

Antioch University
New England
PsyD Dissertation Handbook
(revised December 2019)

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Overview

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

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

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

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

Nature of the Problem

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

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

Some examples of projects a student might pursue follow:

Empirical Study

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

Theoretical Paper

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

Program Evaluation

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

Integrative Case Study

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

Design of an Innovative Program

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

The Relationship Between Psychology and Public Policy

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

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

The Sequence of Dissertation Work

Year 1

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

Year 2

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

Year 3

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

Year 4

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

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

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

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

The Doctoral Dissertation Committee

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

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

The Dissertation Committee’s Mission

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

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

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

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

In light of the foregoing discussion, students should take the selection of Committee members seriously and, having done so, be prepared to relate to the individual as an independent professional seeking consultation. Students should neither expect to passively receive guidance and support nor to have single-minded ownership and refuse to seek and implement the valuable input from the Committee. Rather, the student's task is to actively expect and pursue balanced input while keeping lines of communication open and active throughout the course of the work. It is important that the student develop an understanding of how the Committee operates, make their needs known in a constructive fashion, and actively use the Committee's input to construct a thoughtful piece of scholarship reflecting the best possible usage of the available professional resources.

Task Outline for Dissertation Committee Members

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

Dissertation Committee Members will:

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

activity and ensure that the student's needs are being satisfied without overburdening Committee Members.

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

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

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

Processes and Tasks toward Completing the Dissertation

The Dissertation Manager

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

Brief Description of Dissertation Milestones

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

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

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

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

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

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

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

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

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

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

More Detailed Descriptions of the Dissertation Process

The Dissertation Proposal

The initial task of the dissertation proposal is to:

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

Format of the Dissertation Proposal

The format of the Dissertation Proposal is basically identical to the manuscript format outlined in the current APA Publication Manual. However, while this structure should suffice in most cases (and the student should become thoroughly familiar with it), special cases may require amended formats. Students should consult with their Dissertation Chairperson if the standard outline does

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

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

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

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

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

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

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

are generally best placed following a summary of the Introduction and review of relevant literature.

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

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

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

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

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

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

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

The Dissertation Draft

The Dissertation document must be formatted in accordance with the most current APA Publication Manual with some minor exceptions (see section on Dissertation Format, below). Where additional work is requested by the Dissertation Committee (e.g., demonstration of

evidence of analyses of data important for credibility, but not crucial to the exposition of the study's most significant findings or outcomes; "thick descriptions" or matrices of analyzed interviews used to arrive at the Dissertation results), this documentation should be located in an Appendixes section.

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

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

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

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

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

The Dissertation Defense/Final Orals

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

At this meeting:

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

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

Final clearance

Once you have passed the oral defense and made any necessary revisions to the dissertation manuscript, you are ready to take the final steps toward clearing your dissertation. Note: This process can take several weeks and is directly affected by the scope of edits required. The following outlines the steps for final clearance:

1. Dissertation Committee Meeting Form: The student must collect signatures of all committee members on the Dissertation Committee Meeting Form. Where the oral defense resulted in an unconditional pass, these signatures generally are provided at the end of the oral exam. A copy of the signature page (with signatures) must be submitted to the Database coordinator and will be permanently stored in the student's file.
2. The student and Chair work to complete the final draft of the dissertation (incorporating any changes requested at the final defense and carefully proof-read and edit).
3. Once the student and Chair have completed final editing, the Chair emails the final copy, in PDF format, to the AUNE librarian for copyright and permissions review (with a cc to the student).
4. Once the librarian completes the permissions and copyright review, she emails to WEX for style editing. A flowchart of this process is available on pg. --- of this handbook.
5. The AUNE PsyD Program has contracted with the Writers' Exchange (WEX) for final format review of all dissertations. The WEX format editor will edit the dissertation and will return a marked-up copy as a "1st read." The student is responsible to attend to and correct all comments and editing marks throughout the dissertation. Once the student has made all corrections, they submit to WEX for the 2nd read.
 - a. The AUNE PsyD Program will pay for these first two format reads only by the WEX Editor. Should all errors not be corrected, the dissertation will be returned to the student with the request for further revision. This cycle will continue until the format editor assesses that all corrections have been made. Students will be billed for all subsequent reads at \$35/hour until all corrections are made and the dissertation receives Format Approval.
 - b. If the WEX style editor deems the document "unprepared for style editing" (i.e., in need of substantial grammar, formatting, etc.) WEX will notify the student of such and provide a list of editors within the WEX system.

Regardless, this level of editing is at the student's expense. Once the substantive editing issues are addressed, the student must return to step 3 and start the process again.

6. Once the student has incorporated the final style edits, the student re-submits the document, in PDF format for "final review."
7. Once the final review is complete, the WEX editor sends the dissertation to the AUNE librarian.
8. Once the AU librarian receives the complete/approved final dissertation, an appointment with the student is scheduled to clear all the permissions and publishes the dissertation online in AURA and ProQuest via OhioLink.
9. The AUNE librarian then sends the student, Chair, dissertation coordinator the final email approving the dissertation.
 - a. The "final" draft for publication will contain the signature page, but with typed names of your committee members (in lieu of signatures - to protect signatures from possible online identity theft).
10. Students may order paper-bound copies for their own use. The AUNE librarian has ordering details.

Copyright protection. To protect your work from plagiarism, you should include a copyright page in your manuscript, as indicated in the APA Publication Manual. You may record the copyright of your dissertation in one of two ways, through UMI, with a separate fee that includes registering your dissertation with the Copyright Office of the Library of Congress, Washington, D.C. 20559, telephone: (202) 707-3000. However, inclusion of your copyright page in your written document, and the online version, serves the same function.

Clearance and graduation. Dissertation clearance is one the responsibilities you must discharge fully before you may officially graduate. The school will keep you informed of the deadlines for graduation participation and other graduation requirements. You must fulfill all program requirements and be cleared of all financial and academic requirements, by the Registrar, before being officially awarded your PsyD. degree.

Note: The aforementioned processes can take several weeks and are directly affected by the scope of style edits and/or copyright clearance issues. Your dissertation is not considered fully passed/completed until you receive final clearance. You must continue to register for Dissertation Continuation while your draft is being finalized (assuming you have completed Internship). Thus, please plan accordingly.

Dissertation Review for APA Style Editing

Once the student passes the Final Orals and the Dissertation Committee gives formal approval of the manuscript's content and research validity, the Chair signs the dissertation signature page and the dissertation is ready to be deposited with the AU Writers' Exchange APA Format Editor and the department Dissertation Manager. The student may need to complete multiple revisions with the University Style Editor. The Style Editor will work directly with the student until the dissertation is finalized and ready to be electronically submitted to the OhioLink ETD Center.

Please see the APA Style Checklist and the Dissertation Format Editing Process in the Appendices at the end of this Handbook.

Depositing the Dissertation

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

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

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

Dissertation Formatting

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

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

Structure of the Dissertation

All dissertations, regardless of method, topic, or manner of presentation, include a title page, signature page, abstract, table of contents, and references. Some of the material that comes between the abstract and the references, such as the dedication, is optional and is determined by the contents of your dissertation, e.g., if you have tables, you must provide a List of Tables. It is not necessary that you organize the body of your dissertation precisely as described below, but the organization and presentation of your dissertation must be clear, logical, appropriate to the study, and have the approval of your committee.

Audience. It is important that, in reporting the results of your study, you keep your intended audience in mind. A training manual meant to be used by mental health professionals

would be written differently from a manual on the same topic but intended for use by elementary school teachers. To communicate effectively with your intended audience, you need to have a clear picture of that audience in your mind at all times and you need to know how to make your communication effective; this might involve getting specialized consultation or acquiring appropriate experience.

Students may also choose to write their dissertation in journal publication format, which may vary based on the journal anticipated for submission. Doing so allows the student to immediately submit the findings for publication, rather than having to reformat the content after completion of the dissertation. All dissertations must include the following elements/pages:

Title page. The format for the title page is included in “Examples” at the end of this Handbook. Try to use keywords in your title; these are words that reflect basic or central themes of the dissertation. Another criterion of a good title is brevity. There is no need to try to convey every subtlety and/or nuance of your project in the title. Common problems with dissertation titles include use of terms, which are not generally useful, or trying to say everything there is to say about the dissertation.

In sum, tell what your study is about in as few words as possible and try to incorporate key terms. Following are a few examples of good dissertation titles:

1. A Plan for Preventing AIDS Among Day Care Patients
2. Manifest Content of Dreams of Survivors of the Oakland Fire
3. Use of Mnemonics in Memory Retraining with Head-Injured Adults

Signature page. By signing this page, the members of your committee signify their acceptance of the dissertation on behalf of the Antioch faculty. The format for the signature page is found in “Examples” at the end of this Handbook. The signed document is kept by the registrar, and signatures will be absent on the dissertation that is published on Electronic Theses and Dissertations.

Copyright page. Antioch University Seattle recommends your option to register your dissertation with the Library of Congress. Whether you do this or not, it is prudent to include a copyright page in your dissertation. This will make it easier for you to challenge in court any attempt to plagiarize your work. The format for the copyright page is found in “Examples” at the end of this Handbook.

Abstract. An abstract is a summary of the content of a document. If it is well prepared, it allows readers to identify the basic content of the document quickly and accurately and to determine its relevance to their interests. An abstract should be self-contained and fully intelligible without reference to the body of the document. The maximum length of a dissertation abstract is 350 words. Given the format requirements for margins, a 350-word abstract will be about 1-1/2 pages long. The Title section of the abstract (i.e., title, name of author and institution) is not included in the 350 words. Hyphenated words such as "cross-cultural" count as two words. The abstract should be concise, written in clear language that is familiar to the potential reader, and it should use key words or terms that inform the reader about concepts or

ideas that are basic to the dissertation. There should be no obscure abbreviations or acronyms in the abstract, nor should there be bibliographic, figure, or table references, or any information or conclusions not contained in the dissertation. The dissertation abstract has four segments; the statement of the problem, the methodology, the results or findings, and the conclusion or *implications*.

*The final sentences, in the PDF version only, should be:

This dissertation is available in open access at AURA, <http://aura.antioch.edu/> and Ohio Link ETD Center, <https://etd.ohiolink.edu>.

Keywords: terms following (only keywords is italicized, and no end punctuation is included). Only proper nouns and acronyms are capitalized. These are terms that reflect the research focus, methodology, and theoretical framework of the dissertation and are limited to 255 characters. These terms must be approved by chair and librarian (see the librarian for help in selecting keywords).

Dedication page. This page is optional.

Acknowledgments page. This page may or may not be an essential part of your dissertation. If the only issue is whether or not to acknowledge special help or support from friends, faculty, or family, this is an optional page. However, if you used measures or anything else that another person has copyrighted, you should have obtained written permission to use the material, and that permission should be included in an appendix labeled "Permissions." Similarly, if your study was supported by funds obtained from public or private sources, the support should be acknowledged here. You also should acknowledge access to someone else's data, support staff, and the like.

Table of contents. Required. The format for the Table of Contents is found in "Examples" at the end of this Handbook. Directions to format automated Table of Contents in Appendix.

List of tables. Required if the dissertation contains tables. The format for the List of Tables is found in "Examples" at the end of this Handbook.

List of figures. Required if the dissertation contains figures. The format for the List of Figures is found in "Examples" at the end of this Handbook.

References. In APA format, carefully checked for inclusiveness. The easiest way to check is to read through your dissertation and check off references in the reference list as you come upon them in the text. Any missing references should be added to the list; any unchecked in the reference list should be omitted because they were not mentioned in the text. All journal articles should include DOIs, volume, issue numbers and page numbers. The References are all single-spaced with an additional space between entries.

Appendices. It is not always necessary to add appendices to your dissertation and you should carefully consider whether or not appended material really constitutes a useful addition. For instance, it is not necessary or appropriate to append copies of well-known and commonly

used measures such as the Childhood Depression Inventory (CDI) or Beck Depression Inventory (BDI). You may assume that your reader is already familiar with these or can easily obtain information about them. Nor is it necessary to include copies of your consent and recruitment materials.

Dissertation Format

Pagination

All pages of the dissertation are not numbered alike. The first page, the Title Page, is not numbered. The second page, the Signature Page, is numbered Roman numeral two, i.e., "ii." All these "front pages," including the Abstract, are paginated with Roman numerals up to the first page of the body of the dissertation. The Roman numerals should be small, not capitalized, and are centered and placed on the bottom of each page.

The body of the dissertation is paginated with Arabic numerals beginning with "1" and continuing to the last page of the last appendix. Arabic numerals, unlike the Roman ones, are placed at the top right of each page at the right margin setting. The Arabic page number should be in the same font and font size as the dissertation. Samples of key pages appear in "Examples" at the end of this Handbook. All new chapters begin on a new page.

The Signature (or Committee) Page

The "final" draft for publication will contain the signature page, but with typed names of your committee members (in lieu of signatures - to protect signatures from possible online identity theft) and their degrees. Include the date of the defense.

Dedication Page (optional)

Center the word "Dedication" in bold. Follow with new paragraph with brief dedication. Dedications often are heart-felt messages. Since the page is not required or regarded as a "major" section of the dissertation, only first letter is capitalized.

Acknowledgment Page (optional but encouraged)

Center the word "Acknowledgment" in bold. Follow with a new paragraph acknowledging those who have supported your work. Since the page is not required or regarded as a "major" section of the dissertation, only first letter is capitalized.

The Abstract

The word, "**ABSTRACT**," the title of the dissertation, the author's name and the words "Antioch University Seattle" must appear in this order, each line centered, double-spaced, and at

the top of the first page of the abstract. The **abstract should not exceed 350 words** and should conform to the same spacing and margin criteria as the main body of the work. It must include the following sentences at the end on the PDF version only, in plain black font (no underlined blue hyperlinking):

This dissertation is available in open access at AURA, <http://aura.antioch.edu/> and Ohio Link ETD Center, <https://etd.ohiolink.edu/etd>.

Next line, indent *Keywords*: terms following (only keywords is italicized, and no end punctuation is included). Only proper nouns and acronyms are capitalized. Students should confirm terms with their chair and librarian.

Publication

Students will submit one version of their final dissertation electronically in PDF format (consult with AUS librarian for further instructions) Students may also give a hard copy to their advisor and to each of their Degree Committee members as a matter of optional tradition.

Margins

The following margins must be observed: All margins 1” (top, sides and bottom). Dissertations may be rejected if margin criteria are not observed. These rules apply to all pages of the dissertation, including tables, figures and appendices. Page numbers are allowed to appear in the margin and usually do so.

Widows/Orphans

These terms refer to a heading or a line of text that appear alone on the top or bottom of a page. A “widow” is the last line of a paragraph left by itself at the top of a page; an “orphan” is the first line of a paragraph left by itself at the bottom of a page. Authors are advised to avoid both of these in the dissertation since they break up the flow of the text and tend to distract the reader. You may auto-format your dissertation for “Orphan/Widow Control” in by clicking on “Line & Page Breaks” in the Spacing Options in Word. (Appendix

Spacing

Double spacing is required for the main body of the work. One place where you should not follow the APA style manual is the reference pages. The reference is single-spaced with an additional space between entries.

Blocked quotes are indented on the left only, the same distance as the paragraph indentation. In qualitative or mixed-method dissertations, participant quotes are generally single-spaced with left indent .5”.

Size and Quality of Typeface

Typeface should follow the most current version of APA style. Type used for charts, drawings, graphs, tables, and the like may differ according to the format and spacing requirements.

The dissertation text should have "ragged" right margins. It is permissible to break words at the end of the line as long as the appropriate rules of punctuation and common sense are followed.

Illustrative Material

Original illustrations are preferred, even if larger than 8 1/2" x 11". However, certain exceptions are allowed. Copies of graphs, charts, and similar materials are acceptable if:

- a. Reproduced on the same quality paper as that used for the text;
- b. Clearly legible;
- c. Colors used in the original are reproduced;
- d. Normal page size and margin requirements are met.

A black and white or color glossy print or photocopy of an illustration also is acceptable. If photographs are used, they must be original positive prints processed according to archival standards in order to ensure permanence.

Table of Contents

The Table of Contents is double-spaced and includes all chapter headers and other major headings within the chapters, with corresponding page numbers. The Table of Contents should be an easily read guide for the reader; don't make it unnecessarily lengthy by including all sub-headings. Generally, the Table includes only those sections that have a developed discussion of more than a couple paragraphs; for example, including 2nd or 3rd level headings that have single paragraphs need not be included in the Table of Contents. **Note:** the [Writers' Exchange](#) (WEX) has an excellent guide to formatting your dissertation that includes auto-formatting for headings and the table of contents.

- Title is left justified at the margin and underlined.
- Section titles must match exactly, word for word between Table of Contents and body (including punctuation). This includes "Chapter."
- Appendices should be included in the Table of Contents, listed by letter if multiple ones are included and title.
- For headings, the page numbers are right justified: set a right tab at 6.5" with leading dots. Include first level headings: set a left tab at .3" to indent these headings.

Lists of Tables and Figures

Lists of Tables and Figures are included only if you have tables and lists in the dissertation. These lists are double-spaced and have a similar format to the Table of Contents.

- Title (List of Tables or List of Figures) is left justified at the margin and underlined. The word “Page” is right justified and underlined.
- To right justify “Page,” set a right tab at 6.5”.
- For the tables and figures, the page numbers are right justified: set a right tab at 6.5” with leading dots.
- List the number of the table or figure followed by a period. Space once if there are fewer than 9 tables or figures, space twice if there are 10 or more, so the titles are lined up.

Headings

Find the section of your paper that breaks into the finest level of subordinate categories and use the guidelines in the most current edition of the APA Manual section for selecting the levels and formats for headings. Avoid using only a single subheading. It is rare to have more than 3 or 4 levels of headings.

APA heading hierarchies are positioned and styled as follows:

CHAPTER II: REVIEW OF LITERATURE (see Notes below)

Level I subheading, Centered, Bold, Title Case (Capitalize major words)

Text begins with a new, indented paragraph.

Level 2 Subheading, Left alignment, Bold, Capitalize major words

Text begins a new, indented paragraph.

Level 3 subheading, left alignment, italics, bold, Capitalize major words. Text continues on the same line.

Level 4 subheading, indented, Capitalize major words & end with a period.

Text continues on the same line is not indented on next line.

Level 5 subheading, bold, italicized. Capitalize major words and with a period. Text continues on the same line.

Notes:

- Chapter numbers (in Roman numerals) and titles are considered “section headers” and do not count as a subheading. Centered, bold, all caps. Use Roman numerals for all chapters.
- All new chapters begin on new page.
- Level subheadings must continue in hierarchical order; that is, you do not go from level one to level three.
- Please note that an acronym should never be used or introduced in a heading. Acronyms should always occur in the text following the relevant heading.
- Follow APA guidelines regarding Title case and capitalization.

Tables and Figures

Pages containing tables and figures should be placed in the body of the dissertation, not at the end. The pages containing tables and figures should follow text reference to them as closely as possible. In this matter this Dissertation Manual is to be followed rather than the APA Publication Manual. However, see APA 7th edition for formatting and labeling figures and tables. All tables and figures should be numbered according to the chapter number and sequence. For example, the 5th table in Chapter IV should be labelled Table 4.5 with its title in title case.

Appendices

Because the content of appendices varies tremendously, format and type specifications are more flexible than those governing the preparation of the dissertation proper. Depending on the content of the appendix, single spacing may be acceptable, and type size and face may differ from that used elsewhere. However, the margin specifications for the body of the dissertation apply to appendices, as do specifications for paper color, quality, and size. Appendices should include a separate title page bearing identifying information about the appended material. First, identify the appendix in terms of its sequence among appendices (e.g. "Appendix A," but note that if there is only one appendix, it has no letter), and then identify the material contained in the particular appendix by giving the appendix a title (e.g. "Jones survey of red-haired psychoanalysts"). Appendices should be included in the table of contents, listed by letter if multiple ones are included and title. **Remember that each page of each appendix must be paginated in sequence with the rest of the dissertation.**

Order of Parts of the Dissertation:

1. Title Page (no page number)
2. Signature Page (page ii, bottom-right)
3. Copyright Page (page iii, bottom-right)
4. Abstract (page iv, bottom-right)
5. Dedication Page (optional, v, bottom-right)
6. Acknowledgments Page (optional, page vi, bottom right)

7. Table of Contents (page vii, bottom-right)
8. List of Tables, if any (page viii, bottom-right)
9. List of Figures, if any (page ix, bottom-right)
10. Body of the Dissertation (page 1, top right margin)
11. Footnotes (if separate from the body of the dissertation)
12. References (continuous pagination from body)
13. Appendices (continuous pagination from body, containing sample forms, subsidiary material, etc.)

Dissertation Publication and Binding

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

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

Dissertation Support after the Fourth Year

Monitoring and Supporting Dissertation Progress after Year Five

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

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

The Annual Review Process will be maintained after students have completed their fourth year in the program. Subsequent Annual Reviews will occur at the end of each respective year (April-

May), beginning at the end of students' fifth year. Each completed Annual Review Form will be submitted for review by the Director of Research and the Director of Student Affairs. Annual Reviews act as a record of post-FIFTH YEAR students' academic standing in the program and the quality of their progress on the final degree requirement.

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

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

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

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

Statute of Limitations

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

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

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

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

Procedures for the Changing of a Dissertation Chairperson

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

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

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

Important Dates and Timelines

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

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

Degree Conferral Dates

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

Date of Dissertation Deposit

State licensing boards typically require a year or more of post-doctoral supervised training; thus, it is important for students to know at what point they may begin "counting" post-doctoral hours in order to sit for your state's licensing exam. The formal date that serves this purpose is not the

Degree Conferral Date, but rather the date at which you have completed all of your degree requirements, which includes Dissertation and predoctoral internship. This date is recorded on your transcript. If your Dissertation is your final remaining requirement, then the registrar will record the date of your completion of all requirements as the date of the Department Chairperson's signature on your Dissertation Committee Signature Page. This signature is dated *when your format of the final Dissertation has been approved* (see above section *Depositing the Dissertation*).

Commencement Exercise

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

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

APPENDIX A

Sample Front Pages

SAMPLE TITLE PAGE

THE USE OF A MALE- FEMALE CO-THERAPIST TEAM
IN FAMILY THERAPY

A Dissertation

Presented to the Faculty of
Antioch University New England
Keene, NH

In Partial Fulfillment for the Degree
Doctor of Psychology

By
Jane Smith
ORCID Scholar No <XXXX-XXXX-XXXX-XXXX>

December 2019*

(* This should be the month and the year in which your committee accepted your dissertation)

SAMPLE SIGNATURE/COMMITTEE PAGE

(Begin from top margin)
TITLE IN FULL CAPITAL LETTERS

This dissertation, by (Your Full Name), has
been approved by the committee members signed below
who recommend that it be accepted by the faculty of the
Antioch University New England at Keene, NH in partial fulfillment
of the requirements for the degree of

DOCTOR OF PSYCHOLOGY

Dissertation Committee:

Full Name, PsyD
Chairperson

Full Name, PhD

Full Name, PsyD

Date (Defense Date)

SAMPLE COPYRIGHT PAGE

**© Copyright by Jane Smith, 2016
All Rights Reserved**

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SAMPLE PAGE FOR ABSTRACT

(begin from top margin)

ABSTRACT

TITLE OF DISSERTATION

Student's Name

Antioch University New England

Keene, NH

Begin body of abstract as left-justified text not to exceed 350 words...

.....
.....

* The final sentences, in the PDF version only, should be:

This dissertation is available in open access at AURA, <http://aura.antioch.edu/> and Ohio Link ETD Center, <https://etd.ohiolink.edu/etd>.

Keywords: male adolescents, childhood trauma, obesity, case study

(Roman numeral here)

SAMPLE

<u>Table of Contents</u>	
Abstract.....	iv
Dedication.....	v
Acknowledgments.....	vi
List of Tables	viii
List of Figures	ix
Chapter I: Introduction	1
Overview	1
Rationale	3
Research Questions	5
Quantitative Questions	6
Qualitative Questions	7
Purpose of Study	4
Chapter II: Review of Literature	14
Adult Substance Use	14
Substance Use Prevalence	17
Chapter III: Methodology	23
Chapter IV: Results	69
Chapter V: Discussion	88
References	100
Appendix A: Attitude Questionnaire	120
Appendix B: Copyright Permissions	125

(Roman numeral here)

SAMPLE

<u>List of Tables</u>	<u>Page</u>
1. Psychosocial Attitudes	25
2. Questions Asked by Physicians	26
3. Approval Given to Patient by Subspecialty	35

(Roman numeral here)

SAMPLE

<u>List of Figures</u>	<u>Page</u>
1. Cartoon of the Male-Female Co-Therapist Team in Action	25
2. Results Illustrated in a Graph for a Twelve-Month Period	26

(Roman numeral here)

<Dissertation begins here>
Note change in pagination.

SAMPLE TITLE PAGE FOR APPENDIX*

APPENDIX A

Demographic Characteristics of Northwest Physicians

*Each appendix must be preceded by a title page that has on it **only** the letter (APPENDIX A, APPENDIX B, etc.) and title of the appendix (first level heading), as shown above. Including this additional page alleviates trying to add text onto outside texts.

APPENDIX B

Fillable Front Pages

<TITLE OF THE DISSERTATION>

A Dissertation

Presented to the Faculty of

Antioch University New England

Keene, NH

In partial fulfillment for the degree of

DOCTOR OF PSYCHOLOGY

by

<Student Legal Name>

ORCID Scholar No. <XXXX-XXXX-XXXX-XXXX>

<Month Year>

<TITLE OF THE DISSERTATION>

This dissertation, by <Student Name>, has
been approved by the committee members signed below
who recommend that it be accepted by the faculty of
Antioch University New England in partial fulfillment of
requirements for the degree of

DOCTOR OF PSYCHOLOGY

Dissertation Committee:

Chairperson Name, Degree
Chairperson

Committee Member Name, Degree

Committee Member Name, Degree

**© Copyright by <Student Name, Year>
All Rights Reserved**

ABSTRACT

<TITLE OF DISSERTATION>

<Student Name>

Antioch University New England

Keene, NH

<Add text here, ensuring that the final sentence of the abstract is: This dissertation is available in open access at AURA, <http://aura.antioch.edu/> and OhioLINK ETD Center, <https://etd.ohiolink.edu/etd.>>

[After the abstract, skip a line and include keywords in lowercase, if they are not proper nouns. Do not italicize the colon after “*Keywords*”.]

<*Keywords*: keyword one, keyword two, keyword three, keyword, etc.>

Acknowledgements

<Place text here>

Table of Contents

<Add automated Table of Contents here. (Using Microsoft Word headings styles.)>

List of Tables

<Add list of tables here.>

List of Figures

<Add list of figures here.>

<Dissertation begins here. See Section Heading guidelines.>

APPENDIX C

FAQs: WEX Format Editing: AUNE PsyD Dissertations

Why does the program have a Format Editor?

The program sets minimum standards as to the presentation of the dissertation, and the program handbook reflects these expectations around style and format. As the dissertation represents your scholarly work, it is also the public presentation of Antioch University and the scholarly face of this program. Depositing the dissertation onto Electronic Theses & Dissertations makes it available to anyone around the world. In using a Format Editor, we ensure that all dissertations make a consistent and professional presentation.

What is the Writers' Exchange (WEX)?

The Writers' Exchange (WEX) is a professional online editing service provided by Antioch University. All AU students have access to *professional* editing, proofreading, and coaching services at reduced hourly rates at the AU Writers' Exchange (wex.antioch.edu). WEX coaches and editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Students may use WEX for their individual editing of their dissertations prior to the defense.

The AUS PsyD Program has contracted with WEX to provide the final format editing of the dissertations after the dissertation has been formally approved by the committee and surveyed for copyright compliance with the program librarian. The dissertation is expected to be in reasonably polished form, and your dissertation will be assigned to one of the WEX Editors. The program contract includes the first two reviews/edits of the dissertation; however, any further needs for editing are students' responsibility (See Attached Process Chart).

How do I contact WEX?

Students may contact WEX through email at wex.antioch.edu or go to the website (wex.antioch.edu) and submit a question.

What is the role of the WEX Format Editor?

WEX Format Editors see the dissertation after it has been formally approved by the committee and approved for copyright compliance. They are experts in dissertation formatting and have both the program style handbook and the professional style guide. They do not read the dissertation for clarity of research but will scour the dissertation to ensure its polished presentation and compliance with the style guides.

Why does the dissertation have to be converted to PDF?

Your dissertation has been formally approved by your committee and has been reviewed for copyright approval. As a result, it deserves protection. Putting it into a PDF secures your

document as well as the format. The embedded subset fonts protect the font styles and allows all readers wherever in the world a clean, readable text. And if you haven't before, you should consider putting your professional writing into PDFs whenever you share them with others.

What takes precedence, the program handbook or the professional style guide?

You might have already noticed that the professional style sheet (APA, MLA, Chicago, etc) is relatively silent in the area of dissertations. This is because the dissertation is regarded as the publication of the department, and as a result, the program handbook always takes precedence in format and style. Additionally, your committee chair might also have particular requests regarding your format, which will also take precedence.

What if there is a conflict between the professional style sheet (e.g. APA) & the handbook?

The program style book/handbook always overrides the professional style manual. It is advised that you share with the librarian any particular changes from the style guide that your committee chair requested so that the WEX editor is appropriately informed of format idiosyncrasies.

Will the WEX Format Editor make changes and correct the dissertation?

The WEX Format Editor is contracted to check the dissertation for its compliance to the AUS PsyD Program Handbook and the professional style sheet (APA, Chicago, MLA, etc.). The editor will write comments and mark corrections throughout the dissertation. All corrections are regarded as the writer's responsibility, and you will be required to revise your document.

What exactly is the Format Editor checking in the dissertation?

The WEX format Editor thoroughly examines the dissertation for all format areas. With the revisions from the WEX Format Editor, any student should be able to revise their dissertation into acceptable format.

While there are many specifications that you are to follow in the Dissertation Handbook and in the chosen style manual, the format editor will review your dissertation for its compliance to the explicit expectations (See Attached Style Editor's Checklist).

*If the Format Editor in consultation with the WEX administrator decides that the dissertation is unprepared for this final format check, (EG. pervasive and substantial errors in overall format), we have instructed the Format Editor to return the PDF unchecked, indicating that the PDF is not ready for review.

Will the WEX Format Editor edit my dissertation for writing style?

The WEX Format Editor focuses solely on the format of the dissertation. The Format Editor does not correct spelling, usage, verb agreement, grammar, etc. However, should any of these be glaring and consistent errors, the WEX Editor typically requests corrections.*

*If you are doubtful about the writing style of your dissertation, and especially if your committee has commented on the clarity and directness of the writing, you should consider hiring a private editor prior to the defense. See below:

[Should I hire an editor to prepare the dissertation?](#)

Using an editor during the dissertation writing is generally regarded as good practice, especially with such an important document as the dissertation. Many times, the committee chair will advise students to pursue editing before the defense. You might also consider that the committee is responsible to oversee the research and development of your study. Your faculty will read the dissertation for its content and research, and typically expect format to look correct. As a result, you might find having an extra pair of professional eyes on your full document a worthwhile investment.

You might consider that editing is, in fact, a process of review. Don't expect everything to be corrected at one time. It will take perhaps a full cycle of edit and revision. The editor takes the full document (pre-defense) and usually spends time examining the organization, development and writing style of your dissertation so that the committee is presented with a highly readable document. This editor may also review and correct format, but it's typically done in a "general" approach, ensuring that the dissertation appears polished.

The next editor, the format editor, focuses solely on the format of the entire document, from front pages to appendices, ensuring that everything is done correctly and according to both the program and professional style sheet. With a document of this size, there are invariably errors and you should expect to revise for format.

[If I do hire my own format editor, do you have recommendations?](#)

The Program and its writing center have available a list of editors, including WEX, who have worked successfully with students. Should you decide to find a format editor, you are responsible to ensure that this person has the latest Style Manual and the latest dissertation handbook. Ultimately, the student is responsible for compliance, so be sure you double-check this before resubmitting to WEX.

[If I used WEX for private editing, will I be assigned the same editor for the final format editing?](#)

If you've used WEX Editing in the past, your Format Editor will be a different WEX Editor in order for your dissertation to receive a fresh review. The student contract with WEX is regarded as a separate and distinct purchase from this program contract.

[When in the process is the PDF reviewed by the Style Editor? \(See Process Chart\)](#)

The dissertation is checked for format after the Chair has approved content, post-defense, and the Librarian has approved the document for privacy and permissions.

[Does WEX have any initial advice for me as I venture into formatting my dissertation?](#)

Glad you asked. We know from experience that formatting the dissertation from the onset of writing is the single most important thing you can do in getting started. If you set up the parameters of all the minutiae (eg, headers, table of contents, pagination, section breaks, etc.) at the beginning with a fresh document, you will find that the “unwieldy dissertation” will become more flexible as a document. WEX has a comprehensive guide:

[Formatting the Dissertation](#)

[What is the format editing process? \(See attached Process Chart\)](#)

Once the AUS Librarian submits the dissertation PDF to WEX, you will receive an email indicating that your dissertation has been sent to an editor. The WEX editor typically can finish the editing within a week. (If you have major copyright/permissions issues, the dissertation will be regarded as under-prepared for final format editing, you will receive an email from WEX indicating the delay. You will be responsible to make substantive changes to the dissertation before resubmitting.)

Once the WEX editor has completed this 1st read, the dissertation will be returned to you as marked up PDF. WEX will also send you supportive materials to help you in this process. You will correct the dissertation, convert it again to a PDF with embedded subset fonts, and return the corrected PDF directly to WEX. Take your time with this revision as we expect the returned PDF to be corrected as requested the first time. If the returned PDF still needs correction, it is returned you for further revision, and this cycle will continue until you have corrected all errors. *Please note that the dissertation must be approved for format prior to deposit onto ETD and degree conferral.*

If all corrections are made, WEX will email the “Format Approved” PDF to you and librarian. Once received, you will arrange to deposit the dissertation onto Electronic Theses & Dissertations.

Formatting Dissertations in Microsoft Word

What I Wish I Had Known How to Do in Microsoft Word Before Writing My Thesis/Dissertation

Many graduate students discover a bit late in the game that they do not know how to use Microsoft Word as well as they thought they did. Theses and dissertations require a lot of tedious formatting, and many students make the mistake of trying to do a lot of it manually. Thankfully, Word has several useful automated features that can help a savvy writer not only save a lot of time, but also ensure accuracy and consistency during the writing process. This WEX guide aims to help graduate students get started on the right foot as they begin to write their theses/dissertations. It provides tips and general instructions for the most important Microsoft Word formatting tasks but does not include screenshots or detailed instructions of specific steps, since the layout of various menus and “ribbons” in Word varies from version to version, and from Mac to PC. However, a quick Google search using any of the underlined terms in this document will bring up help pages and discussion forums specific to the student’s version of Word.

Getting Started

Before you begin writing, you will want to consult your advisor and your program thesis/dissertation handbook to get a sense of the required layout for your thesis/dissertation. Each program will have its own formatting requirements for title pages, copyright pages, committee pages, margins, spacing, pagination, tables of contents, lists of tables/figures, and section order. To ensure that you only have to set these required sections up once, you will want to do the following tasks in Word:

Show/Hide Paragraph Marks in Word

Remember the pilcrow symbol from high school English class? It looks like this: ¶

It is the symbol that indicates the start of a new paragraph. Some versions of Word will feature this symbol somewhere under the *Home* menu. If clicked on, it will visually track, with paragraph marks, all the places where indentations, page breaks, section breaks, spaces, and carriage returns occur in a Word document. Some versions of Word have alternative ways to activate this setting. It is helpful to turn this setting on while setting up the main sections of your thesis/dissertation. This helps you visually see where Word is establishing your section and page breaks, which we will discuss next.

Insert Page Breaks and Section Breaks in Word

Some versions of Word have *Insert* and *Layout* menu options that allow you to insert page and section breaks. It is important to use these functions at a few key points in the first several pages of the thesis/dissertation to ensure that content from each distinct page/section is never shifted onto the pages of another distinct section as you add and alter text during the writing process. These options will also help you ensure that page numbers appear in the desired places and follow the desired formatting.

Section and page breaks can be helpful for ensuring that the following pages/sections remain distinct (note that the requirement to have each of these sections, as well as the required order of these sections, varies from program to program):

- Title/cover page
- Committee page
- Acknowledgments page
- Table of Contents
- Lists of Tables/Figures
- Abstract
- Individual chapters
- References section
- Appendices cover page
- Appendices

When to use page breaks:

- Between sections that need to stay separate from each other, but that have continuous page numbers and page number styles (e.g., all Roman numerals or all Arabic numerals)
- After a figure/table to ensure that it remains entirely on one page. (In most cases one should never divide a figure/table across more than one page. If that kind of division is impossible to avoid, then the table is typically included as an appendix rather than in the main text.)

When to use section breaks:

- Between sections that need to stay separate from each other, and that also need to have different page number sequences or page number styles (e.g., Roman numerals followed by Arabic numerals)
- If using multiple page numbering sequences/styles in consecutive sections, you will need to ensure that you turn off Word's Link to Previous option when you establish a section break, which is revealed in most versions of Word when you click on the header or footer sections and look under the *Design* menu.

Adding and Formatting Headers/Footers/Page Numbers in Word

Your program handbook may require you to insert headers, footers, or page numbers for specific sections of your thesis/dissertation. To accomplish this, you may need to do the following:

- Use Word's *Insert* menu to add headers, footers, and page numbers. (Note that you can edit or format headers, footers, and page numbers in most versions of Word by using the drop-down menus for each function, which are listed under the *Insert* menu in most versions of Word.)
- Change the page of your document on which Word begins page numbering. This is often accomplished through a somewhat challenging orchestration of inserting section breaks, together with disabling the Link to Previous setting and checking the Different First Page box. (These latter two settings are revealed in the *Design* menu in most

versions of Word by clicking on the header/footer space.) Many dissertation writers find this to be the single most frustrating formatting step, but once it has been set up, you are golden and will not need to do it again.

Writing the Thesis/Dissertation

As you write, you will want to use chapter titles, headings, and subheadings to organize your content and to help you maintain a consistent order in which parallel topics are explored in various sections. For example, the research questions you pose in your introduction will need to be addressed in a consistent order in your methods and discussion sections. Using headings and subheadings will help you do this effectively.

Headings and Automatic Table of Contents in Word

In most versions of Word, you will notice that the *Home* menu includes various heading styles to choose from. These include Heading 1, Heading 2, Heading 3, and many others. These headings help you create the hierarchy of different sections and subsections in your thesis/dissertation. Use Heading 1 for Chapter titles, Heading 2 for section titles within chapters, and Heading 3 for subsections within chapter sections. (Note that headings styles should never be applied to the main body text of a paragraph. If the text of your paragraphs is showing up in your Navigation pane or your automated Table of Contents, it means you have accidentally applied headings styles to non-heading text.)

Heading styles are the single most helpful Word function a student can use when writing a thesis/dissertation. They not only enable you (and your delighted advisor!) to quickly move around between sections in your ever-lengthening document, but also allow you to create an automatically updated Table of Contents so you won't have to manually insert page numbers for your various sections into the Table of Contents. Word's default heading styles are typically in font colors, sizes, and types that are inconsistent with what you will be using in your thesis/dissertation. By right clicking on each heading style in the Word *Home* menu, you can select the option to modify each heading style. This will allow you to choose the font, font color, and appropriate bold and/or italics setting that makes each heading's visual appearance consistent with your citation style system's requirements (APA, MLA, Chicago, CSE, etc.). Make sure to check the Automatically Update box before you close the modify menu to ensure that all settings are applied to headings of that level throughout the document.

Once you have typed out some chapter titles, headings, and subheadings into Word using the headings styles, you will be able to do two things:

- Use the navigation pane on the left-hand side of your Word document to quickly jump from heading to heading
- Insert an Automatically Updating Table of Contents. This is done by clicking on the page where you want the Table of Contents to appear and then going to the *References* menu in Word and clicking Table of Contents. The drop-down menu this opens allows you to choose which style you want. As you add new headings and text to your thesis/dissertation, you will need to update the Table of Contents. This is done by

clicking inside of the Table of Contents and then clicking the Update Table option that becomes visible. You will be given the choice to update the entire table (includes page numbers and headings) or to just update page numbers. Sometimes you will have to take additional measures to ensure that Word does not change your font style, size, and color in the Table of Contents when you update the entire table.

- Make sure to eliminate “widows” and “orphans” in the document. This outdated, sexist terminology relates to a specific formatting faux pas. A “widow” is the last line of a paragraph left by itself at the top of a page; an “orphan” is a heading or the first line of a paragraph left by itself at the bottom of a page. Authors are advised to avoid both widows and orphans in documents, since they break up the flow of the text and tend to distract the reader. Word allows you to automatically control single-line widows and orphans in your documents. To control widows and orphans in your documents, follow these steps:
 - Put the insertion point in the paragraph that has either the widow or orphan text.
 - Display the Paragraph dialog box. (Display the Home tab of the ribbon and click the small icon at the bottom-right of the Paragraph group.)
 - Display the Line and Page Breaks tab.
 - Make sure the Widow/Orphan Control check box is selected.
 - Click on OK.

Automatically Updating Lists of Tables/Figures

If you have tables or figures in your thesis/dissertation, you will need to include sections in the beginning with separate lists of tables/figures with page numbers. As you add tables and figures to your thesis/dissertation, make sure to right click on them and add an automatic table title or figure caption. You can then insert automatically updating lists of tables and figures in the appropriate place in your thesis/dissertation (see your program handbook) using Word’s *References* menu. This is similar to the process for inserting a Table of Contents, except you click on the Insert Table of Figures option instead. Updating the lists after you’ve added all your tables/figures works just like updating the Table of Contents.

Note that if you have figures within different chapters, you will want to ensure that their numbering reflects that. The first figure in Chapter Two should be numbered as Figure 2.1, while the third figure in Chapter Four should be Figure 4.3. You don’t have to do this manually, however. If you play around with your Headings Styles and the formatting options available when you add a figure caption, you can instruct word to designate caption numbers by chapters. This can be a bit tricky at first, so you may wish to Google “add chapter numbers to captions in Word” for instructions relevant to your specific version of Word.

If you have color images as figures, please don’t forget to compress them before finalizing your document. (Do this using the picture formatting options available in Word, some of which are accessed by right clicking on images.) This will make the final file size much smaller and easier to share by email and in digital repositories. Note also that citation styles such as APA strongly discourage the use of color tables and figures. Two additional tips: (1) Avoid double-spacing inside of tables, especially in column and row titles. (2) Use Word’s *Design* and *Layout* menu

options when working on text inside your tables to ensure that text is positioned in the most efficient and aesthetically pleasing way.

Hyphenation & Dashes

APA is particular about the types of “hyphenation” used in any document (See APA Manual, 7th Ed, 4.13, p. 97. The type of dash can be tricky, and editors tend to pick incorrect uses of the hyphen immediately. WEX has a [resource](#) with more involved description, but here’s a handy guide:

- Em dash is longer than a hyphen and used to distinguish a word or phrase related to the main idea/clause. For example: Mental health clients—both adolescent and adults—have challenges with our scheduling protocols.
 - To create em dashes:
 - In Word AutoFormat, type the word with no space then 2 hyphens with no spaces before next word
 - Or:
 - On Mac, depress Shift + Option + minus key
 - On PCs: Ctrl+Alt+Minus on numeric keyboard
- En dash is dash but is technically different than the minus sign &/or hyphen on your keyboard. It has multiple uses, such as between nouns, to show ranges, etc.
 - To create the En Dash in Word, simply use spaces before and after the hyphen to autoformat the En Dash in between two words; *however*, you’ll have to go back and delete the spaces.
 - PCs = Control + Minus
 - Macs = Option +Minus

Final Notes

No matter which citation style you are using, there are seemingly endless and nitpicky little formatting requirements beyond what is explored in this guide that our WEX coaches and editors can double check for you.

APPENDIX E
WEX Editors on Common Errors Seen in Dissertations

WEX Editors on Common Errors Seen in Dissertations

We've asked the WEX editors about the common APA errors they're seeing in dissertations and have created this list in the hopes writers might have an advantage in self-editing their dissertations.¹ Here we go:

Table of Contents:

- Inconsistent wording from the heading in the text
- Incorrect representation of heading levels
- Incorrect pagination and/or margins

Headings:

- Incorrect heading levels and/or appropriate margins
- Headings from the text must have identical wording in the Table of Contents
- Having an unnecessary subheading (only one subheading at a given hierarchical level, which means no subheading is warranted)
- Applying Word headings styles to entire paragraphs or empty space, which causes non-heading text to show up in automated Table of Contents

Line Edits:

- Misspellings due to homophones (it's vs its; they're vs their; too vs to; led vs lead; etc.)
- Using inconsistent or incorrect verb tense when describing published research
 - Using future tense in referring to dissertation research (This study will show . . .)
- Using the slash (/) incorrectly when a conjunction should be used (dogs/cats instead of dogs and cats). Or using a slash between two unrelated nouns ("the council/Department of Health")

Citations:

- Correct placement of end punctuation:
 - In-text citation: "quote" (Mariposa, 2019). (Period follows citation)
 - The end of a blocked quote. (Mariposa, 2019) (Period ends quote; no period after citation)
- Single-spacing blocked quotes (according to certain program handbooks)
- Adding an incorrect comma after the first author's name in a citation using et al.: (Should be Vichy et al.; not Vichy, et al.)
- Use of et al after first mention of citation
- No year needed if subsequent use of same author within the same paragraph
- Wrong order of multiple citations in a single parenthesis; they should be alphabetized according to first author & chronology of each resource.
- Using "&" instead of "and" when integrating multiple authors of a source into a sentence (outside of a parenthetical in-text citation)
- Making et al. a possessive: It is incorrect to add apostrophe + s to et al.

¹ Caveat: Attend always to your program handbook. This "general" list of format errors combines APA with some AU Dissertation Handbooks.

References:

- Misspelling authors' names or journal titles
- Capitalizing all words in a title or neglecting to capitalize the word following a colon or dash
- Omitting the ampersand (&) with a work written by 2+ authors
- Including typos in URLs
- Failing to include DOI numbers in references or failing to use consistent format for DOI numbers
- Failing to single space the reference and include an extra line between entries
- Incorrectly italicizing punctuation in the References or Keywords sections (punctuation that is not part of a book or journal title)

Fussy Details:

- Not following program handbook for pagination of front pages
- Two spaces after punctuation
- Abstract should have no indent
- Right side hyphenation is not allowed
- Not having appropriate headings for Appendices=
- Using incorrect italicization in table headings and figure captions
- Inconsistent spaces between words and/or sentences
- Not using en or em dashes properly (See WEX blog, "[Dash Away!](#)")
- Proper use of spelling out numbers and percent vs. 10%, except for the beginning of sentences.
- Overuse of e.g. and/or i.e. (these should not be used more than a couple of times per page)
- No back-to-back parentheses
- Use the first person My rather than This researcher's
- Incorrect punctuation when using et al., e.g., and i.e. and neglecting to add the comma after the period (et al.,)

Appendix A: Example of a Dissertation Title Page

Dance and Creativity in the Psychotherapeutic Process

by
Helen Sophie Kinsella

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

DISSERTATION

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

Keene, New Hampshire

Appendix B: Example of a Dissertation Table of Contents

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Appendix D: APA Style Checklist for Dissertation Manuscripts

Department of Clinical Psychology

Dissertations must comply with formatting requirements of the current APA Publication Manual (including those not listed here), except where the Department's formatting requirements supercede APA style (denoted below by *). This checklist is intended to alert students to some of the more common matters of APA style; consult the current 7th edition of the APA Manual for details. When submitting dissertation manuscripts to the Department, students must include a copy of this checklist signed by the Dissertation chair.

Typing

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

Style

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

Levels of Headings

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

Citations and Reference List and Appendices

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

Tables

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

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

Signature of Student and Date

Signature of Dissertation Chair and Date

Appendix E: Dissertation Format Editing Process

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