PACIFICA
GRADUATE INSTITUTE

CLINICAL PSYCHOLOGY PhD
DISSERTATION HANDBOOK 2022–2023

Contents

Preface to the 2022–2023 Dissertation Handbook

The purpose of this handbook is to clarify the nature and process of doctoral dissertation research in clinical psychology as the culminating scholarly endeavor of students' psychological education at Pacifica Graduate Institute. The handbook addresses two distinctive but related basic aspects of doctoral dissertation research at Pacifica: the *research process* and the *dissertation process*. The first basic aspect, the research process, refers to the way students actually go about approaching, conceiving, designing, conducting, and reporting their research projects in clinical psychology. This aspect is to be understood as suggestive and is subject to the direction of the dissertation committee. While empirical research (broadly defined as including human subjects) usually follows the process outline in this handbook, theoretical research (broadly defined as not including human subjects) can take many different forms following the Human Science precept, that method is determined by subject. The second basic aspect, the dissertation process, refers to specific institutional requirements and procedures that Pacifica has established for students enrolled in the dissertation period of their program, that is, for students on the "dissertation clock." Although these two basic aspects of doctoral dissertation research support and coincide with one another, they still represent two different kinds of demands to which students must respond: the first being scholarly and suggestive, the second being institutional and unequivocal.

The dissertation handbook contains basic, broad guidelines and standards for engaging in the research, including brief discussions of some of the kinds of approaches, methodologies, and dissertations that Pacifica Graduate Institute supports. The handbook also contains guidelines and suggestions for assembling dissertation committees as well as outlines of the technical and procedural requirements of the dissertation process at Pacifica. All forms referred to in this handbook are available on Pacifica's website ("Current Students," "Forms and Handbooks")

The faculty of the Institute encourages students to read this manual early and carefully. Familiarity with the research and dissertation processes can help make the prospect of doing doctoral dissertation research more inviting and help integrate the research process with students' entire academic experience.

Another indispensable aid to students anticipating writing their doctoral dissertations is the *Publication Manual of the American Psychological Association*. Students who registered for dissertation writing before Fall 2020 may use either the 6th edition (2009) or the 7th edition (2020) as the style guide. Students who register in Fall 2020 and later must use the 7th (2020) edition. The manual not only specifies the stylistic and editorial standards to which all publications in the field of psychology are held accountable, but also provides a common, universally understood format and framework for scientific communication within the field. Thus, all writing connected with the fulfillment of Pacifica Graduate Institute's doctoral dissertation research requirements—namely, concept papers, proposals, and final dissertations—are expected to consistently follow the guidelines.

In accordance with our plagiarism and honesty policy (refer to Student Handbook), Pacifica requires that all research and writing adhere to the professional standards of the field (clinical psychology). Such standards are outlined in APA publications on research ethics and on writing and publication.

Revisions to the Dissertation Handbook

Dissertation handbooks are revised and made available at the start of each academic year. Students are required to follow the procedural guidelines and technical requirements of the dissertation handbook pertaining to the academic year in which they are working with committee members and submitting dissertation work. Students are also required to review revisions of dissertation academic guidelines (e.g. proposal content and structure) and accommodate these revisions wherever possible. However, students are not required to rewrite parts of their dissertation completed under guidelines that may be subsequently revised.

Dissertation Handbook Format

The dissertation handbook is formatted as a book, not in accordance with APA formatting students follow for their dissertations. Do not use the appearance of this handbook as a visual guide to the format of scholarly work.

Changes to the 2022–2023 Dissertation Handbook

The 2022–2023 Dissertation Handbook reflects the following change in dissertation policy and process.

- While campuses were closed during the COVID-19 quarantine, oral defenses were conducted via Zoom videoconference. Now, the student and committee can choose between a residential defense and a remote (Zoom) oral defense.

In addition to this procedural change, there are minor corrections in wording and formatting, continual improvements in clarity helpful to students and their committee.

Part 1
Introduction to Doctoral Dissertation Research
in Clinical Psychology

Pacifica's Vision for Research in Clinical Psychology

Pacifica Graduate Institute conceives the essential vocation of the researcher as one of asking meaningful questions which promise to open up new knowledge, understanding, or perspective in the field of clinical psychology. Within the context of this guiding vision, the Institute respects the multiple traditions of psychology and appreciates that each tradition both reveals and conceals certain aspects of the quality and character of psychological life. The Institute's commitment to interdisciplinary research excellence includes a variety of quantitative, qualitative, and theoretical methods for investigations not only from the field of clinical psychology itself but also from a variety of related disciplines. In addition, any dissertation must conform to the values and strategies for exploring and expanding knowledge. Specifically, this means that it is based on evidence, can be verified, shows researcher's awareness of their influence on the research process, and is consistent with the guidelines for rigorous established research methods as well as the approaches unique to Pacifica Graduate Institute. This distinctive research mission to develop rigorous, interdisciplinary approaches to inquiry in clinical psychology places special demands on doctoral research conducted at the Institute.

First of all, it should be understood that the Institute is committed to academic excellence in a clinical psychology program that is imbued with a distinctively human scientific depth psychological emphasis. Specifically, students are encouraged to develop dissertation projects whose content reflect clinical issues and can contribute to the field of clinical psychology as a whole. However, this can be broadly defined to include such areas as cultural studies, gender studies myth, religion, and literature, although students who choose to write on these topics must provide links to clinically relevant applications such as therapeutic interventions or clinical disorders.

A second challenge that is distinctive for researchers at Pacifica grows out of depth psychology's concern with psychological reality as a whole and the human science concern with meaning as the basic material of our psychological lives. Thus, rather than being limited to quantifiable facts, this reality is constituted by qualitative meanings that are culturally and historically configured. Both Freud and Jung, as the chief progenitors of depth psychology, emphasized the importance of developing metaphoric sensibilities and of seeking evidence from a wide number of disciplines including cultural studies, mythology, literature, philosophy, anthropology, the arts, and religion. This inherent requirement of psychology's subject matter for interdisciplinary study calls upon researchers to understand and apply human scientific approaches to the field of clinical psychology that appreciate relevant domains of scholarship and human endeavor, while also respecting the value of natural scientific research.

A third distinctive demand for researchers at Pacifica is the continued clarification and development of research approaches and methodologies befitting its subject matter. Established human science-based approaches invite the researchers to be articulate and reflexive with respect to their research methodologies and procedures. New approaches and methodologies, in particular, must be clearly related to historical, methodological dilemmas and challenges in the field of clinical psychology and then justified on philosophical, theoretical, and scientific grounds. The cases when natural scientific approaches are appropriate also require such justification.

Fourthly, as a direct outgrowth of its depth psychological understanding of psychological life, the Institute not only acknowledges, but also seeks to illuminate the reciprocal relation between researcher and topic. The Institute's vision for research takes seriously the discovery, from both philosophical and scientific perspectives, that knower and known mutually constitutes one another in the quest for knowledge, understanding, and truth. Thus, researchers can never be understood as standing impartially apart from a world of autonomous objects, but, rather, bring their own life and times to the entire research enterprise, beginning with the very act of asking their research questions. It is the Institute's understanding, therefore, that researchers are obligated to identify and clarify their basic philosophical or epistemological approach to psychological science; to identify and to work through their own personal predispositions or, in the language of depth psychology, transferences to their topics; and, thereby, to clarify how they will manage the reciprocity of knower and known in all of their research activities.

A fifth demand that is placed on depth psychological research grows out of its sensitivity to the circumstance that all knowledge and all acts of knowing are historically and culturally situated. Both the researcher and the researched appear within a particular socio-temporal context that profoundly colors both what is and what is not seen and understood. This circumstance demands that depth psychological researchers do whatever is possible to explicate the significance of this larger context as it relates to all aspects of the research process. From the kinds of questions that can be asked, to the kinds of investigative methods used, to the very parameters and possibilities of research findings, historical and cultural horizons or contexts play a significant and often largely unacknowledged role in the entire research process. Depth psychological researchers are, therefore, especially obliged to articulate what they can of the nature, influence, and implications of these horizons with respect to the research enterprise.

Additionally, it should be recognized that each of these above special circumstances have important implications for doctoral dissertation research at Pacifica that need to be understood from the perspective of both the actual *research process*, (i.e., the way students actually carry out their research projects in clinical psychology) and the *dissertation procedures* (i.e., the way students fulfill Pacifica's specific technical and procedural requirements for qualifying for the degree of Doctor of Philosophy in Clinical Psychology). The following section addresses some of these implications vis-à-vis the research process as students at the Institute carry it out.

Finally, Pacifica encourages students to conceive of their dissertations as a process of apprenticeship. Rather than viewing one's dissertation as a magnum opus or work of a lifetime, students are invited to see their dissertation process as building on their research and clinical training at Pacifica as well as using the dissertation to develop further expertise in one or more areas of students' interest.

Getting Started

A great deal of preparation goes into the development and design of a systematic, doctoral dissertation research project in clinical psychology. Much of this preparation occurs prior to ever putting pen to paper or fingers to keyboard. Because research at Pacifica has the special challenge of contributing both to the domain of clinical psychology and to the development of depth psychological approaches to understanding psychological life and service, it behooves students to have a general overview of the implications of this distinctive scholarly challenge for engaging the research process as a whole. This overview establishes very basic, broad, scholarly standards and expectations for research at Pacifica, regardless of the particular approaches, models, or methods students adopt for their own individual research projects. What follows immediately is an attempt to describe five primary constituents of research in clinical psychology as doctoral candidates at Pacifica commonly experience it. The discussion of each of these constituents is not intended to be exhaustive or exclusive but merely to indicate general standards and parameters for doctoral research in clinical psychology.

Imagining the Dissertation

The first questions that face students in considering doing doctoral dissertation research are "What shall I investigate?" and "How shall I go about it?" However, a depth psychological approach to research and science recognizes that a number of attitudes and assumptions already lay behind these questions, which can significantly influence students' decisions and subsequent actions. Although there are many attitudes and beliefs that can easily hinder one's progress in conducting doctoral dissertation research in psychology, three particularly common obstacles are worth noting here.

Insecurity

For many students, writing a dissertation can bring psychological challenges in addition to the more obvious logistical demands. It is often the case that insecurities emerge about students' own ability, intelligence, worth, knowledge, and sheer capacity to create a major piece of psychological writing. Many years of experience in educational institutions plus related experiences in family and everyday life can contribute to the development of adverse complexes that can be awakened in the dissertation process and easily undermine a person's sense of confidence and clarity. Since, for most students, their doctoral research will lead to the first permanent and universally available record of their scholarship in clinical psychology, anticipating doing such substantive, important work often brings up the kinds of self-doubt and insecurity that have plagued them in the past. Nevertheless, it is also worth remembering that although few, if any, students find the writing of a dissertation easy, anyone who has successfully completed their graduate coursework also already has the capacity to complete this final assignment. Although it is important to recognize and understand insecurity and self-doubt, indeed, self-doubt may serve as an important resource for taking an honest, critical (but not self-demeaning) look at their work, it is equally important to recognize that, in order to get this far, individuals must necessarily have had many successes along the way as well. It may, therefore be helpful to conceive of the whole doctoral research enterprise not only as an opportunity to pursue questions of passionate personal interest and to make a contribution to the field, but also as an opportunity for self-knowledge, self-reflection, and self-development.

Grandiosity

It is not at all uncommon for students to have almost the completely opposite fantasy about their work as well. Grandiosity is hardly an uncommon feature of the academic life! Grandiose notions about oneself and one's work are just as compelling as insecurity and can just as easily inhibit or even paralyze one's work. For example, many students harbor wishes that their research will change the whole field of clinical psychology, not to mention sizeable portions of society at large! Such wishes, too, grow out of longstanding disappointments, issues, and complexes in students' lives and are just as important to understand and work through as the more adverse complexes. Furthermore, a relatively healthy narcissism, especially when balanced with an equally healthy capacity for self-doubt, can serve as a critical psychic asset for the long and arduous work of doctoral dissertation. It is helpful to remember, therefore, that although your work is not likely to change significantly the field of clinical psychology or any sizeable portion of society at large, it certainly does have the potential for making a meaningful contribution to the field, particularly within a fairly circumscribed area. Furthermore, although there is surely a place for personal creativity in such research, much of what research entails is the recognition and understanding of the work of other scholars upon whose efforts students' research is always built. The purpose of doctoral dissertation research is not to establish one's immediate preeminence in the field but rather to demonstrate one's proficiency with the literature, language, and methodology of the field in order to gain admission to it.

Misconstruing Doctoral Dissertation Research

As stated in the introduction, the essential purpose of doctoral dissertation research in clinical psychology is to make a worthwhile contribution to a field dedicated to understanding psychological life and to serving those individuals, families, and groups who constitute contemporary society. Such a contribution is required to demonstrate a doctoral candidate's proficiency with the literature, language, and methodology of clinical psychology and to gain initial admission to the field. Unfortunately, many students misconstrue the purpose of doctoral research as one of writing a book or, perhaps, a series of topically related essays. Given the fact that their doctoral education in clinical psychology has required writing many such essays, it is understandable that students might think of their doctoral dissertation research in a similar fashion. Many students, therefore, think that research requires them to develop and defend an idea or position, to write a rhetorical treatise demonstrating their intelligence, insight, or facility with language, in other words, to establish their authority in the field. While being intelligent, insightful, and literary are certainly required for doctoral dissertation research; they are not the ends but the means to the goal. This goal is not to write a book, prove one's worth, or establish one's authority in the field, but merely to make a modest and deserving contribution to expanding the knowledge base of clinical psychology with a sound piece of research demonstrating one's effective, conversant familiarity with its literature, thought, language, and methodology. It is important to remember that all the great figures upon whose lives and works our own efforts in clinical psychology are built started their careers by gaining acknowledgement in and admission to their fields by conducting modest, methodologically sound studies of significant but relatively circumscribed problems and questions. In some ways doctoral dissertation research may be compared to the final piece of work that artisans once produced to be admitted to their guilds. No one expected their work to change all of history, but merely to demonstrate a high degree of proficiency in expanding the knowledge base of their profession.

Assessing the Magnitude of a Dissertation

A general criterion that is generic across doctoral dissertations is that they should be original contributions to the field. Related to this is the magnitude of what is involved. Below are a set of general guidelines that will hopefully help communicate this clearly.

The research process refers to the way students actually go about approaching, conceiving, designing, conducting, and reporting their research projects. In other words, the research process is the particular manner in which students actually carry out their research projects as opposed to the dissertation process, which refers to the institutional structures and procedures required by Pacifica (see Seven Stages of Dissertation Research in the next Part).

Length

Qualitative, participant-based dissertations and theoretical dissertations should be approximately 150 to 200 pages. In contrast, quantitative, participant-based studies should be 120 to 150 pages. That said, page length is subject to determination by the dissertation committee.

Data Collection

A quantitative, participant-based study will vary in terms of hours required for data collection. For example, data "collection" for an epidemiological study that utilizes pre-existing data sets may require less time but the very large number of participants that would then be available would compensate this for. On the other hand, intensive data collection with a clinical population involving the administration of time-consuming instruments may take more than 50 hours. Sample size should in part be determined by considering the number of variables in relation to the participants (roughly 30 participants per each dependent and independent variable in each group). For example, students conducting a typical survey research examining relations between three or four variables of interest should seek to find a minimum of 100 to 120 participants. Furthermore, such statistical procedures as scale construction have other requirements for number of participants needed, and students are encouraged to check statistical guidelines for a number of participants needed based on the analysis they plan to carry out.

Important

The use of instruments that are not in public domain requires obtaining a copyright permission from the publisher or the authors, and that at times there is a fee per administration for use of the instrument.

Qualitative dissertations have different criteria for determining the effort spent in data collection. Typically the number of participants is much smaller because the purpose of qualitative inquiry is to discover the meaning of experiences for participants rather than to generalize to the greater population (i.e., depth of understanding versus breadth). The criteria for the number of participants are determined both by the specific approach as well as the goal of the study. Thus, a phenomenological study usually relies on five to eight participants in exploring a particular experience. A narrative or case studies approach may include as few as one or two participants with whom the researcher must meet multiple times to gather significant amounts of data through interviews, observations, and selection of other artifacts.

The general number of participants for a Grounded Theory study would be 15 to 20 (until "saturation" has been reached). In contrast, a case study might only include two or three cases but it would be expected that this would involve an intensive amount of time spent with them, the use of a wide variety of data (i.e., direct client interview, interviews with informants, record reviews, psychological test data), and an extended narrative describing the results of the data in the results section of the dissertation.

Theoretical dissertations typically rely on text/archival data. As was emphasized previously, they should use a multitude of sources in order to derive the theory. These should include, but not be limited to, cultural analysis, published case studies, a variety of texts (including books and scholarly articles), and ethnographic material.

Analysis and Presentation of Results

A general theme implied from the above information is that there is a trade-off between the amount of time collecting data and the amount of time analyzing and discussing it. Thus an experimental design may take considerable time to create and collect the data but it may be analyzed fairly quickly through statistical analyses. In addition, the narrative of the results section would be expected to be fairly short. In contrast, phenomenological and case study data may take somewhat less time to create/collect the data, but its actual analysis and write-up may take more time. In particular, a theoretical study, which often does not use participants, is typically the longest type of dissertation and also requires a separate chapter in which the new theory is articulated.

Personal Process

Above and beyond the external criteria detailed above is that doing a dissertation is an intensely personal process. It is an opportunity to enhance not only your scholarly abilities, but to grow as a person and clinician. As such, dissertations involve a reflection on and articulation of what you as a person bring into the topic. This relates to what is unsaid and to what might be referred to as the "shadow" or the psychodynamic processes you have with the topic. There are various places within the dissertation where this process should be articulated (see also section on *Researcher Reflexivity in Qualitative Research).*

Approaching Research

The research faculty of Pacifica Graduate Institute recognizes that that all research, regardless of how objective it purports to be, grows out of a particular philosophical stance that in itself destines the possibilities and limits of the research. For example, even the most stringent experimental design is based on and influenced by the philosophical assumptions of logical positivism. Researchers' recognition and understanding of their own philosophical stance is an invaluable resource in designing, conducting, and evaluating their own and others' researches. Pacifica, therefore, strongly encourages students to articulate and examine their underlying approach to research, that is, their basic philosophical stance, their epistemological position vis-à-vis the nature of reality and human knowledge. For example, within psychology, the distinction between natural scientific psychology and human scientific psychology designates two different kinds of approaches to knowledge in the field. Likewise, experimental, phenomenological, hermeneutic, post-modern, heuristic, or imaginal can all refer to broad, basic approaches to psychology as a science, all of which incorporate one or more specific research methodologies within them. In identifying their own approach to

research, students need to consider not only the nature of their particular research interest and their philosophical assumptions about psychological science in general, but also their own personal temperament. The key distinction to remember here is that a research approach is a philosophical stance towards knowledge in the field that may draw upon a variety of methodologies. It is not a methodology in itself. Clearly, students' choice of a research approach is significantly influenced by their research question.

Selecting a Research Topic, Problem, and Question

Perhaps the most significant feature in the entire research enterprise is the identification and articulation of a passionate and worthwhile research question. Once again, the Institute's commitment to the development of depth psychology makes special demands of students for it is assumed that students' research questions will grow out of important domains of their private and/or professional lives. Students are therefore not only invited to identify these autobiographical origins of their research interest, but also invited to examine their consequent predispositions or transferences to their topic.

Researchers may choose from among a number of different methods for carrying out this interrogation of their predispositions or transferences. The most frequently adopted approaches are phenomenological, case study, hermeneutic, and alchemical although quantitative approaches are also supported. Regardless of the particular method, the process of interrogating predispositions or transferences involves both identifying the predispositions or transferences as such and discussing how these predispositions or transferences will be managed throughout the research project with an eye toward maximizing openness and minimizing distortion and bias.

Another important aspect of articulating a question is establishing and clarifying its potential significance for the field of clinical psychology. Developing a research question involves, first and foremost, establishing how the research question is of concern to the field of clinical psychology. A further issue is determining where the question fits within the general field of clinical psychology (e.g., personality theory, psychotherapeutic practice, testing, research, and/or some subsidiary field within these). Finally, the researcher should determine which scientific, theoretical, and/or clinical gap that the research aspires to fill.

Begin with Yourself

In selecting a research topic, students are encouraged to begin with their own experience in life and in the academic/professional field. What has a profound sense of vigor and relevance for the student is more likely to be of value in the lives of others as well. While it is certainly acceptable to select a topic for its extrinsic value (e.g., it will help one get a job or media exposure or will satisfy an employer's needs), Pacifica strongly encourages students to choose research problems that are of intrinsic intellectual interest, that is, problems that grow out of the fabric of some significant aspect of one's own being in the world. Not only will such an intrinsically valuable problem likely to be more deeply significant to others as well, but also the student's attachment to it will help carry the student through the many months of labor ahead. Without such intellectual passion, a project can easily grow cold before the dissertation is completed.

Undoubtedly, intentionally selecting a topic on the basis of personal or professional interests or concerns carries with it some special challenges of its own. Such a topic is likely to come with some significant emotional involvement. It is therefore important, first of all,

that the research problem not generate so much personal emotion that the student is unable to maintain an open mind while conducting research. Hence, if students want to research an issue that possesses much intensity in their life, some consideration should be given to whether the issue has been worked through adequately on a personal level. Secondly, it is especially crucial with such topics that students be prepared to attend to the depth psychological dimensions of research, that is, to be steadily vigilant with respect to their personal predispositions, transferences, and complexes in relation to the problem throughout the research experience.

Consider the Other

Once students have begun to have a sense of what general topic or problem may have sufficient intrinsic intellectual interest to merit their devotion of so much time, energy, and expense, students must ask how this topic or problem may be of concern to others. Essentially, this means identifying ways in which the topic is of value to other members of society, including, of course, other clinical psychologists. Therefore, students should ask themselves how the topic or problem they are considering might contribute to the expansion of knowledge or understanding in clinical psychology. In short, how might new knowledge and understanding of the student's topic make a difference to others in the field of clinical psychology? How might future scholars use the work to advance their own efforts? What insights into problems or issues might the work yield? How might your research findings be used in teaching, parenting, clinical practice, or other applied settings? If the answers to all of these questions are unclear, the area may lack theoretical or practical relevance. In order to be sustainable, an area should carry academic, personal, and community meaningfulness.

An important aspect of identifying the significance of the topic for others is surveying relevant literatures in the field. This preliminary survey of published articles, books, and dissertations on the proposed topic or problem has two purposes. On the one hand students need to determine whether or not the topic has already been addressed in the manner in which students are considering addressing it. If it has been addressed in such a manner, then the question is whether or not it is already too overworked to carve out a special undeveloped area or approach. If it hasn't been addressed and there is, in fact, little or no existing literature on the topic, then students need to determine if there is sufficient justification for undertaking the study of an area that, on first glance at least, does not seem to concern others in the field. Uncovering from 20 to 100 references in the first run is a good sign, because it demonstrates that the need for research on the problem is recognized but, at the same time, not overly worked. Admittedly, many excellent topics will yield fewer or more references than this number. Although it is remotely possible that students have selected a topic that is so new or so unusual that no author has written about them, this is rarely the case. In such instances, as noted above, the student's challenge is to determine whether or not the topic actually *should* be of concern to clinical psychology in spite of the lack of apparent historical interest.

Hone the Question

One of the greatest difficulties beginning researchers have is developing an appropriately dimensioned focus for their investigation. There is a tendency to become too general or expansive in one's research aspirations to then design an effective research plan, one with a realistic promise of addressing the problem and answering the question. For

example, a study on gender identity is not only likely to yield thousands of articles and books to survey but also so broad as to contain innumerable potential research questions. In such a circumstance, it would be prudent to delimit the question by selecting a specific aspect of gender identity, a specific population to investigate, or a specific, untried, methodological or theoretical approach to the problem. Of course, students could choose to delimit the problem in all three ways.

Once having identified a research topic and a research problem, the challenge is to further sharpen and structure the research problem by formulating a specific research question. The following example of one such possible sequence is offered to illustrate some of the possibilities for honing the research question. This example is not at all prescriptive in nature but used merely to indicate this aspect of honing the research question:

- *Research Topic:* Gender identity among pre-adolescent Latino-American males.

- *Research Problem:* Currently clinical psychology scholarship appears to have a lack of depth psychological understanding of gender identity in pre-adolescent Latino-American males.

- *Research Question:* How does object relations theory and practice contribute to an understanding of gender identity among pre-adolescent Latino-American males?

The point here is that although at first, students might have only a hunch or intuition about the area, eventually it will have to be formulated into an appropriate and effective research problem and research question. Before students can begin to design a potentially fruitful research project, the topic needs to be stated in the form of a clear research problem and a specific research question. One of the most common impediments to this process is a researcher's scientific ambition. It is not at all unusual for students to wish to answer a number of often widely divergent questions on the same topic. For example, a student working on the above example may want to answer the following additional questions: is gender identity in pre-adolescent Latino-American males in some way related to specific group affiliation? How does gender identity in pre-adolescent Latino-American males influence their educational experience? Does gender identity in pre-adolescent Latino-American males relate to the cultural values and mythologies? How does gender identity in pre-adolescent Latino-American males correlate with adult employment records? Not only do such questions imply a number of unexamined assumptions and biases but also such questions inordinately add to the demands that are placed on the research and, therefore, inevitably on the researcher. Prudent researchers try to rein in their ambitions and focus on the least possible number of unknowns. There is nothing wrong and, indeed, much right, with asking a single, carefully worded research question. Every question the researcher asks, the researcher will also need to answer. Additionally, every word in the question will have to be explained. Along with relevance, parsimony and elegance are preeminent values for researchers to embrace asking their research questions, not only for their own sake, but for that of their eventual readers as well.

For students who are doing quantitative studies, please note that the process of honing the research question may take a somewhat different form, often concluding with the statement of a research hypothesis. Nevertheless, clarity and parsimony are just as crucial for quantitative studies as they are for qualitative ones.

Attaining Research Approval

The dissertation chair closely reviews the ethics application and requests any necessary changes from the student. Once it is acceptable, the chair forwards the form to the program's research coordinator for review, who may also request changes. When the research coordinator is satisfied with the ethics application, he or she emails it to dissertation@pacifica.edu. Students are not permitted to begin their proposed research until the ethics application has been approved and the student has received a confirmation letter from Pacifica. Any research completed before the ethics form has been approved cannot be included in the student's study.

Gathering Data

Having selected a relevant research question, students' next methodological concern is to decide what kind of data they will be drawing upon to answer their question. There are three general kinds of data upon which psychological research is based. These are participant-based data, text-based data, and arts-based data.

Participant-Based Data

Participant-based data is data that is gathered directly from selected research participants, sometimes referred to as "informants," "subjects," or "co-researchers." The particular kind of data provided by such participants depends on researchers' overall approach to research as well as their particular research methodology. Regardless of the approach and methodology, all participant-based studies deal with empirical data, that is, the actual, concrete responses, behaviors, or words of real persons. Naturally, since these data are obtained from the responses, lives, and/or words of human participants or "human subjects," all such studies must adhere to specific ethical procedures and guidelines established by The American Psychological Association, Pacifica Graduate Institute, and any other institution directly involved in the research project. There are two different kinds of data used in participant-based studies: quantitative and qualitative.

Quantitative data. Quantitative, participant-based data are generally used in studies designed, for example, to demonstrate the relationship between two or more psychological variables; to prove a specific psychological hypothesis; to compare similarities or differences between particular social, ethnic, or developmental populations; or to evaluate certain psychological interventions. Such data may be gathered in a number of ways including, for example, psychological tests such as multiple choice or Likert-type scale survey questionnaires, structured protocols or surveys requiring only brief responses from participants, and controlled experiments. Please note that many psychological tests are copyrighted, and that in quantitative studies it is important to utilize valid and reliable instruments in the measurement of variables. Sometimes previously collected data can be used such as are sometimes used in large scale epidemiological research. In each of these cases, the data that are gathered are analyzed using established statistical methods.

Qualitative data. Qualitative, participant-based data refers to various forms of descriptive data, that is, descriptions of human experience in written or recorded form. Qualitative data may also be gathered in a number of ways depending on researchers' overall approach and particular methodology. For example, *phenomenological* studies are usually based on descriptive, qualitative data from solicited written narratives or open-ended face-to-face

interviews. *Interdisciplinary, qualitative studies* such as grounded theory, symbolic interactionism, conversational analysis, case studies, or biography, are based on first-person reports, observations, or documents describing concrete human events or behaviors. *Ethnographic and participant observation studies* are also based on descriptive, qualitative data usually in the form of field notes, interviews, some form of electronic recordings, or both. Certain *hermeneutic* studies may also be based on descriptive, qualitative data, two examples being first, a case study drawing on a patient's lived experiences and/or therapeutic dialogue or, second, descriptive data from solicited protocols or interviews, either of which can provide material for some kind of depth psychological analysis (see next section on Analyzing Data). It should be noted that alchemical hermeneutics (Romanyshyn, 2007), which is typically not a primary research method, can be combined with other methods to allow a more comprehensive presence of the researcher in the work.

      Researcher reflexivity in qualitative research. Because qualitative research methods involve the use of self as a tool of research inquiry, it is important that students attend to the processes of how their own experiences related to their topic and shape their relation to this topic. These processes must be clearly articulated not only in the initial statement of why and how students arrived at their topic, but also throughout their selection of methods, data collection, data analysis, and dissertation write-up. The following statements about reflexivity may help illuminate the importance of this process.

> Reflexivity requires awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining "outside of" one's subject matter while conducting research. Reflexivity then, urges researchers "to explore the ways in which a researcher's involvement with a particular study influences, acts upon and informs such research." (Nightingale & Cromby, 1999, p. 228)

> There are two types of reflexivity: personal reflexivity and epistemological reflexivity. "Personal reflexivity" involves reflecting upon the ways in which our own values, experiences, interests, beliefs, political commitments, wider aims in life and social identities have shaped the research. It also involves thinking about how the research may have affected and possibly changed us, as people and as researchers. "Epistemological reflexivity" requires us to engage with questions such as: How has the research question defined and limited what can be "found?" How have the design of the study and the method of analysis "constructed" the data and the findings? How could the research question have been investigated differently? To what extent would this have given rise to a different understanding of the phenomenon under investigation? Thus, epistemological reflexivity encourages us to reflect upon the assumptions (about the world, about knowledge) that we have made in the course of the research, and it helps us to think about the implications of such assumptions for the research and its findings. (Willig, 2001, p. 10)

Each qualitative methodology typically specifies how the researcher accomplishes such reflexivity. For example, in transcendental phenomenology this process is termed *epoche* or *bracketing* (Giorgi, 1985; Moustakas, 1994), in existential phenomenology reflexivity is taken account of in terms of a double hermeneutic (Smith, Flowers, and Larkin, 2009), in grounded theory reflexivity is called *memoing* (Strauss & Corbin, 1994), and in ethnography it is *participant observer reflexivity process* (Richardson, 2000). In addition, the alchemical hermeneutic method (Romanyshyn, 2007) can allow the researcher to be reflexive not only

regarding their conscious but also unconscious processes related to research. Students are strongly encouraged to find methodological articles and books related to their approach and use the suggestions of key methodologists within their selected approach about how to attend to the process of reflexivity throughout the research process.

Text-Based Data

The second general kind of data upon which psychological research at Pacifica is based is textual or, as it is sometimes called, archival. Text-based data are generally drawn from published or unpublished texts or manuscripts of a scholarly, scientific, literary, or theoretical nature. *Scientific texts* might include reports or analyses of research in various domains of study, including among them, of course, clinical psychology. This might include meta-analyses or analyzing large-scale epidemiological data. *Scholarly texts* might include, for instance, works from literature, religion, history, or the arts. For example, essays offering cultural, scientific, or literary criticism are one such kind of scholarly text. *Literary texts* include, for example, poetry, short stories, novels, folk stories, mythology, biographies, letters, or published diaries. Finally, *theoretical texts* are works presenting theoretical perspectives on psychological life, including for instance, personality, human development, social existence, ethnicity, psychopathology, and psychotherapy. These may include such widely known thinkers as Freud, Jung, Winnicott, Klein, Bion, Hillman, van den Berg, Boss, May, and Corbin as well as those of Institute scholars like Romanyshyn, Paris, and Corbett. It should be noted that texts of one kind or another always constitute the basic material for literature reviews conducted in preparation for research. Such a review provides knowledge on the topic, evaluates the quality of research that has been done, and identifies gaps in the field. However, this preliminary use of texts found in a literature review should not be confused with the later process of evaluating text-based data for intensive analysis as a part of a theoretical or hermeneutic study. This later process involves analyzing the texts in such a way as to form new connections, extract central themes, and ultimately to construct a new theory or some other new way of understanding the topic.

Theoretical dissertations are one type of study that can emerge from text/archival data. However, it is crucial to insure that theoretical dissertations have sufficient depth and rigor. Thus, they will be rigorously evaluated in terms of how they situate the new theory in a comprehensive review of the field, and demonstrate a unique and substantive contribution to clinical psychology. In addition, theoretical dissertations will use a multitude of sources in order to derive the theory. These can include, but not be limited to, previous theoretical work, case histories, quantitative research, literature/myth, cultural analysis, and ethnographic material. Finally, any theoretical dissertation will include a chapter that clearly and specifically articulates the new theory that has been developed as a result of the project.

Arts-Based Data

A specific outgrowth of Pacifica's commitment to interdisciplinary study of psychological life is that students' researches in depth psychology often draw upon material emanating from the arts. Classical paintings, drawings, sketches, photography, and sculptures may all be used as primary data in depth psychological research. The artistic creations of patients in psychotherapy have often been used as an important source of data in clinical case studies. Motion picture, theater, music, and dance productions are all arts-based sources of data that can provide rich material for depth psychological researches in clinical

psychology. Cultural or ethnic ritual, dance, or songs also fall under the category of arts-based data. In addition, historical artifacts such as ancient engravings or woodcuts (e.g., the Rosarium or Thurneisser woodcuts), or illuminated manuscripts (e.g., *Les Vaisseaux D'Hermes)* are sometimes used as primary sources of data for alchemical, hermeneutic investigations. Architecture, archeological ruins, or the artifacts of ancient cultures can also be used as data for researches in depth psychology.

In most cases, arts-based data are used to supplement, corroborate, or strengthen findings grounded primarily in participant-based or text-based data. However, in some cases arts-based data provide the primary evidence upon which studies in depth psychology draw. If this were the case, it would still need to fulfill the general research criteria of being evidentiary in that it can be verified/falsified, replicated, transferred to other groups/contexts, and have internal consistency. Lastly, as a word of caution, students are discouraged from utilizing arts-based dissertations unless they have extensive prior experience in working with and analyzing various art mediums. For example, those who have no training or significant clinical experiences with arts-based therapy approaches should not consider using art interpretation in their dissertations.

Heterogeneous, Interdisciplinary Data

Although most research in depth psychology draws primarily on one of the kinds of data delineated above, most dissertations also include several types of data. In addition to drawing on the natural and human sciences, they have also drawn on philosophy, literature, the arts, and the humanities to clarify, enrich, and even substantiate their findings as depth psychologists. Pacifica understands that its students will often, though not necessarily, follow suit. Nevertheless, even given the historical heterogeneity of data used in depth psychological research, it still falls upon researchers to justify their choices of data with reference to their particular research topics and to treat each kind of data used in a manner that is respectful of its distinctive nature, possibilities, and limitations. For example, archival/text-based and arts-based data are used for rhetorical or dialectical argument, not to demonstrate empirical fact. Likewise, quantitative data is used to demonstrate probabilities and correlations, make predictions, or prove or disprove discrete empirically verifiable hypotheses. It is not as useful in elucidating lived, hidden, or underlying meanings of psychological life. Thus, depth psychological researchers need to be cognizant of the nature of the various kinds of data selected for inclusion in a study and to articulate their distinctive possibilities and limitations for the development of new knowledge and understanding in relation to the research topic in particular and clinical psychology in general.

Analyzing Data

Having developed a research question, identified a research approach, and decided which kind of data is most appropriate for their study, students' next methodological concern is choosing a method and procedure for analyzing their data. Notably, the particular research question and the nature of the data being used will particularly influence students' choice of method for data analysis.

Participant-based data requires researchers to make sense of a whole body of information drawn from the responses, words, and lives of a select group of human participants.

Analyzing Quantitative, Participant-Based Data

Participant-based quantitative data invariably require some form of statistical analysis using specific statistical techniques. Initially, the outcome of such an analysis is given in mathematical language and usually presented in tables and charts. Nevertheless, such data always require some kind of verbal analysis, which involves the selection and discussion of salient findings as well as a discussion of the implications of these findings for knowledge in the field of clinical psychology.

Analyzing Qualitative, Participant-Based Data

Participant-based qualitative data require some kind of qualitative analysis. Methods and procedures for analyzing qualitative data come from a variety of traditions including hermeneutics, phenomenology, ethnography, grounded theory, heuristics, linguistics, and semiotics. Currently, the most frequently used methodologies for the analysis of qualitative data at Pacifica are phenomenology, hermeneutics and, though to a much lesser extent, grounded theory. Within each of these broad methodological approaches or traditions there are a variety of possible methods from which to choose. For example, *phenomenology* includes such broadly conceived approaches as pure or descriptive phenomenology, hermeneutic or existential phenomenology, and dialectical phenomenology, to name only a few. Phenomenological investigations in depth psychology may draw from any of the above approaches in choosing or developing a specific methodological stance and set of analytic procedures. *Hermeneutics* includes a similar variety of broadly conceived approaches including methodological hermeneutics, ontological hermeneutics, and critical hermeneutics and, at Pacifica, an imaginal approach called alchemical hermeneutics. Hermeneutics in depth psychology may draw from any of the above approaches in choosing or developing a specific methodological stance and set of interpretive procedures. Similarly, *heuristics* includes a variety of broadly conceived approaches including, for example, a theoretical exploratory, discovery-oriented methods in psychology as well as a specific, experiential method used in humanistic psychology.

Regardless of the broadly conceived approach to data analysis and the particular kind of methodology researchers choose within that approach, researchers still need to identify and articulate their particular psychological or *theoretical set or sets*, that is, the kind of conceptual lens or lenses through which they intend to consider and analyze their data. For instance, in conducting a hermeneutic study, researchers need to articulate the particular interpretive framework with which they hope to elucidate and structure their findings. Those employing some kind of depth psychological hermeneutic would need to specify, for example, whether they will be interpreting their data through the lens of Freudian, Kleinian, Kohutian, Jungian, archetypal, existential, or some other particular depth psychological theory. Such researchers also need to articulate, where possible, specific theoretical formulations they anticipate playing a central part in their analysis of data, whether these theoretical constructs come from personality theory (e.g., libido, self, ego, complexes, archetypes), developmental theory (e.g., fixation, Oedipal or pre-Oedipal issues, individuation), psychotherapeutic theory (e.g., transference, projective identification, coniunctio), or some other kind of theory in depth psychology.

Communicating with Colleagues

Finally, after developing a research question, identifying a research approach, deciding on which kind of data is most appropriate for their study, and choosing a method and procedure for analyzing their data, students carry out their research and report what has occurred in the doctoral dissertation itself. The primary purpose of the doctoral dissertation manuscript is to show students' competency in applying a research method to a clinically relevant topic and articulating the results of their study. The primary audience of the dissertation work is the student's dissertation committee. However, the dissertation will also report the focus, structure, outcomes, and implications of the research to scientific colleagues in the field, to the academic community as a whole, and, ultimately, to the community of scholars at large. Although the specific form, organization, and language of this manuscript is largely dependent on the particular topic, the researcher, the research process, and the research findings, there are a number of general matters that should always be addressed within the manuscript. These matters include, among others, the topic, question, literature review, method, findings, evaluation, and implications of both the findings and the method for the field of clinical psychology, and suggestions for further research in the field. Thus, it is important to remember that dissertations will be public documents accessible to a wide audience through online venues.

Part 2
Seven Stages of Dissertation Research

This part describes how researching, writing, and publishing a doctoral dissertation at Pacifica unfolds over time. It blends an explanation of the institutional processes and requirements with reflections upon the specific milestones in the student's creative process. Students who remain mindful of both aspects, institutional and creative, and integrate them in a truly comprehensive understanding of writing a dissertation, will enjoy a far smoother and more satisfying research experience.

Learning the seven steps in dissertation research early in the process will greatly help students anticipate the tasks ahead, manage their time well, and stay in touch with the people who can help along the way. The seven steps, listed below, are explained in the remainder of this part of the dissertation handbook. The completion of one step is a threshold necessary to move to the next step in the sequence: it is a linear process.

Step One: Writing the Concept Paper

Step Two: Registering for Dissertation Writing

Step Three: Forming the Dissertation Committee

Step Four: Writing the Research Proposal and Ethics Application

Step Five: Completing the Dissertation Research

Step Six: Preparing the Manuscript for Publication

Step Seven: Passing the Oral Defense

Dissertation Checklist

Whereas most dissertations are expected to contain the following material, **the order and arrangement of material will vary depending on the topic and the method chosen.**

_____   Title Page
_____   Copyright page
_____   Abstract
_____   Dedication (optional)
_____   Acknowledgements (optional)
_____   Table of Contents
_____   List of Figures (if needed)
_____   Introduction
                     Purpose of the Study
                     Brief Overview of the Topic
                     Personal Relevance

Clinical Relevance
_____ Statement of the Problem
_____ Research problem
_____ Questions or hypotheses
_____ Review of the Literature
Purpose of the study based on extant literature
_____ Method
_____ Description of research approach and methodology
Participants or Texts
Instruments (for quantitative studies or if applicable)
_____ Data collection
_____ Data Analysis
Reflexivity Procedures
_____ Results

_____ Discussion
Interpretations
Conclusions
Recommendations
Limitations
_____ References
_____ Appendices
_____ Informed consent approval
_____ Consent form when applicable
_____ Testing instruments or questionnaire samples
_____ Written instructions for testing materials
_____ Data sheets
_____ Illustrations or charts

Step One: Writing the Concept Paper

Students often enter the doctoral program with one or two areas of research interest and may, over the first two years of coursework, develop and refine this idea. By the third year, though, students are expected to conceive and write a dissertation concept paper in the Advanced Clinical Research Approaches and Dissertation Development II & III courses. An approved concept paper is required in order to pass Dissertation Development III.

The dissertation concept paper is a vehicle for students to articulate a research topic and question, review some of the literature that contextualizes and supports it, and identify an appropriate research methodology. A complete concept paper is typically 20 pages in length, but can be slightly longer. Though this may seem analogous to a term paper, the concept paper usually carries more intellectual and emotional weight since it is a rough sketch of the student's creative and scholarly life for the next few years and is expected to identify a modest new contribution to knowledge in the field of Clinical Psychology.

The concept paper is an ideal way to acquaint a prospect with the topic, method, and the researcher. An interested faculty can tentatively agree to work with a student, but students may not officially convene committee members until after the student is registered for dissertation writing, which is Step Two.

Prohibition on Joint Authorship

Students are expected to conceive of, design, research, and write a dissertation as a sole author. Therefore, each doctoral candidate must submit his or her own dissertation concept paper, and final dissertation manuscript, under single authorship. No doctoral dissertation sharing joint authorship will be accepted.

Outline of the Concept Paper

Note: page count is an approximation and not a strict specification, and organization can vary depending on whether the research is empirical or theoretical)

Introduction (no more than 3 pages)

    Purpose statement (no more than 1 page)

    Brief overview of the topic

    Description of interest in topic

    Relevance to clinical psychology

Statement of the Research Problem and Question (no more than 1 page)

Literature Review (usually between 7 and 10 pages)

Methods (usually between 5 and 7 pages)

    Research approach

    Research methodology

    Participants (or Texts if theoretical)

    Data collection

    Data analysis

    Reflexivity

Ethical Considerations (usually no more than 1 page)

References (substantial number of references, including recent scholarly journal articles and book contributions)

Purpose Statement

In order to immediately orient the reader to the research, it is helpful to begin with a purpose statement. This succinctly states the methodology, what its purpose is, what unit of study will be undertaken, its central focus, and a general definition of the central concept. It thus serves a similar function as an abstract. The following "scripted" statement for a qualitative study is derived from Creswell (1994, p. 59) and is recommended:

The purpose of this study is (was? will be?) to _____ (understand? describe? develop? discover?) the _____ (central concept being studied) for (the unit of analysis: a person? processes? groups? site? texts?) using a (method of inquiry: hermeneutic design? heuristic design ? ethnographic design? grounded theory design? case study design? phenomenological design?) resulting in a (cultural picture? grounded theory?

case study? phenomenological description of themes or patterns?). At this stage in the research, the _____ (central concept being studied) will be defined generally as _____ (provide a general definition of the central concept).

A variation on the above purpose statement for quantitative research is the following (derived from Creswell, 1994, p. 64):

The purpose of this _____ (experimental? survey? correlational?) study is (was? will be?) to test the theory of _____ that (compares? relates? assesses?) the _____ (independent variable) to _____ (dependent variable) for _____ (participants? sample?) at _____ (the research site). The independent variable(s) _____ will be defined generally as ____ _____ (provide a general definition). The dependent variable(s) will be defined generally as _____ (provide a general definition), and the intervening variable(s), _____ _____ (identify the intervening variables) will be statistically controlled in the study.

Consult Creswell (1994, pp. 56-67) for examples of actual purpose statements for phenomenological, case study, ethnographic, grounded theory, survey, and experimental studies.

Introduction

In this brief section (no longer than 3 pages) you should first provide a general introduction into the topic. This should be followed by a general description of your interest in the topic, and how this topic is of concern to the field of clinical psychology. The introduction should express something of the vitality this project has for you, while also providing an interesting and informative preface for the reader. The introduction also includes a statement about personal interest in the topic as well as clinical relevance of the proposed study. The Introduction should end with your statement of research and specific research questions (qualitative) or hypotheses (quantitative).

Your statement of the research problem and research question, though brief (usually 1 page), is an essential component of your concept paper. What you write here not only defines your entire research, but also provides the most reliable and effective grounds for guiding and evaluating your work as your investigation progresses as well as for eventually evaluating your research results. Before writing this section, you may want to reread the sections above, entitled "Hone the Question." Effective statements of the research problem and question tend to include at least the following three components: a brief reiteration of the problem, a lucid and concise statement of the primary research question along with relevant auxiliary questions, and clear unambiguous definitions of key terms in the primary research question.

Drawing on the previous two sections of your concept paper, your introduction and literature review, you briefly summarize or synthesize your present understanding of the research problem and its relevance for clinical psychology. One to two well written paragraphs should be sufficient.

Naturally, the particular methodology you have chosen will determine how the problem is expressed. Quantitative designs often lead to the articulation of specific, testable hypotheses. In contrast, qualitative and theoretical studies require the articulation of a

broader research question. Formulating designs and research questions should be done in conjunction with appropriate members of the faculty.

Do your best to state your primary research question in as concise a manner as possible. When asking your research question you should find yourself reminded of what it is you don't know or understand and what you hope to discover or comprehend. Clarity, parsimony, and elegance are essential. Though it is not necessary to have auxiliary questions, they may be useful but only if they relate directly to your main question. In other words, they should support your primary research question rather than add tangential or related problems to consider.

One important difference between the Introduction to the concept paper and the Introduction of the proposal is that the concept paper is generally too brief to include a thoughtful discussion and analysis of the researcher's predisposition or transference to the topic. The systematic investigation of predispositions or transferences to the topic is therefore left for the proposal.

Lastly, your Introduction typically contains the most significant terms and concepts related to your topic. Please *define terms* as soon as they first appear in your writing. You may also choose to provide a brief definition in the Introduction (including citations related to the definition) and expand this definition in your Literature Review.

Literature Review

The purposes of the literature review (usually 7-10 pp.) are 1) to demonstrate your preliminary familiarity with literature relevant to your investigation; 2) to locate your topic effectively within the literature of clinical psychology; and 3) to demonstrate how your proposed work addresses the need for new research and literature in the field.

The Nature of Your Review

Your review should cover the most important works or studies that touch upon your dissertation topic. A literature review is a thoughtful initial overview of published literature. Note that when reporting research and other publications the past tense should be used (see pp. 42-43 of the *Publication Manual of the American Psychological Association,* 6th edition). In other words you should not state "Smith (2008) report*s*" but you should instead state "Smith (2008) report*ed*" You will need to be quite selective since you can't possibly include all the relevant works available. In contrast, the literature review for your dissertation proposal can be far more inclusive. You will also need to be concise in your discussion of the research and examine only the most central issues. More peripheral research will either need to be omitted or merely cited.

It is important to remember that your purpose is not to merely review the literature for its own sake, as one does in an annotated bibliography, but to organize your review based on the nature and focus of your investigation. Such a thematized literature review organizes and reflects upon the literature with your topic as the central aspect of your set or perspective. In other words, as you read, you ask yourself questions such as: What does this work have to say about my topic? How does it shed light on my topic? What are some of the limitations of the research? What aspect of my topic hasn't been addressed by this work? What additional research should be done? In other words your literature review should be systematically thematized, that is, logically organized into topical areas that lead the reader

through a logical progression of both theory and substantive data that ultimately creates a compelling argument for the study you are conducting. Remember, the purpose of the literature review is not merely to convince the reader that you are knowledgeable about the work of others but, more significantly, to provide a rationale for the proposed study and demonstrate why it is important and timely (Rudestam & Newton, 2007, pp. 61-80). Strive to clarify the relationship between your proposed study and previous work conducted on the topic. In addition, make a succinct statement of the need for research on this topic in the field of clinical psychology.

The Organization of Your Literature Review

You may choose any one of a number of different ways to organize your literature review depending on your own style as a writer and the particular demands of the research itself. Some writers begin by reviewing the broad context of works within which their topic falls and then gradually narrow down the focus, step by step, until they reach the specific circumscribed domain of their own topic. For example, in a study of some aspect of the self-psychological view of the idealizing transference, the literature review might begin with clinical practice, then to self-psychological views of transference, and finally to current research on the topic. Another strategy might be to approach the topic according to a biopsychosocial model in that biological, psychological, social/cultural factors are discussed followed by how these interact with one another.

Other writers, particularly those conducting interdisciplinary studies, may choose to organize their literature reviews according to the relevant disciplines, sub-disciplines, or theoretical approaches. Such a literature review would go about systematically showing how the literature of each particular discipline or theoretical approach has addressed the research topic and helps illuminate and define the research problem. Other writers may structure their literature review historically or chronologically, others dialectically with respect to opposing or contradictory points of view, and still others conceptually according to those basic concepts most salient to the research topic. Once again, your choice of how to organize your literature review depends both on your own style as a writer and the particular demands of the research itself.

Naturally, as with all other writing in connection with your dissertation, this review should be organized in accordance with APA's (2009) requirements for the structure, format, and use of headings and sub-headings. Taking some time to study these requirements will pay dividends in clarity and transparency to both you and your reader.

Methods

The first purpose of this section (usually 5-7 pp.) is to demonstrate your familiarity with literature relevant not only to your general approach to research, but also to the particular research methodologies that you have chosen within that general approach. The second purpose of this section is to describe, at least tentatively, specific procedures that you anticipate adopting for your study. In other words, this section succinctly articulates how you think about knowledge and research in clinical and depth psychology and what you intend to do to answer your research question. Thus, this section not only clarifies your own demarche and demeanor in psychological science, but also suggests some specific procedures for addressing your research problem. Although the methodology and procedures sections for concept papers tend to be quite brief as compared to dissertation proposals, they still include

a concise, well-documented discussion of your research approach, methodology, participants, materials, and procedures.

Articulating the Research Approach

This component of your methodology and procedures section offers a brief, documented discussion of your general approach to research, that is, your philosophical or epistemological stance. Issues such as human versus natural scientific approaches to psychology, essentialism versus constructionism, or monistic versus dualistic conceptions of the world are some of the kinds of issues you may choose to address briefly here. You may even chose to characterize your overall approach to research by identifying it as, for example experimental, hermeneutic, phenomenological, imaginal, or heuristic. In addition, you could discuss a general lens that you bring to your methodology, which may be depth psychological, feminist, critical, or constructivist.

Choosing a Research Methodology

The choice of methodology should be largely determined by its appropriateness to the research problem and question. In some cases an experimental methodology may be most appropriate whereas in others a hermeneutic methodology may work best. This component of the methodology and procedures section should not only present a brief, well-documented discussion of the chosen research methodology and also explain why it is suited to the proposed research.

Finally, it is important that students include citations and provide an extensive list of references that related specifically to their methodology section. Thus, statements about choice of research approach, methodology, procedures, analysis, and reflexivity must be referenced. Similarly, quantitative designs and procedures for analysis must also be referenced.

Participants (or Texts)

The use of participant's results in actual, concrete responses, behaviors, or words of real persons, which are then analyzed using some kind of qualitative or quantitative method. It is essential that you state why you will select your participants. Specifying your inclusion and exclusion criteria can best do this. The use of participants can occur in either quantitative or qualitative methodologies. It is also important to state the total number of participants you intend using.

Quantitative methodologies, by far the most commonly used methodologies in the field of clinical psychology, employ the use of "human subjects" or "human participants" and, therefore, draw primarily from participant-based data. Quantitative studies are used to evaluate psychological interventions, to examine relationships between two or more psychological variables, or to compare similarities or differences between different social groups and/or psychological dimensions by obtaining raw data in the form of psychological tests and instruments (e.g., survey questionnaires), or brief responses to some kind of written or verbal protocol and then analyzing this data using quantitative or statistical methods.

Qualitative methodologies usually also involve the use of participant-based data obtained from research participants (more commonly referred to as "human subjects" or "informants") who provide descriptions of their own experiences in their own words. These

data are generally obtained through the use of solicited written narratives, open-ended interviews, or participant observation although other sources, such as journals or autobiographies, may also be employed.

Theoretical methodologies rely on the analysis of existing texts. Therefore, this section must discuss in detail the proposed authors, specific writings, and sources (e.g., journals) that will be utilized in the analysis.

Instruments (if used)

Many quantitative studies utilize materials such as tests or apparatuses. It is thus important to describe these materials. Frequently formal psychological tests are used such as the Beck Depression Inventory-II, Myers Briggs Types Indicator, or the MMPI-2. These should be listed along with their number of items, response format (True-False, Likert, self report, ratings by clinician), reading level, and psychometric properties. When describing reliability and validity, it is often not possible to include all the relevant research. Instead, include a brief summary based on general findings as well as those specific to the study. For example, if a study were using the instrument to make predictions, then it would be crucial to include test-retest reliability and predictive validity. If the instrument will be used for concurrent measures (i.e., current diagnosis), then the study should include research on internal consistency and concurrent validity.

Data Collection

This component of your methodology and procedures section provides a description of concrete steps you will employ in your investigation that are based on your research methodology. You need to state what you will do as well as how, where, when, and why. Typically, this will involve several steps so each of these steps should be outlined. For example, in a phenomenological study you would describe how you would introduce the participant to the study, the nature of the interview (i.e., non-intrusive, non-interpretive, use of bracketing, focus on intentionality, lived time), topics to consider, number/length of interviews, debriefing, and how the data will be recorded. It is important to follow the procedural steps suggested by methodologists, whose approach you are utilizing.

Data Analysis

Regardless of the kind of data used for the study, this section must articulate the specific steps and procedures the researcher plans to follow in analyzing and interpreting the data. In participant-based studies this means describing specific steps for both single-case and cross-case analyses. In both participant-based and text-based studies, this also means identifying and discussing (if the student has not already done so) the hermeneutic or interpretive set or sets, both with respect to the overall theoretical perspective (e.g., psychoanalytic, Kleinian, object relations, Jungian, archetypal, imaginal, existential, phenomenological, etc.) but also with respect to any particular conceptual lens or lenses the research will employ (e.g., transference, self, primary process, splitting, projective identification, transference, complexes, archetypes, developmental stages and processes, etc.). If there is a thoughtful discussion of the interpretive set(s) in earlier sections, for instance in the section on the Literature Review, then mentioning and naming the interpretive set or sets again here, referring the reader to the relevant preceding discussions, will suffice.

The data analyses steps must be derived from the methodology, outlined by the student, and utilize terminology and processes outlined by scholars who developed the methodology. In quantitative analysis, each specific step in statistical analysis has to be described in a detailed manner, including the identification of independent and dependent variables, methods of error correction, and so forth.

Ethical Considerations

If you anticipate using research participants you should identify possible ethical issues that may arise. You will make every effort to comply with the American Psychological Association standards for conducting research with human participants. However, it is *not* necessary to make a *general* statement to this effect. What you do need to elaborate on is specifically *how* and *what* you will do to comply with ethical guidelines. A crucial principle will be to ensure confidentiality and that no harm will occur. If, for example, you use an intervention or an interviewing style that may produce distress, you will need to state what you will do to debrief the participant. In some cases this may involve referral to an outside resource for counseling. If referral to an outside source may be required, you should organize competent professionals as well as actual referral procedures *prior to contact with any participants.* This will help ensure that any referrals that may be required will occur smoothly and will enhance the likelihood that the participant will follow through on your recommendation. In addition, you will need to explain what procedures you will take to ensure that all client records will be kept confidential.

A good preliminary discussion of ethics is an important part of the concept paper. Like other sections of the paper, however, students are expected to write a more thorough and detailed Ethics section for the dissertation proposal. In addition, when submitting the proposal, students will need to gain approval from the program's Director of Research or Research Coordinator before collecting data from participants. Please see discussion of "Ethical Concerns" in Step 4, below.

References

The concept paper must include a complete list of references used in your paper. No reference should be included that is not either specifically cited or quoted in your paper. Every reference should be carefully checked for correct APA formatting.

Footnotes

APA discourages the use of footnotes or endnotes. If you choose to adopt them, use them only for textual commentary or amplification, never for simple citations, and follow the APA manual consistently.

Following APA formatting guidelines

Properly formatted and cited research should be a concern from the very beginning, when students are writing the concept paper. Mistakes and oversights, including misspelled words, inconsistent punctuation, or incomplete citations, for example, are one measure of scholarly credibility and readers will notice. Moreover, it is far easier to get the formatting right in a 20-page paper than a 200-page final manuscript. The *Publications Manual of the American Psychological Association*, 6th edition (2009) or 7th edition (2020) is the student's ultimate reference.

How to Avoid Common Formatting & Style Errors

Some of the most common formatting errors Pacifica dissertation students make, and which are easy to find and correct, include the following:

- Set the left margin to 1.5 inches and all others to 1 inch. (This is the only exception to APA style guidelines, for the purpose of binding print copies of the dissertation.)

- Use Times New Roman size 12 font, double space, with no extra vertical space between paragraphs or subheadings. Double-space the entire manuscript including the Table of Contents, block quotes, and references.

- Avoid widows (single lines at the bottom of a page) and orphans (single lines at the top of the page) by formatting paragraphs with Widow/Orphan control.

- Avoid italics, boldface, or quotation marks to emphasize a word or phrase in a paragraph. Write better sentences instead.

- Never use underline to identify the title of a text; use italics instead.

- Avoid capitalization except for proper nouns. Jung is a proper noun, depth psychology isn't.

- An ellipsis is three spaced periods. A fourth period is added if there is an omission of words between two sentences. Omit leading or trailing ellipses from any quoted text, whether it is within a paragraph or in a block quote. Only use ellipses to indicate deleted text from the middle of the quotation.

- Format long dashes consistently and correctly. Use what is called an "em dash" that looks like this—with no spaces between the words it is separating.

- Use block quotes sparingly and, when possible, avoid them by separating the longer quote into smaller quotes woven into your own sentences.

- Check that every source cited in the text is in the list of references and that the spelling and capitalization are consistent.

- Use meaningful, succinct subheadings to alert the reader about the direction of the discussion. Be sure that the discussion immediately following keeps the promise of the subheading.

- Check for consistency between subheadings and table of contents entries.

Implications of Publishing the Dissertation

Including Personal Material

Students should be mindful that their completed dissertations will be published on the Internet through ProQuest/UMI. Personal material that students are not comfortable with family, friends, strangers, or employers having access to should refrain from including said material in their dissertation. Additional information on this topic can be found in the next section under Autobiographical Origins of the Researcher's Interest in the Topic (including privacy concerns). Pacifica does not allow students to embargo or delay their publishing with ProQuest/UMI.

Intellectual Property

The term "Intellectual Property" refers to all ideas, information, creation, and knowledge that are protected by law. Intellectual Property concerns everything that human minds have created as opposed to physical property. For example, the Microsoft® butterfly is not a physical object, but it is a fixed form protected by Intellectual Property Rights.

Copyright Law

Copyright law is designed to protect the works of authors and creators of art, music, poetry, prose, etc., from unauthorized republication, reproduction, duplication, or distribution. Original copyright law was drafted to foster creativity and inspire new, original, academic, cultural or economic contributions. Any work, in a fixed, tangible form, is automatically protected by copyright the moment it is completed; registration with the Copyright Office offers additional benefits to copyright holders, but it is not necessary for protection under the law. Copyright is one, specific type of the many Intellectual Property Rights.

What else might be protected by Intellectual Property Rights? Such items include patents, trademarks, registered trademarks, registered designs, and company logos, cartoons, created scents, trade dresses, performances, maps, spoken recordings, and lectures. All are examples of items or ideas that can be protected from unauthorized use.

Concept Paper Checklist

Before handing in the concept paper, check each of these points and make sure they have been adequately addressed. Place a check in the box to indicate that indeed you have considered them and they have been included. Note that if some of these descriptions do not apply (i.e., no use of participants), then simply place NA (not applicable) in the box. Attach this completed form with your concept paper when you hand it in. If submitting the concept paper in the hopes of having it approved, attach a completed concept paper approval form (available in this handbook).

Preliminary:

☐ Cover page indicating name, date, track/year, and course/tutorial

Introduction:

☐ Inclusion of purpose statement: Includes central concept being studied, method, participants (if participant based), and brief definition of central concept

☐ Brief introduction to the topic (based on the literature)

☐ Description of your interest in the topic

☐ Clinical Relevance

Research problem and question:

☐ Repeats problem

☐ Clear statement of the question(s)

☐ Scholarly definition of key terms

☐ Introduction does not usually exceed *four pages*

Literature review:

☐   Literature review that evaluates the material (not merely repeats it)

☐   Literature review focuses on professional resources (rather than popular); mainly journal articles

☐   Literature review "funnels" the material (begins broad and gets progressively more narrow)

☐   Literature review does not usually exceed *eight pages*

Methods:

☐   Brief statement of research approach (what it is and underlying assumptions)

☐   Participants or Texts: Rationale for selecting them

☐   Participants or Texts: Inclusion/exclusion criteria

☐   Participants: Estimated number

☐   Materials: Brief description of psychometric properties (if relevant)

☐   Data Collection (specify type of interview, example questions, place and manner of data collection)

☐   Data Analysis Steps (specific to methodology)

☐   Methods section does not usually exceed *seven pages*

Ethics:

☐   Informed consent: Briefly describe what you will tell them

☐   Confidentiality: Specify what you will do to preserve confidentiality

☐   Harm: Specify what you will do to minimize potential harm

☐   Ethics section does not exceed *one page*

General:

☐   Concept paper does not usually exceed a total of 20 pages

☐   Include page numbering and running head

☐   Writing style adheres to APA style (short, clear, concise sentences, relevant statements are supported by citations, etc.)

☐   Formatting adheres to APA style (i.e., no extra space between paragraphs, paragraphs are indented)

☐   Citing and referencing adheres to APA style

☐   If seeking approval for concept paper, hand in completed Concept Paper Approval Form (except for instructor's signature)

Step Two: Registering for Dissertation Writing

Students are qualified to register for dissertation writing period when they have completed all of their coursework, are in good academic standing with no failing grades, have a "B" grade average in all courses including CP 832, and have successfully completed comprehensive exams. At this point, they advance to doctoral candidacy and can refer to themselves, personally and professionally, as "doctoral candidates." Students who achieve candidacy may not indicate in public announcements or advertising that they hold a doctorate, nor append Ph.D.-c or Ph.D.-ABD to their name in printed material.

When to Register for Dissertation Writing

Students may register for dissertation writing four times per year; start dates are shown below. To register, students submit a dissertation registration form to abristol@pacifica.edu at least two weeks before the registration deadline. Allowances are made to accommodate students being informed of their previous quarter's grades.

Most doctoral students will register for dissertation writing the first quarter following the completion of coursework. Some may choose to delay registration whereas a very few students seek program approval to register early.

Early Registration

Students who wish to register for dissertation writing before meeting the basic requirements described above should contact the program's director of research. Early registration requires program approval, and may be appropriate for some students.

Delaying Registration

Qualified students may choose to delay registering for dissertation writing for personal or professional reasons by taking a leave of absence for one, two, three, or four quarters. When making the decision, keep in mind that the eight year Program Time Limit, which begins in the first quarter of the first year of coursework, continues to count down even during leaves. Delaying registration may also affect financial aid. Contact Pacifica's Financial Aid office for more information.

To delay registration, students must submit a Leave of Absence form to the Registrar or they risk administrative withdrawal from Pacifica.

Starting the Dissertation Clock

Qualified students registering the first time for dissertation writing are enrolled for a period of 9 academic quarters, which is slightly more than two calendar years. A qualified student may register for dissertation writing at the start of any quarter of the academic year, Fall, Winter, Spring, or Summer. To do so, submit a Dissertation Enrollment form to the Office of the Registrar (abristol@pacifica.edu) at least a few weeks before the quarter start but no later than 5 p.m. on the first day of the registration period. Financial aid recipients must send the registration form six weeks before the quarter start.

Dissertation Start Dates for 2022–2023 Academic Year

Track A	Sep. 8, 2022	Jan. 12, 2023	April 13, 2023	July 13, 2023

Fees for the Two-Year Dissertation Period

Students registering for dissertation writing the first time are enrolled for 9 academic quarters, which is equivalent to two calendar years. Fees are based on the year the student entered the Ph.D. program, as shown in the table below. One-ninth of the designated fee will be billed each quarter for 9 quarters. Any student who's final draft is approved prior to the end of their 9-quarter dissertation end date will automatically be billed the remainder of the 9-quarter fee. That is, students are responsible for the entire fee for this registration period, regardless whether or not they finish the work early.

Date of Entry	9-Qtr. Fee	Quarterly Payment
Fall 2016	$28,500	$3,166.67
Fall 2017	$28,900	$3,211.11
Fall 2018	$28,900	$3,211.11
Fall 2019	$29,500	$3,277.78
Fall 2020	$29,800	$3,311.11
Fall 2021	$29,800	$3,311.11
Fall 2022	$30,200	$3355.56

Suggested Timetable for Completing in Two Years

Pacifica is committed to supporting students so that the dissertation is successfully completed with the 8-year Program Time Limit and also reflects the academic standards of the Institute. Ideally, Pacifica would like students to complete their research and writing in two years and has seen many students achieve this goal.

Not all researchers work in the same way, of course, and many discover that they are far more effective when letting the research process unfold and determine its own schedule. Other researchers, however, work best with a more predetermined prospectus. For these latter students, presented below is a suggested timetable for finishing a dissertation comfortably within a two-year dissertation period.

0-2 months	This is a time to officially set up your committee. Engage a prospective dissertation chair and confirm the chair's availability. Students should use their concept paper to begin dialogue and set research goals. Consult with the dissertation chair on the reader and external reader possibilities; begin to explore external reader possibilities. Start to expand the literature review.

2-6 months	Work towards a clear understanding with the chair about the direction and structure of the dissertation. This may involve a number of meetings and/or phone discussions. The process may begin with some reworking of the concepts initially presented. This period will be crucial in terms of writing the proposal. After clarifying the structure of the literature review, commit to a period of intensive research and library work. Work with the dissertation chair on methodological issues; these will form an important part of the proposal, particularly in a qualitative or quantitative dissertation. Review other dissertations with similar methodologies.
6-9 months	Set the "nine-month point" as an outside date for the completion of the proposal. The proposal is an important milestone that gives the overall project its shape and direction. Remember to allow up to 6 weeks for committee members to turn material around. The chair must approve the proposal before it is sent to the reader and external reader.
9-18 months	This period places students at the core of the dissertation process. Here it is critical for students to formulate their own timetable, with intermediate goals and rest periods. Based on students' experience writing papers during coursework, it may be helpful to imagine how long it will take to complete a chapter and set a realistic schedule accordingly, setting short-term goals. Students should remember to reward themselves after meeting one of these goals. Stay in contact with the chair; checking in from time to time to remain anchored to the process.
18-24 months	Set a first-draft deadline around the 18-month point. This allows time for each committee member to review the final draft (this may take up to 6 weeks for each review) and for necessary revisions. Remember that the chair must approve the final draft before it is sent to the reader and external reader. Students will also need to hire a proofreader to copy edit the manuscript and pass the oral defense. Allowing 3 months for these processes is realistic.

Keeping an Eye on the Clock

There are two clocks that doctoral students should pay attention to. The first is the Program Time Limit (PTL), a master clock for the entire doctoral journey that begins counting the first quarter of the first year of coursework. (For most students, this is the Fall quarter.) The duration of the Program Time Limit is eight years from the time students begin coursework at Pacifica, not eight years from the beginning of the dissertation registration. For example, students who started coursework in fall quarter 2018 have a Program Time Limit of the conclusion of summer quarter 2026. Pacifica students are expected to complete all degree requirements before the PTL ends. Assuming students complete their coursework in three years, the ordinary duration for most students will be five years to research, write, defend, and finalize the dissertation. The Program Time Limit is not suspended even if a student takes a leave of absence.

The second clock begins when students enroll in dissertation writing the first time, for nine quarters. To maintain student status, it is important to remember when an enrollment period is about to end so that, if necessary, students can register for an additional year of dissertation writing. Students receive timely reminders via the postal service and with follow-up emails to students via their Pacifica email accounts. Students should either check their Pacifica email account often or have Pacifica emails automatically forwarded to their personal account.

Students are not permitted to take a leave of absence in the middle of a registration period, that is, during the first two-year registration period or during any subsequent one-year registration periods. They can take a leave at the end of either the two-year or additional one-year registration periods, but once they do, the dissertation committee is dissolved.

If students wish to continue after a leave of absence, they must first register for an additional one-year dissertation period and then reconvene a committee. Keep in mind that new committee members are not obliged to accept work that former committee members deemed acceptable, and that previous committee members are under no obligation to rejoin the committee.

Registering for Additional Years of Dissertation Writing

Students may register for an additional year of dissertation writing, one year at a time, up until the time the PTL expires. To do so, complete the Dissertation Registration Form and send it to the Office of the Registrar (abristol@pacific.edu) approximately 4 to 6 weeks before the current registration period expires.

Extended One-Year Enrollment Fees

Students enrolling in an extended one-year dissertation clock will be billed as follows:

Academic Year	Full Year Fee	Quarterly Payment Fee
Fall 2020 – Summer 2021	$14,450	$3,612.50
Fall 2021 – Summer 2022	$14,450	$3,612.50
Fall 2022 – Summer 2023	$14,750	$3,687.50

Extended One-Year Clock Payment Options

Option 1: Pay the one-year fee indicated above at the start of the extended one-year enrollment period.

Option 2: Pay one-fourth at the start of each quarter. See quarterly payment figures above.

Option 3: Financial Aid recipients must complete the FAFSA form each year and maintain satisfactory academic progress toward completion; may qualify for up to $20,500 annually. During the extended one-year enrollment clock, one-fourth (1/4) of the fee will be deducted from the Direct Stafford loan(s) each quarter. Excess loan funds will be

made available to the students each quarter for educational expenses. Contact the Financial Aid Office for complete details at financial_aid@pacifica.edu or (805) 969-3626 ext. 137.

Petitioning for a One-Quarter No-Fee Extension

Students may petition for a one-time, one-quarter, no-fee extension at the end of complete registration. Extensions are granted for one of three reasons: a short illness (documentation required), the sabbatical of a committee member, or because the student is near completion. Near completion requires all three proposal forms are on file. Students cannot petition for an extension in the middle of an enrollment period. Students must be in good financial standing with the Student Accounts Office before petitioning for a no-fee extension.

To petition for the extension, students fill out the Petition for One-Quarter, No-Fee Extension form citing the reason for the request and email it to dissertation@pacifica.edu approximately 4 weeks before the current enrollment period expires. Students should then check their Pacifica email account for notification about the status of the petition or other correspondence related to it.

Information for Financial Aid Recipients

Students enrolling in the dissertation phase of the Ph.D. program may be eligible for the Direct Stafford Loan program. To apply, students must complete the Free Application for Federal Student Aid (FAFSA) form each year. Federal regulations require all financial aid recipients to maintain satisfactory academic progress toward completion of degree requirements for continued eligibility.

Enrollment in the dissertation phase is considered to be enrollment on a half-time basis. All eligible financial aid recipients entering the dissertation phase of the program will be awarded Direct Stafford Loans on a borrower-based academic year. In other words, from the time the two-year clock begins, the financial aid will cover four consecutive quarters. For example, with a dissertation start date in January (winter quarter), financial aid will cover four consecutive quarters (winter, spring, summer, and fall).

Upon completion of the first four (4) quarters of the two-year dissertation clock, the Financial Aid Office will confirm students' active participation in the dissertation process. **Active participation is defined as submission of written materials beyond the initial concept paper and ongoing consultation with the dissertation committee.** Once active participation is confirmed, students may be eligible for additional Stafford Loans during the second year of the two-year clock.

If additional time beyond the two-year clock is necessary for completion of the dissertation, students must enroll in the extended one-year clock. Students may be eligible for Direct Stafford Loans during the one year following the two-year clock provided their dissertation committee has approved student's proposal and submitted the approval forms. Proposal requirements are defined by each program and are included in this dissertation handbook. Students are responsible for staying in contact with their committees and to follow-up on the progress of their proposal approvals. Please be aware that all pending financial aid will be canceled once the final draft of the dissertation is approved.

Here are the satisfactory academic progress (SAP) requirements for recipients of federal financial aid:

- First year of initial two-year clock: Successful completion of coursework requirements as defined by SAP policy for coursework requirements.

- Second year of initial two-year clock: Continued financial aid eligibility requires confirmed submission of written materials beyond the initial concept paper and ongoing consultation with the dissertation committee.

- Third year or extended one-year clock: Continued eligibility during the one year following the two-year clock requires dissertation committee approval of the proposal and submission of the approval form.

Important

Federal financial aid is not available beyond 13 quarters. All pending financial aid will be canceled once the final draft is approved.

Step Three: Forming the Dissertation Committee

A dissertation committee at Pacifica is comprised of the dissertation chair, a reader, and an external reader. Once the concept paper has been approved by one of the research faculty and the student has registered for dissertation writing, the student may officially convene committee members. However, it is highly likely that students may already have approached some faculty to see if they might be interested in serving on their committee. In fact, Pacifica recommends that students give some thought to this as they are developing their dissertation concept papers by reflecting on and seeking out likely faculty members and academics outside of Pacifica. This is where the concept paper can act as an ambassador for students and their work. However, remember that any and all verbal commitments made before registration for dissertation writing are unofficial. No promise is official and formal until students and the committee members have filled out and submitted the Committee Member Appointment forms.

Selecting and Working with the Committee

In choosing a committee, seek members with expertise in the research topic and research methodology. Ideally at least one of the student's committee members will be able to address each of these two major concerns. Although compatible personality styles are also important, it should not come at the expense of helpful knowledge. Committee members should have a doctorate in psychology, a related field, or a field that is foundational for their study. A list of prospective chairs is available in Appendix A in Part 3 of this handbook. Students are expected to avoid dual relationships in the selection of their committee as outlined in the Student Handbook.

Students progress through the dissertation process more easily when they work closely with committee members. They are dedicated to helping you succeed, so it is a good idea to communicate with them at important junctures in planning and writing. Members of the committee are encouraged to communicate with each other when the proposal and final draft are under review. On rare occasions, the dissertation chair may call a formal meeting of the committee.

The Dissertation Chair

One of the most important decisions students will make in the process of considering and conducting doctoral dissertation research will be their selection of their chair. The chair should be someone with whom the student can work compatibly during the next two years and also possess knowledge or expertise in the research topic or methodology. They will be the central person responsible for guiding students through the dissertation, ensuring the integrity of the Institute's dissertation guidelines as well as the academic standards of the field. The chair is available for consultation in initially setting up the dissertation committee, and oversees the activities of the committee once the dissertation period begins.

Choosing a Chair

Though the chair need not necessarily be a widely acknowledged expert in the field of interest or research methodology, he or she must be familiar enough with it to guide the research and writing. After students have identified a prospective chair, students should approach that person, describe their project, and offer a copy of their concept paper. If the person agrees to become the committee chair, the student will complete and email the Committee Member Appointment form to their chair after registering for dissertation writing.

The chair needs to be a core faculty member of the Clinical Psychology department. In certain instances the director of research may approve a chair who is not a core Clinical faculty member. They may be core faculty in another Pacifica program, or an adjunct or contributing faculty member specifically identified as potential chairs. The director of research will maintain a list of these possible chairs and their availability. A list of names and their interests is available in this handbook in Part 3, Appendix A. Once the Committee Member Appointment form is processed, the student and the chair will receive a letter of official notification that the chair has been convened.

The Responsibilities of the Chair

The dissertation chair is likely to be a student's principle mentor during the research and writing of the dissertation, and his or her responsibilities include the following:

- Signs the Committee Member Appointment form and emails it to dissertation@pacifica.edu.

- Upon review of the concept paper and discussion of the project with the student, works to define the direction of the dissertation and assists in the development of a promising and appropriate dissertation research proposal.

- Discusses prospective readers and external readers with the student and approves the appointment of the reader and the external reader to the committee, and emails the Committee Member Appointment forms to dissertation@pacifica.edu.

- Reads the dissertation proposal and submits an evaluation to the student, requesting revisions as necessary. Signs the Approval of Dissertation Proposal form and emails it to dissertation@pacifica.edu.

- Directs the student in submitting the ethics application. Reviews and approves the ethics application, in consultation with the program's director of research or research coordinator when the proposed research uses human participants, and emails it to dissertation@pacifica.edu.

- Discusses the proposal with the other committee members and oversees revisions, as necessary, until the proposal is approved by the full committee. Reviews Approval of Dissertation Proposal forms sent to chair by other committee members and emails them to dissertation@pacifica.edu.

- Reads the completed draft of the dissertation; submits an evaluation to the student, requesting revisions as necessary. Approves the final dissertation draft and signs the Approval of Dissertation Final Draft form after revisions, if any, have been incorporated into the dissertation. When appropriate, instructs the student to forward it to the other committee members.

- Discusses the final dissertation draft with the other committee members and oversees revisions, as necessary, until the final draft is approved by the full committee. Reviews the Approval of Dissertation Final Draft forms by the other committee members and emails them to dissertation@pacifica.edu.

- Coordinates a defense date with the student and the other dissertation committee members. Hosts the oral defense, which includes preparing and asking questions for the student and managing the committee's question and answer period following the student presentation of the work. If the student passes the orals, the chair signs the Completion of Dissertation Defense form and emails it to dissertation@pacifica.edu.

Convening the Chair

Before registering for dissertation writing, students may have an informal commitment from a faculty member to chair the dissertation committee. Any such agreement *must* be formalized after registering for dissertation writing.

To convene someone as your chair, complete the Committee Member Appointment Form and send it to the chair for his or her signature. Once the form is processed, a letter of confirmation is sent to both the student and the faculty member officially notifying them that the chair has been convened.

Once you have convened the chair, consult with him or her regarding the selection of a reader and external reader who have expertise and interest in the topic or methodology. You'll complete and submit the appropriate appointment forms to the chair, along with the proposed external reader's curriculum vitae, for review and approval.

When the chair approves these selections, he or she emails the forms to dissertation@pacifica.edu for processing and the nominated committee members are officially invited onto the committee.

It is a good idea for the chair and the student to communicate frequently about proposed timetables for submitting and reviewing work, and any other constraints on their time, so that the process goes as smoothly as possible.

Faculty Sabbatical

Approximately every three years, Pacifica core faculty members are allowed to take sabbatical for one quarter, during which time they are not expected to work with dissertation students. Faculty should notify students of an upcoming sabbatical at least three months in advance of the start date so that students can plan accordingly. If, at the end of a registration period (either the initial two-year or extended one-year registration), students need to continue working on the dissertation, they can apply for a one-quarter no-fee extension, citing "committee member sabbatical" as the reason.

The Reader

There are two readers on Pacifica dissertation committees, an "internal" reader who most often is affiliated with Pacifica and an "external" reader, described next, who is not. Both kinds of readers work with the student and the chair to complete the dissertation and often are selected because they have expertise in the dissertation topic or methodology. In many instances, both readers complement the areas of strength or weakness of the chair.

Qualified candidates for the reader position are rarely core faculty in any program at Pacifica. However, readers are typically associated with Pacifica, for instance as adjunct faculty or guest speakers. Or they are now, or have been, as an internal mentor (chair, advisor, or reader) on Pacifica dissertations. Readers are paid a stipend of $1,000 for serving on a dissertation committee.

Qualified candidates must have a doctorate in psychology, a related field, or a field that is foundational to the study. In rare cases, it may be acceptable to convene an internal reader who has the highest degree granted in their field, for instance, an MD or an MFA, but students should speak to their committee chair and director of research to discuss this. A list of readers and their interests is available in this handbook in Part 3, Appendixes B and C.

The reader works with the dissertation chair to mentor the student and ensure the quality of the research by fulfilling the following responsibilities:

- Within 6 weeks of receiving the dissertation proposal, evaluates the work and submits a report to the chair and to the student. Continues to review subsequent drafts of the proposal as needed, taking no more than 6 weeks for each review cycle. When the quality of the dissertation proposal is acceptable, completes and submits the Approval of Dissertation Proposal form to the chair.

- Within 6 weeks of receiving the complete dissertation draft, reviews the work and submits a report to the chair and the student. Continues to review subsequent drafts of the manuscript as needed, taking no more than 6 weeks for each review cycle. When the quality of the complete manuscript is acceptable, signs the Approval of Dissertation Final Draft form and sends it to the dissertation chair.

- Participates in the oral defense of the dissertation in person, via telephone or videoconference, or in rare cases by sending a question.

The External Reader

The purpose of the external reader is to provide an outside perspective on the dissertation research conducted by Pacifica students. Qualified candidates should have

expertise in the student's topic of interest or research methodology and be able to evaluate the work from a scholarly vantage point. They must have a doctorate in psychology, a related field, or a field that is foundational to the study. In rare cases, it may be acceptable to convene an external reader who has the highest degree granted in their field, for instance, an MD or an MFA, but students should speak to their committee chair and director of research to discuss this. External readers are paid a stipend of $700 for serving on a dissertation committee.

Because Pacifica Graduate Institute take seriously the idea of an outsider's perspective, the external reader may not be a graduate of Pacifica; may not be a current member of Pacifica's core or adjunct faculty; may not have taught at the Institute; may not have held any administrative position at the Institute; and may not have served as an internal mentor on any dissertation committee at any time in the past. In addition, the external reader must not have a dual relationship with the student (i.e., past or present supervisor, religious leader, or therapist). The student should discuss potential external readers with the dissertation chair as part of the selection process.

The external reader works with the dissertation chair to mentor the student and ensure the quality of the research by fulfilling the following responsibilities:

- Within 6 weeks of receiving the dissertation proposal, evaluates the work and submits a report to the chair and to the student. Continues to review subsequent drafts of the proposal as needed, taking no more than 6 weeks for each review cycle. When the quality of the dissertation proposal is acceptable, completes and submits the Approval of Dissertation Proposal form to the chair.

- Within 6 weeks of receiving the complete dissertation draft, reviews the work and submits a report to the chair and the student. Continues to review subsequent drafts of the manuscript as needed, taking no more than 6 weeks for each review cycle. When the quality of the complete manuscript is acceptable, signs the Approval of Dissertation Final Draft form and sends it to the chair.

- Participates in the oral defense of the dissertation in person, via telephone or videoconference, or by sending a question.

The Role of Director of Research

The role of director of research is to insure that the research model as presented in the Dissertation Handbook is understood and respected by all parties involved. It includes the following responsibilities:

- Reviews requests by a student to register early for dissertation writing.

- Serves as arbitrator in cases where, after many efforts at resolution, the tensions in a dissertation committee become detrimental to the work of the committee. (See below, "Committee Dispute Procedures.") In cases where the director of research is personally involved as committee chair, the department chair serves as substitute.

- Reviews all Use of Participants projects and upon approval, signs the Ethics Application Approval Form.

- Serves on the Graduate Research Council to discuss and implement changes to Institute-wide dissertation processes and policies.

- Makes revisions to the dissertation handbook that reflect dissertation policy and process changes and suggestions from faculty.

Committee Dispute Procedures

On occasion, disputes will arise between a student and a committee member (or members) concerning either academic or procedural matters. All such matters should be first directed to the attention of the committee's dissertation chair and resolution attempted in this context. If the dispute cannot be resolved in this context, the following provisions apply:

- Matters of procedure will be directed to the program's director of research and, as needed, the chair of the Graduate Research Council to resolve the issue.

- Academic matters will be directed to the program's director of research.

- If the director of research cannot resolve an academic dispute or is personally involved in a dispute that remains unresolved, the matter is directed to the chair of the program.

- Any dissertation dispute that cannot be resolved within the program is referred to the chair of the Graduate Research Council.

Most disputes are resolved directly between the student and the committee member. Importantly, if an impasse is reached, although a student may request the withdrawal of a committee member, the student cannot enforce such requests.

Step Four: Writing the Research Proposal and Ethics Application

After students register for dissertation writing and convene the committee, they begin the process of writing the research proposal. Most proposals are approximately 40 to 60 pages in length and become, in time, part of the complete dissertation manuscript.

The dissertation proposal grows organically out of the concept paper. In fact, the three major sections of the concept paper—Introduction, Literature Review, Methods—form the proposal, only they are lengthier, more detailed, and demonstrate greater scholarly competence.

Organization of the Dissertation Proposal

The dissertation proposal is essentially the first three chapters of the dissertation (Chapter 1: Introduction, Chapter 2: Literature Review, Chapter 3: Methods). The purpose of a dissertation proposal is for doctoral candidates to thoughtfully articulate a coherent and promising design for a research project in clinical psychology and, thereby, to demonstrate their readiness to conduct doctoral level research in the field. The proposal systematically formulates a research problem, reviews relevant foundational literatures, and explicates methodological issues and procedures. It is important to remember that writing a dissertation proposal and a dissertation itself is not like writing a book for popular consumption. Although depth psychological research often includes poetic, literary, and autobiographical material, the overall tone and language of proposals and dissertations alike are scholarly and scientific in nature and intended to address a professional, academic community of fellow investigators in both clinical and depth psychology. Accordingly, it should be written in APA style; this refers not only to citing or referencing, but how language is used (i.e., clear, concise, focused language).

Because of the interdisciplinary nature of depth-oriented clinical psychology and diversity of research approaches and methodologies used at Pacifica, it would be impossible to establish a single, general template for every possible kind of research design. Instead, this section merely attempts to establish some broad scholarly standards and expectations for research in clinical psychology leaving the particularities of design, research methodology, and manuscript organization for individual researchers to determine in consultation with their committee members. The intent is to establish some general institutional expectations and standards for research in clinical psychology, while, at the same time, allowing for the continued development of a variety of appropriate designs. For information and guidance on specific research approaches, students should consult appropriate course material, research faculty, or members of the student's dissertation committee. However, regardless of the particular research approach or methodologies adopted, each of the content areas designated below must be thoughtfully addressed as a part of the research proposal.

The following list designates the basic required content areas that need to be addressed in some fashion through the research proposal. Although the organization below is certainly one generally effective way to structure a research proposal in clinical psychology, it is not the only one. The actual sequence, organization, and length of each of these content areas within any given individual research proposal is left to researchers themselves in consultation with their committees particularly in regards to differences between empirical and theoretical research. The proposal can be organized in as few as one and as many as three chapters, depending not only on its nature and length but also on the needs and purposes as the researcher. Each of the required content areas listed on the next page will subsequently be discussed in detail. Page length is an approximation and will vary depending on the research project.

Introduction (10-20 pp.)

    Purpose statement

    Relevance of the Topic for Clinical Psychology

    Researcher's Interest in the Topic

        Statement of the Research Problem and Question (3-5 pp.)

            The Research Problem

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Literature Review (50-60 pp.)

    Literature Relevant to the Topic

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Methods (20-30 pp.)

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Introduction

The purpose of the introduction is to orient and engage the reader, to disclose the initial understanding and relation to the topic, and to establish the importance of the topic for clinical psychology. Effective introductions to research proposals include a discussion of the autobiographical origins of the researcher's interest in the topic, a thorough discussion and analysis of the researcher's predisposition or transference to the topic, and a discussion of the relevance of the topic for clinical psychology.

Purpose Statement

Including a purpose statement quickly orients the reader to the purpose, strategy, and method of the dissertation. When writing the final versions of the dissertation, the purpose statement will need to be converted into an abstract.

Relevance of the Topic for Clinical Psychology

It is imperative to demonstrate how the topic is or, at least, should be of concern to other scholars and practitioners in the field of clinical psychology. Although the need for the proposed research in clinical psychology may be stated tentatively, since it is not yet known whether the study will actually bear the scientific or theoretical fruit to which it aspires, students still need to make evident at least the potential of the proposed study both for the field of clinical psychology in general and depth-oriented clinical psychology in particular. Doing so naturally leads to a thorough, systematic review of literatures relevant to the research topic, including, especially, literatures in the field of clinical psychology.

Autobiographical Origins of the Researcher's Interest in the Topic (Including Privacy Concerns)

Pacifica recognizes the reciprocal relation between researchers and their topics, a relation that precedes, perhaps by years, the actual formulation of the specific research problem and question. Given this co-constitutional nature of inquiry, Pacifica requires students to clarify and examine the nature and parameters of the topic as well as the autobiographical origins of student's specific interests within it. Such a discussion can simultaneously engage the readers and assure them that students are cognizant of their own emotional attachments to the topic. Although this section is often written in an autobiographical voice, it is important to remember that its purpose is to increase both self-understanding and collegial comprehension with reference to the research topic. Students should do their best, therefore, to avoid merely providing personal confessions, i.e., confession for its own sake, which loses sight of its purpose, namely, to open up the possibilities for rigorous psychological inquiry. The information students reveal should also be balanced with how much students are willing to disclose. Remember that once the

dissertation is completed, it will be published on ProQuest/UMI, including any personal information, and will thus become part of the public domain. Moreover, once the dissertation is approved and published, no part of that document can be removed or changed, and thus, all personal information included in the dissertation will be accessible by general public, including students' current and future employers, employees, clients, friends, and family members.

Regarding privacy concerns, students should be judicious in what they choose to include. One should receive written permission to include highly personal/sensitive materials or information about people or organizations that is not already in the public domain. For example, if the dissertation contains a picture or video that identifies someone by name or clearly shows where the person lives or works, the student should let the individual know how this will be used and obtain written approval before it is included in the dissertation. Likewise, quotes gleaned from course discussion boards, comments by classmates in classroom discussions, and other material that was gained when there was an expectation of confidentiality should be used only with written permission. Remember that once the dissertation is completed it will be published on ProQuest, including any personal or sensitive information about others or organizations, and will thus become part of the public domain.

Statement of the Research Problem and Question

This section is not only the very heart and soul of the research proposal but also the single most important section of the dissertation itself. Although it is often the case that this section remains basically the same as it was in the concept paper, it is worth reiterating here that your statement of the problem and, in particular, the research question or hypothesis will not only serve as students' most faithful guides throughout the research project, but also provide the most trustworthy basis for evaluating the integrity and validity of eventual findings. In addition, this section provides readers with the most vivid sense of essential intents and purposes as a researcher. If the research problem and question has changed somewhat from the way it was articulated in the students' concept paper, students may want to reread the section entitled "Hone the Question" to assist with reformulating this component of the proposal. As in the concept paper, the statement of the research problem should include a brief reiteration of the students' understanding of the problem, a lucid and concise statement of the primary research question along with relevant auxiliary questions, and clear, unambiguous definitions of basic concepts and terms in the students' primary research question.

As was the case for the concept paper, the particular methodology chosen will determine the way in which the problem is expressed. Remember, quantitative designs are often guided by testable hypotheses, whereas qualitative and theoretical studies are guided by a research question. Therefore, since most dissertations at Pacifica are qualitative or theoretical in nature, the discussion below will focus on them.

The Research Problem

This brief section usually begins with a brief reiteration and synthesis of the previous two major sections (Introduction and Literature Review) and ends with a concise description or discussion of students' present understanding of the research problem in terms of what it is that is known or understood and what is unknown or not understood. Students may want

to make explicit the previously implicit link between the autobiographical interest in the problem and the need in clinical psychology for the proposed study (e.g., "Given my own long-standing personal and professional interest in the phenomenon of X and given the dearth of professional literature from a Y point of view regarding this same phenomenon."). You may then want to suggest, again briefly, the heuristic promise of the proposed study for clinical psychology (e.g., "It is hoped, therefore, that the proposed study might lead to A, B, and/or C within the field of clinical psychology.").

The Research Questions (Qualitative) or Hypotheses (Quantitative)

This sub-section clearly and succinctly states the primary research question and any critical auxiliary questions. The formulation of the primary research question or hypothesis is undoubtedly the single most important aspect of the research process since it shapes and determines the entire research enterprise from beginning to end. Indeed, it could be argued that the articulation of the primary research question per se is the single most important sentence students will write in their entire dissertation.

Given the significance of this single interrogatory sentence, it is worth remembering that any time students spend honing the research question is likely to pay back rich dividends in saved time and energy throughout the research process. Although at this point students may already have an appropriate and worthwhile research question, it still may be worth to consider the following guidelines. First, students need only have a single research question and, indeed, singularity of purpose can be the most practical, effective, time-saving, and illuminating achievement of an entire research project. Second, generally speaking, the simplest formulation of the question is best as every new term or concept contained within it increases the complexity and difficulty of the research task as well as the possibilities for confusion, ambiguity, and misunderstanding in the minds of readers. Third, the more open the question, the better. Students should do their best to state the question in a way that is free of personal or theoretical assumptions or biases. Fourth, take care to ask a question that is appropriate for the kind of study being conducted. Whereas quantitative studies ask questions (or state hypotheses) of measurement and proof, qualitative and theoretical studies ask questions of meaning and understanding. Fifth, if asking auxiliary questions, students should do their best to articulate the questions in a way that supports or opens up the primary research question as opposed to raising new or tangential, albeit related, domains that require independent investigation in their own right.

Note about definition of terms: Terms, used within the research, should be defined the first time they appear in text in a narrative form with corresponding citations.

Literature Review

The purposes of the literature review are to demonstrate the student's thorough, conversant familiarity with literatures relevant to the investigation; to locate the topic effectively within the literature of clinical psychology; and to demonstrate how the proposed work addresses a specific need for new research and literature in the field (see Bem, 1995; Thomas & Hersen, 2003; Sternberg, 2003; Creswell, 2007). The review should thoughtfully discuss works or studies that touch upon the dissertation topic and, if not included in the methodology section, the theoretical approach to it.

First of all, it is important to remember what a literature review is *not*. A literature review is *not* simply an annotated bibliography, reviewing various works for their own sake,

but, rather, it is a comprehensive, systematic examination of literatures relevant to the research topic specifically as they relate to the topic. In other words, a literature review is always subordinate or subservient to the research topic. Likewise, a literature review is *not* the place to make unexamined truth claims or assert ideological arguments but, rather, to critically examine how each work contributes and/or fails to contribute to knowledge or understanding of the topic as well as how the various works discussed relate to one another. Whenever students make claims in the process of critiquing the literature or clarifying their perspective, such claims must be adequately cited (using APA format) and, wherever appropriate, qualified ("X stated;" or "Scholars have suggested;" or "At this point, my summary of the scholarship points to"). As with dissertations and proposals as a whole, the most effective literature reviews are written in the voice of a scientific investigator who is careful to report and describe, as objectively as possible, his or her observations as they occur. Careful description, systematic organization, critical reflection and evaluation, and a sense of genuine scientific interest characterize the thoughtful literature review. Note that when reporting research and other publications the past tense should be used (see the *Publication Manual of the American Psychological Association,* 6th edition). In other words, students should not state "Smith (2008) report*s*" but should instead state, "Smith (2008) report*ed.*"

Although there are many different ways to organize the material in a literature review, generally speaking, literature reviews for depth psychological research have at least the following three components: a review of literature relevant to the topic; where appropriate, a review of literature relevant to the researcher's theoretical approach, and a succinct statement of the need for research on this topic in the field of clinical psychology.

Literature Relevant to the Topic

The primary obligation of the literature review is to present a critical report of scholarly work that has already been conducted on the research topic (see Rudestam & Newton, 2007, Chapter 4 "Literature review and statement of the problem" and Sternberg, 2003, Chapter 2 "Steps in writing the library research paper"). The student's report of previous literature and research naturally opens the way for the presently proposed research through the systematic examination of those bodies of literature foundational for and relevant to the topic. In other words, the literature review should lead the reader through a logical progression of both knowledge and theory that ultimately creates a compelling argument for the proposed study.

Students must necessarily give serious attention to any relevant literature within the field of clinical psychology per se, including literature growing out of theoretical and research perspectives different from the student's perspective. For example, a study of the depth psychological understanding of unconscious processes should include a review of both the unconscious from a depth perspective as well as how general psychology conceptualizes the unconscious (i.e., cognitive psychology, cognitive neuroscience). Likewise, a depth psychological study of women's identity or development ought to examine the ways in which clinical psychology as a whole addresses a human life. Still following the same point, a study of the numinous ought to examine, as a part of its review of literature, how clinical psychology as a whole addresses or fails to address religious or spiritual experience or, perhaps, the self. Of course, these kinds of generally situating reviews are as detailed as reviews of literatures that are closer to the proposed research in terms of the topic, theoretical approach, or methodology. Such situating reviews simply locate the work within

the overall domain of clinical psychology by showing, with a few broad strokes, just where the student's proposed research work fits within the larger and more general context of psychological research.

In some instances, students' research may be significantly interdisciplinary in nature. As a result, it will include literature reviews from such scholarly disciplines as philosophy, religion, world literature, poetry, literary criticism, or the arts. It is particularly important for these types of reviews that extra care is made to include thoughtful, well-ordered, easy to follow headings.

Regardless of how broad or narrow the scope of the literature review, it is important that the review does more than merely report published works. The task is not only to report but also to examine and evaluate the relationship of these various literatures to one another, to basic relevant ideas and problems in the field, and to the topic in question. In other words, the literature review should examine what is already known about the research topic in such a way that the literature itself is critically and thematically subservient to the research topic. Thus, the challenge is to show what each particular work/author contributes to our knowledge and understanding of the topic in question as well as what each fails to contribute. In addition, where relevant, students should try to show how different works relate to, support, or contradict each other vis-à-vis the topic. Whenever appropriate, the literature review should also consider what relevant works/authors reveal about basic, contextual or foundational issues; that is, basic theoretical, philosophical, ethical, or cultural issues or problems integral to understanding the topic.

It is imperative that the student thoroughly and appropriately documents the entire literature review with citations and quotations. Indeed, when whole pages or even paragraphs appear without such documentation, there is reason to question whether or not the student is still on the task of reviewing literature. Furthermore, citations should always follow APA (2009) recommendations and all works cited or quoted should be immediately placed in the list of references at the end of the proposal. It is important to remember that whether the student is quoting a single new idea, a few words or phrases, or whole sentences or paragraphs, correct acknowledgement is required including author(s), date of publication and, where appropriate, page numbers. The purpose of such thoroughness is to provide the readers direct access to sources so they can substantiate the student's work or investigate further on their own.

It is important to remember that the literature review ought to show both what has been done and what has not been done, both what at present seems to known or understood and what is not. This is one of the crucial functions of the student's literature review, to show what is missing, the lacuna of knowledge, perspective, or understanding that the study is designed to rectify.

It may be helpful to students to write the literature review with two kinds of readers in mind. On the one hand, imagine providing *informed readers* with evidence of the student's familiarity with and critical mastery of the bodies of literature that are relevant to the topic. On the other hand, imagine providing *uninformed readers* with a clear, coherent, and self-explanatory introduction to those same bodies of literature. Another way to imagine the literature review is as an intensive course on the topic given to an intelligent and interested but not necessarily sympathetic audience. The student's job is to educate this audience about what is already known about the topic and closely related issues and contexts, to inform

them of similar and contrasting points of view with reference to the topic, and then show them what it is that is not yet known or understood that the student hopes to learn in the proposed research.

The Need for Research on the Topic

Up to this point the literature review has focused on what has been learned in the past and what remains to be learned with reference to the research topic. This is an ideal place to provide a vivid rationale for undertaking the research project thus setting the stage for the students' contribution to the field. This is effectively accomplished by offering a very brief summary (one to three paragraphs can suffice) of the literature review, first highlighting what has come to known or understood about the topic and then highlighting and what is still not yet know or understand. This summary should open the way to a succinct statement of what students proposed investigation is designed to contribute to the knowledge and understanding both in the field of clinical psychology in general and, within that, depth psychology in particular. Strive to make this statement of the anticipated contribution to the field clear, concise, and right to the point (e.g., "As the above literature review has shown, a comprehensive depth psychological understanding of the phenomenon of X is not developed;" or "Although there have been a number of studies to investigate X, they have significant methodological weaknesses"; or "Even though a number of studies addressing such phenomena as A, B, and C, no understanding of what the related phenomenon, X, might mean from a Y perspective has been developed").

Using Online Sources in Research

Electronic publishing has greatly increased access to all types of sources online, but not all of them are credible scholarly resources. Pacifica discourages the use of Wikipedia and personal blogs but does encourage the use of online peer-reviewed journals, online scholarly books, and online scholarly encyclopedias. The *APA Publication Manual* includes basic guidelines and rules for providing publication data for electronic sources (Sections 6.31 & 6.32, pp. 189-192) and examples of reference entries for electronic sources in the individual sections on different types of sources (Chapter 7, pp. 193-224). Before finalizing the list of references, confirm the website being used as a source for citations and include any copyright permissions that may be required.

Methods

The purpose of this component of the proposal is to more fully describe the research approach, methodology, participants, materials, and procedures. These are familiar topics from the concept paper, which must include a brief preliminary discussion of them. The research proposal, however, goes well beyond the concept paper in providing a more thorough and systematic discussion of approach and methodology and their related literatures. The proposal also provides a description of the participants and any materials that might have been used as well as specific research procedures. In short, this section articulates, as clearly as possible, how the student intends to go about conducting the research.

Research Approach

This is a thoughtful, systematic discussion of the philosophical stance regarding the nature of reality (ontology) and human knowledge (epistemology) as it impacts the activity of research. Naturally, even if the research is itself a study of epistemology, an exhaustive consideration of philosophical, ontological, and epistemological matters relevant for the study is out of the question. Nevertheless, it is important to discuss, albeit relatively briefly, those issues most central to the research approach. Students might want to include, for example, a documented discussion of such concepts as natural science (*Naturwissenschaft*), human science (*Geisteswissenschaft*), or psyche-centered inquiry. In addition, they may briefly compare qualitative and quantitative methodology and discuss experimentalism, phenomenology, hermeneutics, heuristics, ethnography, or imaginal psychology as appropriate. Depending on the particular research project, it also may be important to address specific epistemological issues and perspectives such as essentialist vs. constructionist approaches to knowledge, monistic vs. dualistic conceptions of reality, or the mind-body problem.

However, students go about this discussion, it is important to demonstrate familiarity with literature supporting the research approach and elucidating basic concepts and issues germane to its understanding and practice. For example, a discussion of a phenomenological approach might include a well-documented consideration of historical and philosophical foundations; different approaches to phenomenology such as descriptive, transcendental, hermeneutic, or existential phenomenology; and/or basic conceptual concerns such as essence, intuition, imaginative variation, and phenomenological reduction. Similarly, a discussion of a hermeneutic approach might include a well-documented consideration of historical and philosophical foundations; different approaches to hermeneutics such as methodological, ontological, or critical hermeneutics; and/or basic conceptual concerns such as the hermeneutic circle, foreknowledge, horizons, and interpretive set. Whatever general approach to research is adopted, it is important to explicate how this particular approach is especially appropriate for the study.

Research Methodology

This component of the dissertation proposal expands on the brief discussion of methodology presented in the concept paper. It presents a thorough, well-documented discussion of research methodology and its appropriateness to the research problem. As discussed earlier, students can choose a quantitative method, select one among a variety of qualitative methods, or use a mixed-method approach that combines both quantitative and qualitative methodology. The exact nature, content, and style of the discussion of the specific methodology are left to the student's discretion in consultation with the committee. However, the purpose of this part of the proposal is to assure readers that one is familiar with the issues, concepts, authors, and literature most germane to the research methodology and why this specific methodology is appropriate for the study.

The exact nature, content, and style of the discussion of the specific methodology are left to a student's discretion. However, the whole purpose of this part of the proposal is informed confidence regarding the issues, concepts, authors, and literature most germane to the research methodology and why this specific methodology is appropriate for the conduct of the study.

Participants or Texts

When writing the proposal, students will not yet have worked with any participants. However, it is still crucial to include the number of anticipated participants and the rationale for selecting them. For example, in a phenomenological study it is often essential to include participants who are able to articulate their lived experience of the world. It is also crucial to include any relevant inclusion or exclusion criteria. This might include age, ethnicity, education, absence of severe psychopathology, diagnosis, or comorbidity. One of the main purposes for doing this is to ensure that the selection of participants will adequately represent the variable(s) being studied. Conversely, it is important that they would not confound the results.

In theoretical dissertation, students must discuss texts, authors, and sources they will utilize for their theoretical review. This list must be comprehensive and referenced and written in a narrative form with discussion of rationale for selection. The student can acknowledge that the list is intended as a "starting point" and that it will be expanded during the immersion into data.

Instruments

This section applies primarily to quantitative studies that utilize materials such as tests or apparatus. It is thus important to describe these materials. Please note that many of these scales are copyrighted and are not in public domain. Please contact the publishers or authors of each instrument you used for permission. Frequently formal psychological tests are used such as the Beck Depression Inventory-II, or the Myers Briggs Types Indicator. These should be listed along with their number of items, response format (True-False, Likert, self report, ratings by clinician), reading level, and psychometric properties. When describing reliability and validity, it is often not possible to include all the relevant research. Instead, include a brief summary based on general findings as well as those specific to the study. For example, if a study were using the instrument to make predictions, then it would be crucial to include test-retest reliability and predictive validity. If the instrument will be used for concurrent measures (i.e., current diagnosis), research on internal consistency and concurrent validity would be the preferred psychometric properties to include. If using arts-based images, then a description of these and where they were found would be important. When applicable, copyright permission letters should be on file.

Data Collection

This final major component of the methods section is more detailed and specific than it was in the corresponding component of the concept paper and describes the anticipated processes and procedures throughout the conduct of the study. It is important to be both explicit and concrete. This will provide a confident sense of the researcher's direction and activity. It will also provide readers with an unambiguous understanding of the specific research actions the researcher plans to undertake. The description of processes and procedures also provides a basis for readers eventually to evaluate not only the degree to which the researcher has been faithful to the original research design but also the nature, integrity, and veracity of the findings. For quantitative studies it is also essential that the description of procedures is specific enough for other investigators to replicate them if necessary or desired. For qualitative and theoretical studies, even though the procedures should be clear enough for other psychologists to learn from them how to conduct similar,

related, or follow up studies. Effective research procedures sections should include the following: a description of specific procedures for gathering data, a description of procedures for analyzing data, limitations/delimitations of the study, and a description of the anticipated organization of the final manuscript.

For participant-based studies, this includes procedures for selecting participants (or sites); procedures for obtaining informed consent and insuring confidentiality; procedures for instructing participants; and procedures for conducting and documenting interviews (e.g., notes, audiotape recording, videotape recording), for gathering solicited written narratives, or for participating in social settings. For text-based and arts-based studies this includes criteria and procedures for selecting texts and other materials and procedures for gathering and documenting data (e.g., written notes, voice-recorded notes, reference cards).

Data analysis

Regardless of the kind of data used for the study, this section must articulate the specific steps and procedures the researcher plans to follow in analyzing and interpreting the data. These steps must be derived from the specific methodology selected by the student (e.g., Palmer's (1969) hermeneutic approach, Giorgi's (1985) phenomenological approach). In participant-based studies this means describing specific steps for both single-case and cross-case analyses. In both participant-based and text-based studies, this also means identifying and discussing (if the student has not already done so) the hermeneutic or interpretive set or sets, both with respect to the overall theoretical lens (e.g., psychoanalytic, Kleinian, object relations, Jungian, archetypal, imaginal, existential, phenomenological) but also with respect to any particular conceptual lens or lenses the research will employ (e.g., transference, self, primary process, splitting, projective identification, transference, complexes, archetypes, developmental stages and processes). If there is a thoughtful discussion of the interpretive set(s) in earlier sections, for instance in the section on the Literature Review, then mentioning and naming the interpretive set or sets again here, referring the reader to the relevant preceding discussions, will suffice.

A researcher's analytic procedures may not be entirely clear in advance or they may change or emerge as the study progresses. In either of these cases, it may be wise to state that the present procedural prospectus will be augmented with a retrospective description of analytic procedures at the conclusion of the study. The art of interpretation and understanding being as elusive as they are often leaves hermeneutic researchers no choice but to state after the fact precisely what they did to analyze their data and arrive at their findings and conclusions. This circumstance should not be taken as reason to delay the attempt to systematically develop and articulate an analytic procedure in advance, rather, it is simply an acknowledgement of the inevitable vagaries of the hermeneutic circle and the importance of taking full responsibility both prospectively and retrospectively for the researcher's participation in it.

The Benefits of Working with an Editor During the Study

Some students have found it useful to hire a professional editor to review chapters of their dissertation. Such a professional provides expertise in the overall organization and flow of the work, the construction of effective sentences, paragraphs, and sections, as well as the ability to find and correct proofreading errors. Working with an editor is optional, and not required by Pacifica Graduate Institute, but it may be worth considering.

When the manuscript is complete and approved by the dissertation committee, students will be required to hire a proofreader to prepare it for publication. The proofreading process is described in Step Six, below.

Ethical Concerns

During their coursework, all Pacifica students are expected to have completed the National Institutes of Health web-based training "Protecting Human Research Participants." Doing psychological research raises important ethical concerns that need to be anticipated in the planning of research, and navigated with integrity during each stage of research. To these ends, the next sections will present the ethical principles derived from the American Psychological Association's ethical standards. In developing a research design and completing an application for approval, it is imperative that the following basic ethical principles be kept in mind.

Respect for Persons

Individuals must be treated as free and autonomous. This means that participants must freely agree (in writing) to participate in your study with no coercion or harmful consequence should they elect not to participate. Participants must also be free to end their participation in your study at any stage during its development. Participants with diminished capacity must also be respected and protected. The ability for self-determination can become limited due to illness, mental disability or physical circumstances. Therefore, investigators must protect the welfare of people who participate in their research. This includes maintaining confidentiality in terms of their participation and the data collected from their participation.

Beneficence

This principle involves not harming the participant physically, emotionally or psychologically. It relates to the Hippocratic Oath to "do no harm." A basic guideline here is that the investigator needs to maximize the benefit and minimize any harm or risk to the participants in the study.

Justice

This relates to the population chosen for your study. Researchers should not choose a population just because they are easily available, in a compromised position, or because they are open to manipulation. The burden for research should be fairly distributed and related to the problem being studied. In addition, participants have a right to know the purpose of the research. Thus, truthfulness, at least at the post-experiment interview, is a necessary ingredient in the research design.

Types of Harm

It is difficult to ensure that absolutely no harm will come to participants in a psychological study. For this reason, it is absolutely essential that the Informed Consent form (as well as the Ethics application) state honestly any possible psychological and/or physical risk. Researchers must consider the following categories of harm:

Physical harm: Whereas obvious physical risks may be minimized or eliminated
                         sometimes more subtle physical risks go undetected. For example,

any study involving physical activity (such as dance therapy) may create an environment for physical injury. Projects involving more physically demanding activity such as wilderness experience present considerable risk and also difficulties if subjects wish to withdraw from the study. Research involving such strenuous activity and/or geographical isolation is not recommended. Activities such as painting may present subtle risks if, for example, workspace is not well ventilated. Any activity involving potentially toxic materials must be assessed for risk.

Stress:
Psychological stress is a risk factor that needs to be clearly assessed. Probing questions can cause considerable discomfort, certain topics may generate embarrassment, and psychological issues and painful memories may be reactivated. The documentation presented to the participants must accurately reflect all of these considerations.

Dual relationship:
Pacifica prohibits the use of current patients for research purposes since this situation constitutes a dual relationship—that of researcher and psychotherapist. The use of past patients for research presents less difficulty if express written consent is freely given. At all times the researcher must maintain an awareness of the potential impact on the patient, which may extend beyond termination. Students should consult with their chair on gaining approval for research projects that involve past patients. Case material used in a manner recognizable to patients as their own experience always requires the need for informed consent. Quoting directly from the patient, or using dream images or narratives necessitates informed consent and the patient must be given the opportunity to appear in the research anonymously, where the researcher uses every effort to disguise the patient's identity.

Other dual relationships may include healer/client, teacher/student, employer/employee. Equal care should be taken regardless of the relationship, and the particular ethical issues that may arise should be discussed with the dissertation chair.

Coercion:
It is not ethical to willfully mislead the participant as to the nature of the experiment/study. Thus, any form of trickery or manipulation in order to produce a particular result/response is a violation of ethical principles. Over recent decades, ethical considerations in research have shifted in affirming this sensibility. This principle does not necessitate that you disclose every detail of the study. When seeking to understand a particular phenomenon, researchers can simply state the phenomenon to be explored and that this exploration will examine many issues.

Students are obliged to be thoroughly familiar with and abide by the standards inherent in the methodology and also the standards of the field of psychology as a whole. Therefore the "Ethical Concerns" section of the proposal must include a brief discussion of the intention to comply with standards established by the American Psychological Association, above,

with the standards and procedures of Pacifica's Institutional Review Board (IRB), and, where applicable, with the standards and procedures of any relevant community or institution that may be involved in any aspect of the research process.

Writing the Ethics Application

Students at Pacifica Graduate Institute are required to comply with the ethical standards set down by the American Psychological Association for conducting research with human participants. Every study must acknowledge whether or not participants will be used. As a result, students submit one of two different ethics application forms to the dissertation chair.

If the study will not use participants, the form is a simple one-page document that declares this. It requires only the chair's signature for approval. If participants will be used in the research, the chair, in consultation with the program's director of research, must approve the entire application packet, which consists of the correct form and all the necessary information, described below. If the student has followed the guidelines for using human participants, the ethics application is usually approved promptly.

Contents of the Ethics Application

A complete ethics application for the use of human participants consists of two documents, a PDF form and a Word document.

- The three page Ethics Application form, a PDF file, is available on Pacifica's "Dissertation Forms & Handbooks" web page, https://www.pacifica.edu/student-services/dissertation-handbooks-forms/. Students fill out their portion of the form, then send it to the dissertation chair for review. The chair works with the program's director of research to review the description of research procedures and, when approved, both sign the PDF form.

- A separate Word document that describes, in detail, how the researcher will recruit, screen, and work with participants as well as how the gathered data will be transcribed, securely stored, analyzed, and destroyed at the end of the study. Students write this document and submit it, along with the PDF form, to the chair. The sections of this document are:

Abstract:	Describe the central question or theme of the study, methodology, and aims (one paragraph, maximum 200 words).
Participants:	Describe who will participate in the study, the number of participants, and how, specifically, you will find them. Also include any eligibility requirements and the way you intend to screen participants for inclusion in the study (approximately 1 page).
Procedures:	Describe the informed consent procedures, the collection of data, and method of data analysis (approximately 1 page).
Risks:	Describe any potential risks to participants, including breaches in confidentiality, and the likelihood and seriousness of such risks (approximately a half-page).

Safeguards: Describe procedures for protecting and/or minimizing the risks of participating in the study, including preserving confidentiality, and assess their effectiveness (approximately 1page)

Benefits: Describe the benefits to be gained by the participants and/or society as a result of the study you have planned (approximately a half-page).

Appendices Three appendices to the Word document, which are 1) the one-page recruitment flyer; 2) a sample of the informed consent form that fully explains eligibility criteria, risks, safeguards, and benefits; 3) the research instruments (e.g. questionnaire, survey, or interview guide).

When complete, students send both the ethics application form (PDF file) and the ethics description (Word document) to the dissertation chair for review. The chair will seek approval from the program's Research Coordinator and supervise any revisions the student needs to make for ethics approval.

Attaining Approval of the Ethics Application

Ethics applications proceed through the following steps:

1. The dissertation committee reviews and approves the proposal, which describes the research design, including a discussion of ethical issues.

2. Once the proposal has been approved by the entire committee, the student submits the completed ethics application to the dissertation chair, who reviews it. If the study will use human participants, the chair forwards the application to the director of research for review.

3. The director of research carefully reviews the ethics application and discusses any necessary revisions with the chair. The chair works with the student on the revisions until the ethics application meets the director of research's approval. If the director deems it is necessary, he or she may seek additional levels of ethical review from internal (Graduate Research Council) or external experts.

4. Once the ethics application is complete and approved, the chair and the director of research sign the form and emails it to dissertation@pacifica.edu.

5. students are notified of the approval of the ethics application by mail.

Students who encounter irresolvable conflicts with the director of research may seek redress with Pacifica's Education Council.

Important

A signed ethics approval form allowing the use of human participants in the research must be on file before the student announces the study, contacts prospective participants for pre-screening, or gathers any data.

For further resources and information, see the sections on ethics included in relevant references in the section as the end of this handbook in the references section, especially the *Publication Manual of the American Psychological Association*, 2009 and also Creswell, 2007; Rudestam & Newton, 2007; and Thomas & Hersen, 2003.

Using Case Material

Many dissertations and the publications that result from these dissertations use case material. Often the processing and presentation of these materials present complex dilemmas (see Gabbard, 2000). This is primarily because there are inherent conflicts between the scientific or educational need to advance the field and the need to protect the client. The following represent guidelines and strategies to assist in resolving these inherent conflicts.

Disguising Case Material

Clearly any presentation of case material should be disguised but the extent of this disguise may vary (from "thick" to "thin"). One extreme is to conceal the identity to such an extent that even the client would be unable to recognize his or her case. A somewhat less extreme principle is to disguise it such that only the researcher and the participant would be able to identify the case. A core consideration is to think through the impact a participant might have when reading through the case description. Below is a listing of possible strategies to disguise case material:

- Use fictitious names.

- Change as many basic facts as possible (race/ethnicity, gender, age, geographic location, educational level, occupation, city/town of residence, size of city) assuming that altering these facts won't change the reasoning behind any conclusions that have been reached about the case.

- Wherever possible, change details regarding the participant's family (i.e., a separation might become a divorce, number/gender of children/siblings).

- Avoid making alterations that can potentially be "decoded" (i.e., merely using initials, simply changing North Dakota to South Dakota).

- Combining details of two or more cases into a "composite" case that still illustrates the essential processes and conclusions.

Patient Consent

In almost all instances, research will require informed consent. This is particularly true if the participant or their close relatives/friends may be able to identify the case. However, obtaining consent may involve various issues. For example, the transference/countertransference dynamics occurring with clients in therapy would mean that they should not be used for research when the therapy is ongoing. These dynamics may include such issues as a power differential, clients who might feel simultaneously honored and exploited, or changing the focus of therapy to meet the needs of the therapist. Thus clients should only be approached after the conclusion of therapy. But even in these instances, there should be a careful consideration of the impact of any future therapeutic relationship should the client wish to re-enter therapy with the researcher/clinician. Possible exceptions to obtaining consent might be using previously published cases especially if these have become "classics" in the field (i.e., the Dora case, H.M., Sybil), composite cases, or cases derived from large databases (i.e., when conducting meta-analyses or past epidemiological research).

Submitting the Intellectual Property and Copyright Infringement Form

Students engaging in dissertation research at Pacifica Graduate Institute own the copyright to their finished work. Two copies of the work are available to the public; one printed and bound copy that is housed in Pacifica's research library, and one digital copy that is published by ProQuest. As the rights-holder to the dissertation, students are legally and ethically responsible for any infringement of copyright and intellectual property law, and may be subject to a lawsuit if they do not comply. The key points to be aware of include these:

- Students are not permitted to make unauthorized reproductions of copyrighted materials in the dissertation and agree not to do so. **Such copyrighted material does not include brief text quotations from another author's work, but such excerpts must be properly cited to avoid plagiarism.**

- Students should not assume that since they are writing an academic dissertation that the use of copyrighted materials will be deemed to be "fair use."

- Students must contact the copyright owner of each work used in the dissertation and request express written permission to use the material, whether it is published or unpublished, then document the requests by keeping copies of any letters or email correspondence.

- Students must make it clear to the copyright holder that the dissertation will be published in two forms: one printed and bound copy stored in the Pacifica Graduate Institute's research library, and one electronic copy published online by ProQuest.

- Students should allow plenty of time to get necessary permissions prior to submitting the dissertation proposal and the dissertation final draft to the committee; Pacifica recommends allowing at least four months.

- Students should keep copies of every permission statement in their own files, submit a full set of permission statements to the dissertation chair along with the final draft of the work, and email a full set of permission statements to dissertation@pacifica.edu.

To ensure students understand the rights and responsibilities, they are required to complete, sign, and submit an Intellectual Property and Copyright Infringement form to the dissertation chair along with the dissertation proposal.

Guide to Intellectual Property & Copyright

Copyright rules for education and academia are not stringent. In fact, it is in this area that copyright seems to break down to a degree, but it is best to err on the side of caution since students are personally responsible for complying with copyright law.

Definition of Terms

Public Domain

Public domain concerns anything published/produced prior to 1923, anything published between 1923 and 1977 without copyright notice, and anything published from 1923 to 1964 with copyright notice but without copyright renewal; other exceptions exist as

well. Anything that falls within public domain may be freely used by anyone (with proper citations, of course). For updated information about Public Domain materials, you will need to consult the U. S. Copyright Office (http://www.copyright.gov).

Fair Use

Fair use is a copyright exemption that allows greater latitude for scholars and critics engaged in non-commercial activities. However, fair use is not a law, and is mostly considered more along the lines of a doctrine. U.S. guidelines and common practices of fair use for laws relating to intellectual property are described next.

Using Protected Materials

Knowledge in any discipline is produced through the cumulative efforts of many scholars. Dissertation students are obligated to credit the source of an idea, whether they are paraphrasing an author or directly quoting the author. Incorporating brief text excerpts in a dissertation does not require express written permission from the author: correctly citing the source is sufficient.

Books, Manuscripts, and Printed Materials

According to copyright law, no more than 10% or 1,000 words of a single work may be reproduced without authorization. However, for academic purposes, "fair use" clauses relax such restrictions, if only a little. Though the boundaries of "fair use" are often unclear, anything in the 15-20% range is considered pushing your luck, and anything greater than 15-20% of the entire work will likely be considered unacceptable. Proper attribution and citation are always required (anything else is plagiarism). Most students do not quote more than 10% of a book within their own papers or dissertations, so this is not often an issue.

Poetry

An entire poem may be quoted if its length is less than 250 words; if the poem is longer, students are permitted to use up to 250 words. Additionally, no more than five poems or poem excerpts by different authors from the same anthology, and no more than three poems or poem excerpts by any one poet can be used in a dissertation.

Music or Lyrics

Music reproduction is topic of frequent interest, and music publishers are aggressive in litigation against copyright violators. Students may not alter or change the fundamental musical structure or character of the work and they are advised to include only a very small sample or excerpt if doing so without the express written permission of the rights holder. Even if you intend "academic" or "educational" applications of copying or distributing complete songs, you are not protected under fair use. Please note: This means that students may not submit entire songs or copied CDs to accompany their papers, theses, or dissertations (that's called "pirating" material) without expressed permission from the copyright holders. Additional copyright restrictions involving the thwarting of industry technology (anti-pirating coding) also prevent the copying of entire CDs.

CD artwork, designs and lyrics may also be protected by copyright law, and it is best to seek permission to use these if intending to reproduce them on a large scale. Website owners whose pages contain song lyrics are currently battling the RIAA for alleged copyright

infringement. Fair use may protect you to a degree, as no legal precedent has yet been set for the reproduction of lyrics. Therefore, dissertations can use no more than 10% of song lyrics and official permission to reprint lyrics is required.

Photographs, Art Work, and other Illustrations

In most cases, expressed permission to use these must be obtained. For example, if students wish to use a strip from *Calvin and Hobbes*, they must obtain (written) permission from Bill Watterson to do so. This extends to photographs of protected architecture, and buildings/architecture created on or after Dec. 1, 1990—in some cases, even if the student snapped the photo. So, to use a picture of the Guggenheim, students may be required to obtain (written) permission to use the image. In most art and architecture books, students will find an extensive section of items listed as "[re]printed with permission." Also, finding it on a website does not imply that it is free of copyright restrictions or fees. If the student's intent is to use a photograph of a person, written permission is required.

For paintings, students may be required to obtain permissions from the governing/owning body, such as the Tate, the Huntington, the Getty, the National Gallery, and so on, as well as the copyright holder. Copyright permission must be granted regardless of the person photographing the artwork, which includes pictures taken by the student.

No more than five images by an artist or photographer may be used in any one work, and no more than 10%, or up to 15 images, of a collective work (periodical issue, anthology, encyclopedia, etc.).

As with music, students are not permitted to alter the integrity of copyrighted artwork or make their own modifications.

Videos, Movies and Multimedia

The 10% rule applies here as well: students may use up to 10%, but not more than 3 minutes, of a copy-protected video, movie, motion picture, etc. For copyrighted databases, data tables, and data sets, up to 10%, or 2500 fields, or cells (whichever is less) may be used.

Requesting Permission to use Copyright Protected Materials

It is ideal for students who would like to use copyrighted materials in their dissertation to formally request permission from the copyright holder early in the dissertation process. Some copyright holders have forms available online to request permission. If such a form in unavailable, students will need to write to the copyright holder to request permission. Below is a sample letter that students can adapt to request permission. If permission is granted, students should save a copy of the permission in their personal files and email a copy to dissertation@pacifica.edu to be held in their student file.

Dear (Name of Copyright Holder),

My name is _____ and I am a student at Pacifica Graduate Institute (249 Lambert Road, Carpinteria, CA 93013, USA) working towards a PhD in Clinical Psychology. As a part of my degree requirements, I am writing a dissertation entitled, *Title of Dissertation.*

I am emailing you to respectfully request permission to reproduce the figure "Name of Figure," found on page __ of Author's Name book *Name of Book* in my dissertation. If granted permission, I will use the standard scholarly form of acknowledgment, including the

figure title, author, book title, publisher, and year of publication, unless you specify otherwise.

When my dissertation has been finalized, it will be printed and stored in Pacifica Graduate Institute's Research Library. It will also be made available on ProQuest/UMI (online database of academic writings). I will not be making a profit from my dissertation.

I would greatly appreciate your consent to my request. If you require any additional information, please do not hesitate to contact me. I can be reached at: (your email address) Thank you for your thoughtful consideration.

Sincerely,

Your Name

Formatting of Captions: Specifying Copyright Permission

Captions explain a figure (for instance, a plate, chart, or diagram) or an image in the work and also serve as the title of the figure. They appear directly below each figure/image in the dissertation and are single spaced. Captions should be succinct and descriptive, and include the following elements: Figure number, title of figure, source's name, brief explanation of the figure, year of copyright, copyright holder's name, and either the phrase "Reprinted with permission by copyright holder" or "Public domain." As discussed earlier, written permission from copyright holders are required for use of all copyright images, figures, and charts. Here is an example of how to appropriately format a caption:

Figure 1. Title by Author or Artist. Description should include publisher, artist, where an art piece is housed, - and any other identifying information. Copyright (insert year) by Copyright Holder's Name. Reprinted with permission by copyright holder.

Consequences of Not Complying with Copyright Law

Failure to comply with copyright laws/intellectual property laws can result in a variety of legal consequences. In addition to cease-and-desist letters, lawsuits from copyright holders or companies, individuals may be subject to federal penalties such as injunctions, federally assessed damages and profits, seizures, forfeitures, recovery of legal costs, and criminal prosecution. For additional information on the full range of federal actions that may be taken, please review Sections 501-513 of U.S. Copyright Law available at http://www.copyright.gov/title17/92chap5.html.

Failure to comply with copyright and intellectual property law and fair use guidelines also has important scholarly consequences. Without the appropriate and necessary permissions in the manuscript, Pacifica cannot publish the work. Since one of the degree requirements across all Ph.D.-granting programs at Pacifica is a published dissertation, non-compliance means that students will not receive an official transcript or formally earn their doctorate.

Using the Student's Own Published Articles in a Dissertation

No reprints (or offprints) of the students' published articles or other publications can be substituted in place of the completed doctoral dissertation. However, there are two alternatives if students wish to include such reprints in the finished dissertation: (a) the reprint may be included in its entirety, but must be confined to the appendices of the

dissertation, or (b) the substance of the publication may be included if it is integrated into the main body of the text. The reprint (or offprint) would then become an integral part of the argument and evidence presented in the dissertation.

Gaining Approval of the Research Proposal

Once a draft of the research proposal is complete, the student submits it to the chair. The chair reviews the work within six weeks of receiving it and discusses any revisions with the student. For each cycle of revisions, the chair has up to six weeks to read the work. When the chair approves the work, he or she completes the Approval of Dissertation Proposal form.

The chair then gives the student the okay to send the revised and approved dissertation proposal on to the other committee members. Each of them also has a full six weeks to review the work. Readers should submit any comments and revision requests to the chair and the student and discuss their feedback as necessary. For the dissertation proposal to be formally approved, the following forms must be on file: (a) Intellectual Property & Copyright Infringement form, (b) approved ethics application, and (c) three Proposal Approval Forms (one from each committee member). When all of the forms have been received, the proposal will be formally approved and the student will receive email confirmation of proposal approval.

Step Five: Completing the Dissertation Research

Students complete research under the supervision of the chair. When the chair ascertains that the dissertation draft is ready for consideration, the draft is forwarded to the reader and external reader for reading and approval. Remember to allow each committee member 6 weeks to review material. Manuscripts might have to undergo several revisions before all three committee members approve the final draft.

When submitting the final dissertation draft to all three committee members, be sure to include copies of the Approval of Dissertation Final Draft form along with the manuscript. Once the reader and external readers have signed their copies of the form, they send it to the chair, who emails them to dissertation@pacifica.edu.

Final approval of the dissertation by committee members must take place within the period of dissertation enrollment. However, the preparation of the manuscript for publication and the oral defense may take place the following quarter after the dissertation enrollment period has expired, without necessity of further enrollment, within the student's program time limit.

Carrying out the Research

Once the ethics application and dissertation proposal have been approved, the student can proceed with conducting the research. If the research proposal is thorough and effective, this next phase of research can be quite exciting.

Gathering data, then analyzing data, and, finally, writing up the findings can all prove to be deeply rewarding and edifying. It is important for students to make good use of their committee during this period, particularly their dissertation chair. If things progress smoothly, students could find themselves defending their dissertation much sooner than

anticipated. On the other hand, it is important to remember that things do not always go as planned.

In the event that there are modest changes in the research plans, usually these can be overcome by adapting to the changes and discussing such unexpected developments openly in writing the dissertation, particularly the methodology and conclusions portions of the manuscript. In fact, sometimes such unexpected developments can lead to the most interesting insights and discoveries.

How the dissertation is organized, subsequent to the proposal will depend largely on the nature of the findings. The organization of manuscripts for qualitative, participant-based studies and for text and arts-based studies are particularly dependent on the eventual outcomes of the analysis of data. Participant-based studies usually have a results and a discussion chapter. Text-based, arts-based, and interdisciplinary-based studies often have a series of chapters devoted to the analysis and interpretation of their data as well as a chapter or chapters devoted to summary and/or implications respectively.

Length of a Dissertation

Qualitative, participant-based dissertations and text and arts-based dissertations are typically 150-200 pages. In contrast, quantitative, participant-based studies are typically 120-150 pages. The difference in length is most often accounted by the presentation of the results of the study, which in qualitative and theoretical dissertations involve the inclusion of multiple direct citations of either participant interviews or analyzed texts. Dissertations should not exceed 300 pages.

The Final Chapters of the Research

Listed below are generally required content areas for the final chapter or chapters, although the exact format should be discussed with your committee. The four major elements of the final chapter or chapters of your research include a presentation of finding, a discussion of findings and methodology, a discussion of implications, and a conclusion.

Presentation of Findings

Both quantitative and qualitative participant-based studies usually only have one chapter dedicated to the discussion of research findings, although qualitative studies may have several earlier chapters organized around salient themes emerging during research. An effective presentation of findings generally includes (1) a brief introductory overview of the content and organization of findings, (2) a thoughtful, systematically organized presentation of the actual findings, and (3) a condensed restatement of your findings.

Quantitative, Participant-Based Studies

The presentation of findings in quantitative studies simply reports the findings or results, saving the discussion of the meaning or interpretation of these findings for later (see Rudestam & Newton, 2007, Chapter 6: Presenting the results of quantitative studies, pp. 117-176). These are divided into a Results and a separate Discussion chapter. In other words, initially include only the amount of explanation necessary to help the reader understand the basis of the data; do not say what it means. The interpretation of the data and the speculation of what it means are reserved for the subsequent discussion and

implications of findings. Nevertheless, the report of findings needs to be complete enough for the reader to make an independent judgment about the significance of the data and findings. Do not withhold anything from the reader that would prevent this judgment from being made. Having offered this detailed presentation of findings, then present a condensed restatement of those findings in a succinct, highlighted form.

Qualitative, Participant-Based, Text-Based, and Arts-Based Studies

It is recommended, though not required, that the presentation of findings in qualitative participant-based and in text and arts-based studies also present first an introductory overview, then a more detailed summary, and, finally a condensed restatement of findings. However, since the meaning of such findings is inherent in the findings themselves, it is not possible to avoid including a certain amount of interpretive description and comment. However, it is still important to present the findings in such a way that a reader is able to make an independent judgment about their overall significance and implications. Again, it is imperative that students not withhold anything from readers that would prevent this judgment from being made.

It is important to remember that the very nature of qualitative participant-based and text and arts-based studies precludes the possibility of any general format for these last components of your dissertation (see suggested guidelines in Rudestam & Newton, 2007, Chapter 7: Presenting the results of qualitative research). Although the elements of the beginning of such research projects may have much in common with one another, the format for the final presentation of findings is profoundly shaped by the findings themselves.

Discussion of Findings

Regardless of the particular kind of study, the most effective discussions of findings and methodology include, wherever relevant, the following components (see Rudestam & Newton, 2007, Chapter 8: Discussion, pp. 195-204):

- an overview of the significant findings

- a reflection on the findings given previous research

- a thoughtful, comprehensive, well-integrated discussion of the meaning or significance of these findings

- strengths and limitations of the study that may influence its applicability to clinical psychology

- suggestions for future research.

Theoretical dissertations require a separate chapter specifying and elaborating on the new theory that has emerged as a result of the research.

Discussion of Implications

Again, regardless of the particular kind of study, the most effective discussions of implications include, wherever relevant, the following components: (1) the implications of both the methodology and findings for clinical psychology in general and for the development of depth psychology in particular; (2) suggestions for further study or

methodological development, and; (3) if not already discussed above, any social, cultural, or ethical implications that deserve attention.

Conclusion

How students choose to close their dissertation is a matter of personal discretion. Many students simply choose to bring the entire work together with a few lucid paragraphs summarizing what has been done, what has been found, and what they as researchers understand as its most significant contribution to knowledge and understanding in clinical psychology and, perhaps, contemporary life.

Assembling a Complete Manuscript for Dissertation Committee Review

A complete dissertation manuscript will include front matter such as title page, table of contents, and so on; the body of the work, which is the substance of the study and its findings and conclusions as described above; and the end matter such as any appendices and the list of references used.

Some students may have submitted individual chapters for committee review, or submitted all chapters as once for review, yet may not have taken the time to create an accurate title page, or table of contents, a well-written abstract or list of figures. These are key elements in a complete scholarly work, therefore it is highly recommended that students submit the entire manuscript to their committee—including the front matter and the end matter—when they are seeking approval of the final draft. This section includes instructions for completing these portions.

Assembling the Front Matter

Paradoxically, the front matter is usually the very last thing researchers finalize. When preparing the final manuscript, be sure to include the necessary pages in APA and Institute format that must come at the front of the dissertation: the title page, the copyright page, the dissertation abstract, the dedication page (optional), acknowledgments page (optional), the table of contents, and the table of figures (if any). Sample formats are presented on the next few pages.

Two elements reflected in the front matter require some careful thought. As mentioned earlier, choosing a meaningful yet succinct title for the dissertation is crucial. The second element is the dissertation abstract. This should be the student's best writing—a condensed, elegant précis of the work as a whole that arouses curiosity—because it is often the first, and possibly the content an interested reader will peruse.

Students should assemble the dissertation into its final form, making sure that each page is formatted correctly, and arrange the parts and pages in the following order:

Title Page

Each copy of the dissertation must include a title page prepared in accordance with the sample found below. *This is the only page (other than the first page of Chapter 1) that does not bear a page number.* Students should use their full legal name. Names of the student's doctoral committee will also appear, the chair first, so identified, and the others following.

As mentioned earlier, choosing a meaningful yet succinct title for the dissertation is crucial. Limit the length of the title to no more than 12 words that fit on one or two lines.

A good title can be shortened into a running head easily. A running head is a shortened version of the title that cannot exceed 50 characters in length (letters, spaces, and punctuation are all one character each). The running head is typed in all capital letters and is found as a header on the left margin on every page of the dissertation.

Copyright Notice

A statement of copyright must be included on a separate page directly following the title page. It should include the student's full legal name and, at the top right, the month, day, and year the final draft was approved. See the sample later in this chapter. This page will be given the lower-case Roman numeral "ii."

Abstract

An abstract of between 150-250 words must be included in each dissertation. Type the abstract as a single paragraph without indenting the paragraph. The abstract should (a) give the full title of the dissertation and the student's full legal name, (b) provide a concise yet comprehensive description of the contents of the dissertation including the problem addressed, the methods used, the conclusions or findings, and the stated implications of the study for depth psychology, (c) be written in the third person, for example, "This research explores…" as opposed to "I explore…" and (d) seek simply to report rather than evaluate, comment, or argue. A sample Abstract page is included in this section.

Because dissertations are now widely available via the Internet, students should compose a list of 6 to 10 keywords that prospective readers will use to search for the work. (ProQuest/UMI Dissertation Publishing, which publishes the digital copy of dissertations, requires students to supply six keywords and allows up to ten words. Students fill out and submit the ProQuest/UMI publishing form as one of the final steps in the process of dissertation preparation, described below.) The list of keywords, which will be counted toward the 250-word maximum, can be included at the beginning or end of the dissertation abstract. For a visual example, see the sample later in this chapter.

Dedication and Acknowledgments

You may want to include a page with a brief note of dedication or an acknowledgment of help received from particular persons, or both. If so, make sure that these pages following the standard format of the rest of the dissertation, in which the heading "Dedication" or "Acknowledgments" is a level-one heading and the paragraphs are in Times New Roman 12 point font.

Table of Contents

A table of contents, with page numbers, is required in all dissertations. It should include an entry for every first- and second-level heading in the manuscript, properly indented and formatted. Students also may include levels three, four, and five (if the dissertation uses them) if they so choose.

At the bottom of the last page of the Table of Contents, include a style note that says:

The style used throughout this dissertation is in accordance with the *Publication Manual of the American Psychological Association* (6th Edition, 2009), and *Pacifica Graduate Institute's Dissertation Handbook* (2022–2023).

Note: If the dissertation follows the 7th edition of the publication manual, substitute (7th Edition, 2020) instead.

The Table of Contents is an accurate snapshot of the headings and subheadings used in the work, which are designed to improve the readability of long or complex manuscripts by orienting the reader to the subject of the current discussion. A dissertation may have up to five levels of headings. Writers usually plan them carefully, either before or during writing. Some writers, for instance, make a working outline of the sections of the entire dissertation ahead of time to establish a hierarchy of headings. Others reflect on headings and subheadings during or even after producing a first draft. Thus, creating headings in the work requires a judicious combination of imagining the overall structure of the work along with imagining what will be helpful to the reader. The only firm rule of heading levels is that you must have more than one heading at each level in each section of a chapter—just as with standard outline format, wherein you can't have a "I" without a "II," an "A" without a "B," a "i" without a "ii," or an "a" without a "b."

List of Figures

If the dissertation includes plates, charts, diagrams, or illustrations scattered throughout the text, a separate List of Figures with page numbers must follow the table of contents, on a separate page. Students should use the figure number and title of the figure as labeled in the captions, described earlier in this chapter, to compile the List of Figures.

Within the manuscript itself, full-page tables and charts require the same margins as printed pages. To accomplish this, electronically reduce figures to fit the required space. Tables within the text start on a separate page.

Front Matter Template Pages

On the next three pages are samples that show the proper formatting of a dissertation Title page, Copyright page, and Abstract page.

Sample Title Page
(In the actual dissertation, there should be no
number in the upper right-hand corner of the page)

[Title of Dissertation]

A dissertation submitted

by

[Student's Legal Name]

to

Pacifica Graduate Institute

in partial fulfillment of
the requirements for the
degree of

Doctor of Philosophy
in
Clinical Psychology

with emphasis in
Depth Psychology

This dissertation has been
accepted for the faculty of
Pacifica Graduate Institute by:

Dr. [name of chair], Chair

Dr. [name of reader], Reader

Dr. [name of external reader], External Reader

Month Day, Year
(date final draft was approved)

Sample Copyright Notice

Copyright [year final draft was approved] by

[Student's Name as printed on title page]

Sample Abstract Page

(In the actual dissertation, page numbering continues, beginning with iii on this page, in the upper right-hand corner of the page)

Abstract

[Title of Dissertation]

by

[Student's Name as printed on title page]

(Begin typing the abstract here, double-spaced without indenting the paragraph. The abstract contains 150-250 words. Students have the option of including 6-10 keywords immediately following the body of the abstract, which will count toward the 250-word maximum length of the abstract. The line containing keywords appears on a separate line, indented, immediately following the abstract paragraph as shown below. Note that "Keywords" is in italics and followed by a colon, and each of the keywords is in regular font, not capitalized, and separated by commas. Do not end the keywords line with a period.)

Keywords: keyword1, keyword2, keyword3, keyword4, keyword5, keyword6

Finalizing the Body of the Dissertation

Committee members review dissertation chapters for content and, in some cases, alert students about issues of language, style, and formatting. Even with a very keen-eyed committee, it is a good idea for students to review the dissertation for any copyediting or stylistic errors that can be remedied before submitting the work for final draft approval.

Assembling the End Matter

A section of references follows the dissertation chapters. In scholarly work, consistency between cited works in the text and notes and the list of references is very important. Therefore, it is important to verify that every source listed in the text is cited in the References section. It is equally important to ensure that the References section does not contain sources that are not cited in the body of the dissertation.

A last section may contain supporting data for the text in the form of one or more appendices. Examples of appendix material are data sheets, questionnaire samples, informed consent forms, illustrations, charts, related writings integral to the text, and so on. If the dissertation has only one appendix, title it Appendix. If there is more than one appendix, title each with a capital letter such as Appendix A, Appendix B, etc.

Gaining Final Draft Approval

When the chair determines that the dissertation draft is ready for consideration, the draft is forwarded to the reader and external reader for reading and approval. Remember that each committee member is allowed six weeks to review a draft and dissertation manuscripts might have to undergo several revision cycles before all three committee members approve the final draft.

When you submit the final dissertation draft to any of the committee members, be sure to include copies of the Approval of Dissertation Final Draft form along with the manuscript. Once the reader and external readers have signed their copies of the form, they send it to the chair, who emails them to dissertation@pacifica.edu.

Once all three approval forms have been received, students begin preparing the manuscript for publication, which includes:

- Working with the chair to finalize the dissertation abstract, if not completed before.

- Compiling front matter, chapters, and end matter into one document and submitting the manuscript to a dedicated dissertation D2L account.

Be sure to check your Pacifica email at this time, otherwise you may miss crucial information from Pacifica.

Final approval of the dissertation by committee members must take place within a period of dissertation enrollment. However, the manuscript corrections and the oral defense may take place after the dissertation enrollment period has expired, without necessity of further enrollment, within the student's program time limit.

Step Six: Preparing the Manuscript for Publication

After the committee has approved the final draft, students review the entire work to make sure all elements are there and it is as error-free as possible. If a committee member

has approved the final draft with minor revisions to the content, incorporate all revisions before submitting the manuscript for professional proofreading.

Hiring a proofreader

In the next step, students hire their own professional proofreader to copy edit the work, which includes correcting grammar, punctuation, formatting, checking list of references and the table of contents for accuracy, and proper use of APA style. Pacifica Graduate Institute requires students to use either the 6th or 7th edition of the *Publication Manual of the American Psychological Association* as the dissertation writing style guide. Be sure your proofreader follows its guidelines.

- Students who registered for dissertation writing before Fall 2020 may use either the 6th or the 7th edition of the publications manual.

- Students who registered for dissertation writing during or after Fall 2020 must use the 7th edition of the publications manual.

Proofreading Checklist

During proofreading of Depth Psychology dissertations, the following items must be checked:

1. Proper APA formatting of the dissertation itself and the front matter—consistently following either the 6th or the 7th edition of the publications manual—including font style and size, page margins, page numbering, consistency in paragraph style;

2. Consistent and correct headings and subheadings;

3. Correct and accurate table of contents in which subheadings match TOC in language, capitalization, and page numbers;

4. Consistent and correct list of references (i.e., all texts cited in the body appear in the reference list, and all item in the reference list appear in the body of the work);

5. All figures have captions;

6. All images subject to copyright have proper attributions, student has express written permission for the use of the images, and the dissertation includes a list of necessary permission statements.

The proofreader should correct all errors in the entire manuscript using Track Changes. When the file is returned to you for correction, keep one copy with the visible markups and create a corrected clean copy of the file under its own file name. Students are required to upload both files to D2L as proof of copy editing.

Working with your proofreader

Keep the following points in mind while working with your proofreader:

- All manuscripts will be checked for plagiarism, so be sure your citations are in order.

- The proofread manuscript may *only* be submitted for printing and publication in Microsoft Word format (.doc, .docx); it may not be Pages, PDF, or any other file format.

- The work must be accompanied by letters or email giving express written permission to use any copyright-protected image in the work.

- Before inserting images into the work, save them in JPEG format with a resolution of 448 x 336 to 640 x 480 to ensure that the manuscript will meet the file size requirement.

Submitting the Corrected Manuscript for Publication

Students upload two copies of the proof-read work to D2L: the marked-up copy showing the proofreader's edits and the final, clean copy with the edits incorporated.

Publishing the Dissertation

Once a dissertation is proofed and corrected and the student's degree has been posted, the work is published digitally through ProQuest Dissertation Database where it is available to a worldwide community of scholars. In addition, students have the option to order hardbound copies for themselves and others.

Publishing a Digital Copy of the Dissertation

All Pacifica dissertations are cited in Dissertation Abstracts International and a full text version goes into ProQuest Digital Dissertations, a password-protected database that is the industry-standard publication issued by University Microfilms International (UMI) in Ann Arbor, Michigan. This makes the work available to a worldwide community of scholars and is a requirement for all Pacifica doctoral students.

Students must complete the 3-page ProQuest/UMI publishing form digitally (not hand-written) in full, which authorizes ProQuest to digitally publish the work and sell (at cost) copies of the manuscript. Students also use this to copyright the work. ProQuest charges no fee for traditional publishing and $95 for open access publishing. There is a charge of $75 for copyrighting. These fees are included in the student's final dissertation bill. Please note ProQuest fees may increase at any time without notice.

Pacifica Graduate Institute does not allow students to choose the embargo option offered by ProQuest. Dissertations are sent to ProQuest for publication as soon as students complete all dissertation and degree requirements.

Ordering Bound Copies of the Dissertation

Students have the option to order printed, bound copies of the dissertation from a vendor of their choice. They may want copies for their personal use and may also wish to order a copy for the Graduate Research Library, though this is not necessary.

Completing the Library Catalog & Methodologies Form

Students submit a Library Catalog & Methodologies Form to make basic information about the research—dissertation title and methodology used—available through the Pacifica library. Among other things, this information helps students decide whether or not to read the copy of your work because they are interested in the topic, methodology, or both.

Copyrighting of Dissertations

Because the deposit of a dissertation at Pacifica appears to constitute publication under the terms of the copyright law (Title l7, section 101), Pacifica requires students to have a copyright of their dissertation. Once your degree has been posted, your dissertation will be submitted to ProQuest for publication. Before ProQuest publishes your dissertation, they will submit your application to the United States Office of Copyright on your behalf. Registering your copyright via ProQuest is the fastest and most efficient method currently available. Copyright of your dissertation will be granted in your name and a certificate from the Library of Congress is available upon request by contacting ProQuest.

Step Seven: Completing the Oral Defense

After students have an approved publication-ready dissertation, have submitted all required forms, and are in good standing with the Student Accounts Office, they may begin the process of scheduling the oral defense. Students and the chair are notified via email.

Scheduling the Oral Defense

Scheduling the oral defense is a coordinated process involving the student, committee, and dissertation administrators. Student and chair choose a few possible days and times that are convenient for all committee members. Next, the chair works confirms an official date, time, and location of the oral defense. (Please do not make non-refundable travel arrangements for a residential oral defense until the date is confirmed.) Note: Defenses are not scheduled during holidays and holiday weekends.

An announcement of the defense is emailed to the student's cohort, faculty and staff, and it is also posted on the Pacifica Dissertation Oral Defense webpage.

Although students must be enrolled in dissertation writing while awaiting committee review and approval of the final draft, they may do proofreading and defend after their dissertation registration period ends (so long as it is before the expiration of the Program Time Limit).

Preparing for the Oral Defense

The oral defense can take place in one of two forums: a residential defense at the Institute or remotely, via Zoom. While the campuses are closed to abide by state safety guidelines, all defenses will be conducted via Zoom. Once campuses re-open, the student and committee discuss which option is best for all concerned: either a residential or a remote (Zoom) oral defense. In either venue, the defense may include faculty, students, staff, alumni, and invited guests. Committee members who are unavailable may participate by submitting questions that the chair will ask the student on the person's behalf.

For residential defenses, the Institute can provide a laptop connected to a projection screen, a hookup for a student's personal laptop to connect to a projection screen, and a portable CD player. It is the student's responsibility to provide any special equipment. Please email dissertation@pacifica.edu at least 2 weeks in advance of any AV equipment requests or special room setup.

The defense is comprised of two parts. In the first part, the student presents their work orally by describing the dissertation's purpose, research methods, findings, conclusions, and implications. Generally, presentations last from 20 to 30 minutes. The second part is a

formal questioning period in which the committee may ask the student to explain or defend any aspect of the dissertation research process or its outcome. After that, if time permits, members of the audience may be invited to ask questions or make comments. Dialogue during the oral defense is usually serious but cordial. The following tips may prove helpful in preparing for this event:

- Structure the presentation from the dissertation itself. That is, begin with an overview of the question, review some of the most relevant literature; describe the methods of approach, including the limitations of the research; discuss the findings; and state the implications or importance of the research.

- Outline the presentation or create speaker's notes to help you organize and remember what you plan to say. No one expects you to memorize everything. Some students create a PowerPoint presentation for coherence and visual interest while they speak.

- Rehearse the dissertation presentation alone out loud or with a friend or family member before delivering it to the audience. Be aware of time constraints; you may need to condense or leave aside many aspects of the research for the sake of a clear, concise presentation.

- When fielding a question, pause a moment to collect your thoughts. No one expects you to launch immediately into each response. Thoughtful, well-considered answers are more impressive than rambling ones.

- If you do not understand a question, ask the speaker to clarify what he or she is asking.

- If you do not know the answer to something, say simply that you do not know. This may occur if the question is outside the scope of your research, in which case it is perfectly fine to acknowledge that it is a good question, but outside the scope of the dissertation, and that you could not do justice on in the time allowed.

- Avoid slipping into defensiveness. Rarely do members of the audience intend to challenge you in a hostile way. Their questions are intended to probe more deeply into the study, including its limitations. Willingly acknowledge limitations to the work if these are validly suggested.

- Remember that everyone wants to see you succeed. Most students look back fondly on the dissertation defense as a meaningful experience.

Completion of Degree Requirements

The degree is posted by the Registrar when a student has successfully completed all academic program degree requirements—course work, publication-ready manuscript, and successful completion of the oral defense. (Pacifica encourages students to allow a minimum of two weeks processing once degree requirements are completed for posting to occur.) This date, which is posted to the transcript, is the official date the degree is conferred. Once this occurs, the Registrar sends the student a letter of congratulations. The student can request from the Registrar's Office an official transcript and commencement details.

Part 3
Appendices

Appendix A: Clinical Psychology Faculty Research Interests

This list is comprised of faculty members who either have taught or are currently teaching in the clinical program. There may be additional potential committee members (serving as dissertation chair or reader) who have taught/are teaching in other Pacifica programs or who are contributing faculty.

Although the program regularly updates this list, contact details may change. If you have not heard back from someone in two weeks, contact the clinical Program Administrator to see if there are new contact details.

Barnaby Barratt, Ph.D., DHS
bbbarratt@earthlink.net or DrBarnabyBBarratt@Yahoo.co.za
Sexuality; Somatic Psychology; Healing Processes; Psychodynamic approaches to Bodymind functioning; Psychoanalytic Theory and Praxis; Existentialism and Spirituality; Liberation Psychology in Africa (and generally outside the North Atlantic orbit).

Michael I. Beiley, Ph.D.
mbeiley1@gmail.com
(805) 962-2869
Anxiety Disorders in Children and Adults; Obsessive-Compulsive Disorder; Forensic Evaluation; Cognitive Behavior Therapy

Toby Bobes, Ph.D.
tobybobes@gmail.com
Multicultural/systems perspective in working with couples and families; Narrative principles and practices

Fanny Brewster, Ph.D.
fbrewster@pacifica.edu

Joan Chodorow, Ph.D.
loujoan@mac.com
Natural healing function of imagination; Dance therapy; Body and psyche; Affect and image; Active imagination; Early development and symbol formation

Darren Del Castillo, Ph.D.
Darren.DelCastillo@sa.ucsb.edu
Masculinities studies, narrative analysis (qualitative research), brief psychodynamic therapy, psychoanalytic theory and practice, social anxiety, and interpersonal consequences of child maltreatment.

Delphine DeMore, Ph.D.
duffydemore@yahoo.com
(818) 757-3800
Trauma; Dissociation; Meditation; Attachment; Substance abuse; Spousal abuse;
Theories of psychotherapy

Candace De Puy, Ph.D.
foxwoodC@aol.com
Mythology; Change and transformation; Creative imagination; Rituals; Eating disorders;
Nature and instincts; Mindfulness psychology; Feminist thought; Neuropsychology

Marcia Dobson, Ph.D.
mdobson@coloradocollege.edu
Relational Self Psychology; Jung and Archetypal theory; Third field/transitional
phenomena in the various psychoanalytic disciplines (e.g. Jung, Schwartz-Salant,
Winnicott, Ogden and so forth); Psychoanalytic studies in their connection with Classical
literature, myth, and religion.

Peter Dunlap, Ph.D.
pdunlap@pacifica.edu
Social and political psychology; relational and emotion-focused clinical psychology;
encounters with the numinous, religious, mystical experiences; group and systems.

Azarm Ghareman, Ph.D.
dr.ghareman@gmail.com
Cultural individuation; Ethnic identity; Social issues; Interphase of science, culture, and
psychology; Integration of Masculine and Feminine; Emergence of the positive
Masculine

Elisa A. Gottheil Ph.D.
elisantonieta@yahoo.com
Spirituality; Fetal alcohol spectrum disorders; Adolescent in the juvenile justice system;
Forensic evaluations

Mel Gottlieb, Ph.D.
melgottlieb9@gmail.com
Myth, literature, & religious studies; Theoretical foundations of psychotherapy; Depth
psychology and Hebrew myths; Kabbala, existentialism, and spirituality

Bob Kalter, MD
drkalro@hotmail.com
Clinical psychopharmacology; Clinical work in areas of interaction between psyche and
soma

Ian Kaminsky, Ph.D.
iankaminsky@gmail.com
Addiction; Compulsive behavior; Greek mythology; Jungian and analytic psychotherapy

Vicki Rose Koenig, Ph.D.
vkoenig1@yahoo.com
(805) 252-0645
Clinical practice and theory; Supervision; Spirituality; Expressive arts, dance therapy and clinical applications; Stress/anxiety and mindfulness and the application to clinical practice and research and wellness; Health psychology and wellness coaching to enhance lifestyle change and transformation.

Anson Levine, Ph.D.
alevine@calstatela.edu
Alchemy and transference
Dreaming; Spiritual life and psychotherapy; Active imagination

Christine H. Lewis, Ph.D., Psy.D.
clewishphd2@gmail.com
Contemporary Psychoanalysis; Attachment; Trauma; Literature and psychotherapy; Dreams; Spirituality and depth psychology; Development.

Enrique Lopez, Psy.D.
drelopez@yahoo.com; lopeze@cshs.org
(310) 993-8451
Uranian Psychoanalysis; Gay and Lesbian Studies, Two-spirited /Shamanism, Childhood Trauma, HIV/AIDS, Cross-cultural Psychology, Neuropsychology, Research/Statistics

Valerie Mantecon, Ph.D.
(949) 347-8755
Family systems; Ineffective thought/behavior patterns; Communication skills; Grief; Feminist therapy; Issues of adoption

Barry Miller, Ph.D.
(310) 859-8246
Meaning and sexuality; Psychology and existentialism; Gay identity and individuation; Dreams and transference
Pride

Jean Palmer-Daley, Ph.D.
jpalmerdaley@gmail.com
Clinical; Alchemical hermeneutic; Case study; Experimental; Organic/intuitive/heuristic/phenomenological; Program evaluation; Theoretical; Shamanism; Non-traditional healing; Somatics; Jungian psychology

Avedis Panajian, Ph.D., ABPP
APanajian@pacifica.edu
Object relatives, Jung, Bion, Klein, Hillman; Psychopathology and culture; Primitive mental states; Attachment

Lori Pye, Ph.D.
Loripye@gmail.com
Ecopsychology; Mythology; Depth & archetypal psychology; Archetypes & society; Alchemy of nature; Narrative, story, and fairytales; Animals as symbols; Neuroscience & depth psychology; Cross cultural topics; Sustainability—psychological and cultural; Ethics, aesthetics, creativity

Suzanne Rapley, Ph.D.
srapley@cox.net
Therapeutic issues; Theory and practice of psychotherapy; Intimacy/relation; Sexuality; Phenomenology of psychotherapy

Russell Revlin, Ph.D.
Russell.revlin@psych.ucsb.edu
Quantitative methods; Open topics;

Meredith Sabini, Ph.D.
(510) 849-8511
Dreams/dreaming/dream assessment and diagnosis/culture dreaming; Jungian psychology; Evolutionary psychology; Spiritual experience; Psychosomatics; Ethnopsychiatry; Shamanism; Ecopsychology

Diana Sharpe, Psy.D.
Dr.Sharpe@cox.net
Change/transformation; Women's studies; Health/disability; Veterans; Jungian psychology; Cosmology; Mythology; Transpersonal psychology; Spirituality; Gay/lesbian/transgender

Karen Shipley, Psy.D.
(603) 918-9880
KShipley123@msn.com
Dialectical Behavior Therapy; Child and Adolescent Psychotherapy/Assessment; Suicidality and Self Injury; Grief and Loss; Chronic and Terminal Illness; Eating Disorders

Barbara Shore, Ph.D.
jeungster@verizon.net
Women's issues; Gender; Attachment issues; Adoption; Gerontology; Eating disorder; Post traumatic stress

Lisa Sloan, Ph.D.
LSloan@Pacifica.edu
Jungian psychology; Dreams and active imagination; Transference; Imaginal psychology; Shamanism; Oracular ways of knowing; Theatre and ritual; Chakra psychology; Somatic psychology; Qualitative research; Alchemical hermeneutics

Paula Thomson, Psy.D.
Paula-maurice@sbcglobal.net
(818) 754-0621
Trauma; Dissociative disorders; Attachment; Creativity; Fantasy prone personality; Developmental psychology; Psychophysiology; Neurobiology

Alan Vaughan, Ph.D., JD, certified Jungian Analyst, IAAP
alanvaughan@sbcglobal.net ; avaughan@saybrook.edu
Historiography, mythology, religion, and the art of African Diaspora and the southern hemisphere; Rites of Passage and optimal development among African American men; Analytical and cultural perspectives on U.S. Constitutional Jurisprudence; Academic achievement among African American student populations; and Psycho-biography of the life and art of Jacob Lawrence

Frederick J. Wertz, Ph.D.
wertz@fordham.edu
Qualitative methods; Phenomenology; Existential and Depth Psychologies

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