

# **University *of* Hartford**

**DEPARTMENT OF PSYCHOLOGY**

**GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY**

**DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY**

## **Student Handbook**

### **Part 5: Dissertation Policies & Procedures**

**Revised: August 2017**

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# **CHAPTER I**

## **INTRODUCTION**

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

### **The Nature of the Psy.D. Dissertation**

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

1. The main purpose of the Psy.D. dissertation is its contribution to the development of a practitioner by using scholarly knowledge and skills. The dissertation requires that the student master a topic of relevance to clinical psychology, develop a cogent viewpoint concerning that topic, and be able to communicate such overall information in an articulate professional manner.
2. The Psy.D. dissertation permits a broad range of subjects and methods of inquiry, including quantitative and qualitative research methods, historical analysis, field and observational studies, and theoretical inquiry.
3. There is a recognition that clinical and ecological relevance must, in some situations, take precedence over scientific certainty.
4. The Psy.D. dissertation adheres to the highest standards of creativity, originality, and thoroughness, and to that end it is truly a work of scholarship. The student must demonstrate mastery of the relevant psychological literature, the current practices, and appropriate theoretical frameworks of the profession.
5. In addition to its scholarly aspects, the Psy.D. dissertation is an exercise in planning, time management, organization, and task execution. The Psy.D. dissertation requires knowledge of resources, methodologies, and communication with other psychologists.

## Examples of Dissertation Projects

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

1. **An empirical study that demonstrates research design and statistical expertise.** Such a study may be experimental or correlational in its design, with data collected in a lab, clinical, or field setting, or by means of a mail or internet survey. For this type of project, all data must be collected per the proposal, analyzed, and discussed in detail, including implications for professional/clinical psychology.
2. **An evaluation design assessing the important aspects of an existing clinical program.** Such an evaluation involves designing a methodology, collecting data, analyzing the data, and presenting the findings in an incisive and constructive fashion including recommendations for improvements to the program and for on-going evaluation by the program personnel.
3. **The development of an innovative program, instruction manual for clinicians, or guidebook for clients.** Such a project would include the theoretical, empirical, and practical bases for the innovation, along with discussion of how it would be implemented and evaluated. Projects must be in finished form, such that the program, manual, or guidebook could be used "as is" by another professional. This includes all instructions, hand-outs, and guides for activities.
4. **A psychoeducational book, with a target audience of children, adolescents, parents, families, or adults.** All such projects must include a review of relevant literature and available resources. In the case of children's books, the final product must be complete with all text and illustrations. For other categories of books, the text and any appropriate graphics and/or illustrations must be complete.
5. **An extensive and integrative analysis of the literature on an important topic in clinical psychology.** This type of project involves a sophisticated analysis, critique, and integration of the literature in a systematic manner, such as through the use of meta-analytic techniques. The project must demonstrate a high level of original and scholarly thought that results in updated conclusions or new interpretations of previously published theory and research.
6. **An integrative case study that addresses a theoretical proposition, a situation, or a condition important to clinical psychology.** Such a project might be appropriate when instances of a clinical phenomenon are rare or the clinical situation precludes the use of other methods. The case study should include a review of relevant literature, a structured methodology for examining the chosen case, and articulation of appropriate conclusions and implications for the mental health field.

## **Development of the Dissertation Project**

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

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

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

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

## **CHAPTER II**

### **THE DISSERTATION SEMINAR**

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

#### **The Dissertation Prospectus**

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

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

#### **Student Role**

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

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

The Seminar leader indicates approval of the prospectus by completing the *Approval of the Psy.D. Dissertation Prospectus* (see Exhibit A) and submitting both items to the director of dissertation research<sup>1</sup> for review and approval. These materials are then returned to the GIPP office coordinator for submission of the originals to the student's file and copies to the student, the seminar leader, and GIPP office staff for record-keeping.

---

<sup>1</sup> Please see Appendix A for contact information of all individuals identified in these *Policies and Procedures*.



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

### **Faculty Role**

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

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

#### Flow Chart for Dissertation Seminar and Prospectus Approval

- \_\_\_\_\_ 1. Student takes doctoral Dissertation Seminar (CPS 852), with seminar leader as initial dissertation advisor, and develops draft of dissertation prospectus.
- \_\_\_\_\_ 2. Student completes dissertation prospectus and submits to Dissertation Seminar leader for review.
- \_\_\_\_\_ 3. Once a revised draft is approved by the seminar leader, the prospectus and original approval forms are submitted to the director of dissertation research for review and approval. The GIPP office coordinator then returns the original prospectus and approval forms to the student's file, and returns copies to the student, seminar leader, and GIPP office staff for record-keeping.
- \_\_\_\_\_ 4. Upon approval of dissertation prospectus, student receives grade of Pass for Dissertation Seminar.

#### Chapter II Exhibit

Exhibit A: Approval of the Psy.D. Dissertation Prospectus (p. 6)

University of Hartford  
Department of Psychology  
Graduate Institute of Professional Psychology

## Approval of the Psy.D. Dissertation Prospectus

This is to certify that the Psy.D. dissertation prospectus entitled \_\_\_\_\_

---

(Title of Dissertation Prospectus)

presented by \_\_\_\_\_, was approved on \_\_\_\_\_.  
(Name of Student) (Date)

The student is now authorized to seek out a chair and, in consultation with the chair, form a dissertation committee.

Dissertation Seminar Leader Name

Dissertation Seminar Leader Signature

---

Date

Director of Dissertation Research Signature

Date \_\_\_\_\_

**Note: Please attach a copy of the approved dissertation prospectus.**

## CHAPTER III

### THE DOCTORAL DISSERTATION COMMITTEE

The guidelines described below were established by the Graduate Studies Committee of the College of Arts and Sciences (A & S) for all doctoral dissertation committees established after August 15, 2007.

#### Guidelines for a Doctoral Dissertation Committee

The Psy.D. dissertation committee will consist of at least three members, with the optional addition of a fourth member.

1. The first member will serve as dissertation chair. The chair must be a full-time or emeritus member of the Department of Psychology faculty.
2. The second member must meet **at least one** of the following criteria:
  - (a) A University faculty member eligible to serve as chair, as defined above.
  - (b) A full-time doctoral-level faculty member with expertise in the dissertation topic at a member school of the Hartford Consortium (Capital Community College, Central Connecticut State University, Charter Oak State College, Goodwin College, Hartford Seminary, Manchester Community College, Rensselaer at Hartford, St. Thomas Seminary, Trinity College, University of Connecticut Greater Hartford Campus, University of Hartford, and University of Saint Joseph).
  - (c) A psychologist or member of a related profession who is approved by the A & S Graduate Studies Committee. To request approval for such an individual, the student should submit this person's curriculum vitae (CV) to the director of dissertation research. If approved, the director of dissertation research will complete the form for *Approval as Second Member for Psy.D. Dissertation Committee* (see Exhibit B) and forward the form and CV to the A & S Graduate Studies Committee for final approval. Factors considered in approval of such an individual as a second member will include whether the individual:
    - (i) holds a Psy.D., Ph.D., or Ed.D., based in part on completion of a scholarly dissertation.
    - (ii) has demonstrated requisite competence in scholarship by means over and above his/her own dissertation which meets the approval of the director of dissertation research and the A & S Graduate Studies Committee.
3. A third member (and any additional members) must be a doctoral-level professional deemed appropriate by the committee chair and the director of dissertation research. In addition to Department of Psychology faculty, this would potentially include any GIPP affiliate or

adjunct faculty, faculty at consortium schools or elsewhere, clinical supervisors, or statistical consultants. A CV may be requested for anyone who has not served in this role previously.

**Please note:** At least one committee member must be a core faculty member in GIPP.

### **Roles of the Doctoral Dissertation Committee**

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

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

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

### **Specific Tasks of the Doctoral Dissertation Committee**

Specific tasks of the dissertation committee include the following:

1. Members participate in developing the dissertation proposal (see Chapter IV) by providing a thorough review of the written draft and suggestions for changes.
2. Members formally review the finalized proposal at the dissertation proposal meeting (see Chapter IV). This meeting must be attended by the student and all committee members. While such a meeting is usually done in person it may also be held via telephone conference call in a form acceptable to the chair of the committee. After the committee approves any and all requested changes, the approved proposal becomes an institutional contract for the acceptance of the dissertation manuscript upon satisfactory completion of the project.
3. The chair is largely responsible for providing consultation with the student as the project is developed. However, the student should occasionally contact committee members with questions and progress updates. The chair has the responsibility to monitor this activity and ensure that the student's needs are being met without overburdening committee members.

4. The chair is responsible for facilitating the proposal review meeting and the formal presentation of the completed dissertation. Duties include taking committee votes about approval of the proposal and completed dissertation and informing the student of the results.
5. Members read and suggest revisions to the near-final dissertation draft in preparation for the formal presentation (see Chapter VI).
6. Committee members attend the formal presentation of the Psy.D. dissertation, at which the student will present and publicly defend the dissertation. Committee members are expected to attend this meeting in person. In exceptional circumstances, the chair may grant permission for a committee member to participate in the meeting by telephone or videoconference.
7. Specific responsibilities of second and third members are listed in Exhibit C.

### **Compensation for Dissertation Committee Members**

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

Compensation for second and third members who are not full-time in the department is described in a corresponding document with the contract for such members. Students should direct such committee members to the GIPP office coordinator to establish appropriate contracts for their service and initiate an invoice to request payment. Payment for service as a second or third member thus requires return of the signed contract, a signed form indicating approval of the proposal or dissertation, and return of the invoice for the advisement provided.

### **Appointment of the Chair and Committee**

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

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

Formal appointment of a committee requires approval from the director of dissertation research. A student must obtain signatures from all committee members on the *Appointment of the Psy.D. Dissertation Committee* form (see Exhibit D) and submit it to the GIPP office coordinator for approval from the director of dissertation research. A committee is not

considered officially formed until a completely signed form is returned to the GIPP office coordinator for inclusion in the student's file.

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

#### Flow Chart for the Dissertation Chair and Committee

- \_\_\_\_\_ 1. After completion of the Dissertation Seminar (CPS 852), a full-time faculty member of the Department of Psychology reviews the prospectus and agrees to serve as committee chair.
- \_\_\_\_\_ 2. With the chair's consultation and approval, the student distributes the dissertation prospectus to recruit two to three additional committee members.
- \_\_\_\_\_ 3. For anyone who is not a full-time doctoral faculty member in the Hartford Consortium, the student must submit that individual's CV to the director of dissertation research to begin processing the *Approval as Second Member for Psy.D. Dissertation Committee*.
- \_\_\_\_\_ 4. *Appointment of the Psy.D. Dissertation Committee* form is completed, signed, and given to the director of dissertation research for approval.
- \_\_\_\_\_ 5. For any subsequent changes, the *Change of the Psy.D. Dissertation Committee* form is completed, signed, and given to the director of dissertation research for approval.

#### Chapter III Exhibits

- Exhibit B: Approval as Second Member for Psy.D. Dissertation Committee (p. 11)
- Exhibit C: Second and Third Member Responsibilities (p. 12)
- Exhibit D: Appointment of the Psy.D. Dissertation Committee (p. 13)
- Exhibit E: Change of the Psy.D. Dissertation Committee (p. 14)

University of Hartford  
Department of Psychology  
Graduate Institute of Professional Psychology

**Approval as Second Member for Psy.D. Dissertation Committee**

\_\_\_\_\_ requests that \_\_\_\_\_  
(Name of Student) (Name of Proposed Committee Member)  
be approved to serve as a second member on the student's Psy.D. dissertation committee. Please find  
attached a copy of the CV for the proposed committee member.

Approved: \_\_\_\_\_  
Director, GIPP Dissertation Research Date

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Approved: \_\_\_\_\_  
Chair, A & S Graduate Studies Committee Date

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# University of Hartford

## Department of Psychology

### Graduate Institute of Professional Psychology

#### **Second and Third Member Responsibilities**

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

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

1. Become familiar with the Department of Psychology dissertation requirements, as articulated in the most current *Policies and Procedures*.
2. Review and provide timely feedback on proposal and dissertation manuscript drafts as they approach near-final form.
3. Respond promptly to telephone and/or e-mail contacts from the student, the dissertation chair, and the Department of Psychology staff.
4. Attend and contribute to the student's proposal review meeting and formal presentation of the Psy.D. dissertation at the University of Hartford.
5. Coordinate advising efforts with the dissertation chair and Dr. Jack Powell, Director of Dissertation Research in the Department of Psychology. Notify the dissertation chair and Dr. Powell of any problems with accomplishing the above tasks.
6. For a second or third reader who is not a University of Hartford employee, the department will prepare an invoice for payment after successful completion of the student's dissertation proposal defense and after successful completion of the formal presentation of the Psy.D. dissertation, provided all Independent Contractor paperwork has been completed and returned to the department. Compensation will follow, within approximately four to six weeks, after the date the director of dissertation research signs off on all requirements.
7. Agreements to serve as a second or third reader are automatically renewed at the end of each semester unless cancelled by the co-chair of the Department of Psychology. If, in the judgment of the departmental co-chair, the reader has not satisfied the above requirements, the agreement will be cancelled, and the reader will receive no compensation.



University of Hartford  
Department of Psychology  
Graduate Institute of Professional Psychology

**Appointment of the Psy.D. Dissertation Committee**

We hereby request that the following Psy.D. dissertation committee be established for \_\_\_\_\_, who is in good standing and matriculated in the Doctoral  
(Name of Student)  
Program in Clinical Psychology, and whose dissertation prospectus has been approved.

Dissertation Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Student Name	Signature	Date
(1) _____ Dissertation Chair Name	(2) _____ 2 <sup>nd</sup> Member Name	
_____ Signature	_____ Signature	
_____ Institution and Department	_____ Institution and Department	
_____ Date	_____ Date	
(3) _____ 3 <sup>rd</sup> Member Name	(4) _____ 4 <sup>th</sup> Member Name (optional)	
_____ Signature	_____ Signature	
_____ Institution and Department	_____ Institution and Department	
_____ Date	_____ Date	

Approved: \_\_\_\_\_  
Director of Dissertation Research                      Date

University of Hartford  
Department of Psychology  
Graduate Institute of Professional Psychology

**Change of the Psy.D. Dissertation Committee**

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

\_\_\_\_\_  
(Name of Student)

Dissertation Title: \_\_\_\_\_

\_\_\_\_\_

**Present Committee**

**Proposed New Committee**

(1)  
\_\_\_\_\_  
Dissertation Chair Name

(1)  
\_\_\_\_\_  
Dissertation Chair Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Institution and Department

(2)  
\_\_\_\_\_  
2<sup>nd</sup> Member Name

(2)  
\_\_\_\_\_  
2<sup>nd</sup> Member Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Institution and Department

(3)  
\_\_\_\_\_  
3<sup>rd</sup> Member Name

(3)  
\_\_\_\_\_  
3<sup>rd</sup> Member Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Institution and Department

(4)  
\_\_\_\_\_  
4<sup>th</sup> Member Name (optional)

(4)  
\_\_\_\_\_  
4<sup>th</sup> Member Name (optional)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Institution and Department

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Present Dissertation Chair Signature

\_\_\_\_\_  
Date

Approved: \_\_\_\_\_  
Director of Dissertation Research

\_\_\_\_\_  
Date

## **CHAPTER IV**

### **THE DISSERTATION PROPOSAL**

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

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

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

#### **The Proposal Review Meeting**

With the chair’s approval, the student may set up a date and time for the proposal review meeting at least two (2) weeks in advance. The student is responsible for distributing the proposal to committee members at this time, at least two (2) weeks prior to the meeting.

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

Under unusual circumstances, the proposal review meeting may be conducted with one or more participants off-site. If only one individual cannot be physically present, the meeting can transpire at the Department of Psychology with the other participants by speakerphone or videoconference. In more complicated situations, the meeting may require a conference call arranged through the phone company. It is the student’s responsibility to provide the GIPP program specialist with the time, date, and all telephone numbers to set up such a conference call.

The student presents and defends the proposal at the proposal review meeting, a formal meeting of the student and all committee members. The committee’s approval of the proposal, with any recommended changes, must be unanimous. If the committee does not approve the

proposal, the student and dissertation chair may call a subsequent proposal review meeting once the latter believes that all deficiencies have been rectified.

Following a successful proposal review meeting and approval of all recommended manuscript changes, the dissertation chair and committee members document their approval of the proposal by signing the *Approval of the Psy.D. Dissertation Proposal* (see Exhibit F). The student is responsible for the preparation of this *Approval* form. For final review and approval, the student gives the director of dissertation research one copy of the dissertation proposal (with all recommended modifications) and the signed *Approval of the Psy.D. Dissertation Proposal*. These materials are then returned to the GIPP office coordinator for submission of the originals to the student's file and copies of the *Approval* form to the student, the dissertation committee, and GIPP office staff for record-keeping.

**Please note:** The official date for completion of the dissertation proposal is the signature date of the director of dissertation research on the *Approval* form.

### **Proposal Approval Required for Internship Application**

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

For students in the **4<sup>th</sup> year and beyond** at the time of approval review:

- The dissertation proposal defense must occur no later than **July 1**, and the scheduling of this meeting with committee members must occur no later than **June 15**.
- In addition, the student must provide the committee chair a complete draft of the proposal prior to scheduling the defense meeting, and must provide this draft to committee members at least two weeks prior to the date of the defense.
- With prior approval from the committee chair, a student may submit a written petition to the DCT to extend the deadlines for scheduling and defending a dissertation proposal defense. This petition must be submitted to the DCT no later than **June 15**. The petition must articulate the extenuating circumstances necessitating the extension and be countersigned by the committee chair after consultation with the other members of the dissertation committee. The petition will be forwarded to the DCT for approval by vote of the PsyD faculty.
- No later than **September 15**, the student must submit to the DCT a fully signed Proposal Approval Form indicating successful defense of the dissertation proposal and completion of any recommended changes to the proposal draft. There will be **no** exceptions to these deadlines for submitting the fully signed Proposal.

**Deadlines for 3<sup>rd</sup> Year Students.** Students in the **3<sup>rd</sup> year of the PsyD program** at the time of approval review are subject to the above policies, except the following deadlines will apply:

- The scheduling of the proposal defense must occur no later than **August 23** for a proposal defense no later than **September 7**.
- The deadline for requesting an extension of the proposal defense, as detailed above, is **August 23**.
- The deadline for submitting to the DCT a fully signed Proposal Approval Form, as detailed above, is **October 1**.

### **Permission to Begin Gathering Data**

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

### **Approval by the Human Subjects Committee**

Any proposed project that involves human subjects as research participants must be reviewed and approved by the University's Human Subjects Committee prior to the collection of any data. Procedures for review and approval by this committee are available online at: <http://uhaweb.hartford.edu/hsc/>.

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

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

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

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

### **Approval by the Institutional Animal Care and Use Committee**

In the same manner as with human research participants, any proposed project that involves animal subjects as research participants must be reviewed and approved by the University's Institutional Animal Care and Use Committee. Procedures for review and approval of research involving animals are available from the chair of that committee. For more information, visit the committee's website at: <http://uhaweb.hartford.edu/grants/IACUC.html>.

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

## **Dissertation Consultation**

### **Statistical Consultation**

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

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

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

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

**Please note:** The role of a statistical consultant is to assist the student in learning how to design studies and process data. It is *not* the role of the consultant to do these activities for the student, and use of a consultant in this manner constitutes a violation of the academic honor code. The consultant does not serve as the technician between the student and the computer

facilities or as a spokesperson for the student to the dissertation committee. In the event that there are discrepancies in the information from the variety of resources available to the student, the student is responsible for articulating a defense of the statistical choices that were made.

### **Editorial Consultation**

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

The student must be able to write in a clear, professional style that communicates effectively and unambiguously with the reader of the dissertation. As a learning experience, it is important to receive instruction and feedback from a variety of sources prior to, during, and after each draft of the manuscript. Academic course work serves as an important source of preparation for professional writing. Members of the dissertation committee may be chosen for their writing expertise as well as for their mastery of the content area. With and only with the chair's permission, the services of an independent editorial consultant may be utilized for the purpose of providing additional training and feedback in writing drafts of the dissertation.

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

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

### **Maintaining Continuous Registration**

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

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

the semester, and (d) the formal presentation is scheduled for no later than two weeks after the first day of the semester.

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

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

#### Flow Chart for the Dissertation Proposal

- \_\_\_\_\_ 1. Student maintains continuous registration each semester by enrolling and paying tuition for coursework, the predoctoral internship, or Dissertation Continuance.
- \_\_\_\_\_ 2. With guidance of dissertation chair and committee, the student develops drafts of the dissertation proposal.
- \_\_\_\_\_ 3. With the chair's approval, student sets up date and time for the proposal review meeting.
- \_\_\_\_\_ 4. Student distributes dissertation proposal to committee members at least two weeks prior to proposal meeting.
- \_\_\_\_\_ 5. The proposal review meeting is held and audiorecorded (optional) with the chair presiding. Student documents the committee's suggested changes to the draft proposal.
- \_\_\_\_\_ 6. After all recommended changes are made, the *Approval of the Psy.D. Dissertation Proposal* is signed by all committee members.
- \_\_\_\_\_ 7. For final review and approval, the student gives the director of dissertation research one copy of the dissertation proposal (with any modifications) and the signed *Approval of the Psy.D. Dissertation Proposal*. GIPP office coordinator submits originals to student's file and copies of *Approval* form to student, committee members, and GIPP office staff for record-keeping.



Flow Chart for the Dissertation Proposal (Cont'd)

- \_\_\_\_\_ 8. Student obtains necessary review and approval from any non-University Human (or Animal) Subjects Committee.
- \_\_\_\_\_ 9. Student obtains necessary review and approval from University Human Subjects Committee (or the Institutional Animal Care and Use Committee).

Chapter IV Exhibit

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

University of Hartford  
Department of Psychology  
Graduate Institute of Professional Psychology

**Approval of the Psy.D. Dissertation Proposal**

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

\_\_\_\_\_  
(Title of Dissertation Proposal)

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

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

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

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Dissertation Chair Name

\_\_\_\_\_  
Institution and Department

\_\_\_\_\_  
Signature

\_\_\_\_\_  
2<sup>nd</sup> Member Name

\_\_\_\_\_  
Institution and Department

\_\_\_\_\_  
Signature

\_\_\_\_\_  
3<sup>rd</sup> Member Name

\_\_\_\_\_  
Institution and Department

\_\_\_\_\_  
Signature

\_\_\_\_\_  
4<sup>th</sup> Member Name (optional)

\_\_\_\_\_  
Institution and Department

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Director of Dissertation Research

\_\_\_\_\_  
Date

## CHAPTER V

### TYPING AND ORGANIZING THE DISSERTATION MANUSCRIPT

The student is expected to be well acquainted with proper format and style required for the Psy.D. dissertation manuscript. Consult the sixth (or most recent) edition of the *Publication Manual of the American Psychological Association* (APA, 2010) for guidance concerning grammatical and stylistic elements, such as quotations, abbreviations, capitalization, punctuation, footnotes, references, and preparation of tables and figures. The section on doctoral dissertations notes that universities usually have special rules (as highlighted below) regarding formatting of the dissertation manuscript.

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

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

#### Typing Format

##### Punctuation and Style

**Margins.** The left margin is to be 1-1/2 inches; the top, right, and bottom margins are to be one inch. Margins should be aligned on the left and uneven (ragged) on the right. Use standard rules of syllabication for hyphenating words at the ends of lines. Hyphenation should not occur on more than two (2) adjacent lines.

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

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

Omission of words within quotations is permissible, provided that the sense of the quotation is not distorted. Omissions will be indicated by three (3) periods (i.e., ellipse marks)

with alternating spaces. When one (1) or more sentences at the end of a paragraph is omitted, four (4) periods are used instead of three (3).

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

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

**Running head.** The running head should be typed in all uppercase letters and placed at the top left corner of each page (*i.e.*, the header) of the document, beginning on page 1. In contrast to the instructions described in the *Publication Manual of the American Psychological Association* (APA, 2010), the running head should *not* be included on the title page of the dissertation. A maximum of 50 characters, including letters, punctuation, and spaces between words, can be used for the running head.

**Tables, figures, and other materials.** Tables follow the format described in the *Publication Manual of the American Psychological Association* (APA, 2010). Prepare figures in a professional manner suitable for journal submission. In contrast to APA style, figure captions appear on the same page as the figure, as they would appear in a published journal. Sources and documentation should be provided for all illustrative materials that do not originate with the author of the Psy.D. dissertation manuscript.

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

## **Organizing the Manuscript Sections**

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

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

1. *Blank Page.*

2. *Approval Page.* The Approval Page (see Exhibit F) is the signed *Approval of the Psy.D. Dissertation*, which contains the names of all committee members. It is signed by the approving members of the committee after the formal presentation and after all required revisions have been completed.
3. *Brief Curriculum Vitae.* Biographical information furnished in tabular form includes the author's name, record of graduate and undergraduate education with major and minor areas, degrees received, degree to be conferred with official conferral date, publications, professional presentations, and previous positions held. **Please note:** For personal security, items such as date and place of birth, social security number, home address, and phone number should be deleted from this version of the CV. An email address below the student's name will suffice for contact information. A sample CV is provided in Exhibit G.
4. *Abstract.* The Abstract (Exhibit H) is a summary of the dissertation. The heading of the Abstract contains the title of the Psy.D. dissertation, the year that the degree will be officially conferred, and the names of the author and committee chair. The format of this summary must not exceed the following parameters of the computerized process that ProQuest/UMI uses to reproduce the abstract for publication in *Dissertation Abstracts International*.
  - (a) Length not to exceed 350 words.
  - (b) A maximum of 2,450 typewritten characters. The count of characters includes spaces and punctuation in a line.
  - (c) An average of about 70 characters per line.
  - (d) A maximum of 35 lines.

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

5. *Title Page.* The Title Page (Exhibit I) is understood to be page i, but the page number is excluded from this page.
6. *Blank Page.* This page is left blank, except for the page number (ii) in the footer.
7. *Copyright Page (Optional).* Under the United States Copyright Law, duplication of published work without a notice of copyright ordinarily results in dedication of the work to the public domain, which may defeat any later attempt to gain copyright protection. However, copyrighting a Psy.D. dissertation may present some difficulty in having it later published in a professional journal. Further information about copyrighting is available online at: <http://www.copyright.gov/>.

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

**Copyright by Susan J. Williamson  
All Rights Reserved**

8. *Dedication (Optional)*. This section calls attention to people or ideals that are important enough to the author to receive dedication of the Psy.D. dissertation. Examples are: "To my parents," "To Pat, my love," or "To the advancement of psychology as a science, as a profession, and as a means of promoting human welfare." If included, the optional Dedication is numbered as page iii at the bottom center of the page.
9. *Foreword (Optional)*. The Foreword is an optional section used primarily to mention matters of background that are necessary for an understanding of the Psy.D. dissertation, but that do not logically fit into the text. The following items may be included in the Foreword: reasons for the selection of the topic, the scope and limitations of the investigation undertaken, an explanation as to how the topic fits into the existing literature, and difficulties encountered. A Foreword is not necessary if these matters are more appropriately discussed in the text of the dissertation. The Foreword is not the same as the Introduction, which is a Chapter in the main body of the dissertation manuscript.
10. *Acknowledgements (Optional)*. An Acknowledgments page is also optional. Its purpose is to express the author's recognition and appreciation for the guidance and assistance received in planning and conducting the research project and in the preparation of the dissertation manuscript. **Please note:** Psy.D. dissertation manuscripts do not include *both* a Foreword and an Acknowledgments page. If a Foreword is provided, this includes whatever acknowledgments are expressed by the author, and a separate Acknowledgments page is not included.
11. *Table of Contents*. The Table of Contents (Exhibit J) lists the headings of chapters, sections, and subsections of the Psy.D. dissertation, as well as their beginning page numbers. The first section that is listed in the Table of Contents is the Foreword or Acknowledgments section, or, if the dissertation manuscript contains neither, the first chapter. The Table of Contents also lists the page numbers on which the reference list and any appendices begin. The unnumbered preliminary pages and the Title Page are not listed in the Table of Contents. Headings which exceed one line are single-spaced, and there is a blank line (i.e., double-spacing) between headings.

The wording, punctuation, and capitalization of all headings listed in the Table of Contents must correspond exactly to the headings as they appear in the text of the manuscript. The Table of Contents is not only a guide to the order and location of the various sections of the manuscript, it is also a visual representation of the organization of the material. The relationship between chapters, sections, and subsections is reflected in the capitalization of headings, according to the *Publication Manual of the American Psychological Association* (APA, 2010). Chapter headings begin at the left margin, section headings are indented once, and subsection headings are indented twice. It is not necessary to include paragraph headings in the Table of Contents.

12. *Lists of Tables, Figures, and Other Materials (if any)*. If the dissertation manuscript contains figures, tables, photographs, drawings, or other material, each of these lists is presented on a

separate page following the Table of Contents. The List of Tables (Exhibit K) is presented first, followed (if needed) by a List of Figures (Exhibit L) and an appropriately titled list of any other materials. The title of all tables should appear in the List of Tables exactly as it appears in text. The figure caption should appear in the List of Figures exactly as it appears in text, except that only the first sentence of a lengthy figure caption is included in the list.

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

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

## **CHAPTER I**

### **INTRODUCTION**

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

A chapter may be further divided into smaller parts, following APA style for three levels of heading. Section headings are centered, in bold font, with the first letter of each major word capitalized. A section may be divided into subsections, with headings that are flush to the left, in bold font, with the first letter of each major word capitalized. A subsection may be divided with paragraph headings that are indented, in bold font, capitalized as in a sentence, and ending with a period. For sections and subsections, the text begins as a new paragraph on the next line, whereas the text follows a paragraph heading on the same line. Below are examples of these three types of heading:

#### **Section Heading**

Text follows on the line below as a new paragraph.

#### **Subsection Heading**

Text follows on the line below as a new paragraph.

**Paragraph heading.** Text follows on same line.

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

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

14. *References.* The Reference list contains all of the works cited by the author. This list should begin a new page, with **REFERENCES** centered at the top of the page. The format for references follows the *Publication Manual of the American Psychological Association* (APA, 2010), except that references are single-spaced, with a blank line between entries.
15. *Footnotes (if any).* Footnotes are used to supplement or to amplify substantive information in the text. In dissertation manuscripts, footnotes are not inserted at the bottom of pages in the text, but are listed by number in a separate section after References.
16. *Appendices (if any).* The purpose of placing material in an appendix is to keep the text from being interrupted or cluttered with supplementary, illustrative materials. Instructions, questionnaire items, consent forms, research committee approval letters, very lengthy quotations, and excerpts from behavioral diaries are among the items that may be included in



appendices. Each appendix is designated by letter (Appendix A, Appendix B, etc.) in the same sequence as it is mentioned in the manuscript. Pages in the appendix continue the pagination of the dissertation manuscript following the references and/or footnotes.

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

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

17. *Blank Page.* This is the final page of the dissertation.

### **Paper and Copies**

Final copies of the dissertation manuscript must be printed by a letter-quality printer on one side of good quality acid-free, 8-1/2 X 11 inch paper. Printer/copier paper is acceptable; bond, watermark, or resumé paper is not required. All copies must be clean, legible, and professional in appearance. Three copies must be submitted for retention in the University libraries.

Digital images or photographs may be inserted in the dissertation manuscript, as appropriate. It is preferable for an image to be in black and white, or in differentiable shades of grey. If color is needed to understand the image, then each copy should contain a color image.

**Inserted materials.** Folded tables, graphs, illustrations, and similar inserts must fit within the margins indicated above. Otherwise they run the risk of being cut during the trimming and binding process.

#### Chapter V Exhibits

Exhibit G: Sample Curriculum Vitae (pp. 30-31)

Exhibit H: Sample Abstract (p. 32)

Exhibit I: Sample Title Page (p. 33)

Exhibit J: Sample Table of Contents (pp. 34-35)

Exhibit K: Sample List of Tables (p. 36)

Exhibit L: Sample List of Figures (p. 37)

## CURRICULUM VITAE

Susan Jean Williamson

sjwilliam@hartford.edu

### *Education*

- |                 |                                                                                                                                 |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------|
| 2017, May       | Psy.D., Clinical Psychology, Graduate Institute of Professional Psychology, University of Hartford, West Hartford, Connecticut. |
| 2015, September | M.A., Psychology, University of Hartford, West Hartford, Connecticut.                                                           |
| 2011-12         | 18 graduate credits, Department of Psychology, Cleveland State University, Cleveland, Ohio.                                     |
| 2011, August    | Certificate of Completion, Radio Broadcasting, Ohio School of Broadcasting, Parma, Ohio.                                        |
| 2011, May       | B.S., with honors, Psychology and Biology, Cleveland State University, Cleveland, Ohio.                                         |

### *Awards and Honors*

- |              |                                         |
|--------------|-----------------------------------------|
| 2010-present | Member, Kappa Beta Phi                  |
| 2009         | Who's Who in Ohio Collegiate Biology    |
| 2007         | National Merit Scholarship Semifinalist |

### *Professional Experience*

- |              |                                                                                                        |
|--------------|--------------------------------------------------------------------------------------------------------|
| 2016-present | Predoctoral Intern, Consortium for Greater Psychological Health and Well-being, Hartford, Connecticut. |
| 2015-present | Adjunct Instructor, West Central Community College, Northville, Connecticut.                           |
| 2015-16      | Clinical practicum, Mechanized Care Unit, Almagamated Hospitals and Clinics, Hartford, Connecticut.    |

*Professional Experience (Continued)*

2014-16	Teaching Assistant, Graduate Institute of Professional Psychology, University of Hartford.
2014-15	Clinical practicum, Outpatient Mental Health Center, Tiny Clinic in the Vale, West Pleasantville, Connecticut.
2009-11	Research Associate, Department of Psychology, Cleveland State University.
2008-09	Research Assistant, Department of Biology, Cleveland State University.

*Publications*

Hoople, M. T., & Williamson, S. J. (2015). Wilbur J. Wilbur: A man of his time and ours. *The American Behaviorist*, 9, 357-359.

*Presentations*

Williamson, S. J., & Stromboli, I. J. (2016, August). Reasons why most people think that managed care is not too good an idea: A survey. Paper presented at the meeting of the American Psychological Association, New Orleans, LA.

Hoople, M. T., Wilson, A. M., & Williamson, S. J. (2015, July). The influence of maverick psychologists on psychology as we know it. Paper presented at the meeting of the Connecticut Psychological Association, East Rogaine, Connecticut.

Date of Preparation: May 2017

## ABSTRACT

### WILBURIAN THEORY IN CLINICAL PRACTICE: A SURVEY COMPARING PSYCHOLOGISTS WHO FAVOR OR DISFAVOR SHORT-TERM THERAPY

Susan J. Williamson, Doctor of Psychology, 2017

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

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

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

***WILBURIAN THEORY IN CLINICAL PRACTICE: A SURVEY COMPARING  
PSYCHOLOGISTS WHO FAVOR OR DISFAVOR SHORT-TERM THERAPY***

by

Susan Jean Williamson

B.S., with honors, May 2011, Cleveland State University

M.A., May 2015, University of Hartford

Psy.D. Dissertation submitted to the  
Graduate Institute of Professional Psychology  
Doctoral Program in Clinical Psychology  
University of Hartford  
in partial fulfillment of the  
requirements for the degree of  
Doctor of Psychology  
2017

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## **CHAPTER VI**

### **THE FORMAL PRESENTATION OF THE DISSERTATION**

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

#### **Announcement of the Formal Presentation of Psy.D. Dissertation**

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

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

#### **The Formal Presentation**

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

After the formal presentation is completed, any and all final revisions must be made to the satisfaction of all committee members, as indicated by their signing of the *Approval of the Psy.D. Dissertation* (see Exhibit N). The student should prepare this form by filling in all information except signatures and dates, and bring this to the formal presentation, even though further revisions of the dissertation are likely. Once changes are approved, a fully signed *Approval of the Psy.D. Dissertation* is required before any copies of the final manuscript are deemed official.

Following the committee signatures, the student must submit the approved copy of the manuscript (including the signed *Approval* form) to the director of dissertation research for review and signature of the *Approval* form. These materials are forwarded to the GIPP director and then to the chair of the A & S Graduate Studies Committee for their respective reviews and signatures. The GIPP program specialist then returns the final manuscript and fully completed *Approval* form back to the student and copies of the *Approval* form to the student's file, dissertation committee members, and GIPP office staff for record-keeping.

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

### **Manuscript Binding and Distribution**

After the final manuscript and signed *Approval* form are returned to the student, the manuscript is ready for copying, binding, and distribution. The student should plan for at least three (3) copies of the manuscript to be duplicated on good quality, permanent-durable (i.e., acid free), bond paper. Two (2) of these copies will be placed in the Mortensen Library and the third will be kept in the GIPP Library. The student should also arrange for the dissertation chair and each committee member to receive a bound copy of the final manuscript. Additional copies of the manuscript may be submitted for binding at the student's discretion.

All copies of the dissertation manuscript are deposited for binding to the Periodicals Librarian at the Mortensen Library. Information for depositing dissertation copies may be found online at: [http://library.hartford.edu/services/thesis\\_binding/binding\\_psyd\\_requirements.aspx](http://library.hartford.edu/services/thesis_binding/binding_psyd_requirements.aspx). In preparing payment for binding costs, the student should also complete the *Thesis/Essay/Dissertation Binding* Form, which is available online at: [http://library.hartford.edu/services/thesis\\_binding/binding\\_form.pdf](http://library.hartford.edu/services/thesis_binding/binding_form.pdf).

Upon depositing copies for binding, the student should return the completed form for *Distribution of Bound Psy.D. Dissertation Copies* (see Exhibit O) to the GIPP Program Coordinator. This form facilitates the return of bound copies to their proper destinations. The Mortensen Library will retain its two bound copies and return the remainder to the GIPP Program Coordinator. The program specialist will place one copy in the GIPP Library, distribute copies to faculty with University mailboxes, and contact the student for return of any additional copies. The student is responsible for distributing bound copies beyond the University.

## Publication of the Psy.D. Dissertation

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

When depositing dissertation copies for binding, the student must also submit the publication fee and the *ProQuest/UMI Publishing Agreement* Form (see: [http://library.hartford.edu/services/thesis\\_binding/2016-UMI.pdf](http://library.hartford.edu/services/thesis_binding/2016-UMI.pdf)). The Library will send to ProQuest/UMI one of its copies of the completed dissertation, abstract, and title page, along with the *Publishing Agreement* and payment. This copy of the completed dissertation is then returned to the Library for binding.

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

## Copyright Registration (Optional)

If a student wishes ProQuest/UMI to act as an agent in securing the copyright, this can be indicated on the *ProQuest/UMI Publishing Agreement* (see above). This service is available for a fee (plus any filing fee set by the U.S. Copyright Office), which includes the copyright registration fee plus the cost of two (2) copies of the dissertation for deposit in the Library of Congress, as required under copyright law. The student may also choose to file a copyright at a later date through ProQuest/UMI or by other means.

### Flow Chart for the Formal Presentation

- \_\_\_\_\_ 1. Student maintains continuous registration by enrolling and paying tuition for coursework, the internship fee, or the Dissertation Continuance fee each semester.
- \_\_\_\_\_ 2. Student completes a final draft of dissertation for review at the formal presentation.
- \_\_\_\_\_ 3. In consultation with chair, committee members, and GIPP office coordinator, student schedules date, time, and place for formal presentation at least two weeks in advance of meeting. Student distributes copies of manuscript to committee at this time.

#### Flow Chart for the Formal Presentation (Cont'd)

- \_\_\_\_\_ 4. Student contacts the GIPP program specialist to distribute the announcement of formal presentation to all GIPP faculty members.
- \_\_\_\_\_ 5. The chair conducts the formal presentation, a meeting in which the student presents the dissertation to the committee for evaluation and discussion.
- \_\_\_\_\_ 6. Upon satisfactory completion of the formal presentation, the student submits the *Approval of the Psy.D. Dissertation* and a copy of the final, corrected dissertation to committee members for review. The committee members sign *Approval* after all revisions to the dissertation manuscript are completed.
- \_\_\_\_\_ 7. The student submits a copy of the final, corrected dissertation (including the signed *Approval*) to the director of dissertation research for final review and signature.
- \_\_\_\_\_ 8. The manuscript and *Approval* are forwarded to the GIPP director and to the chair of the A & S Graduate Studies Committee for review and signature. GIPP office coordinator returns originals to student and copies of *Approval* form to student's file, committee members, and GIPP office staff for record-keeping.
- \_\_\_\_\_ 9. By the posted deadline, student deposits for binding at least three copies of the dissertation to the Mortensen Library with a check to cover costs. Librarian notifies chair of the A & S Graduate Studies Committee once the copies have been deposited.
- \_\_\_\_\_ 10. Student completes form for GIPP program specialist to instruct proper distribution of bound dissertations. Be sure that each committee member receives a bound copy of the final manuscript.
- \_\_\_\_\_ 11. Student submits fee and *Publishing Agreement* to ProQuest/UMI Dissertation Services for publication of the dissertation.
- \_\_\_\_\_ 12. If desired, ProQuest/UMI will act to secure a copyright of the dissertation.

#### Chapter VI Exhibits

- Exhibit M: Announcement of Dissertation Formal Presentation (p. 42)
- Exhibit N: Approval of the Psy.D. Dissertation (p. 43)
- Exhibit O: Distribution of Bound Psy.D. Dissertation Copies (p. 44)

# **University of Hartford**

Department of Psychology

Graduate Institute of Professional Psychology

Doctoral Program in Clinical Psychology

*Announcement of*

## **Formal Presentation of the Psy.D. Dissertation**

*for the degree of*

### **Doctor of Psychology**

Candidate:

Dissertation Title:

Date & Time:

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

Dissertation Committee:

All members of the University community are invited to attend.

University of Hartford  
Department of Psychology  
Graduate Institute of Professional Psychology

**Approval of the Psy.D. Dissertation**

This is to certify that the Psy.D. Dissertation entitled \_\_\_\_\_

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(Title of Dissertation)

presented by \_\_\_\_\_,  
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\_\_\_\_\_,  
(BA/BS, year, institution)

\_\_\_\_\_,  
(MA/MS, year, institution)

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

(1) \_\_\_\_\_  
Dissertation Chair Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Institution and Department

\_\_\_\_\_  
Title

(3) \_\_\_\_\_  
3<sup>rd</sup> Member Name

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Director of Dissertation Research      Date

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Chair, A&S Graduate Studies Committee      Date

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Institution and Department

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(4) \_\_\_\_\_  
4<sup>th</sup> Member Name (optional)

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Signature

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Institution and Department

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Title

\_\_\_\_\_  
Director of GIPP      Date

# University of Hartford

## Department of Psychology

### Graduate Institute of Professional Psychology

#### Distribution of Bound Psy.D. Dissertation Copies

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## **CHAPTER VII**

### **GRADUATION AND COMMENCEMENT**

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

#### **Graduation Timetable**

A conservative date for submitting the finished dissertation manuscript to committee members is eight (8) weeks prior to commencement. This timetable provides for two (2) weeks that members of the committee are allowed to review the manuscript prior to giving permission for scheduling the formal presentation of the Psy.D. dissertation, two (2) weeks required between the announcement and the meeting for the formal presentation, two (2) weeks for revising and copying the manuscript to be submitted to the chair of the A & S Graduate Studies Committee, and two (2) weeks for review by the chair of the A & S Graduate Studies Committee and certification for graduation by the A & S evaluator.

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

#### **Graduate Degree Application**

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

#### **Certification for Graduation**

The student is not certified for graduation until the chair of the A & S Graduate Studies Committee informs the A & S evaluator that all dissertation requirements and forms have been completed and the A & S evaluator certifies that all other University requirements have been met. Prior to the anticipated semester of graduation, the student should check with the A & S evaluator to assure that all program requirements will have been met. The date that the GIPP director signs the *Approval of the Psy.D. Dissertation* is the date used for purposes of licensure and other non-University certifications.

## Last Minute Reminders

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

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

## Commencement Exercises

GIPP strongly encourages public recognition for completion of the Psy.D. degree through participation in the December and May University commencement exercises. Students who complete all degree requirements in time for a September degree may participate in the December commencement exercises. Students who complete all degree requirements for a January degree **no later than November 1** may also participate in December commencement. All other graduates, including those eligible but unable to participate in December commencement, may participate in the graduate commencement ceremony in May. In December and May, the University hosts a reception for graduates and their guests immediately following commencement exercises.

Caps, gowns, and hoods are available for rental or purchase through the University of Hartford. Students planning to participate in the December or May commencement should make arrangements for rental or purchase of academic regalia by the specified deadline.

### Flow Chart for Graduation and Commencement

- \_\_\_\_\_ 1. Student maintains continuous registration by enrolling and paying tuition for coursework, the internship fee, or the Dissertation Continuance fee each semester.
- \_\_\_\_\_ 2. Student contacts the A & S evaluator to submit Graduate Degree Application.
- \_\_\_\_\_ 3. Student requests verification of completion of requirements from A & S evaluator.
- \_\_\_\_\_ 4. Student checks with the University bursar and GIPP program specialist that there are no outstanding fees or departmental responsibilities.
- \_\_\_\_\_ 5. If attending commencement exercises, student places order for cap, gown, and hood.

## REFERENCES

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Trierweiler, S. J., Stricker, G., & Peterson, R. L. (2010). The research and evaluation competency: The local clinical scientist-review. In M. B. Kenkel, & R. L. Peterson (Eds.), *Competency-based education for professional psychology* (pp. 125-141).

## APPENDIX A: DISSERTATION DIRECTORY

<i>Name</i>	<i>Title</i>	<i>Office</i>	<i>Phone</i>	<i>Email</i>
Cox, Katie	Arts & Sciences Evaluator	Hillyer Hall 204	4257	Kcox
Crane, Dr. Barbara	Chair, Human Subjects Committee	Dana Hall 410C	5371	Hsc
Mehm, Dr. John	GIPP Director	East Hall 117H	5224	Mehm
Milling, Dr. Len	Chair, Psychology Subject Pool	East Hall 203F	4546	Milling
Oppenheimer, Cindy	GIPP Office Coordinator	East Hall 117	5391	Oppenheim
Powell, Dr. Jack	Director, Dissertation Research	East Hall 204C	4720	Jpowell
Registrar	Student Administrative Services Center (SASC)	Computer Center 217	4999	Registrar
Sharp, Dr. Olga	Chair, Arts & Sciences Graduate Studies Committee	East Hall 203L	4045	Osharp
Van Haelen, Melanee	Periodicals Department	Mortensen Library L106	5950	Vanhaelen
Viereck, Betty	GIPP Program Specialist	East Hall 117G	5323	Viereck
Wasko, Dr. Dennis	Chair, Institutional Animal Care and Use Committee	Hillyer Hall 155	4925	Wasko

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

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

Server for all email addresses: hartford.edu.

## APPENDIX B: SUMMARY OF FEES

<i>Fee</i>	<i>Amount</i>	<i>Payee</i>	<i>Recipient</i>
Graduate degree application, cap, gown, and hood	\$208, if paid by deadline \$225, if late	University of Hartford	Registrar
<a href="http://www.hartford.edu/aboutuofh/office_of_provost/registrar/graduation.aspx">http://www.hartford.edu/aboutuofh/office_of_provost/registrar/graduation.aspx</a>			
Dissertation binding	\$15/copy for title on spine \$27/copy for title on spine and front cover	Mortensen Library	Mortensen Library
<a href="http://library.hartford.edu/services/thesis_binding/">http://library.hartford.edu/services/thesis_binding/</a>			
Publication of dissertation abstract	No fee	ProQuest/UMI	ProQuest/UMI
<a href="http://library.hartford.edu/services/thesis_binding/electronic_submission.aspx">http://library.hartford.edu/services/thesis_binding/electronic_submission.aspx</a>			
Students are advised to check with ProQuest for fees associated with optional copyright registration.			

*Note.* All fees are current as of this printing, but are subject to change. See websites for further information.

## APPENDIX C: SAMPLE DISSERTATION

<div style="text-align: center;"> <p>University of Hartford Department of Psychology Graduate Institute of Professional Psychology</p> <p><b>Approval of the Psy.D. Dissertation</b></p> <p>This is to certify that the Psy.D. Dissertation entitled <u>College Students' Sense of Belonging and Social Support: Potential Factors in Resilience</u></p> <p>(Title of Dissertation)</p> <p>presented by <u>Stephanie S. Bozak</u> (Name of Candidate)</p> <p><u>BA, 2005, Binghamton University</u> (BA/BS, year, institution)</p> <p><u>MA, 2007, University of Hartford</u> (MA/MS, year, institution)</p> <p>has been approved unanimously by the Psy.D. dissertation committee on <u>4/22/2013</u> (Date)</p> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>(1) <u>Anne E. Pidano, Ph.D.</u> Dissertation Chair Name <u>Anne E. Pidano</u> Signature <u>Univ. of Hartford, Psychology-GIPP</u> Institution and Department <u>Assistant Professor</u> Title</p> </div> <div style="width: 45%;"> <p>(2) <u>John G. Melus, Ph.D.</u> 2nd Member Name <u>John G. Melus</u> Signature <u>Univ. of Hartford, Psychology-GIPP</u> Institution and Department <u>Director, GIPP</u> Title</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>(3) <u>Stephen O. Fagbemi, Psy.D., Ph.D.</u> 3rd Member Name <u>Stephen O. Fagbemi</u> Signature <u>Univ. of Hartford, Psychology-GIPP</u> Institution and Department <u>Affiliate Faculty</u> Title</p> </div> <div style="width: 45%;"> <p>(4) _____ 4th Member Name (optional) Signature Institution and Department Title</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>Received: <u>Jack Powell</u> 5/1/13 Director of Dissertation Research Date</p> <p>Received: <u>Jacob P. Harney</u> 5/1/13 Chair, A&amp;S Graduate Studies Committee Date</p> </div> <div style="width: 45%;"> <p><u>John G. Melus</u> 4/25/13 Director of GIPP Date</p> </div> </div>	<div style="text-align: center;"> <p><b>ABSTRACT</b></p> <p>COLLEGE STUDENTS' SENSE OF BELONGING AND SOCIAL SUPPORT: POTENTIAL FACTORS IN RESILIENCE</p> <p>Stephanie Bozak, Doctor of Psychology, 2013</p> <p>Psy.D. Dissertation Chaired by Anne Pidano, Ph.D., Associate Professor, Graduate Institute of Professional Psychology</p> <p>Most people will experience daily stressors and at least one potentially traumatic event in their lifetime. Although it was initially thought that those exposed to difficulties would experience poor developmental outcomes, many seem to adjust and function well. People who function well despite the adversities they face are considered to be resilient. Resilience or resiliency refers to the dynamic process by which positive adaptation occurs within the context of adversity. It describes the way in which individuals utilize both internal and external resources, to overcome adversity or threats to their development.</p> <p>Although there have been many research studies looking at social support as a factor in resilience, and there are some studies indicating that social support is related to sense of belonging, there has been little research focusing on sense of belonging as a factor in resilience. The purpose of this study was to examine whether social support, sense of belonging, and perceived stress are correlated with resilience. Two hundred and six University of Hartford students completed a survey which included measures of social support (MSPSS), sense of belonging (SOBI-A and SOBI-P), perceived stress (PSS), and resilience (CD-RISC). It was hypothesized that sense of belonging would be positively</p> </div>																								
<div style="text-align: center;"> <p><b>CURRICULUM VITAE</b></p> <p>Stephanie Sue Bozak stephaniebozak@gmail.com</p> </div> <p><i>Education</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">2013, May</td> <td>Psy.D., Clinical Psychology, Graduate Institute of Professional Psychology University of Hartford, West Hartford, Connecticut.</td> </tr> <tr> <td>2007, September</td> <td>M.A., Psychology, University of Hartford, West Hartford, Connecticut.</td> </tr> <tr> <td>2005, May</td> <td>B.A., Psychology and Sociology, Binghamton University – State University of New York, Binghamton, New York.</td> </tr> </table> <p><i>Clinical Experience</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">2012-present</td> <td>Clinical Coordinator, Community Residences, Inc., Southington, Connecticut.</td> </tr> <tr> <td>2011-2012</td> <td>Predoctoral Intern, MercyFirst, Syosset, New York.</td> </tr> <tr> <td>2011-2011</td> <td>Clinician, Northwest Village School, Wheeler Clinic, Plainville, Connecticut.</td> </tr> <tr> <td>2010-2011</td> <td>Outpatient Clinician, Mt. Tom Center for Mental Health &amp; Recovery - Behavioral Health Network, Holyoke, Massachusetts.</td> </tr> <tr> <td>2009-2010</td> <td>Clinical Practicum, Mt. Tom Center for Mental Health &amp; Recovery, Behavioral Health Network, Holyoke, Massachusetts.</td> </tr> <tr> <td>2008-2009</td> <td>Short Term Assessment and Respite Clinician, Community Residences, Inc., Southington, Connecticut.</td> </tr> <tr> <td>2008-2009</td> <td>Fee for Service Clinician, Child Guidance Clinic, Community Mental Health Affiliates, New Britain, Connecticut.</td> </tr> <tr> <td>2008-2009</td> <td>Fee for Service Clinician, Supervised Visitation and Adoption Program, Family Services of Central Connecticut, New Britain, Connecticut.</td> </tr> <tr> <td>2007-2008</td> <td>Clinical Practicum, Child Guidance Clinic, Community Mental Health Affiliates, New Britain, Connecticut.</td> </tr> </table>	2013, May	Psy.D., Clinical Psychology, Graduate Institute of Professional Psychology University of Hartford, West Hartford, Connecticut.	2007, September	M.A., Psychology, University of Hartford, West Hartford, Connecticut.	2005, May	B.A., Psychology and Sociology, Binghamton University – State University of New York, Binghamton, New York.	2012-present	Clinical Coordinator, Community Residences, Inc., Southington, Connecticut.	2011-2012	Predoctoral Intern, MercyFirst, Syosset, New York.	2011-2011	Clinician, Northwest Village School, Wheeler Clinic, Plainville, Connecticut.	2010-2011	Outpatient Clinician, Mt. Tom Center for Mental Health & Recovery - Behavioral Health Network, Holyoke, Massachusetts.	2009-2010	Clinical Practicum, Mt. Tom Center for Mental Health & Recovery, Behavioral Health Network, Holyoke, Massachusetts.	2008-2009	Short Term Assessment and Respite Clinician, Community Residences, Inc., Southington, Connecticut.	2008-2009	Fee for Service Clinician, Child Guidance Clinic, Community Mental Health Affiliates, New Britain, Connecticut.	2008-2009	Fee for Service Clinician, Supervised Visitation and Adoption Program, Family Services of Central Connecticut, New Britain, Connecticut.	2007-2008	Clinical Practicum, Child Guidance Clinic, Community Mental Health Affiliates, New Britain, Connecticut.	
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<p>ACKNOWLEDGMENTS</p> <p>A special thank you to my Dissertation Committee members, Dr. Pidano, Dr. Mehm, and Dr. Fagbemi. Your collective patience, effort and shared expertise were integral to this study.</p> <p>Great gratitude is also owed to the following people:</p> <p>My family, not only for your support throughout my undergraduate and graduate career, but for helping me become who I am today.</p> <p>J.K., to whom I am immeasurably thankful for helping me to overcome roadblocks and achieve the necessary frame of mind to complete this project. For being a constant support and being unwavering in your love.</p> <p>T.P., for showing me what resilience truly is. I am so honored and feel so privileged to have had the opportunity to know you.</p> <p>iii</p>	<p>TABLE OF CONTENTS</p> <table> <tr> <th></th> <th>Page</th> </tr> <tr> <td>ACKNOWLEDGMENTS .....</td> <td>iii</td> </tr> <tr> <td>I. INTRODUCTION .....</td> <td>1</td> </tr> <tr> <td>    Resilience .....</td> <td>6</td> </tr> <tr> <td>        History of Resilience Research .....</td> <td>8</td> </tr> <tr> <td>        Models of Resilience .....</td> <td>14</td> </tr> <tr> <td>        Assessment of Resilience .....</td> <td>18</td> </tr> <tr> <td>        Risk Factors .....</td> <td>19</td> </tr> <tr> <td>        Protective Factors .....</td> <td>28</td> </tr> <tr> <td>    Social Support .....</td> <td>33</td> </tr> <tr> <td>        Models of Social Support .....</td> <td>36</td> </tr> <tr> <td>        Assessment of Social Support .....</td> <td>39</td> </tr> <tr> <td>        Social Support and Resilience .....</td> <td>40</td> </tr> <tr> <td>        Social Support versus Sense of Belonging .....</td> <td>41</td> </tr> <tr> <td>    Sense of Belonging .....</td> <td>42</td> </tr> <tr> <td>        Model of Sense of a Belonging .....</td> <td>43</td> </tr> <tr> <td>        Assessment of Sense of Belonging .....</td> <td>45</td> </tr> <tr> <td>        The Importance of Sense of Belonging .....</td> <td>46</td> </tr> <tr> <td>    College Students and Sense of Belonging .....</td> <td>48</td> </tr> <tr> <td>        College Students, Sense of Belonging, and Resilience .....</td> <td>49</td> </tr> <tr> <td>    Current Study .....</td> <td>51</td> </tr> <tr> <td>        Hypotheses and Research Questions .....</td> <td>52</td> </tr> <tr> <td>II. METHOD .....</td> <td>54</td> </tr> <tr> <td>    Participants .....</td> <td>54</td> </tr> <tr> <td>    Materials .....</td> <td>55</td> </tr> <tr> <td>        Informed Consent Materials .....</td> <td>55</td> </tr> <tr> <td>        Sense of Belonging Instrument .....</td> <td>55</td> </tr> <tr> <td>        Multidimensional Scale of Perceived Social Support .....</td> <td>56</td> </tr> <tr> <td>        Perceived Stress Scale .....</td> <td>57</td> </tr> <tr> <td>        Connor-Davidson Resilience Scale .....</td> <td>58</td> </tr> <tr> <td>        Demographics .....</td> <td>58</td> </tr> <tr> <td>    Procedure .....</td> <td>58</td> </tr> <tr> <td>    Design and Data Analysis .....</td> <td>60</td> </tr> <tr> <td>III. RESULTS .....</td> <td>62</td> </tr> </table> <p>iv</p>		Page	ACKNOWLEDGMENTS .....	iii	I. INTRODUCTION .....	1	Resilience .....	6	History of Resilience Research .....	8	Models of Resilience .....	14	Assessment of Resilience .....	18	Risk Factors .....	19	Protective Factors .....	28	Social Support .....	33	Models of Social Support .....	36	Assessment of Social Support .....	39	Social Support and Resilience .....	40	Social Support versus Sense of Belonging .....	41	Sense of Belonging .....	42	Model of Sense of a Belonging .....	43	Assessment of Sense of Belonging .....	45	The Importance of Sense of Belonging .....	46	College Students and Sense of Belonging .....	48	College Students, Sense of Belonging, and Resilience .....	49	Current Study .....	51	Hypotheses and Research Questions .....	52	II. METHOD .....	54	Participants .....	54	Materials .....	55	Informed Consent Materials .....	55	Sense of Belonging Instrument .....	55	Multidimensional Scale of Perceived Social Support .....	56	Perceived Stress Scale .....	57	Connor-Davidson Resilience Scale .....	58	Demographics .....	58	Procedure .....	58	Design and Data Analysis .....	60	III. RESULTS .....	62
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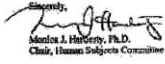
<p style="text-align: center;"><b>LIST OF TABLES</b></p> <table> <tr> <th style="text-align: left;">Table</th> <th style="text-align: right;">Page</th> </tr> <tr> <td>1. Summary of correlations, means, standard deviations, and Cronbach's <math>\alpha</math> for scores on the MSPSS, SOBI-A, SOBI-P, PSS, and CD-RISC .....</td> <td style="text-align: right;">63</td> </tr> <tr> <td>2. Gender differences in MSPSS, SOBI-A, SOBI-P, PSS and CD-RISC .....</td> <td style="text-align: right;">65</td> </tr> <tr> <td>3. Multiple Regression Model using MSPSS, SOBI-P, and PSS to predict CD-RISC scores .....</td> <td style="text-align: right;">66</td> </tr> </table> <p style="text-align: center;">vi</p>	Table	Page	1. Summary of correlations, means, standard deviations, and Cronbach's $\alpha$ for scores on the MSPSS, SOBI-A, SOBI-P, PSS, and CD-RISC .....	63	2. Gender differences in MSPSS, SOBI-A, SOBI-P, PSS and CD-RISC .....	65	3. Multiple Regression Model using MSPSS, SOBI-P, and PSS to predict CD-RISC scores .....	66	<p style="text-align: right;">PSYCHOLOGICAL SENSE OF BELONGING AND RESILIENCE 1</p> <p style="text-align: center;"><b>CHAPTER I</b></p> <p style="text-align: center;"><b>INTRODUCTION</b></p> <p>Most people will experience daily stressors (Bonanno, 2005; Bonanno, Galea, Bucciarelli &amp; Vlahov, 2007), and, the majority of adults have been exposed to at least one potentially traumatic event in their lifetimes (Bonanno et al., 2007). In the mid-1950's it was believed that a poor developmental outcome was likely for individuals who were exposed to difficulties such as poverty, parental psychopathology, trauma, and chronic family discord (Werner, 2005). However, despite widespread exposure to and common beliefs about potentially traumatic events, both children and adults react in many different ways to the same experiences. While many children do develop psychological difficulties when faced with stressors or adversity, many seem to adjust and function well (Luthar, 1991; Werner, 1989). It is apparent from research that many children who experience stressful, disadvantaged, or abusive childhoods are able to grow up to develop into prosocial and productive adults (Bartol, 2006).</p> <p>People who function well despite the adversities they face are considered to be resilient (Luthar, 1991) and are said to have internal characteristics and access to external factors, which help them to "bounce back" from traumatic experiences and help buffer them from detrimental psychological effects (Baruth &amp; Carroll, 2006; Luthar, 1991; Luthar &amp; Cicchetti, 2000; Richardson, 2002). The notion of resilience or resiliency refers to the dynamic process by which positive adaptation occurs within the context of adversity (Cicchetti &amp; Garmezy, 1993; Luthar, Cicchetti, &amp; Becker, 2000; Masten &amp; Tellegen, 2012; Werner, 2005). In other words, resilience, considered to be interchangeable with resiliency, describes the way in which individuals utilize both</p>
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<p style="text-align: right;">PSYCHOLOGICAL SENSE OF BELONGING AND RESILIENCE 6</p> <p>stressful events. First, the dissertation reviews relevant literature related to resilience in order to facilitate a greater understanding of the relationships between social support and sense of belonging, and ascertain any evidence for a correlation with resiliency. The dissertation focuses on social support as a factor in resilience by reviewing the literature related to social support. It explores the relationship between the two constructs of social support and resilience. It then discusses the similarities and differences between social support and sense of belonging and discusses how sense of belonging is related to resilience. It outlines the study which aims to help explore the correlation between resilience, social support, and sense of belonging.</p> <p>The following section discusses the research on resilience and outlines the history of resilience research in psychology, different models of resiliency, identified risk factors and protective factors. Although resilience is a broad topic, this dissertation focuses on social support and sense of belonging as potential factors in resilience.</p> <p style="text-align: center;"><b>Resilience</b></p> <p>Resilience or resiliency may be defined as the process by which a person utilizes internal and external resources to overcome adversity and adapt despite potential threats to their development (Cicchetti &amp; Garmezy, 1993; Everall et al., 2006; Luthar et al., 2000; Masten &amp; Tellegen, 2012; Werner, 2005). Resiliency is two-dimensional, involving both exposure to adversity and positive adjustment after exposure to the adversity (Friborg et al., 2009; Luthar &amp; Cicchetti, 2000; Masten &amp; Tellegen, 2012). It requires something that can be evaluated as a stressor or hardship and the ability to overcome this stressor. It also involves having the characteristics that help a person to "bounce back" from adversity and deter an individual from detrimental psychological</p>	<p style="text-align: right;">PSYCHOLOGICAL SENSE OF BELONGING AND RESILIENCE 8</p> <p>suggests that recovery and resilience are two distinct and separate trajectories after exposure to risk and negative events in one's life. This is not to say that a resilient person does not experience upset or stress related to the aversive event, but rather that his or her overall level of functioning has remained the same (Mancini &amp; Bonanno, 2006). While a resilient person may experience loss or become distressed due to the adverse life event or circumstance, those who possess resilient qualities do not significantly change in their level of functioning. They possess capabilities to overcome this distress and will not show any significant difference in how they function in their day to day life over time. An example would be experiencing stress due to the loss of a job. While this may produce high levels of stress, a resilient person may have qualities and take efforts that help to overcome the difficulty without significant loss of functioning. If a person loses a job, but was in the process of being hired elsewhere, he or she may experience some stress related to the job loss, however, his or her functioning would remain the same if the new job served as a buffer. A lack of resilience may result in high levels of stress that hinder the person's ability to find a new job or move forward with their life, possibly causing them to fall into a state of depression. If, as time passes, this person seeks help, this is considered recovery and the person is able to move forward and try to find a job.</p> <p style="text-align: center;"><b>History of Resilience Research</b></p> <p>Although the experience and process of resilience have likely existed throughout history, research involving the concept of resilience is relatively new. Evidence for resilience can be found in early research with populations ranging from individuals exposed to extreme stress, to those who experienced historical traumatic occurrences, to early programs of research with populations diagnosed with schizophrenia (Cicchetti &amp;</p>								

**Note.** Sample does not include a List of Figures. Only selected pages of Chapter I are presented. Heading on p. 6 denotes a new section, whereas heading on p. 8 denotes a subsection.



<p>PSYCHOLOGICAL SENSE OF BELONGING AND RESILIENCE</p> <p>Garnezy, 1993; Masten &amp; Tellegen, 2012). Literature on schizophrenia can be thought of as one of the founding bases for resiliency research due to the patterns found in some patients who evidenced adaptive behaviors (Cicchetti &amp; Garnezy, 1993; Masten &amp; Tellegen, 2012). During early research, however, those people who exhibited positive adaptation were considered atypical and were not given much attention (Cicchetti &amp; Garnezy, 1993). Cicchetti and Garnezy (1993) also cited research with those exposed to chronic stress as early evidence for resilience. Those who experienced chronic stresses were considered to be exposed to risk and researchers believed that negative development would inevitably follow. Despite the exposure to risk, however, many people in these early studies went on to develop normally without hardships or difficulty. Masten et al. (1990) state that studies of children at risk of psychopathology played an important role in the understanding of what has become known as the concept known as resilience. For example, although poverty encompasses a range of stressors, early literature revealed that many children who grew up exposed to this adversity developed positive behaviors (Cicchetti &amp; Garnezy, 1993). In addition to research involving "at risk" children, developmental pathology has also informed resilience research (Garnezy, Masten &amp; Tellegen, 1984).</p> <p><b>Successful adaptation.</b> As researchers studied developmental pathology, they began to note children who flourished despite risks (Masten, Best, &amp; Garnezy, 1990). Research has helped to shed light on the different developmental outcomes and pathways, and as these are becoming more recognized there has been an increased acknowledgment of successful adaptation despite adversity (Cicchetti &amp; Garnezy, 1993; Masten et al., 1990). In these early studies, the definition of successful adaption was often based on</p>	<p>9</p>																																																						
<p>PSYCHOLOGICAL SENSE OF BELONGING AND RESILIENCE</p> <p><b>CHAPTER II</b> <b>METHOD</b> <b>Participants</b></p> <p>The survey was administered to 206 student participants from the University of Hartford in West Hartford, Connecticut. The 206 students were recruited using the Psychology Department's Subject Pool. Participation was voluntary for all students and those who participated received credit for their participation. The majority of the participants, 70.9%, were Caucasian (<math>n=146</math>). There were more female (66%, <math>n=136</math>) than male (34%, <math>n=70</math>) participants. The majority of the participants were in their freshman year (66.5%, <math>n=137</math>) and lived on campus (i.e., did not commute) (86%, <math>n=178</math>). The participant demographics were comparable to the University of Hartford, except for the ratio of female to male students. According to the university website, females represent 51.4% of the student body, while males represent 48.6 % (University of Hartford, 2012). Most of the participants were originally from less than 3.5 hours away from the university (cumulative percent of everyone less than 3.5 hours away from the university = 84.5%, <math>n=174</math>) and an overwhelming majority began their college career at the University of Hartford (i.e., did not transfer to the university) (97%, <math>n=201</math>). Given that the Psychology Department's Subject Pool gathers participants from Psychology 101 and Psychology 102 classes, it was expected that most participants were within their first year of college and started at the University of Hartford. Additionally, given that most first year students live on campus, it was also expected that most of the participants were living on campus.</p> <p>Approval for the research study was granted through the University of Hartford's Human Subjects Committee (see Appendix A). Participants were treated in accordance</p>	<p>54</p>																																																						
<p>PSYCHOLOGICAL SENSE OF BELONGING AND RESILIENCE</p> <p><b>CHAPTER III</b> <b>RESULTS</b></p> <p>This study focused on the relationships between social support, sense of belonging, perceived stress, and resilience. Statistics for the main study scales are presented in Table 1. The MSPSS had a mean of 69.46 (<math>SD=10.64</math>), with excellent internal consistency reliability indicated by a Cronbach's alpha of .92. Sense of belonging was measured using the two scales of the SOBI, and included the antecedents and the psychological experience. The SOBI-A or the antecedents had a mean of 43.47 (<math>SD=3.86</math>), and a Cronbach's alpha of .71, while the SOBI-P or psychological experience had a mean of 58.62 (<math>SD=8.38</math>), and a Cronbach's alpha of .94. Internal consistency for the SOBI-A was found to be slightly less robust (Cronbach's <math>\alpha=.71</math>) when compared to the SOBI-P (<math>\alpha=.94</math>). The PSS measuring perceived stress, had a mean of 18.70 (<math>SD=6.380</math>), and a Cronbach's alpha of .86. The CD-RISC, measuring resilience had a mean of 72.29, (<math>SD=11.53</math>), and a Cronbach's alpha of .90.</p> <p>Hypothesis 1 stated that the two scales of the Sense of Belonging Instrument, Antecedents and the Psychological Experience would be positively correlated with each other. Correlational analysis supported this prediction, indicating that the two scales measuring sense of belonging, the SOBI-A and the SOBI-P had a statistically significant correlation coefficient of .31. The hypothesis also stated that the constructs, sense of belonging and social support, would be positively and statistically significantly correlated with each other. Although the SOBI-A was found to have less reliability than the SOBI-P, the SOBI-A was found to be positively and statistically significantly correlated with social support (<math>r=.31</math>). The SOBI-P was also found to be positively and statistically</p>	<p>62</p>																																																						
<p>PSYCHOLOGICAL SENSE OF BELONGING AND RESILIENCE</p> <p>Table 1 <i>Summary of correlations, means, standard deviations, and Cronbach's <math>\alpha</math> for scores on the MSPSS, SOBI-A, SOBI-P, PSS, and CD-RISC</i></p> <table><tr><th>Scale</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr><tr><td>1. Multidimensional Scale of Perceived Social Support</td><td>—</td><td></td><td></td><td></td><td></td></tr><tr><td>2. Sense of Belonging Instrument - Antecedents</td><td>.31 **</td><td>—</td><td></td><td></td><td></td></tr><tr><td>3. Sense of Belonging Instrument - Psychological Experience</td><td>.64 **</td><td>.31 **</td><td>—</td><td></td><td></td></tr><tr><td>4. Perceived Stress Scale</td><td>-.33 **</td><td>-.10</td><td>-.54 **</td><td>—</td><td></td></tr><tr><td>5. Connor-Davidson Resilience Scale</td><td>.41 **</td><td>.25 **</td><td>.50 **</td><td>.55 **</td><td>—</td></tr><tr><td>Mean</td><td>69.46</td><td>43.47</td><td>58.62</td><td>18.70</td><td>72.29</td></tr><tr><td>SD</td><td>10.64</td><td>3.86</td><td>8.37</td><td>6.38</td><td>11.53</td></tr><tr><td>Cronbach's <math>\alpha</math></td><td>.92</td><td>.71</td><td>.94</td><td>.86</td><td>.90</td></tr></table> <p>Note: All correlations based on <math>N=206</math>. *<math>p &lt; .05</math> ** <math>p &lt; .01</math></p> <p>significantly correlated with the MSPSS (<math>r=.64</math>). Hypothesis 1 also stated that sense of belonging and social support would be negatively correlated with perceived stress and this was also support by the correlational analysis. The SOBI-P was negatively correlated with PSS with a correlation coefficient of -.54, and MSPSS was negatively correlated with PSS with a correlation coefficient of -.33. The SOBI-A, however, was not found to be statistically significantly correlated with perceived stress.</p> <p>Hypothesis 2 looked at the predicting factors, sense of belonging, social support, and perceived stress, and their relationship with resilience. It was hypothesized that resilience will be positively correlated with sense of belonging and social support, while being negatively correlated with perceived stress. The SOBI-A was positively and</p>	Scale	1	2	3	4	5	1. Multidimensional Scale of Perceived Social Support	—					2. Sense of Belonging Instrument - Antecedents	.31 **	—				3. Sense of Belonging Instrument - Psychological Experience	.64 **	.31 **	—			4. Perceived Stress Scale	-.33 **	-.10	-.54 **	—		5. Connor-Davidson Resilience Scale	.41 **	.25 **	.50 **	.55 **	—	Mean	69.46	43.47	58.62	18.70	72.29	SD	10.64	3.86	8.37	6.38	11.53	Cronbach's $\alpha$	.92	.71	.94	.86	.90	<p>63</p>
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**Note.** Only selected pages of Chapters I, II, and III are presented. Heading on p. 9 is a paragraph heading. Table 1 appears on page after it was first referenced.

<p>PSYCHOLOGICAL SENSE OF BELONGING AND RESILIENCE 67</p> <p style="text-align: center;"><b>CHAPTER IV</b> <b>DISCUSSION</b></p> <p style="text-align: center;"><b>Summary of Findings</b></p> <p>Hagerty et al. (1996) suggest that sense of belonging is a unique element of relatedness and that it is one of many concepts that are part of social support. Although researchers (Dumon &amp; Provost, 1999; Hagerty et al., 1992; Hagerty et al., 1996) have suggested that sense of belonging and social support are empirically key correlates, there is a lack of evidence in this matter in the current literature. Researchers have also suggested that although social support and sense of belonging are related, they are separate and different constructs (Dumon &amp; Provost, 1999; Hagerty et al., 1992; Hagerty et al., 1996). Other researchers, however, have found that social support does not significantly correlate with sense of belonging (Hagerty &amp; Williams, 1999). Despite inconsistencies, Hypothesis 1 predicted that social support and sense of belonging would be positively and statistically significantly correlated. The results of the present study did in fact, support Hypothesis 1 indicating that sense of belonging is correlated with social support and also suggested that although correlated, they are not so highly correlated to suggest that they measure the same concept. This provides evidence for what researchers have suggested indicating that, although related, sense of belonging and social support are separate from each other (Dumon &amp; Provost, 1999; Hagerty et al., 1992; Hagerty et al., 1996). In other words, sense of belonging is related to but separate from social support.</p> <p>Sense of belonging involves two important dimensions which were identified by researchers, the antecedents and the psychological experience (Hagerty et al., 1992; Hagerty et al., 1996). Hypothesis 1 stated that both the antecedents and psychological</p>	<p>PSYCHOLOGICAL SENSE OF BELONGING AND RESILIENCE 77</p> <p style="text-align: center;"><b>REFERENCES</b></p> <p>Ahearn, N.R., Kiehl, E.M., Sole, M.L., &amp; Byers, J. (2006). A review of instruments measuring resilience. <i>Issues in Comprehensive Pediatric Nursing</i>, 29, 103-125. doi: 10.1080/01460860600677643</p> <p>American Psychological Association, Ethics Office (2010). <i>Ethical principles of psychologists and code of conduct</i>. Retrieved from <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a></p> <p>Anant, S.S. (1967). Belongingness, anxiety and self-sufficiency: Pilot study. <i>Psychological Reports</i>, 20, 1137-1138.</p> <p>Bartol, C.R. (2006). Resilience and antisocial behavior. In Bartol, C.R. &amp; Bartol, A.M. (Eds.), <i>Current Perspectives in forensic psychology and criminal justice</i> (pp. 79-92). Thousand Oaks, CA: SAGE Publications.</p> <p>Baruth, K.E., &amp; Carrol, J.J. (2002). A formal assessment of resilience: The Baruth Protective Factors Inventory. <i>The Journal of Individual Psychology</i>, 58(3), 235-244.</p> <p>Bernardon, S., Babb, K.A., Hakim-Larson, J., &amp; Gragg, M. (2011) Loneliness, attachment, and the perception and use of social support in university students. <i>Canadian Journal of Behavioural Science</i>, 43(1), 40-51.</p> <p>Bonanno, G.A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? <i>American Psychologist</i>, 59(4), 20-28.</p> <p>Bonanno, G.A. (2005). Resilience in the face of potential trauma. <i>Current Directions in Psychological Science</i>, 14(3), 135-138. doi: 10.1111/j.0963-7214.2005.00347.x</p> <p>Bonanno, G.A., Olen, S., Bucciarelli, A., &amp; Vlahov, D. (2006). Psychological resilience after disaster: New York City in the aftermath of the September 11<sup>th</sup> terrorist attack. <i>Psychological Science</i>, 17(3), 181-186.</p> <p>Bonanno, G.A., &amp; Mancini, A.D. (2008). The human capacity to thrive in the face of potential trauma. <i>Pediatrics</i>, 121(2), 369-375. doi:10.1542/peds.2007-1648</p> <p>Bovier, P.A., Chamot, E., &amp; Perneger, T.V. (2004). Perceived stress, internal resources, and social support as determinants of mental health among young adults. <i>Quality of Life Research</i>, 13, 161-180</p>
<p>PSYCHOLOGICAL SENSE OF BELONGING AND RESILIENCE 85</p> <p style="text-align: center;"><b>APPENDIX A</b></p> <p style="text-align: center;"><b>University of Hartford Study Approval</b></p> <div style="text-align: center;">  <p><b>UNIVERSITY OF HARTFORD</b></p> <p><small>Human Subjects Committee</small></p> </div> <p>November 8, 2010</p> <p>Stachanik Dorak</p> <p>Hartford, CT 06106</p> <p>Dear Ms. Dorak:</p> <p>Upon review of your modifications/clarifications by the Human Subjects Committee, your proposal, College students' sense of belonging and social support: Potential factors in resilience, has been approved for one year according to expedited review guidelines established by federal regulation 45 CFR 46.110(b). Keep in mind that it is your responsibility to notify and seek approval from this Committee of any modifications to your project, and that it is your responsibility to report to this Committee, any adverse events that occur related to this research. Reporting forms are available online at the HSC website.</p> <p>This institution has an Assurance of Compliance on file with the Office of Human Research Protections (Federalwide Assurance FWA00003578).</p> <p>Congratulations and good luck.</p> <div style="text-align: center;">  <p>Monica J. Hartford, Ph.D. Chair, Human Subjects Committee</p> </div> <p>CC: Anne Pilano</p>	<p>PSYCHOLOGICAL SENSE OF BELONGING AND RESILIENCE 101</p>

**Note.** Only selected pages of Chapter IV, References, and Appendices are presented. Running head and pagination continue through Appendices and final blank page.