**Chapter 4 – Program Guidelines**

Psy.D. in Clinical Psychology

The Department of Clinical Psychology

**The Dissertation Timeline**

Below you will find the timeline for completion of the dissertation. Please pay close attention, as this timeline spells out the courses you must register for, as well as the requirements for receiving passing grades in those courses and for proceeding smoothly through the internship application process.

**Third Year - Fall Semester**

* **Proposal Development Seminar - PY 630**

This course will assist students to complete their dissertation proposal. By registering for a particular Proposal Development Seminar (PDS), students agree to complete their dissertation within the areas of expertise/approved methodologies of the Instructor; the Instructor will automatically become the Chair of each student’s dissertation. This course has been designed to provide a supportive and structured environment in which students will finalize a topic, conduct a comprehensive literature review, write their dissertation proposal, and prepare an IRB application (if appropriate). After completion of the PDS, the same cohort of students will continue to meet in Dissertation Maintenance classes throughout the following 4 semesters. Although the format and content of Dissertation Maintenance classes may differ from the PDS, both courses are structured to provide students with support, peer interactions and structure necessary to meet dissertation goals.

To successfully complete the course, students will have:

* received dissertation proposal approved from the Chair; very minor edits to the final draft that still need to be completed are acceptable, but the final completed dissertation proposal including these edits must be turned in to the instructor by the first day of the Spring semester
* completed their Strategic Plan for completion of dissertation
* completed the IRB application draft
* chosen a committee member and received their basic approval of direction and basis of dissertation

**Third Year - Spring Semester**

* **Dissertation Maintenance I - PY 641**

To successfully complete the course, students will have:

* Received committee member approval of the dissertation proposal
* Obtained copyrighted permission for any measures used (if needed)
* Submitted the Chair-approved IRB application no later than **March 31**
* Begun work to complete the dissertation proposal upon IRB approval
* Proposal submitted to reader
* Proposal defended no later than the **end of the Spring semester**
* Begun data collection

**Third Year - Summer Semester**

* **Dissertation Maintenance II - PY 642**

To successfully complete the course, students will have:

* Data collection (student will have 7 months to complete collect data)

**Fourth Year - Fall Semester**

* **Dissertation Maintenance III - PY 643**

To successfully complete the course, students will have:

* Collected 50% of the data (mid-fall) before submitting internship applications. Specific dates will vary depending on applications due dates for varying sites. Student is responsible for identifying dates and informing chair of their intent to apply prior to submitting their application. **The student’s chair will approve the student’s intent to apply for internship based on amount of data collection as indicated above.**
* For program development the full program (including most materials) is completed
* Completed 80% of data collection by the **end of Fall semester**
* Please note that this semester is extremely busy for the internship applicant, as the process of creating internship applications is very demanding. Students should plan ahead to manage their dissertation workload this semester as needed.

**Fourth Year - Spring Semester**

* **Dissertation Maintenance IV - PY 644**

To successfully complete the course, students will have:

* Submitted completed results (for quantitative, statistical analyses completed; for qualitative, all transcriptions and first analysis completed), prior to internship match mate (**approx.** **Feb 1**). Students will be pulled from the match process if results are not complete and submitted to dissertation chair
* Received committee member approval of dissertation
* Revised the dissertation as needed to receive permission to proceed to oral defense
* Submitted first draft of dissertation (**March 15**)
* Submitted second draft of dissertation (**May 15**)
* *Please note that to receive permission to rank order internship preferences, completion of results section is required*

**Fourth Year - Summer Semester**

* **Dissertation Maintenance V - PY 645**

To successfully complete the course, students will have:

* Schedule defense meeting by the second week of second semester
* Defended the dissertation successfully **prior to your internship start date** (**Approximately June**)
* Incorporated all required committee revisions
* Forward the dissertation for copy editing
* Please note that to proceed to internship, the student must have defended the dissertation successfully.

**Fifth Year**

* (Registration for internship negates the need for additional dissertation registration)

Prior to degree conferral, students will have:

* Submitted all forms required for microfiche, copy writing, etc..

**Dissertation Methodologies**

The Psy.D. Program is committed to providing students with opportunities to conduct rigorous research, while staying true to the missions of TCSPP and NCSPP. Thus, in addition to the traditional empirical dissertation, which is an acceptable methodological option the following four types of doctoral projects are additional methodological options for meeting program requirements.

These methodologies are designed to enable students to utilize their writing and reasoning skills to develop works of scholarship that are particularly useful and germane to the work of a practicing psychologist.

**Option 1: Clinical Program Development& Evaluation**

Consistent with the institutional goals of community service and embracing diversity, the *Clinical Program Development & Evaluation* option requires students to actively engage in service to populations that are typically under-served due to myriad issues of socio-economic oppression. Students achieve this by creating measureable, sustainable and systemic improvement in a specific area of community mental health service.

Students will design and implement a new short program or brief intervention (e.g. training, psychoeducation workshop, short-term process group, community intervention, outreach program, etc.) and address how it would be implemented. Students must include in their literature review an empirically-based, well-argued rationale for the intervention based on current and relevant literature. They will explain, in detail, how the program should be implemented, and provide a description of ways the execution and outcomes of the program could be assessed (including identifying appropriate formative and/or summative measures).

Students selecting this option will be required to:

1. Form a working relationship with a community-based mental health service agency (or similar agency) for the purpose of identifying a very specific and circumscribed area of need or issue to be addressed. Ideally students would identify and begin communication with potential participating agencies in year two of the program (to be included in Chapter 1)
2. Survey the relevant literature (emphasizing that which is empirically based) about the effectiveness of approaches for addressing particular need/issue (to be included in Chapters 1 & 2)
3. Draft a literature review that is empirically-based and includes a well-argued rationale for the proposed intervention that includes how this intervention will effectively address problem identified by agency and refined by the student in consultation with the agency (to be included in Chapter 2)
4. Propose a short-term program/intervention, with clearly operationalized goals, designed to address the above-referenced need/issue. The proposal should explain, in detail, how the program should be implemented (to be included in Chapter 3)
5. Format the information described in item 4 (above) into a program guide or curriculum (Appendix A – referenced in Chapter 3). The program guide/curriculum should be comprehensive enough that anyone wishing to replicate this brief intervention would be able to do so. This manual should self-contained, such that readers are able to implement the program without additional input or training from student. It should include (at minimum):
   1. Introduction
6. Target population (should discuss relevant issues of human diversity)
7. Detailed outline of information to be communicated (e.g. PowerPoint slides and accompanying notes describing slides)
8. Presentation script (optional)
9. Materials (e.g., handouts, literature, etc.)
10. Duration of intervention
11. Description of exercises and/or activities
12. Evaluation methods
13. Propose a method for evaluating the effectiveness of the program/intervention (e.g., identifying appropriate formative and summative measures). (NOTE: Program should be limited in scope so that it can be implemented and evaluated in a short time frame)
14. Submit Chapters 1-3 for IRB approval
15. Implement the program (including outcome measures) according to implementation plan outlined in Chapter 3
16. Analyze date and report outcomes (to be included in Chapter 4)
17. Discuss outcomes, implications for future work and conclusions (to be included in Chapter 5)

Course Requirements:

Students who select this option must complete PY 616L Research Methods IIa: Program Development and Evaluation.

**Option 2: Treatment Manuals**

This option requires students to contribute to the profession by proposing a new technique for treating a distinct and specific disorder or syndrome (i.e., constellation of symptoms) or other issues as approved by chair. The technique described in the manual must be empirically-supported, and the manual must include a plan of evaluation. Manuals should describe work that is either original or that is a new application for extant treatment models (e.g., modifying evidence-based practices to meet the needs of diverse populations). The work must consider theoretical orientations, conceptualizations of etiology and/or factors that sustain and perpetuate the disorder for which treatment is being proposed. The proposed treatment must give careful consideration to psychosocial and environmental issues and must be designed to meet the needs of a marginalized or oppressed population. This work must be accompanied by a scholarly literature review (paying careful attention to evidence based practice) and rationale for the treatment. While there are some similarities to Option 1, it is broader in its scope of applicability. Rather than being focused on a population at a specific agency, this manual is designed to have relevance for anyone in the target population who has been diagnosed with the disorder addressed by the proposed technique.

Students who select this option will be required to do the following:

1. Identify a particular disorder to be addressed (to be included in Chapter 1)
2. Identify a target treatment population (this should be a marginalized/oppressed population) (to be included in Chapter 1)
3. Survey the relevant literature (emphasizing that which is empirically based) that describes standards of practice, evidence based practice and related theories, etc. (to be included in Chapter 2)
4. Draft a literature review that is empirically-based and includes a well-argued and culturally relevant rationale for the proposed treatment (to be included in Chapter 2)
5. Propose appropriate clinical intervention(s), with clearly operationalized goals, procedures and outcomes, designed to treat address the above-referenced disorder/issue. The proposal should explain, in detail, how the treatment should be implemented (to be included in Chapter 3)
6. Format the information described in item 4 (above) into a treatment manual (Appendix A – referenced in Chapter 3). The manual should be comprehensive enough that anyone wishing to replicate this brief intervention would be able to do so. This manual should self-contained, such that it readers are able to implement the program without additional input or training from student. It should include (at minimum):
   1. Introduction (including an evidence-based rationale for the treatment)
   2. Target population (should include discussion of relevant issues of human diversity)
   3. Detailed description of interventions
   4. Specific instructions for carrying out interventions
   5. Detailed description of necessary training or practitioner qualifications
   6. Materials needed
   7. Duration of intervention
7. Description of exercises and/or activities
8. Evaluation methods
9. Propose a method for evaluating the effectiveness of the treatment (to be included in Chapter 3)
10. Submit Chapters 1-3 for IRB approval
11. Implement the treatment/intervention according to implementation plan outlined in Chapter 3
12. Measure the effectiveness of the treatment (to be included in Chapter 4)

Course Requirements

Students who select this option must complete PY 616L Research Methods IIa: Program Development and Evaluation.

**Option 3: Formative and Summative Clinical Program Evaluation**

As is the case in Option 1 above, the *Formative and Summative* *Clinical Program Evaluation* option requires students to actively engage with agencies that provide services to populations that are typically under-served due to myriad issues of socio-economic oppression. In this option the agency is the “client.” Here, students will take an aspect of an existing program that is either currently in operation, or is ready to implement, and conduct formative and summative evaluations. Students will draw upon both quantitative and/or qualitative methods of inquiry to assess the effectiveness of the program.

The evaluation of the program should contain at least *three* of the following five elements:

1. **Quality Assurance**: Compares program procedures to existing best practices, and evaluates the degree to which procedures are appropriately implemented. (*Question answered: Are the current interventions being carried out appropriately/according to protocol?)*
2. **Implementation Evaluation**: For programs that are ready to be implemented but not currently in operation, this element offers a plan for program implementation, monitors the implementation process according to an established rubric, and collects data to track adherence to the rubric. (*Question answered: Was the program implemented according procedure?)*
3. **Response Evaluation**: Tracks the specific and nuanced responses participants have to the program, as presented, and may include measures of client satisfaction, symptom amelioration, behavioral responses (i.e., appointment keeping, early termination, etc.) (*Question answered: How do participants perceive the program?)*
4. **Proximal Outcomes or Impacts**: Uses pre-post measures related to specific issues, problems or symptoms the program is designed to address. (*Question answered: Does the program work?)*
5. **Distal Outcomes or Impacts**: Collects and analyzes follow-up data to determine whether or not proximal gains are maintained. Also measures the effect outcomes have on specific behaviors/impacts of interest. (Most often combined with quasi-experimental or experimental designs.)*(Question Answered: Are the changes maintained and/or do the measured outcomes translate into long-term behavior changes?)*

**Students who select this option will be required to do the following:**

1. Form a working relationship with a community-based mental health service agency (or similar agency) for the purpose of identifying a program that the agency would like to have evaluated. Ideally students would identify and begin communication with potential participating agencies in year two of the program. (to be included in Chapter 1)
2. Work with the agency to identify and articulate specific and operationalized “research questions” to be answered by the evaluative process.
3. Draft a thorough description of the program, carefully identifying the specific elements that are to be evaluated.
4. Survey the relevant literature (emphasizing, as much as possible, that which is empirically based) that articulates standards of practice (specific to the questions being posed) for programs such as the one being evaluated(to be included in Chapters 1 &2)
5. Draft a literature review that is empirically-based and includes a well-argued rationale for the methods of evaluation and that describes how these methods will effectively answer the question(s) posed by the agency. (to be included in Chapter 2)
6. Propose an evaluation plan, with clearly operationalized goals, designed to address the above-referenced question(s). The proposal should explain, in detail, how the program will be evaluated. (to be included in Chapter 3)

This plan should include:

1. Clear description of the program
2. Clear identification of the elements of the program to be evaluated
3. Detailed description of the methods to be used to conduct the evaluation
4. Detailed description of the measures to be used to evaluate the program (copies of measurement tools should be included in appendices)

7. Submit Chapters 1-3 for IRB approval

8. Conduct, upon receipt of IRB approval and dissertation chair, evaluation according to above-described plan

9. Report outcomes (to be included in Chapter 4)

10. Discuss outcomes, conclusions, implications for the “client” agency (including arguments for improvement) and for future work in the profession at large

Course Requirements:

Students who select this option must complete PY 616L Research Methods IIa: Program Development and Evaluation.

**Option 4: Empirical Research Project**

Follows guidelines for Dissertation as specified in the Chicago School’s Dissertation Manual (Summer 2013)

Course Requirements:

Students who select this option must complete PY 618L Research Methods IIb: Advanced Statistics and Research Methods.

**Timeline for Completion (All Options):**

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| **Year in Program** | **Activity** | **Corresponding Courses/Activities** |
| 1 | Attend “Brown Bag” describing dissertation options | Statistics Proficiency Examination |
| 2 | Identify type of dissertation and, if applicable, identify potential participating agency(ies) | Research Methods I  Research Methods II (a or b)  Statistics I  Statistics II  Independent work with advisor and/or faculty member who may be likely to be dissertation chair. Students will also be required to attend a meeting to provide guidance in this area. |
| 3 | Draft chapters 1-3 and defend proposal; submit to IRB | Proposal Development Seminar  Dissertation Maintenance I  Dissertation Maintenance II |
| 4 | Implementation and data collection (chapter 4 must be completed prior to match process); Final Defense | Dissertation Maintenance III  Dissertation Maintenance IV  Dissertation Maintenance V |
| 5 | Copy Editing  Write article based on dissertation and submit (along with dissertation chair) to peer-reviewed journal for publication | Independent work with dissertation chair |