PACIFICA
GRADUATE INSTITUTE

DEPTH PSYCHOLOGY PROGRAM DISSERTATION HANDBOOK 2023–2024

Contents

Preface to the 2023–2024 Dissertation Handbook

The purpose of this handbook is to clarify the nature and process of doctoral dissertation research 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. The second basic aspect, the dissertation process, refers to specific institutional requirements and procedures that Pacifica has established for students enrolled in dissertation writing. 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, the second being institutional.

The dissertation handbook contains basic, broad guidelines and standards for engaging in the research process at Pacifica, 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 pertaining to the formal, procedural aspects of the dissertation process are available on the Dissertation Handbook & Forms web page available at http://www.pacifica.edu/about-pacifica/pacifica-graduate-institute-student-services/pacificas-dissertation-resources. Another indispensable aid to students anticipating writing their doctoral dissertations is the *Publication Manual of the American Psychological Association*, hereafter referred to as the APA publications manual. 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. All writing connected with the fulfillment of Pacifica Graduate Institute's doctoral dissertation research requirements—namely, concept papers, proposals, and complete, finished dissertations—are expected to consistently follow the guidelines.

Pacifica also requires, in accordance with our plagiarism and honesty policy described in the Student Handbook, that all research and writing adhere to the professional standards of the field of psychology. These standards, including a discussion of plagiarism, are described in the APA publications manual.

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 Pacifica-APA formatting that students use for their dissertations. **Do not use the appearance of this handbook as a visual guide to the format of scholarly work**

Changes to the 2023–2024 Dissertation Handbook

The 2023–2024 Dissertation Handbook reflects the following changes in dissertation policy and process:

- Students should submit the final draft of their dissertation manuscript to D2L as a PDF file. Pacifica's dissertation administrators will then upload the PDF directly to ProQuest.

- Oral defenses may be scheduled on-campus, or via Zoom, depending on current campus regulations.

PART I

INTRODUCTION TO RESEARCH IN DEPTH PSYCHOLOGY

A Statement of Vision

When depth psychology evolved in the West at the end of the 19th century, it was committed to describing and analyzing human experience. It understood that individuals do not have full access to their experience—alongside consciousness, there is an unconscious dimension—which required a different approach to research and methodology than the approach adopted by the natural sciences. Depth psychological research draws upon earlier indigenous philosophies that integrate the unconscious, the natural world, and the more-than-human world as forces operating synergistically to inform epistemological assumptions. Thus it opens up the field for consideration of realities that extend beyond provable facts alone, and are often constituted by what is unseen, and might be verifiable only in non-traditional ways. We recognize that to exclude such realities and the ways of knowing that construct them is to truncate our relationship to the psyche to an unacceptable degree.

Depth psychological research has long been aligned with the philosophical approach of phenomenology because of its commitment to describing lived experience and illuminating its meanings. Out of this alignment, a variety of qualitative methodologies has arisen. Though these methods were initially derogated by mainstream academic psychology modeled on the natural sciences, they are presently seen as contributing valuable knowledge that was largely missing from mainstream approaches to research. At Pacifica the method must follow the topic and the nature of the inquiry. If the chosen method does not serve, another must be found that does. Our methods and our approaches to scholarly research must be responsive and accountable to the depths and complexities of human experience and meaning, to what is sometimes called "soul" or "psyche." This requires us to continually clarify and develop research methodologies that allow us to truly see into the field and the subject of depth psychology. In this regard, methodological innovation is not only an option, but also an intention. Our program eagerly takes responsibility for an ongoing critical appraisal of research methodologies and promotes innovative approaches to psychological research.

Pacifica also holds a deep commitment to the idea that psychology is not always best when it is a stand-alone discipline. There are times when the most profound understandings of the psyche come from other disciplines including mythology, literature, anthropology, cultural studies, philosophy, the arts, ancient and indigenous medicines, and religion. This was well understood by both Freud and Jung, who, as the chief progenitors of depth psychology in the Euro-Western intellectual tradition, criticized the limitations of descriptive psychiatry that focused only on medical diagnosis, practice, and measurable phenomena. For centuries prior to the emergence of depth psychology in Europe, in most other parts of the world, epistemological assumptions and cosmologies included a multiplicity of influences including most of those listed above, as well as sources of knowledge gleaned from the unconscious. This openness to an interdisciplinary

component invites students to develop a symbolic attitude and a metaphorical sensibility in their research and writing.

It is also important to understand and acknowledge the multiple contexts of our research. The discipline of depth psychology has contributed much to the widely held understanding that there is a reciprocal relationship between the knower and the known—that they constitute one another in the quest for knowledge and understanding. Therefore, as researchers we do not pretend to stand apart from our objects of study, but rather seek ways to acknowledge and articulate this complex reciprocal relationship between knower and known. We also do not pretend to stand apart from the context in which the study arises. Instead, we articulate as fully as possible the influences and limitations of our personal psychology, culture, history, language, and place that circumscribe our fields of study, prescribe our methods, and shape our interpretations. Dissertation research should always involve a critical review of its own contextual limitations and an explicit consideration of its own horizons.

The essential purpose of doctoral research is to make a worthwhile contribution to a field dedicated to understanding psychological life and to serving those individuals, families, groups, and communities who constitute contemporary culture as well as the *anima mundi*, the ensouled world. The dissertation demonstrates doctoral candidates' proficiency with the literature, language, and methodologies of depth psychology, as well as the area of their particular research. 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. Few expected their work to change history, but rather to demonstrate a high degree of proficiency and serve as a passport into professional life. Nevertheless, a dissertation writer should hope to break new ground and to offer a meaningful contribution.

The depth psychology program encompasses a number of specializations each of which focuses on particular types of research areas and questions. For this reason, each specialization's research approach has a focus on particular research methodologies and corresponding set of ethical concerns. These are described below.

Dissertation Research in Integrative Therapy and Healing Practices (DPT)

From its beginning, this specialization has envisioned dissertation research as fully integrated with its commitment to therapeutic practice. Therefore, students continually reflect on how well their academic education reflects and supports therapeutic work and how therapeutic work is inspired and supported by good scholarship. Since the psyche is subtly embodied in the sacred relationship between therapist and client, research topics often arise from the students' professional work. A student's dissertation topic may be metaphorically arriving for a session in their office every week.

Just as we consider the context and history of the family, the community, and the culture in our therapy work, we see the researcher and the research project in a similar context. Often such contextual limitations may actually be horizons—invitations to change established positions within the fields of therapy, its theories as well as its practices, to see things differently. A thoughtful review of the field is both critical and creative, addressing issues that may have gone unnoticed or unsaid within the mainstream of therapeutic thinking and remedying this inattention in a respectful, scholarly manner.

Dissertation Research in Community, Liberation, Indigenous, and Eco-Psychologies (CLIE)

In CLIE, research is understood as a critical tool for individuals and communities to further define their pressing concerns and develop grounded strategies to create together transformative social change that nourishes the well-being of individuals, communities, and the environment. A fundamental attitude for research in this specialization is the rupture of subordinating forms of human and other-than-human relations, through the creation of reciprocal, dialogical, critical, and holistic relationships and approaches to knowledge generation and collaborative action. For these reasons, our specialization's approach to research is based on a set of methodological foundations: participatory and qualitative methodologies, arts-based, and Indigenous methodologies that suggest the kinds of inquiry and praxis that address social, liberatory, and environmental justice concerns. All require careful attention to relational and ecological ethics, in addition to the APA ethics guidelines in this handbook. We seek to deconstruct and reject methodologies that support or reproduce structural and other forms of violence, damage-centered narratives, coloniality, decontextualized and researcher determined approaches prior to invited dialogical engagement with community members. For this reason, CLIE highlights emic approaches to research, with close attention to the role of bioregion, and local epistemologies, as well as ongoing reflection on one's own positionality and its potential effects.

Our research goals reach beyond knowledge generation to impact issues of social justice, peacemaking, and environmental sustainability, with particular attention to the centering of epistemologies that have historically been devalued and silenced. We embrace relational research methodologies that decenter Western regimes of knowledge and are based in decoloniality, as well as inclusive, and holistic paradigms. In this way, research becomes a tool for epistemic emancipation to co-construct pluralistic knowledges and solidarity.

These commitments shift research from being "on" or "about" "others," to being a mode of inquiring in horizontal relationship and collaboration *with* people about their concerns in ways that are meaningful not only to academia but to co-participants and those aligned with their advocacies and needed actions to effect social and ecological justice. For this reason, particular care must be given to how the research relationship is constituted, as well as to the modes of the dissemination of findings beyond the creation of a dissertation for the student's own professional goals. Indeed, we welcome as part of the dissertation, alternative presentations that are suited to the community and its aims, including but not limited to, locally relevant written approaches, arts-based and visual methodologies.

Dissertation Research in Jungian and Archetypal Psychology

The Jungian and Archetypal Studies specialization centers on the broad application of theory to a range of phenomena. Research pursued in the specialization is profoundly multidisciplinary at its core, engaging with ideas and practices in Jungian and archetypal psychology in relation to a wide range of other disciplines, from mythology and religion, science and ecology, to the arts and culture. The multidisciplinary, and even transdisciplinary, nature of research undertaken permits the creation of new knowledge arising from the creative coming together of diverse perspectives. This emphasis is consistent with emerging trends in academia and consistent too with the aims of constructive and integrative postmodernism. Such research therefore often takes place at the cutting edge of academic thought, transcending and challenging the paradigmatic boundaries of conventional disciplines. Emphasis is placed on the articulation of ideas in a format accessible and comprehensible to those outside of the field of depth psychology. In several respects, undertaking academic research in

Jungian psychology mirrors the process of individuation in that one is called to engage with the psyche, to bring forth one's own creative insight by accessing one's own inner depths. The process is therefore aptly paralleled by archetypal and mythic models of descent and transformation, such as the hero's journey, the love story of Psyche and Eros or Isis and Osiris; the descent stories of Inanna, Persephone, or Orpheus; myths of shamans engaged in soul retrieval; and the plethora of creation myths. Doctoral research in this specialization also draws upon, explicitly or implicitly, the four pillars or moves of archetypal psychology, set forth by James Hillman: personifying, or imagining things; pathologizing, or falling apart; psychologizing, or seeing through; and dehumanizing, or soul-making.

In addition to the analysis and critical application of theory, we encourage our students to be reflective and reflexive by considering how complexes, archetypes, the persona, the shadow, projection, transference and countertransference, the tension of the opposites, and the transcendent function, may play a part in the research process. Although many of our dissertations predominantly involve hermeneutic methodology—the interpretation of texts—we also encourage multiple ways of knowing including dreams, visions, intuitions, active imagination, fantasy, synchronicity, art- image-making, and symbol-making, the wisdom that arises from somatic states, etc. We frame dissertation research as a significant part of the individuation process, with transformative and heuristic implications both for the researcher and for the field of depth psychology itself. We understand that all research is done in partnership with the creative, dynamic, autonomous unconscious.

Overview of the Research Process

Research at Pacifica has a double burden: to contribute to the domain of depth psychology and to develop depth psychological approaches to understanding psychological life and service. 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.

Approaching Research

The research faculty of Pacifica Graduate Institute recognizes that all research, regardless of how objective it purports to be, grows out of a particular philosophical stance that defines the possibilities and limits of research. For example, even the most stringent experimental design is based on and colored by the philosophical assumptions of logical positivism. The recognition and understanding of one's own philosophical stance—which is shaped by temperament—is an invaluable resource in designing and conducting research.

The research approach is a philosophical stance towards knowledge that may draw upon a variety of methodologies; it is not a methodology in itself. Think of it as the researcher's *demarche*, from the French word that describes one's basic gait or way of walking in the world. It constitutes one's position vis-à-vis the nature of reality (ontology) and human knowledge (epistemology). For example, within psychology, two basic approaches include natural scientific psychology and human scientific psychology. Natural scientific psychology is akin to Dilthey's *Naturwissenschaften* (natural sciences), which espouses quantitative or calculative methodologies for psychological research. Human scientific psychology, akin to Dilthey's *Geisteswissenschaften* (human sciences), propounds more qualitative or contemplative methodologies for psychological research. Pacifica, in accord with its stated mission to tend the soul of the world, supports a particular perspective within psychology as a human science. This approach is centered on and guided by the psyche as an autonomous,

creative partner in the work. It acknowledges the reality of the unconscious, recognizes the complexity, fluidity, and ambiguity of psychic phenomena, and respects multiple ways of knowing.

The choice of approach orients researchers to their topic and shapes and delimits both methodologies and findings. In choosing their own approach to research, students need to consider the nature of their philosophical assumptions about psychology, as well as their own position with regard to their research topic. In addition, students should be self-reflexive and consider their own values and their impact on the research. Students' choice of a research approach is also significantly influenced by the focus and nature of their particular research project. A key distinction to remember 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. For example, students may take a phenomenological approach to research (staying close to lived experience), without using phenomenology as a research methodology. Although students actually choose a research approach very early in the research process, this is generally not discussed explicitly until writing the methodology sections of the concept paper and dissertation proposal.

Imagining the Dissertation

A great deal of preparation goes into the development and design of a doctoral dissertation research project. Much of this preparation occurs prior to ever putting pen to paper or fingers to keyboard. The first questions that face students in considering doing doctoral dissertation research are "What shall I research?" and "How shall I go about it?" However, a depth psychological approach to research recognizes that a number of attitudes and assumptions can significantly influence students' decisions, and subsequent actions underpin these questions.

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. Such complexes underscore attitudes and beliefs that can easily hinder one's progress. Three particularly common obstacles are worth noting here: insecurity, grandiosity, and misconstruing the intent of dissertation research.

Insecurity about Dissertation Research

For many students, writing a doctoral dissertation presents psychological challenges in addition to the more obvious logistical demands. Insecurities may emerge about students' ability, intelligence, worth, knowledge, and sheer capacity to create a meaningful piece of psychological writing. Since the completed dissertation is often the first permanent and universally available record of their scholarship in psychology, anticipating doing such substantive, important work often brings up the self-doubt that has plagued students in the past. Similarly, since most students have never written a dissertation before, or taken on any research project of this magnitude, it may awaken new levels of self-doubt.

Although few, if any, students find the writing of a dissertation easy, anyone who has completed their graduate coursework already has the capacity to complete this final assignment. Nonetheless, self-doubt may inspire students to honestly assess their work in a way that is critical without being self-demeaning. It may be helpful to conceive of doctoral research not only as an opportunity to make a contribution to the field, but also as an opportunity for self-knowledge, self-reflection, and self-development.

Grandiosity in Dissertation Research

If insecurity is one potential pitfall for researchers, the opposite, grandiosity—which is a common feature of academic life—is just as challenging. For example, many students harbor wishes

that their dissertation will change the whole field of psychology and significantly impact culture. Others have difficulty recognizing that their research rests on the contribution of scholars who have devoted entire lifetimes to research in psychology and that eminence in this field, as in so many others, is slowly earned over a lifetime of careful craft.

Grandiosity, like insecurity, grows out of longstanding complexes in students' lives. A healthy capacity for self-doubt, when balanced with a relatively healthy self-esteem, can serve as a critical psychic asset for the long and arduous work of dissertation research.

Misconstruing the Intent of Dissertation Research

Some students use the doctoral dissertation as a vehicle for demonstrating their authority. In such works, the tone of the writing can veer toward polemics, sacrificing the epistemic humility it is at the heart of most worthwhile psychological research. Critical theory research, however, asks students to adopt a well-defended stance. In such works, a strong, passionate, or provocative point of view towards an existing idea, belief, or practice can be an integral part of the research.

Articulating a Research Topic and Question

Perhaps the most significant feature of research is the identification and articulation of a passionate and worthwhile question. Pacifica's commitment to depth psychology makes special demands of students: the Institute assumes that students' research questions will grow out of important domains of their personal and/or professional lives. Students are required to identify the autobiographical origins of their research question and also to examine their predispositions or transferences to the topic.

Pacifica expects that the pursuit of the question, no matter how personally meaningful will also be relevant, meaningful, and useful for the field of psychology and other disciplines including cultural studies, history, religion, literature, organizational behavior, political theory, gender studies, disability studies, and so on. Finally, the researcher should determine the theoretical and/or therapeutic gap the research aspires to fill.

Begin with Yourself

Pacifica encourages students to begin with their own experience in life as persons and as professionals. What has a profound sense of vigor and relevance to you is likely to be valuable to others. However, a few words of caution are in order. First, consider whether the topic generates so much emotion that it is impossible to maintain the open, inquiring attitude that is crucial to good research. How will you be steadily vigilant of your personal predispositions, transferences, and complexes in relation to the problem throughout the research process? Additionally, consider whether personal material will compromise anyone in your life or you, professionally, in the future.

Consider Others

Once you have begun to have a sense of the general topic, ask how it may be of concern to others. How might future scholars use the work to advance their own? What insights into problems or issues might the work yield? How might the research findings be used in teaching, parenting, therapeutic practice, health care, business, or other applied settings? If the answers to all of these questions are unclear, the topic may lack theoretical or practical relevance.

An important aspect of identifying the significance of the topic for others is surveying relevant literatures in the field. On the one hand you need to determine whether or not the topic you are proposing has already been addressed in the manner you intend. If yes, is the topic already too overworked to carve out a special undeveloped area or approach? If no, and there is little or no existing literature on the topic, is there sufficient justification for undertaking a topic that, on first

glance, does not seem to concern others in the field? In such instances, the challenge is to determine whether the topic actually *should* be of concern to the field of depth psychology in spite of the lack of apparent interest.

Hone the Question

One of the greatest difficulties facing the researchers is developing an appropriate focus for the study. Students tend to be too general in their research aspirations, which hinders their ability to complete the research within a few years. Eventually they will have to formulate an effective statement of the research area, as well as a clear, robust research question. Prudent researchers try to reign in their ambitions and focus on the least possible number of unknowns. Asking a single, carefully worded, open-ended research question is an achievement. Along with relevance, parsimony and elegance are preeminent values for researchers.

As you contemplate the research topic, be aware that Pacifica students must publish their work in a digital format via ProQuest/UMI, an immense database of scholarly work easily and quickly available worldwide. For very good personal and professional reasons, you should be judicious in what you choose to include in the final work.

Gathering Data

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

Participant-Based Data

Participant-based data are data that are gathered directly from selected research participants. The particular kind of data provided by such participants depends on the research approach and methodology. All participant-based studies deal with empirical data, that is, the actual, concrete responses in behavior, gesture and language of real persons. Naturally, since these data are obtained from the responses of human participants, 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.

Qualitative, participant-based data refers to various forms of descriptive data, that is, descriptions of human experience in written or recorded form. Such data may be gathered in a number of ways depending on the approach and methodology. Typical ways include individual interviews, focus groups, clinical observation, and writing field notes. Depth psychology is unique in defining what constitutes data because researchers always take the unconscious into consideration. Therefore, qualitative data includes dreams, waking visions, symptoms and synchronicities, among other phenomena.

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. Each qualitative methodology often contains specific instructions for how the researcher accomplishes such reflexivity. 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, of course, psychology.
- *Scholarly texts* might include works from literature, religion, history, or the arts.
- *Literary texts* include, for example, poetry, short stories, novels, folk stories, mythology, biographies, letters, or published diaries.
- *Theoretical texts* are works presenting perspectives on psychological life.
- Clinical data includes case notes and other descriptive data of a therapeutic client. It cannot be used in research without undergoing the ethics application process that describes how the researcher plans to secure informed consent, avoid harm, ensure confidentiality, and so on.

Arts-Based Data

Research in depth psychology often draws upon material emanating from the arts. Primary arts-based data can include:

- Paintings, drawings, sketches, photography, sculptures, fiction, poetry, and multimedia productions
- The artistic creations of patients in psychotherapy or participants in workshops, focus groups, etc.
- Film, theater, music, and dance productions
- Cultural or ethnic ritual, dance, or song
- Historical artifacts such as ancient engravings or woodcuts (e.g., the Rosarium or Thurneisser woodcuts), or illuminated manuscripts (e.g., *The Red Book*)
- Architecture, archeological ruins, or the artifacts of ancient cultures

In qualitative studies, arts-based data can supplement the findings from participant interviews. Similarly, in theoretical studies using hermeneutical analysis, arts-based data can supplement textual sources. In a production-style dissertation, students produce an original creative work, in which case arts-based data provides the primary evidence upon which study draws.

Many if not most depth psychological dissertations are interdisciplinary. Researchers seek information in the natural and human sciences, from philosophy, literature, the arts, and the humanities to clarify, enrich, and even substantiate depth psychological findings. Given the historical heterogeneity of data, it falls upon researchers to justify their data choices with reference to their particular research topics and to respect the distinctive nature, possibilities, and limitations of each kind of data.

Analyzing Data

Having developed a research question, identified a research approach, and decided the most appropriate data for the study, the next concern is choosing a method and procedure for analyzing their data.

Analyzing Participant-Based Data

Participant-based data requires researchers to make sense of the body of information drawn from the responses of a select group of human participants. Researchers can conduct either a

quantitative analysis, a qualitative analysis, or use a mix of qualitative and quantitative methods (known as mixed methods research).

Analyzing quantitative participant-based data

Participant-based quantitative data from a sufficient number of participants invariably require some form of analysis using specific statistical techniques. Initially, the outcome of such an analysis is given in mathematical language and usually presented in tables and charts. For instance, data may be analyzed with relevant statistical methods such as linear and multivariable regression, analysis of variance (ANOVA), factor analysis, cluster analysis and linear equation modeling, using computer-assisted software such as SPSS, the Statistical Package for the Social Sciences. Regardless, 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 psychology. Note, however, that opportunities to do this kind of analysis are very limited unless students have access to an existing large dataset that maps to the research question. A de novo quantitative design, for instance, would usually require too large a sample size for a pre-doctoral (usually unfunded) student to conduct a meaningful quantitative analysis.

Analyzing qualitative, participant-based data

Participant–based qualitative data require some kind of qualitative analysis. Methods for analyzing qualitative data include hermeneutics, phenomenology, grounded field theory, ethnography, content analysis, discourse analysis, categorization analysis, heuristics, linguistics, and semiotics. There are a host of digital research tools used for qualitative data analysis including, Atlas-TI, Nudist, or NVivo.

Each of the qualitative methodologies also is an approach to data analysis, carrying with it specific assumptions about the nature of reality and knowledge, as discussed earlier.

Regardless of the broadly conceived approach to data analysis and the particular methodology within that approach, researchers need to identify and articulate their interpretive lens. For instance, they may view and analyze data through the lens of Freudian, Kleinian, Kohutian, Jungian, archetypal, existential, or some other particular depth psychological theory, always remembering that the term "depth psychology" is an umbrella term for many different branches of psychology that assert the fundamental reality of the unconscious.

Reporting the Research Outcome

Each of the four elements just described—developing a research question; identifying a research approach; deciding which kind of data is most appropriate for the study; and choosing a method to collect and analyze the data—is part of the overall research design. The fifth and final stage includes carrying out the research and documenting the outcome, which results in the published doctoral dissertation. Its primary purpose is to report the focus, structure, outcomes, and implications of the research to colleagues in the field and in other related disciplines, and to the academic community as a whole.

The length of a dissertation is usually between 200 and 300 pages or between 70,000 and 105,000 words. Quantitative studies can be shorter, usually between 150 and 200 pages or between 52,000 and 70,000 words. Please discuss the projected length with the committee chair.

External Doctoral Grants, Fellowships, etc.

Pacifica encourages students to seek out external grants, fellowships, bursaries, etc., for their dissertation work. The award of a grant or fellowship may confer professional honor as well as financial assistance. Grant-writing, however, is a sophisticated skill, and there is considerable competition for the major grants. This endeavor should be considered completely independent of the Institute, as it is predicated on the individual student's initiative and motivation.

PART II

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 now 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 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

Step One: Writing the Concept Paper

A concept paper is a succinct and thoughtful initial presentation of the proposed dissertation research. It includes an introduction to the research topic and its relevance for depth psychology, a preliminary review of relevant literatures, an initial formulation of the research area and the central question, and the proposed methodology. It is typically 15 to 18 pages in length, completed in the third year of coursework, and is one of the requirements to register for dissertation writing. Each doctoral candidate must submit their own concept paper and dissertation manuscript. Joint authorship is not permitted.

Shown below are possible outlines for the concept paper, tailored to the kind of study the student proposes: theoretical/hermeneutic research, participant-based research, or production-style (arts-based) research. Research faculty may suggest some variation on the suggested outlines.

Outline for theoretical/hermeneutic research

Purpose Statement, 1 paragraph

Introduction, approximately 4 pages:

     Introduction to the topic and relevance for depth psychology

     Statement of the research area and central question

     Researcher's relationship to the topic (optional)

Literature Review, approximately 6 pages:

Summary of research domains/categories

Literature relevant to the topic and researcher's theoretical approach

Methodology, approximately 2 pages:

Research approach

Research methodology

References

Outline for participant-based research

Purpose Statement, 1 paragraph

Introduction, approximately 4 pages:

Introduction to the topic and relevance for depth psychology

Statement of the research area and central question

Researcher's relationship to the topic (optional)

Literature Review, approximately 6 pages:

Summary of research domains/categories

Literature relevant to the topic and researcher's theoretical approach

Methodology and Procedures, approximately 5 pages

Research approach

Research methodology

Participants

Materials

Procedures

Ethical Considerations

References

Outline for production-style research

Purpose Statement, 1 paragraph

Introduction, approximately 4 pages:

Introduction to the topic and relevance for depth psychology

Statement of the research area and central question

Researcher's relationship to the topic (optional)

Literature Review, approximately 6 pages:

Summary of research domains/categories

Literature relevant to the topic and researcher's theoretical approach

Methodology and Procedures, approximately 5 pages

Research approach

Research methodology

Description of creative project

References

Purpose Statement

The purpose statement in the concept paper is analogous to an abstract for a journal article: a succinct and thorough summary of the paper designed to quickly orient the reader to the research. It describes the methodology, the purpose of the research, the unit of study to be undertaken, its central focus, and a general definition of the central concept. An excellent purpose statement can be as few as 150 words or even less. Though it opens the concept paper, it is typically written last—after students have thoroughly revised the work and know their research aim more precisely.

Introduction to the Topic (3–5 pages)

In this brief section, students provide a general description of the research area, opportunity, or problem and state how it is of concern to the field of depth psychology. The introduction should provide an interesting and informative preface for the reader that the current understanding of the topic, what is missing in our knowledge, and indicate how the proposed research may fill this gap to extend and enrich the field of psychology. Formulating the research design and central question is guided by the faculty.

Definition of Terms

If the research uses key terms or concepts which an audience of psychologists is unlikely to know, such terms may be very succinctly defined in the introduction or elsewhere in the concept paper as appropriate. Any detailed elaboration of terms, for instance, an in-depth etymological analysis, is probably best left for the proposal.

Researcher's Relationship to the Topic

The introduction to the research area in the concept paper may also include a brief account of the researcher's relationship (transference) to the topic; how he or she is called to the work. Due to the short length of the concept paper, this section probably cannot and should not fully explore the vocational aspect of the research. If included, the fuller statement is best saved for the dissertation proposal.

Statement of the Research Area and Question

This statement is brief, a 1-page description of the research area, summarizing key points in the Introduction, followed by the central research question. It does not introduce new ideas. The research question is the heart and soul of the concept paper: it defines the study's focus and aim, guides the progress of the study and, ultimately, suggests how to evaluate the research results.

A worthwhile research question is concise and focused. Avoid unexamined assumptions or biases in the question, closed-ended questions that can be answered yes or no, questions that imply their own answer, and the promotion of hidden agendas. Instead, imagine yourself as an explorer of the psyche, heading toward *terra incognita*. One or two auxiliary questions may be useful but only if they support and deepen the main question rather than add tangential or related problems to consider.

Literature Review (5–6 pages)

The concept paper literature review is a thoughtful preliminary overview of published literature that usually runs 5 to 6 pages in length. It should describe the most important works or studies. Be concise and examine only the most central issues, omitting more peripheral research.

There are three purposes of the literature review. First, the literature review demonstrates your preliminary familiarity with relevant literature. Second, it locates the topic effectively within the literature of psychology. Third, it demonstrates how the proposed work addresses the need for new

research in the field. 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 clarify the relationship between the proposed study and previous work on the topic. To do this, organize the literature review thematically, based on the nature and focus of the investigation. For example, as you read, ask yourself questions such as:

- What does this work have to say about my topic?
- What aspect of my topic hasn't been addressed by this work?
- What are the limitations of this research?
- What additional research should be done?

When complete, the literature review should be a systematic, coherent preliminary introduction to relevant texts.

In addition to a review of literature relevant to the topic, students may also discuss texts that are relevant to the approach, orientation, or lens through which the researcher will analyze the data. For example, if you are doing a hermeneutic study, you need to include, either here or in the methodology section, a discussion of your interpretive stance not only with respect to depth psychology in general but also with respect to your particular stance within depth psychology (e.g., Freudian, Jungian, archetypal, imaginal, object relations, inter-subjective, existential, etc.).

Methodology and Procedures (2–5 pages)

This section of the concept paper, usually 2 to 5 pages, describes the research approach and the proposed research methodology.

The research approach is a brief, documented discussion of your philosophical or epistemological stance. For example, the approach may be phenomenological, imaginal, heuristic, feminist, critical or decolonizing. Explain why this approach is well-suited to the proposed study.

The research methodology section briefly describes the origin and history of the method, cites the key authors who have contributed to it, succinctly summarizes the author's points, and explains the rationale for this particular methodology. The majority of students in the depth psychology specializations conduct theoretical/hermeneutic studies or participant-based qualitative research. On rare occasions, a student can conduct quantitative research or a mixed-method study that combines quantitative and qualitative methodologies.

There are three basic research designs (or styles), which are shaped by the choice of methodology and affect the organization of the work.

Hermeneutic/theoretical research

Dissertations adopting this research design use archival text-based data to construct a theoretical argument. The method employed is hermeneutics, which can simply be defined as the art of textual interpretation. If you are planning to use a hermeneutic text-based methodology in the research, the concept paper need not discuss participants, materials, and procedures.

Participant-based research: Qualitative, Quantitative, and Mixed Methods

Participant-based research generates new data from a group of individuals recruited for the study. The methodology can be quantitative, qualitative, or "mixed method," which combines a quantitative portion with one qualitative method. Following the presentation of the research approach and origin, history, and key ideas of the selected method, students discuss participants, material, procedures, and ethical considerations:

Participants

Studies that use participants produce data from actual, concrete responses, behaviors, or words of real persons. Researchers then analyze this data using some kind of qualitative or quantitative method. Describe the participants in general and specify the inclusion and exclusion criteria.

- Participants in quantitative studies typically provide raw data via psychological tests (e.g., the MMPI-2) and instruments (e.g., survey questionnaires), or brief responses to a written or verbal protocol. Data is analyzed using quantitative or statistical methods.

- Participants in qualitative studies typically provide data via written responses or open-ended interviews that encourage rich, individual detail. Researchers may also use other sources that report experience, such as journals, autobiographies, blogs, etc.

Materials

Participant-based studies use materials such as survey questionnaires, outcome measures, or therapeutic tools to assess various aspects of the participants. If researchers plan to create or use such materials, these should be briefly described.

Procedures

The procedures section succinctly states how you plan to conduct the research, for instance, what information you will provide to prospective participants about the study, where and how you will seek participants for the study, how you will screen them, where, when, and how interviews, if any, will take place, how you plan to analyze the data generated via the interview or written narrative, and so on. Typically, the procedures involve several steps; each should be outlined.

Ethical Considerations

This section identifies ethical issues that may arise. It should include an "Informed Consent" statement that describes the subject, aim, and intended use of the research; how you will protect participants' identity; the measures to minimize or eliminate possible harm; and how you will ensure all participant records will be kept confidential.

If you are interfacing with a particular group or community, also address the possible impacts of your participation on this group or community and any additional ethical concerns. Those undertaking ecopsychological and interspecies research may need to carefully create relevant ethical guidelines, in the absence of APA guidelines in these areas.

Researchers need to make every effort to comply with the American Psychological Association standards for conducting research with human participants.

Important

Students conducting participant-based research may not begin recruiting participants or collecting data from them until the dissertation proposal and ethics application are approved.

Production style (arts-based) research

A dissertation in depth psychology may take the form of a "production" following the model of research in communication studies, art, or creative writing. A student with a prior degree or expertise in fine arts, film making, creative writing, digital design and production, or other related field, can use this expertise to create a production style dissertation, if they can demonstrate (a) that

it would be pertinent to depth psychologies; and (b) that at least one member of the dissertation committee has the methodological expertise to support their progress on the production component and competently evaluate the work. A production type dissertation has two parts:

- The first part, a theoretical analysis written in the traditional genre of dissertation research, must demonstrate how the production, together with the theoretical underpinning, makes a contribution to depth psychology with a special emphasis in the relevant specialization area (CLIE, DJA, DPT). This part must conform to APA formatting specifications.

- The second part, a creative production, is the original piece of the dissertation. It comes after and should complement the theoretical component, either as its demonstration, fulfillment or alternative form of expression. For example, it could assume the form of a film, a series of original artworks, a digital recording of a performance piece, a graphic novel, or memoir.

The completed dissertation ultimately will present, in a comprehensible form, a theoretical articulation of how the production represents the culmination of depth psychological studies and how, together, they make an original contribution to the field. In all cases, the length, structure, and content of this type of dissertation should be discussed with the Dissertation Development courses instructor while working on the concept paper.

The methodology section of the concept paper for production-style research defines the student's research approach and methodology. It must clearly explain how the choice of this style fits the central research question. The methodology section concludes by describing the proposed creative project.

References

The concept paper must include a complete list of references used in the paper, whether these references were quoted or merely cited. No reference should be included that is not either specifically cited or quoted. Every reference should be carefully checked for correct APA formatting. The concept paper typically lists a minimum of 12 to 18 sources and often many more.

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 15-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.

Pacifica Exception to APA Style

Whereas APA style guidelines dictate one-inch page margins, Pacifica dissertations use a larger left margin, 1.5 inches wide, for the purposes of binding hard copies of dissertations.

How to Avoid Common Formatting & Style Errors

Some of the most common formatting errors Pacifica dissertation students make, 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 formatting guidelines, for the purpose of binding print copies of the work.)

- 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, headings, 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 is not.

- 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. Create an ellipsis manually (three dots with a space in between each one). If the deleted text exceeds one full sentence, use the ellipsis symbol and an additional dot, or manually enter four dots, not three.

- 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 which you weave into the work. Strive to embed block quotes within a paragraph so that the paragraph surrounding it, both above and below the quoted text, consists of your own analysis, reflections, and ideas.

- 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 to the direction of the discussion. Be sure the discussion following keeps the promise of the subheading.

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

The Relationship among Concept Paper, Proposal, and Final Dissertation

During the formulation of the doctoral dissertation, which occurs over several years, Pacifica students write three things: the concept paper, the dissertation proposal, and the final, complete dissertation manuscript. They are integrally related to one another and mark stages of the development of the researcher's ideas and work. Students sometimes discover that entire paragraphs or sections written for the concept paper remain largely unchanged and appear in the final, published work. That is to say, the creative work is cumulative and Pacifica's milestones are meant to be meaningful steps along the journey.

As the work develops, significant changes to the topic, central research question or premise, and methodology should be discussed with the dissertation committee.

Step Two: Registering 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 registrar@pacifica.edu at least two weeks before the registration deadline.

The Registrar's Office will email registration reminders to students at their My.Pacifica.edu student email account. Dissertation Registration Forms are due on or before the first day of the quarter (dates are included on the registration form) and will be accepted up to one week after the start of the quarter with a late registration fee. All eligibility requirements must be met as well as the submission of the Dissertation Registration Form prior to this final deadline.

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.

Dissertation Start Dates for 2023–2024 Academic Year

Tracks	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter
H, P, S, T, TT	Sept 29, 2023	Jan. 22, 2024	May 3, 2024	Aug. 5, 2024
N, ZZ	Oct. 5, 2023	Jan. 11, 2024	Apr. 4, 2024	June 27, 2024

Early Registration

It may be appropriate for some students to register for dissertation writing before meeting the basic requirements described above. Those interested in early registration should first contact the program's Research Coordinator to discuss the option. If the student wishes to proceed, they must receive the approval of the program chair and Research Coordinator.

A student who registers for dissertation writing early must remain enrolled in coursework and is expected to participate in class and complete all remaining assignments with the cohort. This means doing both dissertation research as well as the normal course workload at the same time, which may place excessive demands on the student's personal and professional life. Pacifica advises students to think carefully before choosing this option.

Delaying Registration

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

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.

To delay registration, a student must submit a Leave of Absence form to the Registrar to avoid administrative withdrawal, unless they are registering for any previously missed courses immediately following their last quarter of enrollment. Taking a Leave of Absence has institutional and, in some cases, financial consequences, so please bear in mind the following:

- Financial Aid: Delaying registration may affect student loans for financial aid recipients. Contact Pacifica's Office of Financial Aid for more information.

- PTL: Students should be mindful of the Program Time Limit, or PTL, a period of eight (8) years within which a student must complete all degree requirements. It begins at the date of first enrollment in the Program, (the first quarter of the first year of coursework) and does not pause regardless of any delays in registration (Leaves of Absence). Any student who does not complete all degree requirements by the date of the PTL is administratively withdrawn.

Requirements for Registration

The requirements to register for dissertation writing are the same for all depth specializations. Students must have an approved concept paper on file; have completed all required coursework; be in good academic standing; passed their comprehensive exams; have a minimum cumulative GPA of 3.0 with no failing grades; have been conferred an MA in the MA/PhD specializations (Community, Liberation, Indigenous, and Eco-Psychologies and Jungian and Archetypal Studies); be in good financial standing; and the 9 quarter dissertation registration must fall within their program time limit.

Doctoral Candidacy

Students who complete all degree requirements and register for dissertation writing advance to doctoral candidacy. Thereafter, they can refer to themselves, personally and professionally, as "doctoral candidates." They may **not** indicate in public announcements or advertising that they hold a doctorate, nor append PhD-c or PhD-ABD to their name in printed material.

Keeping an Eye on the Calendar

Doctoral students should pay attention to the Program Time Limit (PTL), stipulating the length of time for the entire doctoral journey—coursework and dissertation research—which is 8 years. The 8-year PTL begins counting down in the first quarter of the first year of coursework. During that time period, Pacifica students are expected to complete all degree requirements. Assuming the coursework is completed in three years, the ordinary duration, students will have five years to complete the research, prepare and submit the dissertation for print and digital publication, and defend the dissertation. The PTL continues its countdown even if a student takes a leave of absence.

Students initially enroll in dissertation writing for 9 quarters, which is approximately 2 years. If students do not complete the dissertation within that time, they may register for an additional year of dissertation writing. To maintain student status, it is important to keep an eye on the calendar and remember when an enrollment period is about to end. Then, if necessary, students can register for an additional year of dissertation writing.

Fees for the Initial 9-Quarter Registration

Students registering for dissertation writing the first time are enrolled for 9 academic quarters Fees are based on the year the student entered the PhD 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.

Financial aid recipients: send the registration form six weeks before the quarter start.

Date of Entry	9-Qtr. Fee	Quarterly Payment
Fall 2017	$28,900	$3,211.11
Fall 2018	$28,900	$3,211.11
Fall 2019	$29,500	$32,77.78
Fall 2020	$29,800	$3,311.11
Fall 2021	$29,800	$3,311.11
Fall 2022	$30,200	$3,355.56
Fall 2023	$31,300	$3,477.78

Below is the 9-quarter fee chart for students enrolled in the Depth Psychology specialization in Integrative Therapy and Healing Practices.

Date of Entry	9-Qtr. Fee	Quarterly Payment
Fall 2017	$27,300	$3,033.33
Fall 2018	$27,300	$3,033.33
Fall 2019	$27,800	$3,088.89
Fall 2020	$28,100	$3,122.22
Fall 2021	$28,100	$3,122.22
Fall 2022	$28,500	$3,166.67
Fall 2023	$29,500	$3,277.78

Information for Financial Aid Recipients

Student enrolling in dissertation writing may be eligible for the Direct Loan program. To apply, they complete the Free Application for Federal Student Aid (FAFSA) form each year.

Dissertation writing is considered enrollment on a half-time basis. All eligible financial aid recipients entering the dissertation phase of the program will be awarded Direct Loans on a borrower-based academic year. The loans will cover four consecutive quarters each year for two years, and one last quarter for a total of nine-quarters.

Federal regulations require all financial aid recipients to maintain satisfactory academic progress toward completion of degree requirements. Near the end of the first four quarters, the chair of the dissertation committee will be required to report the student's progress.

Important

To achieve Satisfactory Academic Progress in the first four quarters, students must have demonstrated active participation in the dissertation process, defined as submission of written materials beyond the initial concept paper and ongoing consultation with students' committee, or as outlined by program.

If students do not complete the dissertation within nine quarters, they must register for an additional year. They will be eligible for Direct Loans during that year provided the dissertation committee has approved the student's proposal and submitted all approval forms.

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

Suggested Timetable for Completing in 9 Quarters

Pacifica is committed to supporting students so that the dissertation is successfully completed within 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 9 quarters 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 two years.

0-2 months	This is a time to officially set up the 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. 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 students have clarified 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 participant-based research. Review other dissertations with similar methodologies.
6-12 months	Set the "one year point" as an outside date for the completion of the proposal, and ethics application, if required. 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.
12-18 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.

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, the student completes the Dissertation Registration form and sends it to the Registrar approximately four to six weeks before the current registration period expires.

The Registrar's Office will send registration reminders in advance to my.pacifica.edu student email accounts for all students whose registration period is ending. Students may continue to enroll in extensions through the end of their program time limit. Dissertation Registration Forms are due on or before the first day of the quarter and will be accepted up to one week after the start of the quarter with a late registration fee. Please note: In order to work with their committee members, a student must be registered. Students who fail to maintain a valid enrollment status are subject to administrative withdrawal.

Extended One-Year Enrollment Fees

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

Academic Year	Full Year Fee	Quarterly Payment Fee
Fall 2022 – Summer 2023	$14,450	$3,612.50
Fall 2023- - Summer 2024	$14,750	$3,687.50

Below are the extended one-year fees for students enrolled in the Depth Psychology specialization in Integrative Therapy and Healing Practices program.

Academic Year	Full Year Fee	Quarterly Payment Fee
Fall 2022 – Summer 2023	$13,900	$3,475.00
Fall 2023 – Summer 2024	$14,050	$3,512.50

Extended One-Year 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 Unsubsidized Stafford Loan annually. During the extended one-year enrollment, 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 Office of Financial Aid for complete details at financialaid@pacifica.edu or (805) 969-3626 ext. 197.

Petitioning for a One-Quarter, No-Fee Extension

Near the end of the dissertation enrollment period, students may petition for a one-quarter, no-fee extension. Students cannot petition for an extension in the middle of an enrollment period.

Extensions are granted for one of three reasons: a short illness, the sabbatical of a committee member who is core faculty at Pacifica, or because the student is near-completion.

To petition for the extension, students fill out the one-quarter, no-fee extension form citing the reason for the request and email it to Registrar@pacifica.edu approximately 4 weeks before the current enrollment period expires. Then check your Pacifica email account for notification about the status of the petition or other correspondence related to it. If the petition is granted, students will receive a copy of the approved form.

Taking a Leave of Absence Once Dissertation Writing has Begun

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.

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 students have registered for dissertation writing, they may officially convene the committee members. However, it is highly likely that a student may already have approached some faculty to see if they might be interested in serving on the committee. In fact, Pacifica recommends that students give some thought to this as they are developing the dissertation concept paper by reflecting on and seeking out likely faculty members and academics outside of Pacifica.

This is when the concept paper can act as an ambassador for the work. However, remember that any and all verbal commitments made before you register for dissertation writing are unofficial. No promise is official and formal until you and the committee member have filled out and emailed the Committee Member Appointment forms.

Selecting and Working with the Committee

In choosing a committee, seek members who have knowledge or expertise with the research topic and methodology. Ideally at least one of the committee members will be able to address each of these two major concerns. Although compatible personality style is 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 the study. Students are expected to avoid dual relationships in the selection of the 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.

Both students and committee members must respect the maximum six-week review period for the dissertation proposal and final draft. Please discuss any problems arising from time-frame issues directly with the committee members involved and, if unresolved, with the research coordinator.

Important

Once committee members are convened, students are not permitted to fire or replace committee members. In rare cases of well-documented committee dysfunction, the student may contact the program's research coordinator to seek a remedy.

The Dissertation Chair

One of the most important decisions students make in the process of considering and conducting doctoral dissertation research is the selection of a chair. The chair should be someone with whom a student can work compatibly and who also possesses knowledge or expertise in the research topic or methodology; the chair need not, however, be a widely acknowledged expert in the field. He or she will be the central person responsible for guiding the student through the dissertation, and the one who ensures 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.

After you have identified a prospective chair, you should approach that person, describe your project, and offer a copy of the concept paper. If the person agrees to become your chair, you will complete and submit the Committee Member Appointment form to the chair *after* you have registered for dissertation writing.

The chair must be a core faculty member of Pacifica Graduate Institute, or an adjunct faculty member approved by the research coordinator. In certain instances the research coordinator may also approve contributing faculty members, guest lecturers, or scholars from another institution

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.

- Approves the appointment of the reader and the external reader to the committee, emailing the appropriate 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. Advises the student as to when to send drafts to other committee members.

- Directs the student in submitting the ethics application. When the proposed research uses human participants, the chair reviews and approves the ethics application in consultation with the program's research coordinator 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 sent to the chair 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. To formalize the relationship, students complete the Committee Member Appointment Form and send it to the chair. The chair signs the form and emails it to dissertation@pacifica.edu. Student and chair are officially notified when the form is processed.

Once the chair is convened, students begin seeking a reader and external reader, but are encouraged to discuss possible candidates with the chair. When the choice is settled, students

complete and submit the appropriate appointment forms to the chair, along with the proposed external reader's curriculum vitae. The chair emails them to dissertation@pacifica.edu.

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 well 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, a guest lecturer, or as an internal mentor (chair or reader) on Pacifica dissertations.

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. If this is the case, speak to your chair and your program's research coordinator to get written approval for the exception.

NOTE: In the Community, Liberation, Indigenous, and Eco-Psychologies (CLIE) specialization either the reader or the chair must be a core CLIE faculty, distinguished visiting scholar, or Emeritus Faculty. If none are available, there must be at least one person on the committee who has taught in CLE.

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

- Within six 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 six 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 six 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 six 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. (In some cases the internal and/or external reader may wish to read and approve the chapters as you complete them. Work with committee members to know when this is appropriate and/or advantageous.)

- Participates in the oral defense of the dissertation in person, by telephone, via 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 topic or methodology and be able to evaluate a work of scholarship. 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. Discuss all prospective candidates with your dissertation chair.

Because Pacifica Graduate Institute takes 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 recently taught at the Institute (i.e. within the past five years); may not have held any administrative position here; and may not have served as an internal mentor on any dissertation committee at any time in the past five years (this includes the roles of advisor, chair, internal reader, and coordinator). In addition, the external reader must not have a dual relationship with the student (i.e. supervisor or therapist, employer, friend, family member, etc.). Students should consider these limitations as they begin to seek qualified candidates to serve as external reader and discuss potential external readers with the dissertation chair.

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 six 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 six 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 six 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 six 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, by telephone, via videoconference, or in rare cases by sending a question.

The Role of the Research Coordinator

The role of the research coordinator is to ensure 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 "Committee Dispute Procedures" below.)

- Reviews all Use of Human Participants projects and upon approval, signs the Ethics Application for Approval to Use Participants 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 committee members concerning either academic or procedural matters. All such matters should be first directed to the attention of the dissertation chair and resolution attempted in this context. If the dispute cannot be resolved this way, the following provisions apply:

- Direct academic and procedural matters to the program's research coordinator. If necessary, the research coordinator will consult with the chair of the Graduate Research Council to resolve the issue.

- If the research coordinator cannot resolve an academic dispute or is personally involved in a dispute that remains unresolved, the matter is directed 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, a student may request the withdrawal of a committee member; however, the student cannot enforce such requests, rather the committee member must voluntarily withdraw.

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 80 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 four major sections of the concept paper—Introduction, Literature Review, Statement of the Research Intention and Question, and Methodology—form the proposal, only they are lengthier, more detailed, and demonstrate greater scholarly competence.

The dissertation proposal, to an even greater degree than the concept paper, thoughtfully articulates a coherent and promising research design that demonstrates a student's readiness to conduct doctoral level research. The proposal systematically formulates a research area, problem, or opportunity, reviews relevant foundational literatures, and explicates methodological issues and procedures. Although depth psychological research often includes poetic, literary, and autobiographical material, the overall tone and language of proposals and dissertations are scholarly and address a professional, academic community of fellow scholars. Proposals are thus written in the modest voice of a seeker of knowledge who desires to contribute to the discipline of depth psychology and to the development of depth psychological scholarship.

Given the interdisciplinary nature of depth psychology and the 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, 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, while, at the same time, allowing for the continued

development of a variety of appropriate designs. For information and guidance on specific research approaches you should consult appropriate course material, research faculty, or members of your dissertation committee. A number of research faculty have developed methodological resource portfolios that include literature, references, and sample proposals explicating specific approaches.

The Organization of the Dissertation Proposal

The dissertation proposal follows nearly the same organization as the dissertation concept paper. The key difference is that the proposal is more detailed, thorough and hence a longer discussion of each of the major components: Introduction, Literature Review, Statement of the Research Area and Question, and Methodology. Whereas a good concept paper is approximately 15 to 18 pages organized as a single essay, a complete dissertation proposal generally ranges from 50 to 120 pages. The length of the proposal depends upon program requirements, the topic, and the selected method (with hermeneutic dissertations typically being shorter, for example). The appropriate length for your proposal should be determined in consultation with the dissertation chair.

There is an organic relationship between the concept paper and the proposal: one grows into the other, so that little or none of your thinking, research, and writing need be wasted, although it is sometimes the case that there are changes in literature review categories, methodology/ies, or research questions; these should be discussed with your committee members. Moreover, the proposal forms the first chapter or chapters of the final dissertation manuscript, when it is complete, so again there is little or no wasted effort. This often comes as a big relief to anxious students for whom the dissertation is the longest and most intensive written work of their lives, so far.

Note that this organization is not fixed or rigid: students should discuss the outline of their own proposals with the dissertation chair.

Introduction

      Introduction to the Research Topic

      Researcher's Relationship to the Topic

      Relevance of the Topic for Depth Psychology

      Definition of Terms

      Statement of the Research Intention and Question

Literature Review

      Summary of Relevant Research Domains

      Literature Relevant to the Topic

      Literature Relevant to the Researcher's Theoretical Approach

Methodology and Procedures

      Research Approach

      Research Methodology

      Participants *

      Materials *

      Research Procedures *

Procedures for Gathering Data *

Procedures for Analyzing Data *

Ethical Considerations *

Limitations/Delimitations of the Study

Organization of Study

References

The organization presented in the preceding example is certainly one effective way to structure a research proposal, but it is not the only one. Researchers, in consultation with committee members, decide the actual sequence, organization, and length of each of these content areas. For example, the proposal can be organized in as few as one and as many as three chapters, depending not only on its nature and length. Discuss this with the dissertation chair.

For theoretical (hermeneutic) dissertations, students can omit participants, research procedures, materials, procedures for gathering data and analyzing data, and ethical considerations from the methodology section of the proposal.

The required content areas shown in the sample organization above have been described earlier in the explanation of the concept paper. Therefore, the following discussion assumes you are already familiar with the basic intent of each section and highlights the differences between the concept paper and the proposal.

Introduction

The purpose of the introduction is to describe the topic in a robust, detailed manner, to orient and engage the reader, and to establish the importance of the topic for depth psychology. This is an ideal opportunity to demonstrate the maturity of your thinking, the breadth of knowledge and understanding of the topic, and to cite the best sources to support any knowledge claims or theoretical positions you assert. You also may include a section describing the autobiographical origins of your interest in the topic and any biases or assumptions.

As you are crafting the introduction to the work, keep in mind possible titles for the dissertation. An ideal title is a succinct and meaningful description of the content that arouses readers' interest. The title should not exceed 2 lines and 12 words.

Researcher's Relationship to the Topic

As noted in the introduction, Pacifica recognizes the reciprocal relation between researchers and their topics, a relation that precedes, perhaps by years, the first conceptualization of the study. Given this co-constitutional nature of inquiry, Pacifica invites you to clarify and examine the relationship between you and the topic. Transference to the topic emerges from researchers' own autobiography, including their wounds and complexes, their life situated within a given historical and cultural moment, as well as their social location and associated biases, beliefs, values and assumptions regarding the topic. In philosophy, this *foreknowledge* is called the *fore-structure of understanding* (see, for example, the works of Heidegger and Gadamer). Hermeneutic philosophers and depth psychologists alike understand that it is not possible to avoid personal/cultural/historical influence. By examining your assumptions, biases, and agendas, readers are assured of your capacity and desire for critical self-reflection, openness, and scholarly discipline.

The purpose of this section, typically written in the first person, is to increase self-understanding and collegial comprehension. Avoid personal confession for its own sake. Two

excellent touchstone questions when contemplating personal disclosure are, Does it serve the work? and Does it serve the reader? The answer to both questions should be "Yes." Moreover, bear in mind that the dissertation will be a public document, readily available to anyone you know personally or professionally.

The Relevance of the Study

The proposal reflects a much greater knowledge of the literature than the concept paper so that you can more persuasively establish the relevance of the research. Although this may be stated tentatively, since it is not yet known whether the study will actually bear the theoretical fruit to which it aspires, you still need to make evident at least the potential of your proposed study. Doing so naturally leads to a thorough, systematic review of literatures relevant to the research topic, including, especially, literatures in the field of psychology.

Literature Review

The purpose of the proposal literature review is to demonstrate thorough familiarity with literatures relevant to the investigation. This includes locating the topic effectively within psychological literature and demonstrating how the proposed study addresses a specific need for new research in the field. The review should thoughtfully discuss works or studies that touch upon the dissertation topic and its theoretical approach. (Another choice is to discuss works relevant to the theoretical approach in the Methodology section of the proposal rather than in the Literature Review.)

Whereas the concept paper literature review is approximately 4 to 6 pages and describes a dozen texts or so, the proposal literature review can be 20 to 40 pages long (or more) and describes 100 texts. This is, of course, a generalization. In reality, it may be appropriate to review varying numbers of texts in the Literature Review section, depending upon methodology and/or research design. For instance, a hermeneutic dissertation where literature is reviewed and interpreted throughout the body of the work may review only very foundational literature in this section, whereas dissertations that generate participant data and analyzes it may require almost all the literature to be reviewed in this section. These sorts of choices are best discussed with the dissertation chair.

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 for you to make unexamined truth claims or assert ideological arguments but, rather, for you 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 you make claims in the process of critiquing the literature or clarifying your 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 seeker, an 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 interest characterize the thoughtful literature review.

There are many 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 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. The 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.

Some studies may be significantly interdisciplinary in nature. As a result, it will include literature from such scholarly disciplines as philosophy, religion, literature, and the arts, science, cultural or ethnic studies, etc. For these types of reviews, using thoughtful, well ordered, easy to follow headings is ideal.

Regardless of how broad or narrow the scope of the literature review, your task is to describe the texts and evaluate their relationships 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 scholars already know 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 knowledge of the topic as well as what each fails to contribute. In addition, where relevant, 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 you thoroughly and appropriately document 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 you are still reviewing literature. Also, citations should always follow the APA recommendations and all works that you cite or quote should be immediately placed in the list of references at the end of the proposal. It is important to remember that whether you are citing a single new idea, or quoting a few words, phrases, or whole sentences and/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 readers direct access to sources so they can substantiate the work or investigate further on their own.

You may find it helpful to write the literature review with two kinds of readers in mind. On one hand, imagine providing informed readers with evidence of your familiarity with and critical mastery of the bodies of relevant literature. On the other hand, imagine providing uninformed readers with a clear, coherent, and self-explanatory introduction to those same bodies of literature, something like an intensive course on the topic given to an intelligent and interested but not necessarily sympathetic audience. If the research is interdisciplinary, keep in mind that readers from those disciplines may know nothing about depth psychology, and keep their needs in mind as you carefully define terms and concepts.

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 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 we have come to know or understand about the topic and then highlighting and what we still do not yet know or understand. This summary should open the way to a succinct statement of what the proposed investigation is designed to contribute to our knowledge and understanding within the field of depth psychology. Strive to make this statement of the anticipated contribution to the field clear, concise, and to the point. Here are some examples:

- "As the above literature review has shown, a comprehensive depth psychological understanding of the phenomenon of X does not yet exist;"

- "Although there have been a number of studies to investigate X, they all have significant methodological weaknesses, or they haven't addressed X using this methodology"

- "Even though we have had a number of studies addressing such phenomena as A, B, and C we still do not appear to have a clear understanding of what the related phenomenon, X, might mean from a Y perspective;" etc.).

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 as a primary source, and personal blogs as academic sources but does encourage the use of online peer-reviewed journals. 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.

Statement of the Research Intention and Question

This section is the very heart and soul of the dissertation. The research question or hypothesis is a faithful guide throughout the project and provides the most trustworthy basis for evaluating the integrity and validity of the findings. In addition, this section provides readers with a vivid sense of your aims and purposes as a researcher. It should briefly reiterate your understanding of the problem or opportunity that makes the study worthwhile, followed by a lucid and concise statement of your primary research question along with relevant auxiliary questions.

The selected methodology affects how you express your intention. Quantitative designs are often guided by testable hypotheses, whereas qualitative and theoretical studies are guided by a research question. Again, since most dissertations at Pacifica are qualitative or theoretical in nature, the below discussion will focus on them.

The Research Intention

This section usually begins with a succinct reiteration and synthesis of the previous two major sections (Introduction and Literature Review) and ends with a concise description of what area of opportunity exists for the research. For instance, you may have discovered that homophobia among adolescents has been addressed by social psychologists, but no published research has explored it from a depth or archetypal perspective. Frequently, students find that using a depth

psychological approach to many topics, even those that have already attracted a significant body of research, can make a meaningful contribution.

You may want to make explicit the previously implicit link between your autobiographical interest in the problem and the need in depth psychology for your 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 your proposed study (e.g., "It is hoped, therefore, that the proposed study might lead to A, B, and/or C within the field of depth psychology.").

The Research Question

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.

Given the significance of this single interrogatory sentence, any time you spend honing the research question is likely to pay back rich dividends in saved time and energy throughout the research process. Researchers often find that they revisit their primary research question time and again as their understanding of the topic deepens. In fact, the many transformations of the research question as you strive for clarity and focus can be a provocative mirror of the journey of understanding. With this in mind, it is worth reiterating a point made earlier. Articulating a succinct and valuable research question may well be a lengthy process characterized by confusion as much as clarity in which you, as the researcher, are asked to patiently sit with the topic as it strives to reveal itself.

Although at this point you may already have an appropriate, and worthwhile research question, it still may be worth considering the following guidelines. First, you 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 the 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: 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 you are conducting: Whereas quantitative studies ask questions (or state hypotheses) of measurement and proof, qualitative and theoretical studies ask questions of meaning and understanding. In other words, there should be congruence between question and methodology. Fifth, if you ask auxiliary questions, articulate them 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.

Definition of Terms

You may need to define the key concepts and terms comprising the primary research question. However, a separate section devoted to a definition of terms is not always necessary. Artful writers often can succinctly define terms the first time they appear (for example, in the Introduction) using a short, clarifying phrase. If the topic uses numerous unfamiliar terms from

another discipline, you can do both: succinct definitions the first tie the term is used and a separate Definition of Terms section, placed either here or near the end of the proposal.

Although you may begin by defining terms using your own language, you should eventually consult widely available technical and theoretical works in psychology and philosophy as well as general etymological and lexicographical references. APA prefers *Merriam-Webster's Collegiate Dictionary*, 2005. For specialized terms used in depth psychology, such as concepts introduce by Freud or Jung, the best sources are primers devoted to their psychology.

Research Methodology and Procedures

The purpose of this component of the proposal is to more fully describe the research approach, methodology, participants, materials, and procedures. You will be familiar with these 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 the approach and methodology and their related literatures. The proposal also provides a description of the participants and any materials that you will use. Finally, it includes a discussion of the specific procedures that you anticipate following. In short, this section articulates, as clearly as possible, how you intend to go about conducting the research.

Choosing the dissertation style

As discussed earlier, students can select among three styles of dissertations, which affects the data used, the choice of methodology, and the organization of the manuscript.

- theoretical/hermeneutic studies that gather data from archival sources, usually texts, and do not use participants

- participant-based research, in which students gather data from people using instruments, interviews, surveys, and so on. Such studies employ either a quantitative method, a qualitative method, or a mixed-method approach that combines both qualitative and quantitative methodology

- production-style research that includes a theoretical component and an original creative work generated by the student

Research Methodology and Procedures for Participant-Based Studies

Research Approach

This is a thoughtful, systematic discussion of your 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 that you discuss, albeit relatively briefly, those issues most central to your research approach. Depending on the particular research project, you may also consider it 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 you go about this discussion, it is important that, as in the literature review, you demonstrate your 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 you choose to adopt, it is important that you 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 the research methodology and its appropriateness to the topic.

The exact nature, content, and style of the discussion of the specific methodology is 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 you are familiar with the issues, concepts, authors, and literature most germane to the research methodology and why this specific methodology is appropriate for the study.

Participants

When writing the proposal, you 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 that you want to ensure that the selection of participants will adequately represent the research topic.

Participant-based research also includes the use of clinical case material—except studies available in public archives or in previously published sources. This means that researchers must obtain permission to use the clinical information from the patient or client, whose consent indicates that they approve what is used from their records and how it will be interpreted.

Important

Students may not recruit participants for their study until they have received approval of their ethics application and dissertation proposal.

Materials

Many studies utilize materials such as tests, images, or apparatus. 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, a brief summary should be included based on general findings as well as those specific to the study. For example, if a study is using the instrument to make predictions, then it would be crucial to include test-retest reliability and predictive validity. If using arts-based images, it would be important to describe them and discuss why they were selected for the research.

Research Procedures

This final major component of the methods section is a detailed, explicit, and concrete description of the processes and procedures you anticipate employing throughout the conduct of the study. This includes a description of how you will gather data and analyze it. If you have already discussed this elsewhere, this section may not be necessary.

Composing this section enhances a confident sense of your own direction and activity as a researcher. It will also provide readers with an unambiguous understanding of the specific research actions you plan to undertake. The description of processes and procedures also provides a basis for readers eventually to evaluate not only the degree to which you have 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.

Procedures for gathering data. 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, audio tape recording, video tape recording, etc.), 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, etc.).

Procedures for analyzing data. Regardless of the kind of data used for the study, you need to articulate the specific steps and procedures you plan 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 you have 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, etc.) but also with respect to any particular conceptual lens or lenses you plan to employ (e.g., transference, self, primary process, splitting, projective identification, transference, complexes, archetypes, developmental stages and processes, etc.). If you have thoughtfully discussed the interpretive set(s) in earlier sections, for instance in the section on the Literature Review, then you need only mention and name the interpretive set or sets again here and then refer the reader to the relevant preceding discussions.

It should be acknowledged that the analytic procedures may not be entirely clear to you in advance or they may change or emerge as the study progresses. In either of these cases you may want to state here that you plan to augment your present procedural prospectus 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/or 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 your participation in it.

Ethical Concerns

      Doing psychological research with human participants raises important ethical concerns that need to be anticipated in the planning of research, and navigated with integrity during each stage of research. For studies utilizing any human participants, the Ethics section of the proposal should discuss relevant ethical concerns having to do with the use of human participants as well as your integrity as a researcher in the conduct of the study. To these ends, the next sections will present the ethical principles derived from the American Psychological Association's ethical standards. As you develop the research design and complete this application for approval, keep the following basic ethical principles 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 the study with no coercion or harmful consequence should they elect not to participate. Participants must also be free to end their participation in the 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 that you choose for the study. You 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 your 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. It is not recommended that you do research involving such strenuous activity and/or geographical isolation. 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 or discomfort; psychological issues and painful memories may be reactivated. The documentation that you present to the participants must accurately reflect these considerations.
Dual relationship:	Pacifica prohibits the use of current patients or for research purposes since this situation constitutes a dual relationship—that of researcher and psychotherapist. The use of past patients for research is acceptable if the therapeutic relationship ended at least two years ago. Examples of case material include quoting directly from the patient, describing dream images or narratives, or excerpting case notes about the patient. All of these necessitate informed consent. That is, when students propose to use case material from their own practice, they must formally submit an ethics application to the dissertation chair, which ensures that the patient is informed of the nature of the study and is willing to have their psychological material incorporated in it.
	Other dual relationships include practitioner/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 you are seeking to understand a particular phenomenon you can simply state what that phenomenon is and that you are exploring this phenomenon and looking at 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, 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.

Important

Students may not seek participants for their study from among Pacifica students, staff, or faculty.

Students submit an ethics application to the chair along with the draft of the dissertation proposal, which is described in more detail below. Accompanying this application is one of two forms, depending upon the nature of the proposed research: either the Ethics Application for Approval to Use Participants or the Ethics Application for Research without Participants.

Research Methodology, and Procedures for Production-Style Dissertations

As discussed earlier, students with a prior degree or expertise in fine arts, film making, creative writing, digital design and production, or other related field, can use this expertise to produce a production type dissertation, if they can demonstrate (a) that it would be pertinent to depth psychologies; and (b) that at least one member of the dissertation committee has the methodological expertise to support their progress on the production component and competently evaluate the work.

A production type dissertation has two parts: one is a theoretical analysis written in the traditional genre of dissertation style; the other is a creative work that clearly supports and further illuminates the argument of the first part and is a necessary extension of the theoretical component.

- The first part, a theoretical analysis, must demonstrate how the production, together with the theoretical underpinning, makes a contribution to depth psychology with a special emphasis in the relevant specialization area (CLIE, DJA, DPT). This part must conform to APA formatting specifications.

- The second part, a creative production, is the original piece of the dissertation. It comes after and should complement the theoretical component, either as its demonstration, fulfillment or alternative form of expression. For example, it could assume the form of a film, a series of original artworks, a digital recording of a performance piece, a graphic novel, or memoir.

The completed dissertation will ultimately present, in a comprehensible form, a theoretical articulation of how the production represents the culmination of depth psychological studies and how, together, they make an original contribution to the field. In all cases, the length, structure, and content of this type of dissertation should be discussed with the Dissertation Development courses instructor while working on the concept paper.

(Later students proposing a production-style dissertation will discuss research design with the committee chair and the other two members of the committee. It will be essential to clarify the vision of the proposed project and its strong correlation with the theoretical component before beginning the creative work.)

All requirements for special equipment are the responsibility of the student. Further, many production type dissertations will require the guidance and assessment by a person(s) with expertise outside that of any core or adjunct faculty at Pacifica. In such cases, the chair may require that the external reader have a specific credential which will ensure that the student's production—be it fiction, memoir, film script, artwork, or any of the other possibilities listed below—meets the expectations associated with quality work in that particular genre. If the production type dissertation contains a multimedia element, please review carefully the Guide to Intellectual Property & Copyright and the Using Protected Materials.

Content and length of the Theoretical Analysis

The crucial element in all production type dissertations is to be able to demonstrate that the combination of the "production," along with its theoretical underpinning, contributes to the advance of research and deepened understanding in Depth Psychologies. For example, a production type dissertation must do more than simply reflect upon an aspect of the relevant depth psychology degree specialization. It should represent a creative re-working of the theory, images, dynamics, and patterns of phenomena studied in the field.

The theoretical analysis follows the same structure as that of a theoretical/hermeneutic dissertation. The minimum length is 100 pages in APA format, though the chair may require more. Length depends on the nature and extent of research involved in the production and on the nature of the production itself.

When laying out the proposed work, the student should consult closely with the committee members so that the exact nature and terms of the production type dissertation are clearly delineated. For example, if the student plans to produce a film or a creative writing product the committee members may have specific suggestions or requirements regarding the nature of narrative, plot development, paradigm, time, setting, and other elements of a non-fictional, or fictional work before the student even begins the creative project. Research in these areas may help the student determine more clearly the direction to proceed on the project.

If the production is an art installation in a gallery, documented as a video, or catalogue presentation, the student may be required to write a lengthy theoretical text, perhaps as long as a traditional dissertation, to amplify fully how the artistic vision may challenge, expand, or illustrate certain assumptions in the depth psychology specialization. .

The Production Component

The part of the dissertation that is the production, can take many forms and formats. Poiesis literally means "production," "formation" or "making," in images or action. A student writing or other form of creation does not relate a chronicle as much as it invents a world that is depth psychological, meaningful, and deepens events into archetypal experiences.

PhD candidates have received support with dissertations that include a wide range of cultural productions. Dissertations have been and currently are being created in the following categories:

Art and Literature	Painting, sculpture, photography, novel, novella, collection of poems,
Cultural Arts	Story-telling performance, theater as therapy, educational programs, and use of mythic themes as a therapeutic tool
Media	Video, film scripts, documentaries, and television series
Multimedia	Digital film, art installation with multimedia dimensions, an interactive web site, digital art and animation, video games, and interactive programs

The Challenges of using Multiple Media

Multimedia and interactive components can be both appropriate and stimulating additions to dissertations, but they can also be ineffective or distracting if not implemented correctly: improperly constructed materials can cause the dissertation to become completely unusable, or so confusing that no one can discern its value for the field. Therefore, a student embarking on such a project must keep in mind how uninitiated readers will access these materials and anticipate problems they might encounter.

The Dissertation Handbook certainly cannot cover all of the possible permutations of various types of dissertations outlined in this document. Students should consult with committee members for clarification on any of the topics discussed herein.

Examples of Production Type Dissertations

Writing a Novel or Film Script (CLIE may not allow this type of production)

Many novels, stories, plays, and films may contain mythological motifs. For example, it could be said that *West Side Story* re-tells the myth of Orpheus and Eurydice, that William Faulkner's chapter "The Bear" in *Go Down, Moses* retells a vision quest, and that Tony Hillerman's mysteries are based on Navajo myth and ritual.

These works could have been presented as the production part of a dissertation. But since the depth program is neither a literature department nor a film school, it would not be enough to provide only the creative piece. It is the theoretical presentation that qualifies the work as a scholarship and the capstone project for the doctorate. The theoretical work may discuss the creative process itself as a mythopoetic and psychodynamic enterprise, may analyze elements of the medium, experimental, or experiential engagement, or other elements of the production to demonstrate how it demonstrates the themes, issues and dynamics germane to The specialization's emphasis in depth psychology.

Visual Art

Examples of a dissertation in this category are: a series of paintings with depth psychological themes, elements of Indigenous stories woven or embroidered in a quilt or tapestry; or it could be an installation inspired by an approach that symbolically represents a series of historical characters.

In each of these examples, the student will need to investigate and discuss not only the history and hermeneutic interpretation of each symbol but also how the production itself is a representation and culmination of the engagement of the mythic imagination. It is not sufficient merely to demonstrate how the elements or the production as a whole is a work of artistic inspiration.

Multimedia Presentation

Imagine a dissertation that is an interactive multimedia program for teaching curricular concepts to the public. The theoretical development might discuss the relevant archetypal, sociopolitical, or ecological issues being explored, as well as the style and content of the stories in relation to that specific audience. However, it should also consider the ways in which story-telling itself is a mythic enterprise, and develop a scholarly theoretical argument that culminates in the production component as its ultimate expression.

Additional Possibilities

There are many possibilities for developing a worthy production component that draws on students' unique talents, skills and expertise in the arts, technology, and social sciences. Ultimately, the production should self-consciously demonstrate the meaning-making, creative capacity—while its theoretical counterpart should articulate and amplify the critical reflexivity of the student as its creator.

Limitations and Delimitations of the Study

If not already presented elsewhere in the proposal, students should discuss ways in which they have intentionally set certain parameters (delimitations) on the study, specifically in relation to

the scope of the research question, the demographics of participants, and texts or other primary research data. Likewise, students should discuss ways in which they anticipate that the research design itself may establish certain limitations with respect to the credibility of the findings. Finally, it is important to discuss, at least briefly, the ways in which relevant social, cultural, or historical contexts may influence the outcomes and implications of the study. Often, students will reflect upon this discussion after completing the research and when writing the summary and conclusions chapter at the end of the dissertation.

Organization of the Study

This section is a brief prospective overview of the dissertation as a whole. Such an overview will be tentative since, with many types of qualitative studies, the organization is likely to change as the research progresses. Nevertheless, the committee members need a clear sense of at least a "best guess" as to the direction the study might take. This section will be revised after the dissertation is complete to reflect the actual chapters within.

References

Whereas the concept paper may have included as few as a dozen source texts listed as references, the reference list for the proposal is considerably longer. **Students are expected to cite a minimum of 100 texts**. A thorough search of the literature to provide context for the study can produce many more.

Titling the Dissertation

Students should give some thought to the title of their dissertation, which can have no more than 12 words and fit on one or two lines. The best titles strike a balance between parsimony and completeness to communicate the central theme of the work in such a way that the reader feels curious to read more. The title can also help others interested in the topic find the dissertation in a digital search.

Students should make good use of the colon in their titles. Often a more "poetic" or evocative initial title is followed by a subtitle which includes the methodology, research approach, and in some cases, the population studied. For instance:

Finding Nemo: A Narrative Inquiry into a Parent's Experience of Child Abduction

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 entirely 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.

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, all students must submit one of two ethics-related forms along with the dissertation proposal: either the Ethics

Application for Research without Participants if the study will use no participants or the Ethics Application for Approval to Use Participants if the study will use participants.

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 research coordinator, 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 research coordinator to review the description of research procedures. When it meets their approval, both sign the Ethics Application 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. The dissertation chair emails the completed proposal approval forms to dissertation@pacifica.edu.

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 research coordinator for review.

3. The research coordinator 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 research coordinator's approval. If the research coordinator deems it is necessary, he or she may seek additional levels of ethical review from internal or external experts. Students and their dissertation chair should allow 4 to 6 weeks for this step.

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

5. Pacifica notifies the student of the approval of the ethics application by email.

Students who encounter irresolvable conflicts with the research coordinator 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 posts recruitment flyers, contacts prospective participants for pre-screening, or gathers any data.

For further resources and information, see the sections on ethics in the *Publication Manual of the American Psychological Association*.

Using Case Material

Many dissertations and the publications that result from these dissertations use case material, which present complex issues in processing and presentation for the scholar. 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 client 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) if altering these facts will not change the reasoning behind any conclusions that have been reached about the case.

- Wherever possible, change details regarding the client'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.

Securing Client Consent

In all instances, research will require informed consent. This is particularly true if the client 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 at least two years 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. At least one copy of the work is available to the public, a digital version 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, and keep copies of all correspondence.

- Students should allow at least four months to get necessary permissions prior to submitting the dissertation final draft to the committee.

- Students submit a full set of permission statements with the final draft of the work uploaded to D2L.

Students are required to complete, sign, and submit an Intellectual Property and Copyright Infringement form before 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

Intellectual Property

The term *intellectual property* refers to all ideas, information, creation, 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, more 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, 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.

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 use. 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, theses, 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, you may use up to 250 words. Additionally, you may use 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.

Music or Lyrics

Music reproduction is a topic of frequent interest these days, 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 you intend to reproduce them on a large scale. Fair use may protect you to a degree, as no legal precedent has yet been set for the reproduction of lyrics. Using no more than 10% is recommended; however, if you decide not to seek official permission to reprint lyrics, you do so at your own risk.

Photographs, Art Work, and other Illustrations

In most cases, expressed permission to use these must be obtained. For example, if you wish to use a strip from *Calvin and Hobbes*, you 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 you snapped the photo. If you wish to use a picture of the Guggenheim, you may be required to obtain written permission to use the image. Most art and architecture books include an extensive section of items listed as "[re]printed with permission." Also, finding an image on a website does not imply that it is free of copyright restrictions or fees. If you intend to use a photograph of a person, you will need to written permission to do so.

For paintings, you 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, this 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, you may not alter the integrity of copyrighted art work or make your own modifications.

Videos, Movies and Multimedia
You 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 datasets, up to 10%, or 2500 fields, or cells (whichever is less) may be used.

Requesting Permission to use Copyright Protected Materials
If you would like to use copyrighted materials, 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, you will need to write to the copyright holder to request permission. Below is a sample letter that students can adapt to request permission.

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 Depth Psychology with emphasis in _____. 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.

My dissertation will 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 that includes information such as publisher, where an art piece is housed, etc. 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 and students will not receive an official transcript or formally earn their doctorate.

Attaining 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 gives the student the okay about when to send the revised and/or 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 emailed to dissertation@pacifica.edu: (a) Intellectual Property & Copyright Infringement form, (b) approved ethics application, and (c) three Proposal Approval Forms (one from each committee member). When all forms are on file, the proposal will be formally approved and the student will receive email confirmation.

Step Five: Completing the Dissertation Research

Once the dissertation proposal has been formally approved, the student may go on to conduct the study and complete the work. The student completes the research under the supervision of the chair who remains, as before, the student's primary mentor.

If you have developed a thorough and effective research proposal, this next phase of your research can be quite exciting. First gathering your data, then analyzing your data, and, finally, writing up your findings can all prove to be deeply rewarding, enriching and edifying. It is important to make good use of your committee during this time, particularly your dissertation chair.

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

How you organize your dissertation manuscript, subsequent to your proposal will depend largely on the nature of your 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 your 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 the data. In addition, they typically include one or more chapters devoted to summarizing the findings and discussing the implications. Qualitative, participant-based dissertations and text and arts-based dissertations are typically 200 pages or more. In contrast, quantitative, participant-based studies are usually less than 100 pages.

The Final Chapters of the Dissertation

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

Presentation of Findings

Both qualitative and quantitative 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.

Findings in 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. These are divided into a Results and a separate Discussion chapter. In other words, initially include only the amount of explanation necessary to help readers understand the basis of the data; you 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 readers to make an independent judgment about the significance of the data and findings. You must not withhold anything from readers that would prevent their judgment. Having offered this detailed presentation of findings you then present a condensed restatement of those findings in a succinct, highlighted form.

Findings in Qualitative, Text, and Arts-Based Studies

The very nature of qualitative research—regardless whether the study uses participants, textual, or arts-based sources—precludes the possibility of any general format for the findings section. It is, and should be, profoundly shaped by the findings themselves. Yet regardless of the particular kind of study, the most effective discussions of findings and implications include, wherever relevant, the following components:

- a brief retrospective of the nature and structure of the study as a whole, including the research design and methodology

- a condensed reiteration of the significant findings integrated with a thoughtful, comprehensive, well integrated discussion of their meaning or significance

- a discussion of the implications of the research now and for the future, including the implications of your work for the development of depth psychology

- suggestions for further study or methodological development, and, if not already discussed, any social, cultural, or ethical implications that deserve attention

The statement of the study's findings or conclusions will naturally include your own interpretive description and comment of the study as a whole: that is its purpose. However, it is still important to present the information in such a way that readers can make an independent judgment about the overall significance and implications. It is imperative that you not withhold anything from readers that would prevent this judgment from being made.

Conclusion

How you choose to close your dissertation is a matter of personal discretion. Many students simply 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 depth psychology and, perhaps, contemporary life. Other students choose a more creative synthesis, for example, by pointing to essential depth psychological meanings for the past, present, and future. Still other students choose to do both. This final decision rests with you.

Assembling a Complete Manuscript for 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 the list of references used and any appendices.

Some students may have submitted individual chapters for committee review, or submitted all chapters at 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), the acknowledgments page (optional), the table of contents, and the list 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 text, 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 the text) 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. The 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. 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.

Because dissertations are now widely available via the Internet, students may also wish to 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. 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 the font, style, and indentation used throughout the body of the work.

Table of Contents

A table of contents, with page numbers, is required in all dissertations. It should include an entry for the first two level headings, and may also include entries for subsequent (lower) level headings in the manuscript, properly indented and formatted. At the end of the Table of Contents, include a style note at the bottom of the page 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* (2020–2021).

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 two or more headings 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."

If you set up heading styles in Word that conform to the APA specifications, you can, with a few keystrokes, correctly and consistently format each heading level throughout the manuscript. Even better, Word will use these styles to automatically generate a correct Table of Contents with accurate page numbers, which you can update to reflect changes in the manuscript with a few keystrokes.

If you create the Table of Contents manually, be sure that the wording of each heading in the table exactly matches the heading in the body of the work and format them correctly. To do this, first determine how many levels of headings you use throughout the manuscript: two levels, three levels, four levels, or five levels. Different chapters may call for different depth of levels; this is acceptable.

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 later 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.

Running head: SHORTENED TITLE

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
Depth Psychology

with emphasis in
[Name of Specialization]

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]

(Please note that in the actual dissertation, ii should be placed in the upper right-hand corner of the page)

Sample Abstract Page

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

Abstract

[Title of Dissertation as printed on title page]

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.

Adding Captions to Figures and Images

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. Captions should be succinct and descriptive, and include the following elements: Figure number, its title, name of the artist, brief explanation of the figure, source of the figure/image, and either the phrase "Reprinted with permission" or "Public domain."

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 appendixes. 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.

Using Your Own Published Articles in a Dissertation

No reprints (or offprints) of your published articles or other publications can be substituted in place of the completed doctoral dissertation. However, there are two alternatives if you wish to include such reprints in the finished dissertation: (a) the reprint may be included in its entirety, but must be confined to the appendixes 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 Final Draft Approval/End of Registration

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 revisions cycles before all three committee members approve the final draft.

When you submit the final dissertation draft to any of the committee members, include copies of the Approval of Dissertation Final Draft form. 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 the dissertation is approved, students begin preparing the manuscript for publication.

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 will take place, without necessity of further enrollment, if the student's PTL has not expired.

The Dissertation Office will notify the student and Registrar's Office of the date of their final dissertation draft approval. This date determines the last day of enrollment in Dissertation Writing. The student is then placed on a type of leave of absence (unless there are other degree requirements to complete) that maintains good enrollment standing while they complete the dissertation edits and defense. The student has until the end of their program time limit or a maximum of a year to complete their edits and defense, whichever comes first. The Registrar's Office will email a letter to the student's my.pacifica.edu account to confirm the enrollment update and/or directions to complete any remaining degree requirements.

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 submit 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.

- The proofread manuscript may *only* be submitted 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 to Pacifica

Students submit two copies of the proof-read work via D2L: the marked-up copy showing the proofreader's edits in Word format, and the final, clean copy with the edits incorporated in PDF format.

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 ProQuest for their personal use or for friends and family. These copies will be available through ProQuest once the dissertation is published after graduation.

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 complete Step 6—with an approved publication-ready dissertation, have submitted all required forms, and are in good standing with the Student Accounts Office—they may begin the final step, the oral defense.

Scheduling the Oral Defense

Scheduling the oral defense is a coordinated process involving the student, committee, and, optionally, Pacifica's dissertation administrators. It begins when Step 6 is complete. The student and chair find a convenient time for all committee members to confirm the date, time, and location of the oral defense. Then, and only then, is the actual dissertation defense date official. (Please do not make non-refundable travel arrangements for a residential oral defense until Pacifica confirms the defense date.). When they have chosen a defense time, the chair schedules the defense with the Dissertation Office. The Dissertation Office works with the AV Department to create a meeting link.

An announcement is emailed to the student's cohort, faculty and staff, and posted on the Pacifica Dissertation Oral Defense webpage (http://www.pacifica.edu/about-pacifica/pacifica-graduate-institute-student-services/dissertation-oral-defenses). A Zoom link, announcement page, and instructions will be emailed to the student and committee before the defense. During the defense the chair opens the meeting, hosts the defense process, and closes the meeting.

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. 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:

- 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 organize and remember what you plan to say, and/or create a PowerPoint for coherence and visual interest.

- Rehearse the dissertation presentation out loud beforehand. You will need to condense or discard aspects of the research for the sake of clarity and brevity.

- When fielding a question, pause a moment to collect your thoughts. Thoughtful, well-considered answers are more impressive than rambling ones.

- If you do not understand a question, ask the speaker for clarification. If you do not know the answer to something, say simply that you do not know.

- Avoid slipping into defensiveness. Their questions are intended to probe more deeply into the study, including its limitations.

- 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 when a student has successfully completed all academic program degree requirements. (Pacifica encourages a student to allow a two to four 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 an official transcript andinquire about commencement.