University *of* Hartford

DEPARTMENT OF PSYCHOLOGY

GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

Student Handbook

Part 5:
Dissertation Policies & Procedures

Revised: December 2023

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CHAPTER I

INTRODUCTION

At the University of Hartford Graduate Institute of Professional Psychology (GIPP), the predoctoral internship and the Psy.D. dissertation are the final program requirements that our doctoral students must complete. In keeping with the practitioner/scholar model and philosophy, the emphasis of the dissertation is the demonstration of competence in the form of an intellectual and scholarly endeavor. In addition, the dissertation should establish the student as capable of comprehensively integrating clinical knowledge within a scholarly and scientific framework. The dissertation is a formal indication that, in addition to being a well-rounded and competent clinician, the student is an articulate, well-rounded scholar in clinical psychology.

The Nature of the Psy.D. Dissertation

Our approach to the Psy.D. dissertation is based on the National Council of Schools and Programs of Professional Psychology (NCSPP) model of training (Trierweiler, Stricker, & Peterson, 2010), in which the student's personal development as a competent professional clinical psychologist is a central goal. From this perspective, the Psy.D. dissertation is a practitioner-oriented task, with the following features:

1. The main purpose of the Psy.D. dissertation is its contribution to the development of a practitioner by using scholarly knowledge and skills. The dissertation requires that the student master a topic of relevance to clinical psychology, develop a cogent viewpoint concerning that topic, and be able to communicate such overall information in an articulate professional manner.

2. The Psy.D. dissertation permits a broad range of subjects and methods of inquiry, including quantitative and qualitative research methods, historical analysis, field and observational studies, and theoretical inquiry.

3. There is a recognition that clinical and ecological relevance must, in some situations, take precedence over scientific certainty.

4. The Psy.D. dissertation adheres to the highest standards of creativity, originality, and thoroughness, and to that end it is truly a work of scholarship. The student must demonstrate mastery of the relevant psychological literature, the current practices, and appropriate theoretical frameworks of the profession.

5. In addition to its scholarly aspects, the Psy.D. dissertation is an exercise in planning, time management, organization, and task execution. The Psy.D. dissertation requires knowledge of resources, methodologies, and communication with other psychologists.

Examples of Dissertation Projects

Projects of all types must demonstrate a scholarly review of the literature relevant to the topic(s) of the student's dissertation. The review of the literature serves as the foundation for the dissertation project, and thus must be relevant, current, and include sufficient empirical research. Students must go beyond a summary of the literature to incorporate their own thinking, critical analysis, and mastery of the subject matter in their scholarly review. Some examples of the types of projects that a student might undertake include:

1. **An empirical study that demonstrates research design and statistical expertise.** Such a study may be experimental or correlational in its design, with data collected in a lab, clinical, or field setting, or by means of a mail or internet survey. For this type of project, all data must be collected per the proposal, analyzed, and discussed in detail, including implications for professional/clinical psychology.

2. **An evaluation design assessing the important aspects of an existing clinical program.** Such an evaluation involves designing a methodology, collecting data, analyzing the data, and presenting the findings in an incisive and constructive fashion including recommendations for improvements to the program and for on-going evaluation by the program personnel.

3. **The development of an innovative program, instruction manual for clinicians, or guidebook for clients.** Such a project would include the theoretical, empirical, and practical bases for the innovation, along with discussion of how it would be implemented and evaluated. Projects must be in finished form, such that the program, manual, or guidebook could be used "as is" by another professional. This includes all instructions, hand-outs, and guides for activities.

4. **A psychoeducational book, with a target audience of children, adolescents, parents, families, or adults.** All such projects must include a review of relevant literature and available resources. In the case of children's books, the final product must be complete with all text and illustrations. For other categories of books, the text and any appropriate graphics and/or illustrations must be complete.

5. **An extensive and integrative analysis of the literature on an important topic in clinical psychology.** This type of project involves a sophisticated analysis, critique, and integration of the literature in a systematic manner, such as through the use of meta-analytic techniques. The project must demonstrate a high level of original and scholarly thought that results in updated conclusions or new interpretations of previously published theory and research.

6. **An integrative case study that addresses a theoretical proposition, a situation, or a condition important to clinical psychology.** Such a project might be appropriate when instances of a clinical phenomenon are rare or the clinical situation precludes the use of other methods. The case study should include a review of relevant literature, a structured methodology for examining the chosen case, and articulation of appropriate conclusions and implications for the mental health field.

Development of the Dissertation Project

As explained more fully in the subsequent chapters of these *Policies and Procedures*, the Psy.D. dissertation is developed in a series of stages over a period of several months. The dissertation usually begins in the Dissertation Seminar, taken in the student's first year of the Psy.D. program. The desired outcome of this seminar is a dissertation prospectus, a brief paper that outlines the questions to be explored and the methods for their inquiry. The prospectus also serves as a document to enlist a potential dissertation chair and other committee members.

The next stage involves the development of a dissertation proposal, which is a lengthier review of the literature, delineation of research questions, and description of methods for the study. The proposal constitutes a near-final draft of the first two or more chapters of the final dissertation manuscript, along with a brief description of work to be completed. The proposal must be defended in a review meeting with the student's dissertation committee present. The defended proposal, edited to incorporate all changes recommended by the committee, serves as an agreement for the work to be completed in the final dissertation manuscript.

Should human research participants or animal subjects be involved in the dissertation project, it is required that the relevant human or animal subjects research committee review and approve the proposed research subsequent to the proposal meeting and prior to the collection of any data. When completing the final chapters of the dissertation manuscript, it is also important that the student update the previously approved chapters of the dissertation proposal.

When the student has completed a final draft of the dissertation manuscript, this work is ready for the formal presentation of the Psy.D. dissertation. This formal meeting includes the student, the dissertation committee, and other interested parties. The formal presentation, often referred to as an oral exam or dissertation defense, determines whether the student has successfully completed the requirements for the Psy.D. dissertation. In almost all cases, final approval of the dissertation is contingent upon at least minor revisions of the manuscript. The revised and approved manuscript is then presented to the larger academic community by including making it available by through ProQuest ETD Dissertation Services and publishing the abstract in Dissertation Abstracts International.

Academic Honesty Policy

The Doctoral Program in Clinical Psychology adheres to the Academic Honesty Policy outlined in the Judicial Code of the University of Hartford and published in *The Source*. As stated in *The Source*, "Plagiarism includes the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof. It also includes submitting the work of another person, in whole or in part, no matter how it was obtained, as one's own, or the use of unauthorized sources in the preparation of an assignment." Within the Doctoral Program in Clinical Psychology, this includes the use of artificial intelligence (AI).

CHAPTER II

THE DISSERTATION SEMINAR

The Dissertation Seminar (CPS 852) is a one-semester course usually taken in the student's first year. The goal of the seminar is to initiate the dissertation process in a group format with the guidance of a faculty member. The seminar is designed to help students choose a dissertation topic that will enhance the student's future professional development. Within the structure of the seminar, students discuss dissertation topics, refine these topics into questions of clinical relevance, consider possible strategies to answer these questions, and choose the best methodological approach commensurate with the selected topic.

The Dissertation Prospectus

A major goal of the Dissertation Seminar is the development of the dissertation prospectus, a brief summary, about five (5) pages in length, describing the background, theory, questions, and goals of the dissertation. The title page for the prospectus should be similar to that of the dissertation manuscript (see p. 32 for an example), except with "DISSERTATION PROSPECTUS" typed two (2) lines above the title. A general description of the proposed method(s) and a schedule for completion of the research project should also be included.

The student should utilize the advice and guidance of the Dissertation Seminar leader in preparing the dissertation prospectus. The prospectus helps organize the dissertation ideas and becomes the core document for communicating with potential committee members.

Student Role

Students should expect to carry out the necessary bibliographic research to become adequately familiar with the topic. Attention should be given to the appropriateness and availability of empirical data, whether that involves research participants or archival data.

The Dissertation Seminar is offered on a Pass/No Pass basis, and the student receives a grade of Pass when the prospectus has been formally approved by the Dissertation Seminar leader. If the student does not complete an approved prospectus by the end of the semester, a grade of Incomplete will be recorded. The grade will remain an Incomplete until changed to a Pass by the Dissertation Seminar leader once a prospectus is completed and approved.

The Seminar leader indicates approval of the prospectus by signing the *Approval of the Psy.D. Dissertation Prospectus* (see Exhibit A) via the Dissertation Portal, which will then be forwarded to the Director of Dissertation Research[1] for review and approval. These materials will be stored in the Dissertation Portal for record-keeping purposes.

Students in Dissertation Seminar should also develop a plan and tentative dates for completion of the various parts of the dissertation (e.g., literature review, completed proposal, collection of any data or additional material, preparation of a complete dissertation manuscript), along with an outline of chapters to be completed.

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[1] Please see Appendix A for contact information of all individuals identified in these *Policies and Procedures*.

Faculty Role

The seminar leader is responsible for helping students to begin the dissertation process by providing guidance and encouragement. Within the seminar format, the seminar leader will help students find research problems of interest and sharpen these problems into interesting, important, and answerable questions. The seminar leader will also help the student choose the most appropriate and rigorous methodological approach, identify what is needed to answer the research questions, and provide appropriate recommendations.

While the student is enrolled in the Dissertation Seminar, the seminar leader will serve as the initial dissertation advisor. Upon completion of the seminar, a student may continue to develop the dissertation under the guidance of the seminar leader or another appropriate faculty member (see Chapter III). Availability of a specific faculty member is dependent upon the interests and current commitments of that faculty member.

Flow Chart for Dissertation Seminar and Prospectus Approval

_____ 1.   Student takes doctoral Dissertation Seminar (CPS 852), with seminar leader as initial dissertation advisor, and develops draft of dissertation prospectus.

_____ 2.   Student completes dissertation prospectus and submits to Dissertation Seminar leader via the Dissertation Portal for review.

_____ 3.   Once a revised draft is approved by the seminar leader, the prospectus is forwarded (via the Dissertation Portal) to the Director of Dissertation Research for review and approval. These materials will be stored in the Dissertation Portal for record-keeping purposes.

_____ 4.   Upon approval of dissertation prospectus, student receives grade of Pass for Dissertation Seminar.

CHAPTER III

THE DOCTORAL DISSERTATION COMMITTEE

Guidelines for a Doctoral Dissertation Committee

Doctoral Dissertation Committee Policy for All Entering Cohorts Prior to 2022

The Psy.D. dissertation committee will consist of three members. At least one committee member must be a core faculty member in GIPP.

1. The first member will serve as dissertation chair. The chair must be a full-time or emeritus member of the Department of Psychology faculty.

2. The second member must meet at least one of the following criteria:

   (a) A University faculty member eligible to serve as chair, as defined above.

   (b) A full-time doctoral-level faculty member with expertise in the dissertation topic at a member school of the Hartford Consortium (Capital Community College, Central Connecticut State University, Charter Oak State College, Goodwin College, Hartford Seminary, Manchester Community College, Rensselaer at Hartford, St. Thomas Seminary, Trinity College, University of Connecticut Greater Hartford Campus, University of Hartford, and University of Saint Joseph).

   (c) A psychologist or member of a related profession who is approved by the A & S Graduate Studies Committee. To request approval for such an individual, the student should submit this person's curriculum vitae (CV) to the director of dissertation research via the Dissertation Portal. If approved, the director of dissertation research will forward the CV to the A & S Graduate Studies Committee for final approval. Factors considered in approval of such an individual as a second member will include whether the individual:

      (i)   holds a Psy.D., Ph.D., or Ed.D., based in part on completion of a scholarly dissertation.

      (ii) has demonstrated requisite competence in scholarship by means over and above their own dissertation which meets the approval of the director of dissertation research and the A & S Graduate Studies Committee.

3. A third member must be a doctoral-level professional deemed appropriate by the committee chair and the director of dissertation research. In addition to Department of Psychology faculty, this would potentially include any GIPP affiliate or adjunct faculty, faculty at consortium schools or elsewhere, clinical supervisors, or statistical consultants. As with the second member, if the third member is not a faculty member at the University of Hartford or at a member school of the Hartford Consortium, the student must request approval to have this member serve on their committee. To request approval for such an individual, the student should submit this person's curriculum vitae (CV) to the director of dissertation research via the Dissertation Portal. If approved, the director of dissertation research will forward the CV

to the A & S Graduate Studies Committee for final approval. Factors considered in approval of such an individual as a second member will include whether the individual:

    (i)   holds a Psy.D., Ph.D., or Ed.D., based in part on completion of a scholarly dissertation.

    (ii)   has demonstrated requisite competence in scholarship by means over and above their own dissertation which meets the approval of the director of dissertation research and the A & S Graduate Studies Committee.

Please note: Students who entered the program prior to 2022 will need to submit the *Approval as Second or Third Member for Psy.D. Dissertation Committee* form (see Exhibit A) and a copy of the requested committee member's CV directly to the Director of Dissertation Research via email, as they will not have access to the Dissertation Portal.

Doctoral Dissertation Committee Policy for the Entering Cohort of 2022 and Forward

To better align with the *Manual of Academic Policies and Procedures (MAPP)* of the University of Hartford, the entering cohort of 2022 and all those moving forward shall adhere to the following policy:

The Psy.D. dissertation committee will consist of three members. At least one committee member must be a core faculty member in GIPP

1. The first member will serve as dissertation chair. The chair must be a full-time or emeritus member of the Department of Psychology faculty.

2. The second member must be a full or part time faculty or staff member at the University of Hartford.

3. The third member must be a doctoral-level professional with expertise in the dissertation topic who is deemed appropriate by the committee chair, the director of dissertation research, and the A & S Graduate Studies Committee. In addition to Department of Psychology faculty, this would potentially include:

    (a)   any GIPP affiliate or adjunct faculty.

    (b)   faculty at consortium schools (Capital Community College, Central Connecticut State University, Charter Oak State College, Goodwin College, Hartford Seminary, Manchester Community College, Rensselaer at Hartford, St. Thomas Seminary, Trinity College, University of Connecticut Greater Hartford Campus, University of Hartford, and University of Saint Joseph) or elsewhere.

    (c)   clinical supervisors.

    (d)   statistical consultants.

If this member is not a full- or part-time faculty member at the University of Hartford, the student must request approval to have this member serve on their committee. To request

approval for such an individual, the student should submit this person's curriculum vitae (CV) to the director of dissertation research via the Dissertation Portal. If approved, the director of dissertation research will forward the CV to the A & S Graduate Studies Committee for final approval. Factors considered in approval of such an individual as a second member will include whether the individual:

(iii)   holds a Psy.D., Ph.D., or Ed.D., based in part on completion of a scholarly dissertation.

(iv)   has demonstrated requisite competence in scholarship by means over and above their own dissertation which meets the approval of the director of dissertation research and the A & S Graduate Studies Committee.

Roles of the Doctoral Dissertation Committee

The doctoral dissertation committee has two main roles: (1) to provide guidance in completing the doctoral dissertation in a way that significantly contributes to the student's education as a professional psychologist, and (2) to evaluate the quality and acceptability of the student's work.

The committee will be guided by the dual responsibilities to the student and to the larger profession of clinical psychology. Thus, the committee members have a strong interest in guiding the student to completion of a dissertation that demonstrates competence and mastery of the intellectual responsibilities associated with doctoral-level expertise. The committee must also interpret the quality standards of the larger profession of clinical psychology. The committee should always seek to operate as a system to ensure that the student has demonstrated the independence, conceptual sophistication, and professional expertise required by the profession.

Students should thus give serious thought to the selection of committee members and then be prepared to adopt the role of consultee with the various committee members. Students should not have expectations for passive guidance and approval by the committee, but should seek to incorporate the valuable input of the committee they have selected. The student needs to use the committee's input to construct a creative piece of scholarship reflecting the best usage of these professional resources.

Please note: Students are responsible for providing committee members with the most up-to-date *Dissertation Policies and Procedures Manual*.

Specific Tasks of the Doctoral Dissertation Committee

Specific tasks of the dissertation committee include the following:

1. Members participate in developing the dissertation proposal (see Chapter IV) by providing a thorough review of the written draft and suggestions for changes.

2. Members formally review the finalized proposal at the dissertation proposal meeting (see Chapter IV). This meeting must be attended by the student and all committee members. While such a meeting is usually done in person it may also be held via virtual conference in a form acceptable to the chair of the committee. After the committee approves any and all requested changes, the approved proposal becomes an institutional contract for the acceptance of the dissertation manuscript upon satisfactory completion of the project.

3. The chair is largely responsible for providing consultation with the student as the project is developed. However, the student should occasionally contact committee members with questions and progress updates. The chair has the responsibility to monitor this activity and ensure that the student's needs are being met without overburdening committee members.

4. The chair is responsible for facilitating the proposal review meeting and the formal presentation of the completed dissertation. Duties include taking committee votes about approval of the proposal and completed dissertation and informing the student of the results.

5. Members read and suggest revisions to the near-final dissertation draft in preparation for the formal presentation (see Chapter VI).

6. Committee members attend the formal presentation of the Psy.D. dissertation, at which the student will present and publicly defend the dissertation. While such a meeting is usually done in person it may also be held via virtual conference in a form acceptable to the chair of the committee.

7. Specific responsibilities of second and third members are listed in Exhibit B.

Compensation for Dissertation Committee Members

The Department of Psychology has a system of record-keeping and compensation for its full-time faculty members for their service as dissertation committee members. Service for such faculty is recorded through timely submission of forms (described below) to establish the dissertation committee, approve the proposal, and approve the completion of the dissertation.

The position of Chair is equivalent to two (2) points and the positions of second and third reader are equivalent to one (1) point at the time of the approval of the dissertation proposal and again at the time of the approval of the final dissertation. Points may be paid out at a rate of $475 per point. Full-time members of the Department of Psychology may instead choose to utilize points for course reductions at a rate of three (3) points for one (1) course or ten (10) points for two (2) courses.

Students should direct such committee members to the Psychology Graduate Programs Specialist to establish appropriate contracts for their service and initiate an invoice to request payment. Payment for service as a second or third member thus requires return of the memorandum of understanding (MoU), a W-9 form, a signed form indicating approval of the proposal or dissertation, and return of the invoice for the advisement provided.

Please note: Compensation rates are subject to change.

Appointment of the Chair and Committee

Students are encouraged to speak with several faculty members before requesting that a particular person take on the role of dissertation chair. Students should select other members of the dissertation committee in consultation with the chair. The chair and committee members may be appointed any time after the student's prospectus has been approved.

The chair and committee members should include resources with expertise to guide both the content and methods of inquiry for the chosen topic. The content resource person is an individual who has special expertise to offer the student guidance in the current state of knowledge for the particular topic area. The method resource person should offer guidance in the adequacy of particular research methods appropriate to the area of inquiry. A committee member may commonly fulfill more than one of these roles, but each committee member will carefully read the student's work and advise the student as effectively as possible.

Formal appointment of a committee requires approval from the director of dissertation research. A student must receive approval from all committee members on the *Appointment of the Psy.D. Dissertation Committee* form via the Dissertation Portal, which will then get forwarded to the Director of Dissertation Research for final approval. A committee is not considered officially formed until this form has been fully approved.

Once the committee is approved, the student, chair, or committee members may not unilaterally change its composition. Any request to change the composition of the committee requires the approval of the director of dissertation research. Such a change may be requested by completing the *Change of the Psy.D. Dissertation Committee* via the Dissertation Portal. In the event that such a request is not approved, a student may appeal this decision to the entire core faculty of GIPP. Sustaining such an appeal will require a majority vote of the core faculty.

Please note: Students who entered the program prior to 2022 will need to submit the *Appointment of the Psy.D. Dissertation Committee* form (see Exhibit C) and/or *Change of the Psy.D. Dissertation Committee* (see Exhibit D) to the Director of Dissertation Research via email, as they will not have access to the Dissertation Portal.

Flow Chart for the Dissertation Chair and Committee

_____ 1. After completion of the Dissertation Seminar (CPS 852), a full-time faculty member of the Department of Psychology reviews the prospectus and agrees to serve as committee chair.

_____ 2. With the chair's consultation and approval, the student distributes the dissertation prospectus to recruit two additional committee members.

_____ 3. For anyone who is not a full- or part-time doctoral faculty member at the University of Hartford, the student must submit that individual's CV to the director of dissertation research to begin processing the *Approval as Third Member for Psy.D. Dissertation Committee*.

Flow Chart for the Dissertation Chair and Committee (Cont'd)

_____ 4. *Appointment of the Psy.D. Dissertation Committee* form is approved by all committee members and the director of dissertation research.

_____ 5. For any subsequent changes, the *Change of the Psy.D. Dissertation Committee* form is completed and forwarded to the director of dissertation research for approval.

EXHIBIT A

University *of* Hartford
Department of Psychology
Graduate Institute of Professional Psychology

Approval as Second or Third Member for Psy.D. Dissertation Committee

_____ requests that _____
             (Name of Student)   (Name of Proposed Committee Member)

be approved to serve as a ○ second or ○ third member (check which applies) on the student's Psy.D. dissertation committee. Please find attached a copy of the CV for the proposed committee member.

Dissertation Title:_____

Approved: _____   _____
               Director, GIPP Dissertation Research   Date

Comments: _____

               _____

               _____

               _____

               _____

Approved: _____   _____
               Chair, A & S Graduate Studies Committee   Date

Comments: _____

               _____

               _____

               _____

               _____

University *of* Hartford
Department of Psychology
Graduate Institute of Professional Psychology

Second and Third Member Responsibilities

The following represents an understanding between a second or third member of a doctoral dissertation committee and the Department of Psychology of the University of Hartford.

The second or third member agrees to serve on a doctoral dissertation committee and to assist in the development and evaluation of the student's Psy.D. Dissertation. The amount of supervision provided is expected to be less than that of the dissertation chair. In particular, it is expected that the second and third members will:

1. Become familiar with the Department of Psychology dissertation requirements, as articulated in the most current *Policies and Procedures*.

2. Review and provide timely feedback on proposal and dissertation manuscript drafts as they approach near-final form.

3. Respond promptly to telephone and/or e-mail contacts from the student, the dissertation chair, and the Department of Psychology staff.

4. Attend and contribute to the student's proposal review meeting and formal presentation of the Psy.D. dissertation at the University of Hartford.

5. Coordinate advising efforts with the dissertation chair and the Director of Dissertation Research. Notify the dissertation chair and the Director of Dissertation Research of any problems with accomplishing the above tasks.

6. For a second or third reader who is not a University of Hartford employee, the department will prepare an invoice for payment after successful completion of the student's dissertation proposal defense and after successful completion of the formal presentation of the Psy.D. dissertation, provided all Independent Contractor paperwork has been completed and returned to the department. Compensation occurs at the end of the month in October, February, or June and is dependent on final approval from the Director of Dissertation Research.

7. Agreements to serve as a second or third reader are automatically renewed at the end of each semester unless cancelled by the co-chair of the Department of Psychology. If, in the judgment of the departmental co-chair, the reader has not satisfied the above requirements, the agreement will be cancelled, and the reader will receive no compensation.

EXHIBIT C

University *of* Hartford
Department of Psychology
Graduate Institute of Professional Psychology

Appointment of the Psy.D. Dissertation Committee

We hereby request that the following Psy.D. dissertation committee be established for

_____, who is in good standing and matriculated in the Doctoral
(Name of Student)
Program in Clinical Psychology, and whose dissertation prospectus has been approved.

Dissertation Title: _____

_____

_____.

_____   _____   _____
Student Name   Signature   Date

(1) _____   (2) _____
Dissertation Chair Name   2nd Member Name

_____   _____
Signature   Signature

_____   _____
Institution and Department   Institution and Department

_____   _____
Date   Date

(3) _____
3rd Member Name

_____
Signature

_____
Institution and Department

_____
Date

Approved: _____   _____
          Director of Dissertation Research   Date

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University *of* Hartford
Department of Psychology
Graduate Institute of Professional Psychology

Change of the Psy.D. Dissertation Committee

We hereby request the following change(s) in the Psy.D. dissertation committee for

_____ .
(Name of Student)

Dissertation Title: _____

_____

_____ .

Present Committee	**Proposed New Committee**	
(1)	(1)	
Dissertation Chair Name	Dissertation Chair Name	Signature
	Institution and Department	
(2)	(2)	
2nd Member Name	2nd Member Name	Signature
	Institution and Department	
(3)	(3)	
3rd Member Name	3rd Member Name	Signature
	Institution and Department	
Signature		

_____   _____
Student Signature   Date

_____   _____
Present Dissertation Chair Signature   Date

Approved: _____   _____
                Director of Dissertation Research   Date

CHAPTER IV

THE DISSERTATION PROPOSAL

The dissertation proposal represents a critical stage in the development of the Psy.D. dissertation. In this proposal, the student demonstrates expertise in the identified topic area, an ability to communicate concepts in a scholarly manner, and a reasonable plan for completing the rest of the dissertation manuscript. The proposal involves a critical review of the relevant literature, a delineation of the research questions to be explored, and a description of methods for the study.

A student should conceptualize the proposal as a near-final draft of the first two or more chapters of the final dissertation manuscript, plus an outline of work that needs to be completed. As such, the chapters of the proposal must be written in the style and organization described in Chapter V. The title page for the proposal should be similar to that of the dissertation manuscript (see p. 33 for an example), except with "DISSERTATION PROPOSAL" typed two (2) lines above the title.

The proposal must be defended in a proposal review meeting with the student's dissertation committee present. The defended proposal, which invariably involves some recommended changes by the committee, serves as an institutional agreement for the work that needs to be completed for approval of the final dissertation manuscript.

The Proposal Review Meeting

As the proposal manuscript nears its' final form, as determined by the chair, the student is responsible for distributing the proposal to committee members a minimum of four (4) weeks prior to the proposed meeting. All committee members will have two (2) weeks from the receipt of the near-final draft to request any final edits from the student, prior to setting up the proposal review meeting. Once it is determined, by the chair and committee members, that the manuscript is ready, the student may set up a date and time for the proposal review meeting at least two (2) weeks in advance.

A proposal review meeting may be scheduled at any time subject to committee member availability. A student who encounters any significant difficulty scheduling a proposal review meeting may consult with the director of dissertation research for possible remedies. The student may request to record the proposal review meeting for their reference. Any requests for other parties to attend the proposal review meeting must be approved in advance by the student and dissertation chair.

The proposal review meeting may be conducted in-person or via virtual conference in a form acceptable to the chair of the committee. It is the student's responsibility to provide the Psychology Graduate Programs Specialist with the time, date, and necessary contact information of the committee members to set up such a virtual conference.

The student presents and defends the proposal at the proposal review meeting, a formal meeting of the student and all committee members. The presentation should be approximately twenty (20) minutes in length, allowing for 20 to 30 minutes of discussion and planning for the completion of the dissertation project. After the presentation and discussion, the student will be

asked to leave the room to allow for a discussion and vote amongst the committee members. The committee's approval of the proposal, with any recommended changes, must be unanimous. Once a decision has been made, the student will be asked to rejoin the meeting to discuss the outcome. If the committee does not approve the proposal, the student and dissertation chair may call a subsequent proposal review meeting once the latter believes that all deficiencies have been rectified.

Following a successful proposal review meeting and approval of all recommended manuscript changes, the dissertation chair and committee members document their approval of the proposal on the *Approval of the Psy.D. Dissertation Proposal* form via the Dissertation Portal. This form then gets forwarded to the director of dissertation research for final approval.

Please note:

1. The official date for completion of the dissertation proposal is the date the director of dissertation research approves it on the *Approval* form.
2. Students who entered the program prior to 2022 will need to submit the *Approval of the Psy.D. Dissertation Proposal* (see Exhibit E) to the Director of Dissertation Research via email, as they will not have access to the Dissertation Portal.

Proposal Approval Required for Internship Application

As described in the GIPP *Predoctoral Internship Manual*, any student who requests approval from the GIPP faculty to apply for a predoctoral internship must have an approved dissertation proposal that is completed according to the following schedule:

- The dissertation proposal defense must occur no later than **September 1**, and the scheduling of this meeting with committee members must occur no later than **August 15**.

- In addition, the student must provide the committee chair a complete draft of the proposal prior to scheduling the defense meeting, and must provide this draft to committee members at least two weeks prior to the date of the defense.

- With prior approval from the committee chair, a student may submit a written petition to the Director of Clinical Training (DCT) to extend the deadlines for scheduling and defending a dissertation proposal defense. This petition must be submitted to the DCT no later than **August 15.** The petition must articulate the extenuating circumstances necessitating the extension and be countersigned by the committee chair after consultation with the other members of the dissertation committee. The petition will be forwarded to the DCT for approval by vote of the PsyD faculty.

- No later than **September 15**, the student must submit to the DCT a fully signed Proposal Approval Form indicating successful defense of the dissertation proposal and completion of any recommended changes to the proposal draft. There will be **no** exceptions to these deadlines for submitting the fully signed Proposal.

<center>**Permission to Begin Gathering Data**</center>

Following approval of the dissertation proposal, any student collecting human subject data must obtain approval from the University's Institutional Review Board before data collection can begin. For the collection of data involving animals as subjects, similar approval must be obtained from the University's Institutional Animal Care and Use Committee. Upon approval from the relevant committee, the student should forward the letter of approval to begin data collection to the Psychology Graduate Programs Specialist for inclusion in the student's file.

Approval by the Institutional Review Board

Any proposed project that involves human subjects as research participants must be reviewed and approved by the University's Institutional Review Board (IRB) prior to the collection of any data. Procedures for review and approval by this committee are available online at: https://www.hartford.edu/about/campus-leadership/office-provost/faculty-development/human-subjects-committee/.

The Institutional Review Board acts as a final review for a proposed Psy.D. dissertation. Research with human participants must first be reviewed and approved in writing by the student's dissertation committee, any outside institution(s) that are responsible for the subjects participating in the study, and any outside institution(s) that provide research equipment and facilities.

Please note: The Institutional Review Board requires documentation that the student and the dissertation chair (as research supervisor) have completed acceptable training in the protection of human research participants. Anyone proposing or supervising research involving human participants should refer to the website noted above for further information.

Proposals should be submitted to the Institutional Review Board only after they have been approved by the dissertation committee. Prior consultation with members of the Institutional Review Board is permitted, however, to assure that the same proposed research will be acceptable both to the student's dissertation committee and to the Institutional Review Board.

The student is permitted to begin collecting data upon receipt of the approval letter from the Institutional Review Board. Approval by this committee should be cited in the Participants section of the Method chapter, and a copy of the approval letter should be included as a dissertation appendix.

Approval by the Institutional Animal Care and Use Committee

In the same manner as with human research participants, any proposed project that involves animal subjects as research participants must be reviewed and approved by the University's Institutional Animal Care and Use Committee (IACUC). Procedures for review and approval of research involving animals are available from the chair of that committee. For more information, visit the committee's website at: https://www.hartford.edu/about/campus-leadership/office-provost/faculty-development/animal-care-committee.aspx.

Other procedures for the use of animal subjects are the same as for human research participants, as noted above.

Dissertation Consultation

Statistical Consultation

The Psy.D. dissertation is intended to be both a learning experience and a demonstration that the student is capable of independent data-gathering activities as a professional psychologist. Data-processing activities during the research project will give the student the practical preparation to conduct independent data analyses as a professional, as well as the knowledge that may be needed to supervise data-processing activities of others.

As a demonstration of competence for independent professional functioning, the student will be responsible for selecting appropriate statistics and for dealing with computer applications to calculate those statistics. The student must be in a position to defend the selection of the statistical procedures, the interpretation of all data, and the manner in which they were implemented. In addition the student is expected to understand, explain, and defend the assumptions underlying any statistics used.

As a learning experience, it is important to receive statistical and methodological instruction from a variety of sources prior to, during, and after data processing activities. Course work serves as one source of preparation. Members of the dissertation committee may be chosen for their methodological and statistical expertise. With and only with the chair's permission, the services of an independent statistical consultant may be acquired for training in data processing.

In those cases where students may elect to seek consultation in matters of experimental design and data analysis, the student is encouraged to provide these consultants with a copy of this section prior to engaging their services. The requirements specified in this section do not preclude a student using a paid statistical consultant.

Please note: The role of a statistical consultant is to assist the student in learning how to design studies and process data. It is *not* the role of the consultant to do these activities for the student, and use of a consultant in this manner constitutes a violation of the academic honor code. The consultant does not serve as the technician between the student and the computer facilities or as a spokesperson for the student to the dissertation committee. In the event that there are discrepancies in the information from the variety of resources available to the student, the student is responsible for articulating a defense of the statistical choices that were made.

Editorial Consultation

The Psy.D. dissertation is intended to be a demonstration that the student is capable of critical thinking and independent authorship. As a demonstration of competence for independent professional functioning, the student will be responsible for mastery of APA Style in describing a review of the relevant literature, reporting procedures and findings, and presenting conclusions and implications for the field of professional psychology.

The student must be able to write in a clear, professional style that communicates effectively and unambiguously with the reader of the dissertation. As a learning experience, it is important to receive instruction and feedback from a variety of sources prior to, during, and after each draft of the manuscript. Academic course work serves as an important source of preparation for professional writing. Members of the dissertation committee may be chosen for

their writing expertise as well as for their mastery of the content area. With and only with the chair's permission, the services of an independent editorial consultant may be utilized for the purpose of providing additional training and feedback in writing drafts of the dissertation.

The requirements specified in this section do not preclude a student using a paid editorial consultant. Should a student elect to seek consultation in matters of writing style and communication, the student should provide the consultant with a copy of this section prior to engaging such services. In the event of discrepancies in preferred writing style from the variety of editorial resources available to the student, the student is responsible for resolving any such discrepancies with their dissertation committee.

Please note: The role of an editorial consultant is to assist the student in learning how to organize and present written material in the dissertation. It is *not* the role of the editorial consultant to write the dissertation for the student, and use of a consultant in this manner constitutes a violation of the academic honor code.

Maintaining Continuous Registration

Active status for matriculated students is maintained by enrollment in course work during the first three years of the Psy.D. program. Students who take an externship year should register for Dissertation Continuance (CPS 090, 091, or 092), in conjunction with PsyD Externship (CPS 060, 061, or 062). During the internship year, advanced students register for Predoctoral Internship (CPS 080, 081, or 082). Advanced students who are not registered for course work or predoctoral internship *must* maintain active status by enrolling in Dissertation Continuance (CPS 090, 091, or 092) each semester until the degree is awarded. This requirement assures deferral of student loan repayment, a valid student ID card, and access to dissertation advisement, institutional facilities, and other privileges of graduate students.

Registration for Dissertation Continuance may be waived for a student in the final semester of the program providing *all* the following conditions are met: (a) the student has filed a degree application to receive the Psy.D. at the next degree ceremony; (b) the student has completed all program requirements except for the dissertation; (c) the student has posted the announcement for the formal presentation of the Psy.D. dissertation no later than the first day of the semester, and (d) the formal presentation is scheduled for no later than two weeks after the first day of the semester.

Registration for Dissertation Continuance may also be waived for a student who has completed all degree requirements except for the predoctoral internship, but will not begin the internship for another one or more semesters. The student would instead pay the Continuous Enrollment fee to register for Post-Dissertation Continuance (CPS 070, 071, or 072) for the semesters prior to the start of the internship.

Failure to register for one (1) semester or more constitutes a break in the student's continuous registration and may require that the student formally seek readmission to the program to continue as a student. A student who is readmitted after a lapse of one (1) semester may resume the degree requirements of the *University of Hartford Graduate Bulletin* in effect at the time of the student's entry into the Psy.D. program. If the student has not been enrolled for a full academic year, except in special circumstances such as military service or extended illness, the requirements of the *Graduate Bulletin* in force at the time of re-admission must be met.

Readmission requires payment of all tuition and fees accrued during the lapsed period and approval of GIPP faculty.

Please note: The most updated list of fees can be found on the main GIPP website.

Flow Chart for the Proposal Review Meeting:

_____ 1. Student maintains continuous registration by enrolling and paying tuition for coursework, the internship fee, or the Dissertation Continuance fee each semester.

_____ 2. Student works with chair to complete a near-final draft of their dissertation proposal manuscript.

_____ 3. With approval from their chair, the student distributes the near-final draft of their dissertation proposal manuscript to their committee members a minimum of four weeks in advance of the anticipated review meeting.

_____ 4. Chair and committee members have two weeks to review and provide edits to student.

Note: Failure to follow the procedure above will result in a delay in scheduling the defense.

_____ 5. When the chair and committee members fully endorse the most recent draft of the dissertation, the student works with the chair, committee members, and Psychology Graduate Programs Specialist to schedule date, time, and place for review meeting. This must happen at least two weeks in advance of meeting.

_____ 6. The chair oversees the review meeting, a meeting in which the student presents the dissertation proposal to the committee for evaluation and discussion.

_____ 7. Upon satisfactory completion of the review meeting, the student submits a copy of the final, corrected dissertation proposal to committee members via the Dissertation Portal for review. The committee members and Director of Dissertation Research approve the *Approval of the Psy.D. Dissertation Proposal* via the Dissertation Portal.

_____ 8. Student obtains necessary review and approval from any non-University Human (or Animal) Subjects Committee.

_____ 9. Student obtains necessary review and approval from University Institutional Review Board (or the Institutional Animal Care and Use Committee).

Chapter IV Exhibit

     Exhibit E: Approval of the Psy.D. Dissertation Proposal (p. 22)

University *of* Hartford
Department of Psychology
Graduate Institute of Professional Psychology

Approval of the Psy.D. Dissertation Proposal

This is to certify that the Psy.D. Dissertation Proposal entitled _____

_____

_____
(Title of Dissertation Proposal)

presented by _____, has been approved unanimously by
(Name of Student)

the members of the Psy.D. Dissertation committee at the proposal meeting on _____.
(Date)

I acknowledge that, if my research project involves human (or animal) subject data, I will seek and obtain approval from the Institutional Review Board (or the Institutional Animal Care and Use Committee) at the University of Hartford prior to any data collection. If applicable, I will obtain similar approval from the committee responsible for protecting the welfare of research participants at any other institution involved in data collection for this research.

_____
Student Signature

_____	_____	_____
Dissertation Chair Name	Institution and Department	Signature
_____	_____	_____
2nd Member Name	Institution and Department	Signature
_____	_____	_____
3rd Member Name	Institution and Department	Signature

Note: Please attach a copy of the approved Dissertation Proposal.

_____   _____
Director of Dissertation Research   Date

CHAPTER V

TYPING AND ORGANIZING THE DISSERTATION MANUSCRIPT

The student is expected to be well acquainted with proper format and style required for the Psy.D. dissertation manuscript. Consult the seventh (or most recent) edition of the *Publication Manual of the American Psychological Association* (APA, 2020) for guidance concerning grammatical and stylistic elements, such as quotations, abbreviations, capitalization, punctuation, footnotes, references, and preparation of tables and figures. The section on doctoral dissertations notes that universities usually have special rules (as highlighted below) regarding formatting of the dissertation manuscript.

Each candidate assumes full responsibility for correctness of content and form of all copies of the Psy.D. dissertation and for having all pages present and in the proper order. If a typist is engaged by the student, the typist is responsible for preparation of the manuscript in accordance with instructions given by the student author. Typists are not expected to research style manuals or to edit materials.

A sample dissertation is provided in Appendix C to illustrate the following points.

Typing Format

Punctuation and Style

Margins. All margins are to be one inch. Margins should be aligned on the left and uneven (ragged) on the right. Use standard rules of syllabication for hyphenating words at the ends of lines. Hyphenation should not occur on more than two (2) adjacent lines.

Line spacing. The Psy.D. dissertation manuscript must be *double-spaced* throughout, with the following exceptions for the Table of Contents, reference list, and lengthy quotations. In the Table of Contents, headings greater than one line are single-spaced, with a blank line (i.e., double-spacing) between headings. Similarly for the reference list, each entry is single-spaced, with a blank line (i.e., double-spacing) between entries. The format for lengthy quotations is described below.

Quotations. Direct quotations must be referenced and reproduced with complete accuracy as to words, capitalization, spelling, and punctuation. Direct quotations of no more than four (4) typewritten lines are enclosed in quotation marks and included within the paragraph. For direct quotations that exceed four (4) typewritten lines, no quotation marks are used. The quotation is set off from the text in a separate paragraph (or paragraphs), indented one-half inch from each margin, and is single-spaced. If there is a new paragraph within the quotation, it is indented an additional one-half inch.

Omission of words within quotations is permissible, provided that the sense of the quotation is not distorted. Omissions will be indicated by three (3) periods (i.e., ellipse marks) with alternating spaces. When one (1) or more sentences at the end of a paragraph is omitted, four (4) periods are used instead of three (3).

Paragraphs. Indent the first line of each paragraph one-half inch from the left margin.

Pagination. As seen in the sample dissertation (see Appendix C), the first set of preliminary pages (Approval Page, Brief Curriculum Vitae, and Abstract) do not contain page numbers. The second set of preliminary pages begins with the Title Page, which is understood to be page i, even though the page number is excluded from this page. From the blank page after the title page up to the page just prior to the start of Chapter I, pages are designated with lower-case Roman numerals at the bottom center of the page. Beginning with page 1of Chapter I, Arabic numerals are placed at the upper right-hand corner of the page, three (3) lines from the top, flush with the right-hand margin. This pagination continues for the remainder of the dissertation. Figures and tables that appear as separate pages are numbered consecutively with the other manuscript pages. Appendices, references, and footnotes are also numbered consecutively.

Running head. The running head should be typed in all uppercase letters and placed at the top left corner of each page (*i.e.,* the header) of the document, beginning on page 1. In contrast to the instructions described in the *Publication Manual of the American Psychological* Association (APA, 2020), the running head should *not* be included on the title page of the dissertation. A maximum of 50 characters, including letters, punctuation, and spaces between words, can be used for the running head.

Tables, figures, and other materials. Tables follow the format described in the *Publication Manual of the American Psychological Association* (APA, 2020). Prepare figures in a professional manner suitable for journal submission. In contrast to APA style, figure captions appear on the same page as the figure, as they would appear in a published journal. Sources and documentation should be provided for all illustrative materials that do not originate with the author of the Psy.D. dissertation manuscript.

Any table, figure, or other material (e.g., photograph or drawing) is incorporated into the text in the area of the manuscript in which it is first described. Good practice is to insert the table or figure as a separate page immediately following the page of text in which it was first referenced. In contrast to APA style, two or more small tables or figures may be included on the same page. Likewise, a page may include one part text and one part table (or figure), provided that three (3) blank lines separate the two parts.

Organizing the Manuscript Sections

The sections of a dissertation manuscript must be arranged in the following order:

Part A: Unnumbered preliminary pages. The first set of preliminary pages are not numbered and do not contain a running head.

1. *Committee Approval List.* The Committee Approval List should a list of the names of the committee members and a statement regarding their approval of the dissertation. No original signatures should be included. A sample Committee Approval List is provided in Exhibit F.

2. *Brief Curriculum Vitae.* Biographical information furnished in tabular form includes the author's name, record of graduate and undergraduate education with major and minor areas, degrees received, degree to be conferred with official conferral date, publications,

professional presentations, and previous positions held. Additionally, a date of preparation should be included. This should be limited to a maximum of two pages. **Please note:** For personal security, items such as date and place of birth, social security number, home address, and phone number should be deleted from this version of the CV. An email address below the student's name will suffice for contact information. A sample CV is provided in Exhibit G.

3. *Abstract.* The Abstract (Exhibit H) is a summary of the dissertation. The heading of the Abstract contains the title of the Psy.D. dissertation, the year that the degree will be officially conferred, and the names of the author and committee chair. The format of this summary must not exceed the following parameters of the computerized process that ProQuest/UMI uses to reproduce the abstract for publication in *Dissertation Abstracts International*.

   (a) Length not to exceed 350 words.

   (b) A maximum of 2,450 typewritten characters. The count of characters includes spaces and punctuation in a line.

   (c) An average of about 70 characters per line.

   (d) A maximum of 35 lines.

   Part B: Paginated preliminary pages. The second set of preliminary pages is paginated with lower-case Roman numbers centered at the bottom of the page (i.e., footer). These pages do not contain a running head.

4. *Title Page.* The Title Page (Exhibit I) is understood to be page i, but the page number is excluded from this page. It should include the title of the dissertation in bold, Times New Roman font with all letters capitalized. If the title runs more than one line, the lines should be double spaced. Additionally, name of the author, previous degrees conferred, statement regarding the dissertation as a partial fulfillment of doctoral requirements, and the year the doctoral degree will officially be conferred should also be included. All contents should be centered and positioned in the upper half of the page. The running head should be omitted from this page.

5. *Blank Page.* This page is left blank, except for the page number (ii) in the footer.

6. *Copyright Page (Optional).* Under the United States Copyright Law, duplication of published work without a notice of copyright ordinarily results in dedication of the work to the public domain, which may defeat any later attempt to gain copyright protection. However, copyrighting a Psy.D. dissertation may present some difficulty in having it later published in a professional journal. Further information about copyrighting is available online at: http://www.copyright.gov/.

   If copyright protection is desired, a copyright page must be inserted in the Psy.D. dissertation manuscript on the *reverse* side of the blank page that immediately follows the title page. This page is not numbered and is placed so that the type is centered in the middle of the page. The copyright notice should appear as in the following example:

7. *Dedication (Optional).* This section calls attention to people or ideals that are important enough to the author to receive dedication of the Psy.D. dissertation. Examples are: "To my parents," "To Pat, my love," or "To the advancement of psychology as a science, as a profession, and as a means of promoting human welfare." If included, the optional Dedication is numbered as page iii at the bottom center of the page.

8. *Foreword (Optional).* The Foreword is an optional section used primarily to mention matters of background that are necessary for an understanding of the Psy.D. dissertation, but that do not logically fit into the text. The following items may be included in the Foreword: reasons for the selection of the topic, the scope and limitations of the investigation undertaken, an explanation as to how the topic fits into the existing literature, and difficulties encountered. A Foreword is not necessary if these matters are more appropriately discussed in the text of the dissertation. The Foreword is not the same as the Introduction, which is a Chapter in the main body of the dissertation manuscript.

9. *Acknowledgements (Optional).* An Acknowledgments page is also optional. Its purpose is to express the author's recognition and appreciation for the guidance and assistance received in planning and conducting the research project and in the preparation of the dissertation manuscript. **Please note:** Psy.D. dissertation manuscripts do not include *both* a Foreword and an Acknowledgments page. If a Foreword is provided, this includes whatever acknowledgments are expressed by the author, and a separate Acknowledgments page is not included.

10. *Table of Contents.* The Table of Contents (Exhibit K) lists the headings of chapters, sections, and subsections of the Psy.D. dissertation, as well as their beginning page numbers. The first section that is listed in the Table of Contents is the Foreword or Acknowledgments section, or, if the dissertation manuscript contains neither, the first chapter. The Table of Contents also lists the page numbers on which the reference list and any appendices begin. The unnumbered preliminary pages and the Title Page are not listed in the Table of Contents. Headings which exceed one line are single-spaced, and there is a blank line (i.e., double-spacing) between headings.

The wording, punctuation, and capitalization of all headings listed in the Table of Contents must correspond exactly to the headings as they appear in the text of the manuscript. The Table of Contents is not only a guide to the order and location of the various sections of the manuscript, it is also a visual representation of the organization of the material. The relationship between chapters, sections, and subsections is reflected in the capitalization of headings, according to the *Publication Manual of the American Psychological Association* (APA, 2020). Chapter headings begin at the left margin, level one headings are indented once, and level two headings are indented twice. Only chapter headings, level one, and level two headings should be included in the Table of Contents.

11. *Lists of Tables, Figures, and Other Materials (if any).* If the dissertation manuscript contains figures, tables, photographs, drawings, or other material, each of these lists is presented on a separate page following the Table of Contents. The List of Tables (Exhibit L) is presented first, followed (if needed) by a List of Figures (Exhibit M) and an appropriately titled list of

any other materials. The title of all tables should appear in the List of Tables exactly as it appears in text. The figure caption should appear in the List of Figures exactly as it appears in text, except that only the first sentence of a lengthy figure caption is included in the list.

Part C: Body of text. Beginning with page 1 of the first chapter, all remaining pages have a header which includes the running head adjusted to the left margin and page number adjusted to the right margin.

12. *Chapters.* Each chapter represents an important division of the dissertation manuscript. The wording, punctuation, and capitalization of each chapter are identical to that in the Table of Contents. Chapters are numbered with upper-case Roman numerals and centered at the top of a new page, as follows:

<div align="center">

CHAPTER I

INTRODUCTION

</div>

Chapter headings are printed in capital letters, bold font, and no terminal punctuation. The word "CHAPTER" is followed by a Roman numeral indicating the chapter number. It is followed two (2) lines below by the title of the chapter, also centered, in all capital letters, bold font, and no terminal punctuation. Titles longer than one line are to be double-spaced, with each line centered. Each new chapter begins on a new page, with the first line of the heading (i.e., chapter number) placed 1-1/2 inches from the top of the page.

A chapter may be further divided into smaller parts, following APA style for five levels of heading. Section headings (level 1) are centered, in bold font, with the first letter of each major word capitalized. A section may be divided into subsections (level 2), with headings that are flush to the left, in bold font, with the first letter of each major word capitalized. A subsection may be further divided into level 3 headings (flush to the left, in bold italic font, with the first letter of each major word capitalized), level 4 headings (idented, in bold font, with the first letter of each major word capitalized, ending in a period), and level 5 headings (idented, in bold italic font, with the first letter of each major word capitalized, ending in a period). Below are examples of these five types of headings:

<div align="center">

CHAPTER NUMBER

CHAPTER TITLE

Level 1 Heading

</div>

Text follows on the line below as a new paragraph.

Level 2 Heading

Text follows on the line below as a new paragraph.

Level 3 Heading
Text follows on the line below as a new paragraph. **Level 4 Heading.** Text follows on same line. *Level 5 Heading.* Text follows on same line.

Although additional levels may be utilized in APA style, three levels of heading are usually sufficient for organizing a chapter. The following matrix shows the relationship of three levels of heading within a chapter. With the left column indicating the level of heading for the preceding text, the meaning conveyed to the reader by introducing a new level of heading for subsequent text is indicated in the next three columns. You are permitted to move upward one or more levels of heading, but must move downward only one level at a time.

Preceding Level of Heading	New Level of Heading		
	Level 1 Heading	**Level 2 Heading**	**Level 3 Heading**
Level 1 Heading	**Same level:** You are moving on to the next section of the chapter.	**Down 1 level:** You are developing the topic in the section by considering a specific sub-topic.	**Down 2 levels:** *Not allowed.* Use a subsection heading to move down 1 level instead.
Level 2 Heading	**Up 1 level:** You have completed the final subsection and are moving on to the next section of the chapter.	**Same level:** You are moving on to the next sub-topic of the section.	**Down 1 level:** You are developing the sub-topic by considering an even more specific paragraph-level topic.
Level 3 Heading	**Up 2 levels:** You have completed the final paragraph topic of the final subsection. You are moving on to the next section of the chapter.	**Up 1 level:** You have completed the final paragraph topic in the subsection. You are moving on to the next sub-topic of the section.	**Same level:** You are moving on to the next paragraph topic of the subsection.

13. *References.* The Reference list contains all of the works cited by the author. This list should begin a new page, with **REFERENCES** centered at the top of the page. The format for references follows the *Publication Manual of the American Psychological Association* (APA, 2020), except that references are single-spaced, with a blank line between entries.

14. *Footnotes (if any).* Footnotes are used to supplement or to amplify substantive information in the text. In dissertation manuscripts, footnotes are not inserted at the bottom of pages in the text, but are listed by number in a separate section after References.

15. *Appendices (if any).* The purpose of placing material in an appendix is to keep the text from being interrupted or cluttered with supplementary, illustrative materials. Instructions, questionnaire items, consent forms, research committee approval letters, very lengthy quotations, and excerpts from behavioral diaries are among the items that may be included in appendices. Each appendix is designated by letter (Appendix A, Appendix B, etc.) in the same sequence as it is mentioned in the manuscript. Pages in the appendix continue the pagination of the dissertation manuscript following the references and/or footnotes.

Each appendix begins on a new page. If space permits, the appendix number (e.g., Appendix A) is centered at the top of the page, with the title of the appendix centered on the next double-spaced line. Another option is to center at the top of the page the appendix number, followed by a colon, two spaces, and the title of the appendix. A third option is to insert a title page prior to the appendix. The appendix number is centered on this page, with the title of the appendix centered on the next double-spaced line.

Please note: Copyrighted materials (e.g., questionnaires or tests) should only be included as an appendix with written approval from the holder of the copyright. If approval to reproduce copyrighted materials is not obtained, a reference citation or publication address will suffice.

<table>
<tr><td colspan="2">Chapter V Exhibits</td></tr>
<tr><td>Exhibit F:</td><td>Sample Committee Approval List (p. 29)</td></tr>
<tr><td>Exhibit G:</td><td>Sample Curriculum Vitae (pp. 30-31)</td></tr>
<tr><td>Exhibit H:</td><td>Sample Abstract (p. 32)</td></tr>
<tr><td>Exhibit I:</td><td>Sample Title Page (p. 33)</td></tr>
<tr><td>Exhibit J:</td><td>Sample Table of Contents (pp. 34-35)</td></tr>
<tr><td>Exhibit K:</td><td>Sample List of Tables (p. 36)</td></tr>
<tr><td>Exhibit L:</td><td>Sample List of Figures (p. 37)</td></tr>
</table>

COMMITTEE APPROVAL LIST

This dissertation has been examined and approved in partial fulfillment of the requirements for the degree of Doctor of Psychology by:

Dr. Carlene Davidson, Assistant Professor of Psychology
University of Hartford
Dissertation Chair

Dr. Kelly Weber, Associate Professor of Psychology
University of Hartford
Second Reader

Dr. Smith Kidkarndee, Associate Director of the Graduate Institute of Professional Psychology
University of Hartford
Third Reader

Dr. Kristine Kennen
Director of Dissertation Research

Dr. Jennifer Petro
Director of GIPP

Dr. Kristin Comeforo
Chair, A&S Graduate Studies Committee

On December 6, 2023

EXHIBIT G

CURRICULUM VITAE

Susan Jean Williamson

sjwilliam@hartford.edu

Education

2023, May	Psy.D., Clinical Psychology, Graduate Institute of Professional Psychology, University of Hartford, West Hartford, Connecticut.
2020, September	M.A., Psychology, University of Hartford, West Hartford, Connecticut.
2018-19	18 graduate credits, Department of Psychology, Cleveland State University, Cleveland, Ohio.
2018, August	Certificate of Completion, Radio Broadcasting, Ohio School of Broadcasting, Parma, Ohio.
2017, May	B.S., with honors, Psychology and Biology, Cleveland State University, Cleveland, Ohio.

Awards and Honors

2016-present	Member, Kappa Beta Phi
2015	Who's Who in Ohio Collegiate Biology
2013	National Merit Scholarship Semifinalist

Professional Experience

2022-present	Predoctoral Intern, Consortium for Greater Psychological Health and Well-being, Hartford, Connecticut.
2021-present	Adjunct Instructor, West Central Community College, Northville, Connecticut.
2021-22	Clinical practicum, Mechanized Care Unit, Almagamated Hospitals and Clinics, Hartford, Connecticut.

Professional Experience (Continued)

2020-22	Teaching Assistant, Graduate Institute of Professional Psychology, University of Hartford.

2020-21	Clinical practicum, Outpatient Mental Health Center, Tiny Clinic in the Vale, West Pleasantville, Connecticut.
2015-17	Research Associate, Department of Psychology, Cleveland State University.
2014-15	Research Assistant, Department of Biology, Cleveland State University.

Publications

Hoople, M. T., & Williamson, S. J. (2021). Wilbur J. Wilbur: A man of his time and ours. *The American Behaviorist, 9*, 357-359.

Presentations

Williamson, S. J., & Stromboli, I. J. (2022, August). Reasons why most people think that managed care is not too good an idea: A survey. Paper presented at the meeting of the American Psychological Association, New Orleans, LA.

Hoople, M. T., Wilson, A. M., & Williamson, S. J. (2021, July). The influence of maverick psychologists on psychology as we know it. Paper presented at the meeting of the Connecticut Psychological Association, East Rogaine, Connecticut.

Date of Preparation: May 2023

EXHIBIT H

ABSTRACT

WILBURIAN THEORY IN CLINICAL PRACTICE: A SURVEY COMPARING

PSYCHOLOGISTS WHO FAVOR OR DISFAVOR SHORT-TERM THERAPY

Susan J. Williamson, Doctor of Psychology, 2023

Psy.D. Dissertation Chaired by Wilbur J. Wilbur, Jr., Psy.D.,
Associate Professor, Graduate Institute of Professional Psychology

Recent trends in psychotherapy practice have included an increased emphasis on short-term therapy and greater reliance on treatment manuals. While such trends can be directly attributable to the managed care of mental health services, a historical review of the psychotherapy literature reveals several examples of short-term, manualized treatment approaches over 75 years ago. One early proponent of this type of psychotherapy is the maverick psychologist, Wilbur J. Wilbur. Wilbur (1925; Wilbur & Mendota, 1927) developed a controversial two-hour psychotherapy format, in which the therapist quickly engages the client with unconditional acceptance, then confronts the client's problems using standardized comments of a derogatory nature. At the critical juncture, therapy abruptly shifts back to standardized affirmations of the client's inherent self-worth.

To explore the current appreciation of Wilbur's theories, 150 licensed psychologists were randomly sampled from the list of licensed psychologists in Connecticut. Seventy-six useable surveys were returned, for a response rate of 50%. Results showed that, while over 90% of those surveyed routinely engaged in therapy of six sessions or less, 34% voiced reservations about whether short-term therapy can produce lasting change in therapy. Respondents who favored short-term therapy rated Wilbur's ideas as more potentially effective, more ethical, and more consistent with current psychotherapy research than did those who disfavor short-term therapy.

EXHIBIT I

WILBURIAN THEORY IN CLINICAL PRACTICE: A SURVEY COMPARING

PSYCHOLOGISTS WHO FAVOR OR DISFAVOR SHORT-TERM THERAPY

by

Susan Jean Williamson

B.S., with honors, May 2017, Cleveland State University
M.A., May 2021, University of Hartford

Psy.D. Dissertation submitted to the
Graduate Institute of Professional Psychology
Doctoral Program in Clinical Psychology
University of Hartford
in partial fulfillment of the
requirements for the degree of
Doctor of Psychology
2023

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CHAPTER VI

THE FORMAL PRESENTATION OF THE DISSERTATION

When the student has completed a final draft of the dissertation manuscript, this work is ready for the formal presentation of the Psy.D. dissertation. This formal meeting includes the student, the dissertation committee, and any other interested parties (as noted below). The formal presentation, often referred to as an oral exam or dissertation defense, determines whether the student has successfully completed the requirements for the Psy.D. dissertation. In almost all cases, final approval of the dissertation is contingent upon at least minor revisions of the manuscript after the presentation. The revised and approved manuscript is then presented to the larger academic community by making it available through ProQuest Dissertation Services.

Announcement of the Formal Presentation of Psy.D. Dissertation

After the dissertation chair has agreed that the Psy.D. dissertation manuscript has been completed, the student should distribute copies of the manuscript to all members of the dissertation committee at least two (2) weeks prior to the announcement of the formal presentation. Conservatively, this is at least four (4) weeks prior to the anticipated date of the formal presentation. Committee members will use the first two (2) weeks to review and evaluate the manuscript. When all members of the committee have given final approval to the finished manuscript, the student is permitted to schedule and announce the formal presentation two (2) weeks afterward.

The time and place of the formal presentation must be scheduled through the Psychology Graduate Programs Specialist. The formal presentation must be announced at least two (2) weeks in advance, using the *Announcement of Dissertation Formal Presentation* (see Exhibit M). The student should contact the program specialist to ensure that the announcement is posted on departmental bulletin boards, submitted to UNotes, and emailed to all Psychology faculty, staff, and students. In addition, the student should arrange for any audio/visual equipment that may be required.

The Formal Presentation

In addition to committee members, the formal presentation is open to members of the University community and persons invited by the student. All attendees, however, are reminded that the central purpose of this meeting is an oral examination of the student's dissertation project and manuscript. During the formal presentation, the student presents and discusses the hypotheses or questions, methods, results, and interpretations of the dissertation. This presentation should last approximate twenty (20) minutes. Following the presentation, 20 to 30 minutes should be allotted to a general question-and-answer period. This provides for dialogue among the student, committee members, and other attendees. After the question-and-answer period, the committee asks the student and any attendees to leave the room. The committee will then discuss the student's performance, decide whether to accept the dissertation (i.e., pass the student), and agree upon any required changes to the dissertation. The student then returns, is advised of the outcome, and receives a summary of any changes required by the committee. The committee's approval of the dissertation, pending any changes, must be unanimous. This

complete formal presentation process shall last no longer than one (1) hour and thirty (30) minutes.

After the formal presentation is completed, any and all final revisions must be made to the satisfaction of all committee members. Following the committee's approval, the student must submit the approved copy of the manuscript to the Director of Dissertation Research. The Director of Dissertation Research will then review the manuscript and request any final formatting and APA style edits that may be necessary. Any edits requested by the Director of Dissertation Research will not include content material. Once the student has made these final edits, they should submit the revised manuscript, in PDF format, to the Director of Dissertation Research who will then provide their approval via the Dissertation Portal, which will then be forwarded to the GIPP director and then to the Chair of the A & S Graduate Studies Committee for their respective review and approval.

Please note. The official date for completion of the Psy.D. dissertation is the approval date of the GIPP director on the *Approval* form. The A & S evaluator announces the deadline for depositing dissertation copies for each semester in which degrees are conferred. Consequently, the student should plan to obtain all necessary signatures as far ahead of the deadline as possible.

Manuscript Distribution

Publication of the Psy.D. Dissertation

To make the scholarship of University of Hartford students accessible to scholars beyond our campus, University policy requires that doctoral recipients submit a complete final copy of the dissertation for publication by ProQuest Dissertation Services. The entire Psy.D. dissertation is published by ProQuest and made accessible in various formats (including print and online). The dissertation abstract is indexed by ProQuest in *Dissertation Abstracts International*.

Please review the most up-to-date instructions for the ProQuest electronic submission process: https://www.hartford.edu/academics/library/services/dissertation-submission/. If a student is interested in having their dissertation bound, ProQuest offers this service or they can seek out a separate binding company. Please note: Bound copies are not required.

After the ProQuest electronic submission process is complete, the student will receive a confirmation email directly from ProQuest. At that time, the librarian notifies chair of the A & S Graduate Studies Committee that the dissertation has been accepted by ProQuest. This serves as the final element of the dissertation process.

Please note. ProQuest allows University of Hartford students and faculty free full-text accessibility to dissertations and theses completed at our University. Interested individuals outside the University of Hartford community would need to purchase a student's dissertation to view it in its entirety. The searchable database is available at the Harrison University Libraries website (http://library.hartford.edu); select "Databases and articles" on the homepage, submit a "Search All" request, and then select the "Dissertations and Theses @ University of Hartford" database.

Copyright Registration (Optional)

If a student wishes ProQuest/UMI to act as an agent in securing the copyright, this can be indicated during the submission process. This service is available for a fee (plus any filing fee set by the U.S. Copyright Office). The student may also choose to file a copyright at a later date through ProQuest or by other means.

Flow Chart for the Formal Presentation

_____ 1. Student verifies continuous registration each term by enrolling and paying tuition for coursework, the internship fee, or the Dissertation Continuance fee each semester.

_____ 2. Student completes a near-final draft of dissertation for review and distributes it to chair and committee members a minimum of four weeks in advance of the anticipated formal meeting.

_____ 3. Chair and committee members have two weeks to review and provide edits to student.

Note: Failure to follow the procedure above will result in a delay in scheduling the defense.

_____ 4. When the chair and committee members fully endorse the most recent draft of the dissertation, the student works with the chair, committee members, and Psychology Graduate Programs Specialist to schedule date, time, and place for formal presentation. This must happen at least two weeks in advance of meeting.

_____ 5. Student contacts the Psychology Graduate Programs Specialist to distribute the announcement of the formal presentation to all Psychology faculty, staff, and students and have it posted to UNotes a minimum of two weeks in advance of meeting.

_____ 6. The Chair oversees the formal presentation, a meeting in which the student presents the dissertation to the committee for evaluation and discussion.

_____ 7. Upon satisfactory completion of the formal presentation, the student submits a copy of the final, corrected dissertation to committee members for review. The committee members approve the *Approval of the Psy.D. Dissertation* form after all revisions to the dissertation manuscript are completed.

_____ 8. The student electronically submits a copy of the final, corrected dissertation (including the signed *Approval*) to the Director of Dissertation Research for final review. Director of dissertation research requests any format or APA style edits and then indicates approval on the *Approval* form upon receipt of the edited manuscript.

_____ 9. The manuscript and *Approval* are forwarded to the GIPP director and to the chair of the A & S Graduate Studies Committee for review and approval. Psychology Graduate Programs Specialist files the manuscript and final *Approval* in the student's file for record-keeping.

Flow Chart for the Formal Presentation (cont'd)

_____ 10. Student electronically submits the final dissertation manuscript to ProQuest, following the instructions provided on the library website. If desired, ProQuest will act to secure a copyright of the dissertation.

_____ 11. Librarian notifies chair of the A & S Graduate Studies Committee once ProQuest confirms submission of the final dissertation manuscript.

Chapter VI Exhibits

University *of* Hartford

Department of Psychology

Graduate Institute of Professional Psychology

Doctoral Program in Clinical Psychology

Announcement of

Formal Presentation of the Psy.D. Dissertation

for the degree of

Doctor of Psychology

Candidate:

Dissertation Title:

Date & Time:

Location: University of Hartford
              East Hall Room 117J
              200 Bloomfield Avenue
              West Hartford, CT 06117

Dissertation Committee:

All members of the University community are invited to attend.

University *of* Hartford
Department of Psychology
Graduate Institute of Professional Psychology

Approval of the Psy.D. Dissertation

This is to certify that the Psy.D. Dissertation entitled _____

_____

_____
(Title of Dissertation)

presented by _____ ,
(Name of Candidate)

_____ ,
(BA/BS, year, institution)

_____ ,
(MA/MS, year, institution)

has been approved unanimously by the Psy.D. dissertation committee on _____.
(Date)

(1) _____   (2) _____
Dissertation Chair Name   2nd Member Name

_____   _____
Signature   Signature

_____   _____
Institution and Department   Institution and Department

_____   _____
Title   Title

(3) _____   (4) _____
3rd Member Name   4th Member Name (optional)

_____   _____
Signature   Signature

_____   _____
Institution and Department   Institution and Department

_____   _____
Title   Title

Received: _____   _____
          Director of Dissertation   Date   Director of GIPP   Date
          Research

Received: _____   _____
          Chair, A&S Graduate Studies Committee   Date

CHAPTER VII

GRADUATION AND COMMENCEMENT

The University officially awards degrees in September, January, and May of each year, but commencement exercises are held only in May. For information regarding commencement exercises, the student should visit the University of Hartford website (www.hartford.edu); go to Quick Links and then Commencement.

Graduation Timetable

A conservative date for submitting the finished dissertation manuscript to committee members is ten (10) weeks prior to commencement. This timetable provides for two (2) weeks that members of the committee are allowed to review the manuscript prior to giving permission for scheduling the formal presentation of the Psy.D. dissertation, two (2) weeks required between the announcement and the meeting for the formal presentation, two (2) weeks for revising and copying the manuscript to be submitted to the Director of Dissertation Research, two (2) weeks for the Director of Dissertation Research to review and provide requested edits, and two (2) weeks for revising the manuscript with the final formatting edits, getting approvals from the Director of Dissertation Research, the GIPP Director, and Chair of the A & S Graduate Studies Committee, uploading the final manuscript with *Approval* to ProQuest, and receive certification for graduation by the A & S evaluator.

The student should begin this final countdown as early in the semester as possible. While it may be possible for the sequence to be shortened somewhat, it is inappropriate for the student to subject faculty and other University personnel to pressures to accommodate last-minute submissions.

Graduate Degree Application

All students anticipating graduation must complete a formal application for the graduate degree, which is available from the A & S evaluator or from the Office of the Registrar. The student submits the application form to the registrar with the applicable fee. It is recommended that formal application be made at the start of the semester in which the student expects to graduate. The initial application and fee are in effect for one (1) year, after which another application and fee are required. The degree application also provides a timely occasion to review remaining program requirements with the A & S evaluator who eventually will be responsible for certification of the student's transcript for graduation.

Certification for Graduation

The student is not certified for graduation until the chair of the A & S Graduate Studies Committee informs the A & S evaluator that all dissertation requirements and forms have been completed and the A & S evaluator certifies that all other University requirements have been met. Prior to the anticipated semester of graduation, the student should check with the A & S evaluator to assure that all program requirements will have been met.

Last Minute Reminders

As the Psy.D. dissertation nears completion and as graduation approaches, several items may be overlooked that could interfere with graduation. Please make sure to:

- Rectify all grades of Incomplete for previous course work.
- Return borrowed testing equipment, supplies, and library books.
- Return keys to the department and to practicum agencies.
- Pay any outstanding library fines.
- Pay any outstanding parking tickets.

Commencement Exercises

GIPP strongly encourages public recognition for completion of the Psy.D. degree through participation in the May University commencement exercise. Caps, gowns, and hoods are available for rental or purchase through the University of Hartford. Students planning to participate in the May commencement should make arrangements for rental or purchase of academic regalia by the specified deadline.

Flow Chart for Graduation and Commencement

_____ 1. Student maintains continuous registration by enrolling and paying tuition for coursework, the internship fee, or the Dissertation Continuance fee each semester.

_____ 2. Student contacts the A & S evaluator to submit Graduate Degree Application.

_____ 3. Student requests verification of completion of requirements from A & S evaluator.

_____ 4. Student checks with the University bursar and Department of Psychology program specialist that there are no outstanding fees or departmental responsibilities.

_____ 5. If attending commencement exercises, student places order for cap, gown, and hood.

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American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Trierweiler, S. J., Stricker, G., & Peterson, R. L. (2010). The research and evaluation competency: The local clinical scientist-review. In M. B. Kenkel, & R. L. Peterson (Eds.), *Competency-based education for professional psychology* (pp. 125-141).

APPENDIX A: DISSERTATION DIRECTORY

Name	*Title*	*Office*	*Phone*	*Email*
Comeforo, Dr. Kristin	Chair, Arts & Sciences Graduate Studies Committee	HJGE 225	4161	Comeforo
Felmlee, Dr. Duffy	Co-Chair, Institutional Review Board	Dana Hall 408	4416	IRB
Gordils, Dr. Jon	Chair, Research Participant Pool	East Hall 210	5331	Psypool
Kennen, Dr. Kristine	Director, Dissertation Research	East Hall 117L	5214	Kennen
Nicklin, Dr. Jessica	Co-Chair, Institutional Review Board	CC 311	5365	IRB
Petro, Dr. Jennifer	GIPP Director	East Hall 117H		Petro
Pond, Gwen	Electronic Resources Coordinator	HJG, L108	5950	Gpond
Quinn, Emily	Arts & Sciences Evaluator	Hillyer Hall 204	4257	Emquinn
Registrar		Beatrice Fox Auerbach Computer and Administration Center (2nd Floor)		Registrar
Strand, John	Psychology Graduate Programs Specialist	East Hall 117	5391	Strand
Wasko, Dr. Dennis	Chair, Institutional Animal Care and Use Committee	Hillyer Hall 155	4925	Wasko

Note.   Mailing address for all offices: University of Hartford, 200 Bloomfield Avenue, West Hartford, CT 06117.

Area code and prefix for all phone numbers: (860) 768-xxxx.

Server for all email addresses: hartford.edu.

APPENDIX B: SUMMARY OF FEES

Fee	Amount	Payee	Recipient
Graduate degree application	$208, if paid by deadline $225, if late https://www.hartford.edu/about/offices-divisions/office-registrar/graduation/default.aspx	University of Hartford	Registrar
Publication of dissertation	No fee https://www.hartford.edu/academics/library/services/dissertation-submission/dissertation-essay.aspx Students are advised to check with ProQuest for fees associated with optional copyright registration.	ProQuest	ProQuest

Note.   All fees are current as of this printing, but are subject to change. Rental of cap, gown, and hood are an additional fee. See websites for further information.

APPENDIX C: SAMPLE DISSERTATION

COMMITTEE APPROVAL LIST

This dissertation has been examined and approved in partial fulfillment of the requirements for the degree of Doctor of Psychology by:

Dissertation Chair
Dr. Kathy McCloskey, Professor of Psychology
University of Hartford

Dr. Jack L. Powell, Professor of Psychology
University of Hartford

Dr. R. Halstead, Professor Emeritus
USJ Department of Counseling and Behavioral Studies

Dr. Kristine A. Kennen
Director of Dissertation Research

Dr. Jack L. Powell
Interim Director of GIPP

Dr. Kristin Comeforo
Chair, A&S Graduate Studies Committee

On April 25, 2023

CURRICULUM VITAE

Allison C. Riege

alcollins@hartford.edu

Education

2024, September	PsyD, Clinical Psychology, University of Hartford, West Hartford, Connecticut
2021, May	M.A., Psychology, University of Hartford, West Hartford, Connecticut
2014, May	M.A., Clinical Mental Health Counseling, University of St. Joseph, West Hartford, Connecticut
2010, May	B.A., English, University of Connecticut, Storrs, Connecticut

Clinical Experience

2022-present	Clinical practicum, Anxiety Treatment Center, Farmington, Connecticut
2021-2022	Clinical practicum, Professionals Program, Institute of Living, Hartford, Connecticut
2021-2022	Clinical practicum, Psychological Testing Services, Institute of Living, Hartford, Connecticut
2020-2021	Clinical practicum, Counseling and Wellness Center, Trinity College, Hartford Connecticut
2013-2014	Counselor, Office of Accessibility, Eastern Connecticut State University, Willimantic, Connecticut
2012-2014	Clinical Practicum, Psychological Services, Eastern Connecticut State University, Willimantic, Connecticut

Research Experience

| 2013-2014 | Research Assistant, Department of Marriage and Family Therapy, University of Saint Joseph, West Hartford, Connecticut |

Awards and Honors

| 2014, May | Excellence in Counseling |

ABSTRACT

DIAGNOSING PERSONALITY DISORDERS WITHIN A DIMENSIONAL FRAMEWORK:

A PROPOSED CURRICULUM FOR GRADUATE TRAINING

Allison Riege, Doctor of Psychology, 2024

PsyD Dissertation Chaired by Kathy McCloskey, Ph.D., Psy.D., ABPP
Professor, Graduate Institute of Professional Psychology

Training competent psychologists, capable of understanding and incorporating empirically-supported research within clinical application, is a foundational tenet in the field of professional psychology. Often, there is a significant gap between research and practice, a prominent example being the current method of educating and training graduate students in psychology regarding personality disorders (PDs). Although a valid and reliable method for diagnosing and conceptualizing PDs has a contentious history within the mental health field, there is a well-supported call to shift from the current categorical method of diagnosis to a hierarchical dimensional model. Notably, trainees and other novice psychologists often feel distinctly unprepared to accurately assess and treat clients who present with personality-level dysfunction. Attention to this area of competency is warranted considering the high probability that students will see many individuals presenting with PDs within clinical training sites. Broadly, research strongly supports the clinical utility and efficacy of a dimensional method of diagnosis. Here, I provide a review of the extant literature and an academic curriculum module that uses an evidence-based approach for training graduate-level psychologists in a trait-based, dimensional framework for diagnosing and conceptualizing PDs.

DIAGNOSING PERSONALITY DISORDERS WITHIN A DIMENSIONAL FRAMEWORK: A PROPOSED CURRICULUM FOR GRADUATE TRAINING

by

Allison C. Riege

B.A., May 2010, University of Connecticut
M.A., May 2014, University of Saint Joseph
M.A., May 2021, University of Hartford

PsyD Dissertation submitted to the
Graduate Institute of Professional Psychology
Doctoral Program in Clinical Psychology
University of Hartford
in partial fulfillment of the
requirements for the degree of
Doctor of Psychology
2023

Note. Continuation page of CV is excluded from this sample.

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CHAPTER I

INTRODUCTION

A core tenet across the field of psychology is to foster the competency of psychologists through the integration of current research and clinical application (American Psychological Association [APA], 2017). In the last several decades, licensure boards and national accreditation committees have developed specific requirements regarding the education and training objectives of doctoral-level clinical psychologists which are meant to establish standard benchmark expectations, promote best practice in clinical service and, ultimately, ensure the wellbeing of the public. Regardless of the training pedagogy of the academic institution, the emphasis on evidence-based practice in psychology (EBPP) and a commitment to defining and evaluating professional competencies, both remain principal goals of professional psychology (APA, 2017; Fouad et al., 2009).

EBPP is broadly defined as the union of the best available research with clinical expertise, while honoring unique, diverse patient characteristics and needs (APA, 2006). Competencies in clinical psychology are described in two overarching and overlapping categories: (a) foundational knowledge and (b) functional skills. Foundational competencies encompass distinct areas of knowledge, and skills are defined as those that serve as the basis for functional competencies that psychologists implement within their professional roles (Fouad et al., 2009). While a thorough review of competency standards and evaluative processes for professional psychologists are outside the scope of this effort, professional competency standards highlight the ongoing commitment to evidence-based work and require a solid understanding of personality and psychopathology.

Note. Copyright information would be printed on back of p. ii. Sample does not include Acknowledgments, Foreword, or Dedication. Continuation pages of Table of Contents are excluded from sample. Sample does not include a List of Figures.

assertion that an in-depth understanding of personality dysfunction and PD diagnostics is both integral and ethically necessary for effective and competent practice. Thus, an advanced course in PD diagnosis would be advantageous to include within required psychopathology courses in most graduate institutions.

What Are Personality Disorders and Why Are They Important?

It is important to recognize that many personality researchers take issue with the PD label and choose to use alternative language for many reasons (e.g., stigma, evolving personality trait research, and so on); however, for clarity, I will continue to use the PD label in the present discussion. Additionally, the literature regarding PDs frequently uses *personality pathology* and *personality dysfunction* to describe the development and presentation of PDs, and to encompass maladaptive characteristics that might be important yet appear subthreshold for a PD diagnosis. Personality can be defined as a combination of traits - ways of thinking, acting, and emoting - that create the distinct character of an individual (APA, 2013). The term *personality* is a construct believed to be relatively stable over time, although research has found that certain traits are more malleable than others (Maples-Keller, 2021).

Personality development is strongly influenced by genetics and the environment; however, the amount to which each influences mental illness is an ongoing debate (Clark et al., 2017). While psychological theories of personality development abound, professional psychologists generally adhere to the diathesis-stress model, which holds that mental illness results from both a genetic predisposition and environmental stressors. Jang and Vernon (2018) discuss the evidence for the heritability of PDs and found wide support for the likelihood that PDs develop because of genetic *and* environmental components. To date, specific genes and experiences can be deemed risk factors, but there is no distinct PD gene or lived experience that

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such presentations. Complicating this issue is that structuring PDs into categories often does not represent clinical reality and is not adequate for capturing actual interaction patterns (Crego & Widiger, 2020). Categorical structuring makes assessment for any clinician understandably confusing, let alone for novices (William & Rogers 2019). Byrne et al. (2014) stress the importance of an accurate diagnosis for the wellbeing and safety of the individual with PD in order to attend to the diverse needs and severe symptomology with which they often present. Furthermore, the ability to detect and assess the presence of PD is distinctly relevant for novice clinicians due to the high prevalence rates of PDs across clinical settings, including hospitals and community health centers that often serve as training sites for graduate students (APA, 2022; Merced, 2015).

The National Institute of Mental Health (NIMH) suggests the prevalence of PDs to be approximately 10% within the population, while existing literature notes distinct variability depending on the sample population and method of defining PD (Winsper et al., 2019). Globally, prevalence rates are likely higher than reported due to widespread stigma, a reluctance to diagnose, and general confusion about such diagnoses (Krawitz, 2004). Merced (2015) noted that literature that describes PDs in more depth is entrenched in specific theoretical foundations, and usually written for experienced clinicians. In all, lauded treatment approaches and relevant textbooks tend to be inaccessible to trainees and new psychologists. Additional aspects of PDs that increase the difficulty of clinical diagnosis are presented in further detail, below.

Comorbidity

Comorbidity is a term borrowed from the medical model of disease that is misleading and ill-fitting regarding mental health syndromes and personality pathology (Clark et al., 2017). Classically, comorbidity refers to two or more separate, unconnected illnesses, that are mostly

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CHAPTER II

THE HISTORY OF PERSONALITY DISORDERS AND DIAGNOSIS

The Diagnostic and Statistical Manual of Mental Disorders (DSM)

The DSM was developed in the United States to address issues related to the classification of mental disorders, and to create a standardized language for use by treatment providers. Before its development, several other classification systems already existed. Early on, the identification and labeling of mental health phenomena referred almost singularly to psychotic presentations; these labels were chiefly employed in inpatient institutions (Kawa & Giordano, 2012; Widiger 2018). Such mental health disorders were often attributed to physical brain tissue decompensation and encompassed what is now referred to as schizophrenia, bipolar disorders, and various other psychotic presentations. This early classification process was primarily influenced by Emil Kraepelin, a German physician who is usually identified as one of the early individuals who developed and expanded current classification schemes (Kawa & Giordano, 2012; Widiger 2018). Kraepelin held the (then innovative) belief that mental health syndromes could be differentiated and identified through clusters of symptoms. The *Kraepelinian taxonomy* took hold and remained highly influential in developing a medicalized approach to mental health. Kraepelinian taxonomy largely attributed mental illness to genetic and/or organic diseases in the brain which were related to distinct categories of outwardly expressed symptoms (Kawa & Giordano, 2012; Widiger 2018).

In the mid-1800s, the *International Causes of Death* classification scheme was developed by medical specialists across the globe; this classification approach eventually became the *International Classification of Diseases* (ICD) that is still in use today (Clark et al., 2017). The purpose of the ICD is to create a globally accepted and exhaustive list of diseases and injuries

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Table 2.

The Five Factor Model and Descriptions of Low and High Range Characteristics

Low Range	Broad Domain	High Range
Resistant to change; rigid; lacking curiosity	Openness to Experience (PSYCHOTICISM)	Accepting of new ideas; nonconforming; creative (Unusual beliefs; dissociation proneness; unusual perceptions)
Unreliable; insubordinate; lack of respect (Impulsivity; distractibility; recklessness)	Conscientiousness (DISINHIBITION)	Diligent; scrupulous; self-disciplined (Rigidity; perseveration; perfectionism; risk aversion)
Socially reserved; introverted; shy (Histrionic)	Extraversion (DETACHMENT)	Outgoing, social, talkative (Withdrawal; intimacy avoidance; suspiciousness; restricted affect)
Antagonistic; uncooperative; suspicious (Hostility; Aggression; Callousness; Deceitfulness)	Agreeableness (ANTAGONISM)	Trusting; helpful; empathetic (Submissiveness)
Emotional stability; resistant to stress; low anxiety; mental flexibility	Neuroticism (NEGATIVE AFFECTIVITY)	Anxious; worried; prone to depression. (Emotional lability; anxiousness; separation insecurity)

Note. Parentheses include the DSM domain correlate of the maladaptive trait dimensions in the Alternative Model for Personality Domains (AMPD), as well as a non-exhaustive list of maladaptive trait facets within each broad domain.

Note. Only selected pages of Chapters I and II are presented. Heading on p. 4 denotes a level one heading and heading on p. 7 denotes a level two heading. Table 2 appears on page after it was first referenced.

While the AMPD is not the only dimensional method of diagnosing PDs, the model is selected here as the major focal point of the proposed training curriculum shown below. The AMPD hybrid model is useful in helping to understand how specific traits can manifest as common empirically-supported patterns. Furthermore, the AMPD is now frequently used in research about the clinical utility of a dimensional approach. Having a thorough understanding of the AMPD model will likely be useful in future clinical work. Easy access to the AMPD within the DSM-5 versions, as well as accessibility of relevant online materials, are also useful for educational purposes.

International Classification of Diseases - 11th Revision (ICD-11). While the DSM-5 was under revision, a task force for the ICD-10 was simultaneously conducting research to make changes to PD diagnostic schemes. The ICD-11 was published after the DSM-5, and officially adopted a dimensional personality trait model without categories, except for a borderline qualifier, which research continues to support as a pattern helpful for diagnosis (Clark et al., 2017; McCabe & Widiger, 2020). The ICD-11 recognizes that assessing the level of PD severity is often a primary task within the diagnostic process. Similar to the DSM-5-TR, the ICD-11 developed its own standardized measure to assess the severity of PDs, as well as a supplemental assessment to gauge related maladaptive traits. The ICD-11 also provides the option to include subthreshold PD traits in order to capture *personality difficulty*, which reflects the ICD-11's commitment to increasing clinical value while recognizing unique presentations (Bach & First, 2018). McCabe and Widiger (2020) noted that the paradigm shift reflected in the most current version of the ICD is highly significant to the future framework of the DSM; this is because all members of the international World Health Organization (WHO) are required to use a diagnostic system that converges closely with current ICD diagnostic guidelines. This is understandably

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CHAPTER III

PERSONALITY DISORDER (PD) CURRICULUM FOR GRADUATE STUDENTS IN CLINICAL PSYCHOLOGY

Proposed Outline

Course Summary

This three-credit elective graduate course consists of 12 classes that meet for three hours once per week. The course can be adapted for a 15-week semester with classes meeting for 2.5 hours. In order to adjust for a 15-week format, "class two" can be structured into two classes due to the significance and complexity of the historical context of PD diagnosis. The first section would involve the instructor led lecture, and the following class would focus on the student discussion and instructor feedback about the quality of discussion and participation at the end of the class. Similarly, "class five" can be sectioned into two classes, with greater emphasis on the instructor-led lecture regarding personality trait theory and the FFM. The following class should include the student-led discussion and shift the podcast from the "assigned reading" for that week to an in-class activity. Lastly, "class six" can be elongated into two classes, with the first class focusing on the instructor-led lecture and an in-depth review of the quiz. The following class would involve the student-led discussion as well as ample time for feedback on quiz one in order to prepare for future assignments and case analyses.

The course is developed for in-person learning, with the caveat that the class may need to switch to a remote format to align with university guidelines and safety procedures due to the COVID-19 virus (or any other emergency that may arise). As such, course materials, including assigned articles and PowerPoint slides, will also be available via Blackboard or a similar online

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APPENDIX A

Course Syllabus

PSY XXX: **Assessing and Diagnosing Personality Disorders within a Dimensional Framework**

SPRING 20XX COURE SYLLABUS

Instructor: XXX XXXX
Office Hours: by appointment
Email: xxxx@xxx
Cell: (xxx) xxx-xxxx

Diversity Statement

The instructor of this course will strive to ensure inclusion of curriculum material consistent with the XXXX University's mission statement of affirmative diversity. The aim of such inclusion is to foster social and political awareness, interest in, respect for, and competence in understanding all groups, and skills in providing services to people of diverse backgrounds.

Disability Statement

Every student with a documented physical, psychiatric, or learning disability has the XXX Program's commitment and support in obtaining accommodations, academic adjustments, and/or other auxiliary aids. When seeking accommodations, students with a disability must identify themselves as an individual with a disability in a timely manner to the <Disability Office> of the XXXX University (see http://www.xxxx.com), and to <Student Affairs> of the XXX Program. The student should also consult with the instructor at the beginning of the course for specific needed accommodations.

Classroom Expectations

Cell phones: Cell phones must be set to vibrate or silent notification during class time. Students expecting an urgent phone call should notify the instructor of this possibility prior to the start of class.

Computers: Students are permitted in this course to use a laptop computer during class time for the purpose of notetaking, review of course materials, and class time activities that require the use of a computer. Any use of laptop computers for other purposes during class time is not allowed. Failure to follow this policy may result in appropriate disciplinary action by the instructor.

Note. Only selected pages of Chapters II and III are presented. The heading on p. 37 denotes a level three heading. Only selected pages of References, and Appendices are presented. Running head and pagination continue through Appendices.