriculum).

Summary

References

Appendices
- Approval letter from agency, if appropriate
- Informed consent letter
- Survey instruments
- Timeline plan for project completion

Example of the First Page of Final Dissertation Paper

Regardless of margin size, start title 2" below top of *page*. No bold, all caps

No page number on this page.

THE TITLE OF THE THESIS IN ALL CAPS INCLUDING

A SECOND OR 3RD LINE IF NECESSARY, WITH FULL SPACE BETWEEN LINES

Three blank lines

A Dissertation

Three blank lines

Presented to the Faculty of

Alaska Pacific University

In Partial Fulfillment of the Requirements

For the Degree of

Doctorate in Counseling Psychology

Here is where you type your full name (as will show on your diploma)

By

Joe Rogers Mama

Three blank lines

April 2014

The date here can only ever be July, December, or May, your month of graduation.

No comma is used between the month and the year.

USE THE SAME MARGINS AS DISSERTATION TEXT

Rubrics for Dissertation Proposal

Rubrics for Grading Dissertation Proposal
Project, Process, and Paper

Criteria	Exceptional=5	Basic=3	Poor=1

Process

1. Openness to Feedback

	Student shows eagerness to receive all feedback, and conveys openness to considering all suggestions, options, etc., that are offered. Overall attitude is one of being positive and open to creating a high quality doctoral project.	Student listens to all feedback and considers some suggestions. Overall attitude is a bit positive, but is closed regarding some viable suggestions.	Student listens to some feedback and considers some suggestions. Attitude is guarded about doing anything extra for the project.

2. Effort Devoted to Project

	It is clearly obvious that considerable effort (both energy and time) was devoted to the project. The quality of the project process (energy) was consistent. Efforts were thoughtful and done meaningfully. The project reflects this process and resounds with pride.	Generally, a good amount of effort (both energy and time) was devoted to the project. For the most part, the quality of the project process was consistent and fairly thoughtful. A few corners may have been cut and/or a few aspects rushed.	Overall, the basic amount of time and energy was given to the project. The project was completed, although the process was inconsistent and/or rushed.

3. Timeliness of Turning in Work

	Project was submitted on time with a positive attitude.	Project was submitted on time with a less than positive attitude.	Project was submitted by midnight of the day that it was due.

Paper

4. Quality of Introduction

	The project is introduced and a solid groundwork is laid regarding the roots and importance of the the project. A theoretical framework for conducting and interpreting the project is clearly highlighted. A sense of a "full story" is clearly achieved.	The project is introduced with a fairly good groundwork regarding the rationale for conducting the project. A general theoretical framework is provided, but may not be entirely clear. There is a sense that a "full story" was mostly achieved.	The project is introduced with reference to the roots of the project. Theoretical underpinnings are alluded to, but no clear theoretical framework is provided. A "full story" is somewhat achieved.

Criteria	Exceptional=5	Basic=3	Poor=1
5. Quality of Literature Review	A comprehensive literature review was conducted, and presented in the author's own words. The review represents the author's unique weaving of author's material into his/her own paradigm, clearly tailored for the completed project.	A fairly comprehensive Literature Review was conducted, and mostly put in the author's own words.	A good Literature Review was conducted, with some of the information being presented in the author's own words.
6. Project Methods Data Analysis/ Project Evaluation	A portrait of the completed activities and procedures is vividly painted, engaging the reader in experiencing the completed project. The description is accurate, detailed, and engaging.	A portrait of the completed activities and procedures is described. The description is accurate and somewhat engaging.	A description of the completed activities and procedures is provided. The description is accurate.
7. Mechanics of Writing	There are no errors in spelling, punctuation, or grammar.	There are a few minor errors in spelling, punctuation, or grammar.	There are several errors in spelling, punctuation, or grammar, but do not make the paper difficult to read..
8. Use of APA Style	There are no errors in the use of the current APA style.	There are a few minor errors in use of the current APA style (e.g., in citing online references).	There are a few majors errors in use of the current APA style (e.g., in use of headings, citing references in text, or in the list of references).
9. Clarity of Writing	The writing is distinctively crisp, clear, and succinct. Writing is direct, and the active voice is used. The sentences are clear, and begin in	The writing is generally clear, with a few minor areas where the meaning is hidden, or there is word clutter. The active voice is used most of the time. The sentences are fairly clear, with	The writing has several areas where meaning and/or thoughts are hidden, and there is word clutter. The active voice is not prominent. There are a several sentences that are

Criteria	Exceptional=5	Basic=3	Poor=1

Clarity of Writing—continued

	different ways. The sentences vary in length and there are no fragments or incomplete thoughts.	a little variation in construction. There are a few minor "snags" in in the flow, or there are one or two fragments or incomplete thoughts.	awkward to read, or there is little variety in length, or the sentences begin in much the same way. There are also several incomplete thoughts.
	The sentences flow smoothly together, and paragraphs flow easily from one to another. Transitions are provided between sections. Overall, the sentences, paragraphs, and sections convey a sense of "dancing" together.	Paragraphs and sections are fairly well constructed with a few minor "snags" in the flow. Overall, the paper marches along but doesn't "dance."	There are several "snags" in the flow between sentences, paragraphs, and sections. The paper marches, but to a slower drummer.
	There is a clear broad infrastructure to the paper, providing sequential and categorical organization to the content (e.g., from broad to specific, a clearly organized pattern of themes). Organizing paragraphs and sentences are used throughout the paper.	There is an underlying structure to the paper, although there are a few places where the organization is not evident. Organizing paragraphs and sentences are generally used.	The structure of the paper is mostly defined by the APA format, with some use of organizing paragraphs or sentences. The sections are not tied together very well.

| 10. Voice | The paper has "personality": It accurately and vividly reflects how the author thinks and feels. The words chosen are striking but natural (e.g., "wondered" instead of "thought") and are powerful meaningful, bringing life to the paper. | The writing voice is engaging, but may fade in and out. There is some fine word choices and generally good language, but some parts may be routine. | The writing voice is okay, but the paper could have been written by any graduate student. The author has not found his/her own way to say things. The word choice is uninspired or lacks color. |

| 11. Conveyed Passion | The author's passion is clearly, distinctively, and vividly expressed throughout the paper. | The author's passion is clearly expressed in most parts of the paper. | The author's passion is expressed in a few places in the paper. |

Tabulation for Dissertation Proposal:
Project, Process, and Paper

	Exceptional *5*	*Basic* *3*	*Poor* *1*

Name:_____

Project and Process

1. Openness to Feedback	5	3	1
2. Effort Devoted to Project	5	3	1
3. Timeliness of Project	5	3	1

Paper

4. Quality of Introduction	5	3	1
5. Quality of Literature Review **(x 2)**	10	6	2
6. Completed Project Methods & Completed Data Analysis **(x2)**	10	6	2
7. Mechanics of Writing	5	3	1
8. Use of APA Style **(x2)**	10	6	2
9. Clarity of Writing	5	3	1
10. Voice	5	3	1
11. Conveyed Passion **(x2)**	10	6	2

Sum: _____/75

Please note: Papers with any rating less than 3/5 or 6/10 will not pass the course.

Rubrics for Defense of Dissertation Proposal

Rubrics for Defense of Dissertation Proposal

Name: *Date:*

Exceptional	**Basic**	**Poor**
5	3	1

_____ 1. Spoke in a strong, clear, audible manner.

_____ 2. Dissertation Proposal was clearly and effectively described/communicated.

_____ 3. Implications of the proposed Dissertation were clearly identified.

_____ 4. Presentation was well planned and organized.

_____ 5. Presentation fostered learning and growth (e.g., provided the audience with new ideas, knowledge, etc.).

_____ 6. Was professional and well-versed/articulate regarding the proposed project.

_____ 7. Conveyed enthusiasm regarding the project.

_____ 8. Efforts to engage classmates (e.g., activities, visuals, etc.).

_____ 9. Listened actively and responded well to questions.

Sum of Ratings: _____/45

Please note: Presentations with any rating less than 3/5 will not pass the course.

Rubrics for Final Dissertation

Rubrics for Grading Final Dissertation:
Project, Process, and Paper

Criteria	Exceptional=5	Basic=3	Poor=1

Process

1. Openness to Feedback

Student shows eagerness to receive all feedback, and conveys openness to considering all suggestions, options, etc., that are offered. Overall attitude is one of being positive and open to creating a high quality doctoral project.

Student listens to all feedback and considers some suggestions. Overall attitude is a bit positive, but is closed regarding some viable suggestions.

Student listens to some feedback and considers some suggestions. Attitude is guarded about doing anything extra for the project.

2. Effort Devoted to Project

It is clearly obvious that considerable effort (both energy and time) was devoted to the project. The quality of the project process (energy) was consistent. Efforts were thoughtful and done meaningfully. The project reflects this process and resounds with pride.

Generally, a good amount of effort (both energy and time) was devoted to the project. For the most part, the quality of the project process was consistent and fairly thoughtful. A few corners may have been cut and/or a few aspects rushed.

Overall, the basic amount of time and energy was given to the project. The project was completed, although the process was inconsistent and/or rushed.

3. Timeliness of Turning in Work

Project was submitted on time with a positive attitude.

Project was submitted on time with a less than positive attitude.

Project was submitted by midnight of the day that it was due.

Paper

4. Quality of Introduction

The project is introduced and a solid groundwork is laid regarding the roots and importance of the the project. A theoretical framework for conducting and interpreting the project is clearly highlighted. A sense of a "full story" is clearly achieved.

The project is introduced with a fairly good groundwork regarding the rationale for conducting the project. A general theoretical framework is provided, but may not be entirely clear. There is a sense that a "full story" was mostly achieved.

The project is introduced with reference to the roots of the project. Theoretical underpinnings are alluded to, but no clear theoretical framework is provided. A "full story" is somewhat achieved.

Criteria	Exceptional=5	Basic=3	Poor=1
5. Quality of Literature Review	A comprehensive literature review was conducted, and presented in the author's own words. The review represents the author's unique weaving of author's material into his/her own paradigm, clearly tailored for the completed project.	A fairly comprehensive Literature Review was conducted, and mostly put in the author's own words.	A good Literature Review was conducted, with some of the information being presented in the author's own words.
6. Project Methods Data Analysis/ Project Evaluation	A portrait of the completed activities and procedures is vividly painted, engaging the reader in experiencing the completed project. The description is accurate, detailed, and engaging.	A portrait of the completed activities and procedures is described. The description is accurate and somewhat engaging.	A description of the completed activities and procedures is provided. The description is accurate.
7. Mechanics of Writing	There are no errors in spelling, punctuation, or grammar.	There are a few minor errors in spelling, punctuation, or grammar.	There are several errors in spelling, punctuation, or grammar, but do not make the paper difficult to read..
8. Use of APA Style	There are no errors in the use of the current APA style.	There are a few minor errors in use of the current APA style (e.g., in citing online references).	There are a few majors errors in use of the current APA style (e.g., in use of headings, citing references in text, or in the list of references).
9. Clarity of Writing	The writing is distinctively crisp, clear, and succinct. Writing is direct, and the active voice is used.	The writing is generally clear, with a few minor areas where the meaning is hidden, or there is word clutter. The active voice is used most of the time.	The writing has several areas where meaning and/or thoughts are hidden, and there is word clutter. The active voice is not prominent.
	The sentences are clear, and begin in	The sentences are fairly clear, with	There are a several sentences that are

Criteria	Exceptional=5	Basic=3	Poor=1

Clarity of Writing—continued

Criteria	Exceptional=5	Basic=3	Poor=1
	different ways. The sentences vary in length and there are no fragments or incomplete thoughts.	a little variation in construction. There are a few minor "snags" in in the flow, or there are one or two fragments or incomplete thoughts.	awkward to read, or there is little variety in length, or the sentences begin in much the same way. There are also several incomplete thoughts.
	The sentences flow smoothly together, and paragraphs flow easily from one to another. Transitions are provided between sections. Overall, the sentences, paragraphs, and sections convey a sense of "dancing" together.	Paragraphs and sections are fairly well constructed with a few minor "snags" in the flow. Overall, the paper marches along but doesn't "dance."	There are several "snags" in the flow between sentences, paragraphs, and sections. The paper marches, but to a slower drummer.
	There is a clear broad infrastructure to the paper, providing sequential and categorical organization to the content (e.g., from broad to specific, a clearly organized pattern of themes). Organizing paragraphs and sentences are used throughout the paper.	There is an underlying structure to the paper, although there are a few places where the organization is not evident. Organizing paragraphs and sentences are generally used.	The structure of the paper is mostly defined by the APA format, with some use of organizing paragraphs or sentences. The sections are not tied together very well.
10. Voice	The paper has "personality": It accurately and vividly reflects how the author thinks and feels. The words chosen are striking but natural (e.g., "wondered" instead of "thought") and are powerful meaningful, bringing life to the paper.	The writing voice is engaging, but may fade in and out. There is some fine word choices and generally good language, but some parts may be routine.	The writing voice is okay, but the paper could have been written by any graduate student. The author has not found his/her own way to say things. The word choice is uninspired or lacks color.
11. Conveyed Passion	The author's passion is clearly, distinctively, and vividly expressed throughout the paper.	The author's passion is clearly expressed in most parts of the paper.	The author's passion is expressed in a few places in the paper.

Tabulation for Final Dissertation:
Project, Process, and Paper

	Exceptional *5*	*Basic* *3*	*Poor* *1*

Name:_____

Project and Process

	Exceptional	Basic	Poor
1. Openness to Feedback	5	3	1
2. Effort Devoted to Project	5	3	1
3. Timeliness of Project	5	3	1

Paper

	Exceptional	Basic	Poor
4. Quality of Introduction	5	3	1
5. Quality of Literature Review **(x 2)**	10	6	2
6. Completed Project Methods & Completed Data Analysis **(x2)**	10	6	2
7. Mechanics of Writing	5	3	1
8. Use of APA Style **(x2)**	10	6	2
9. Clarity of Writing	5	3	1
10. Voice	5	3	1
11. Conveyed Passion **(x2)**	10	6	2

Sum: _____/75

Please note: Papers with any rating less than 3/5 or 6/10 will not pass the course.

Rubrics for Defense of Final Dissertation

Rubrics for Public Defense of Final Dissertation

Name: *Date:*

| ***Exceptional*** | ***Basic*** | ***Poor*** |
| 5 | 3 | 1 |

_____ 1. Spoke in a strong, clear, audible manner.

_____ 2. Dissertation was clearly and effectively described/communicated.

_____ 3. Implications of the Dissertation and future research were clearly identified.

_____ 4. Presentation was well planned and organized.

_____ 5. Presentation fostered learning and growth (e.g., provided the audience with new ideas, knowledge, abilities, or skills).

_____ 6. Was professional and well-versed/articulate regarding the Dissertation.

_____ 7. Conveyed enthusiasm regarding the Dissertation.

_____ 8.   Efforts to engage classmates (e.g., activities, visuals, etc.).

_____ 9.   Listened actively and responded well to questions.

Sum of Ratings: _____/45
Please note: Papers with any rating less than 3/5 will not pass the course.

Competencies for the Dissertation

Competencies for the Dissertation

	Exceptional *5*	*Basic* *3*	*Poor* *1*

4b. Cultural consideration in scholarly work:
    Critically evaluate scientific literature in
        terms of attention to diversity issues   5.......4.......3.......2.......1
    Demonstrate consideration of cultural
        diversity when completing
        psychological research   5.......4.......3.......2.......1

5a. Utilization of research to inform scholarly work
    Critically evaluate professional literature
        in terms of scientific rigor   5.......4.......3.......2.......1
    Develop mastery of scientific topics through
        intensive literature review   5.......4.......3.......2.......1
    Complete scholarly work informed by
        scientific literature   5.......4.......3.......2.......1
    Effectively communicate research findings
        to professional audiences in written
        and verbal forms   5.......4.......3.......2.......1

6b. Self-directed learning
    Evidence an ability to accurately discern
        one's own performance in academic
        coursework and identify areas of
        growth and attention   5.......4.......3.......2.......1
    Utilize quality and skillful self-directed
        learning to contribute to one's
        education   5.......4.......3.......2.......1
    Evidence positive attitudes and motivation
        about self-directed learning   5.......4.......3.......2.......1
    Realize the need for ongoing self-directed
        education over the course of a
        professional career   5.......4.......3.......2.......1
    Develop projects that enhance and
        compliment one's ongoing
        professional development   5.......4.......3.......2.......1
    Take responsibility for ongoing
        professional development   5.......4.......3.......2.......1

Competencies for the Dissertation—continued

	Exceptional 5	Basic 3	Poor 1
6c. Self care			
Understand the need for and develop a plan for ongoing self care	5.......4.......3.......2.......1		
Discuss and share strategies and techniques for self care for use during the program and thereafter	5.......4.......3.......2.......1		
7a. Communication skills			
Communicate with clients, supervisors, and others in a professional and respectful manner	5.......4.......3.......2.......1		
Communicate ideas in a clear and competent way	5.......4.......3.......2.......1		
Demonstrate effective public speaking skills	5.......4.......3.......2.......1		
7b. Interpersonal skills			
Evidence an ability to maintain and effectively respond to professional relationships with peers, faculty, and supervisors	5.......4.......3.......2.......1 5.......4.......3.......2.......1		
Maintain appropriate boundaries in professional and clinical relationships	5.......4.......3.......2.......1		
Demonstrate appropriate physical conduct, including attire, consistent with context	5.......4.......3.......2.......1		
10a. Self-awareness and self-reflection in clinical practice			
Understand professional psychology is an evolving practice that demands continuing educational efforts	5.......4.......3.......2.......1		
Demonstrate openness and non-defensiveness in supervision	5.......4.......3.......2.......1		

Please note: Students receiving any rating less than 3/5 on these competencies will not pass the course.