

# **DOCTORAL PROJECT HANDBOOK**

**Albizu University**

**Miami, Florida**

# **DOCTORAL PROJECT**

## **Introduction**

The Doctoral Project is the culmination of the educational experience leading to the Psy.D degree and reflects the candidate's mastery of competencies involved in the conceptualization, planning, execution, critical analysis, and written and oral presentation of a formal research or professional project. The Doctoral Project also demonstrates that the student is capable of the scholarship, intellectual sophistication, and psychological insight expected of a professional at the doctoral level.

## **Major Steps in the Doctoral Project Process**

The following is a list of the basic steps involved in completing the Doctoral Project.

1. The student should consider ideas while taking classes, working with clients, or through conducting research. The student may benefit from a tutorial with the librarian on how to locate articles using multiple search databases. The student should read current journal articles and speak with faculty members to explore basic topics, controversies, and general research regarding an area of interest.
2. Students begin their Doctoral Project upon successful completion of the first 6 semester training blocks.
3. Students are required to enroll in a minimum of four academic sessions total: one of Doctoral Project Seminar (PSYD 901) and three (3) of Doctoral Project (PSYD 900). Each session is worth one credit for a total of four credits. It is expected that students complete their doctoral project before they begin internship. Students enrolled in Doctoral Project (PSYD900) are considered fulltime students. Students who have not

- completed their doctoral project after finishing their internship must register for PSYD900 for 0 credits until the project is completed. They will not receive financial aid for these additional sessions of PSYD900 and will pay the corresponding fees as stated in the Schedule of Tuition and Fees section of the Academic Catalog.
4. Students receive a grade of Pass or No-Pass for each session they are enrolled in the Doctoral Project and Doctoral Project Seminar. Students receiving a grade of “No Pass” in Doctoral Project Seminar or Doctoral Project will need to repeat it to obtain a grade of “Pass” and they will be engaged in a remediation plan to assist them in overcoming the difficulties that led to the grade of “No Pass”. Students who do not show progress in the areas being addressed by the remediation plan may be placed on probation and if these difficulties persist, they may be dismissed from the program.
  3. The student must find a qualified mentor who is willing to be the Project Director and notify the Doctoral Project Coordinator of his/her choice. This is typically completed while the student is enrolled in Doctoral Project Seminar (PSYD901). The student must find another mentor to be the Project Member. The Project Director and Project Member constitute the committee. The student and both members must complete and sign the “Selection of Doctoral Project Committee” form once their committee is formed and hand it in to the Office of the Doctoral Project Coordinator. At least one committee member must be a core faculty member of the Psy.D Program.
  4. With the agreement of the Project Director, a student may write a proposal, which typically entails a complete Introduction and Method section. Many revisions may be necessary.

5. After the Project Director has approved the proposal, it may be submitted to the Project Member for further feedback and revisions.
6. Once the revisions are completed and approved by the committee, the student may schedule a “Formal Working Meeting”. This meeting requires an oral presentation and discussion of the proposal. If the project requires human subject data collection, the project proposal must be submitted to the Institutional Review Board (IRB) for review and approval.
7. After the proposal is approved by the Doctoral Project Committee (and IRB if necessary), the student will follow through with the methodology.
8. The student will conduct the project and expect to do several revisions.
9. After the Project Director approves the project, it should be submitted to the Project Member for more input and revisions.
10. After the revisions are completed and approved by the committee, the student will schedule and hold a “Final Doctoral Project Oral Presentation.” Students cannot hold a Formal Working Meeting and Final Oral Presentation in the same academic session. Manuscripts will be checked using plagiarism detection software prior to a student being allowed to move ahead with the “Final Doctoral Project Oral Presentation.”
11. In order to complete the Doctoral Project process, one copy of the final written project that is signed by the student and Committee members must be submitted to the AU-Miami Campus library. In addition, the student must email the project’s abstract, approved by his/her Doctoral Project Committee, to the library. If the student fails to submit the signed Doctoral Project to the library during the session in which the oral

presentation took place, the student is considered active and must pay the Doctoral Project fee for each session until the Doctoral Project process is completed.

12. The Doctoral Project Coordinator will sign the “Completion of Doctoral Project Process Form,” which is submitted to the Registrar and informs the Registrar that the student has completed The Doctoral Project.

## **Selection of a Topic**

### *General Considerations*

It is important that the student take special care in selecting a topic for the Doctoral Project. Different psychological topics can be explored and identified (*e.g.*, efficacy of a particular type of cognitive behavior therapy for a specific problem, gender-specific treatment of problems related to trauma, cross cultural variables that influence marital expectations, stress-related factors associated with substance use disorders, *etc.*). These topics may emerge from considering the various theories and issues presented in courses, perusing professional journals, working with the complexities of patients' problems, or recognizing issues or observations from the student's own life. It is never too early for a student to begin discussing his or her interests with the Faculty.

After the initial selection of a general project topic, the student needs to narrow the topic focus. This is best accomplished by reading current articles in professional journals. While doing this reading, the student should try to find specific issues or approaches of interest. The ultimate goal of this preliminary research is to establish a specific purpose, goal, and set of questions or hypotheses for the Doctoral Project and develop a brief concept paper (submitted during the Doctoral Project Seminar). Practical details relating to feasibility are important in considering a project. In selecting a manageable Doctoral Project, primary consideration should

be given to the quality of the end result. It is usually better to be able to cover a specific topic in depth than to give general coverage to a relatively broad topic. The topic of the Doctoral Project must be primarily psychological in nature and not drawn from another subject area such as education, religion, history, or law.

The Doctoral Project requires a comprehensive investigation that is relevant to the professional practice of psychology. There is significant latitude in the type of project students may complete. Acceptable projects include:

- A. An empirical study
  - Use of a primary research dataset to test hypotheses, which have a direct and important impact on psychological theory or address an immediate practical issue or problem in psychology.
- B. Exemplary evaluation of a particular program, treatment, or intervention
  - Evaluation of an existing mental health program. The evaluation is expected to be exemplary by including a needs assessment, empirical evaluation of clinical services, cost-benefit analyses, *etc.* and by considering multiple perspectives.
- C. A newly designed and original program, intervention, or technique.
  - Design of a mental health program or intervention clearly based on systematic, empirical research and theory. Clinical techniques must be justified and described in concrete detail. Budget, staffing, funding, physical facilities, and program evaluation design are all expected to be presented in detail.
- D. A thorough literature review with a meta-analysis

- meta-analysis is a statistical method of combining the results of a number of studies that address a set of related research hypotheses. Meta-analysts translate results from different studies to a common metric and statistically explore relations between study characteristics and findings.

E. A newly developed and needed psychometric assessment.

- The need for the psychometric assessment must be justified and its development must exemplify good item writing, item analysis, reliability analysis, and validity studies.

F. A translation and norming of an existing and important instrument.

- The need for the translation must be justified. The instrument must be translated and back translated. The translated instrument must be field tested and normed.

G. A thorough literature review and exemplary case study.

- A case study encompasses diverse practice and foci. It is an intensive study of an individual person, family, group, *etc.* with unique characteristics not well studied. A case study must be clearly embedded in a thorough literature review. The information must be richly detailed and usually in narrative form. See *Clinical Case Studies* for examples.

H. A comprehensive and systematic review of the literature.

- A systematic review typically tries to answer a specific clinical question or questions in depth. The student will summarize past

research by drawing overall conclusions from many separate investigations that address related or identical hypotheses. A research synthesis typically presents the author's assessment of 1) the state of knowledge concerning the topic of interest, 2) critical assessments of the strengths and weaknesses in past research, and 3) important issues that research has left unresolved, thereby directing future research so it can yield a maximum amount of new information. The literature review must be thorough, insightful, and clearly based on systematic, empirical research, theory, and/or scholarly work.

Regardless of the type of project selected, all projects must conform to AU and APA format and ethical guidelines and must be of publishable quality. All Doctoral Projects must demonstrate doctoral-level insight and intellectual sophistication. All materials and information obtained from the published literature or personal communication must be appropriately cited.

### **The Doctoral Project Committee**

The Doctoral Project committee guides and evaluates the student throughout the process. The Committee has the power to set specific limits or criteria that are appropriate for a student or topic. The Committee consists of a Project Director and one Project Member. At least one committee member must be a core faculty member of the Psy.D Program.

In most cases, the Project Director will be a core faculty member of the Psy.D. Program. Other professionals may be permitted to serve in this capacity under special circumstances and with special written approval from the Doctoral Project Coordinator. Such circumstances may include: 1) the individual has expertise in a particular area as evidenced by significant clinical



work or scholarly publication(s), or 2) the individual directs a research program and has agreed to share data with an AU student. In some instances, a person with an earned doctoral degree in a field other than psychology from an accredited program, but related to the topic of the Doctoral Project, may also be acceptable. However, the student must justify that person's credentials to be a Committee Member to the Doctoral Project Coordinator and obtain special written approval.

Any professional psychologist who has a doctoral degree in psychology from an accredited institution can serve as committee member. In some instances, a person with an earned doctoral degree in a field other than psychology from an accredited program, but related to the topic of the Doctoral Project, may also be acceptable. However, the student must justify that person's credentials to be a Committee Member to the Doctoral Project Coordinator and obtain special written approval.

The role of each of the Committee members is discussed below.

### ***Project Director***

The Project Director is the person who is primarily responsible for supervising and monitoring the student. He or she is the first person with whom the student should consult when guidance or encouragement are needed. Thus, the Project Director serves as the mentor, chief advisor, and guide. The Project Director is responsible for overseeing and evaluating all details of the process and assuring the quality of the project. He or she must meet with the student at least twice each academic session. The Project Director must be present for the Final Oral Presentation. No one may substitute for a Project Director at any of these meetings.

It is the responsibility of the student to find a qualified person who is willing and able to serve as his or her Project Director. A Project Director will typically be identified in the semester that the student is enrolled in Doctoral Project Seminar (PSYD901). Careful consideration

should be given to the selection of the faculty member who will serve as the Project Director. He or she should have expertise in most aspects of the project; *e.g.*, research competence, knowledge of the specific topic, knowledge of AU procedures, *etc.* If the student is unable to recruit a suitable Project Director, he or she must inform the Doctoral Project Coordinator in writing.

The Project Director must approve the student's proposal and final manuscript before submitting them to the Project Member for review. To ensure that the Project Director has approved the proposal or project, he or she must sign and date the cover page of the approved version or send an e-mail communication stating that the proposal or project is ready to be reviewed by the Project Member. The Project Member should not accept a proposal or Doctoral Project without the signature or e-mail communication.

The Project Director must approve the final draft of the Doctoral Project Abstract before the student can turn in the document to the Doctoral Project Coordinator.

### ***Project Member***

The Project Member assists the Project Director to ensure that the project meets the high standards expected of doctoral-level students. Project Members are selected to compliment the competencies of the Project Director. The Project Member is expected to attend the Formal Working Meeting and Final Oral Presentation. If the Project Member is absent, then the formal meeting or oral presentation may not occur.

As stated above, the Project Member is given the written proposal or project only after the Project Director has carefully read and approved of its quality. The Project Member may ask the student to rewrite or revise any portion of his or her proposal or project. The Project Member, like Project Director, may not allow the student to proceed with the IRB

submission/data collection process, Formal Working Meeting, or Final Oral Presentation until the written project achieves an acceptable level of quality.

### ***Doctoral Project Coordinator***

The Doctoral Project Coordinator (or his or her designee) serves as an ex-officio member of the committee and as AU's official representative on the Doctoral Project Committee. Should the student or Project Director encounter logistical, research, or interpersonal difficulties that they cannot solve, the Doctoral Project Coordinator will act to resolve them. The Doctoral Project Coordinator or his or her designee also evaluates all Doctoral Projects for compliance with AU policies and procedures. The Doctoral Project Coordinator tracks student progress on the project and if necessary, may dictate a specific timetable for project completion.

### ***Student/Committee Interaction***

It should be clearly understood that the student is responsible for the quality of the project as well as its completion. Nevertheless, the Project Director, specifically, and the Committee as a whole are expected to evaluate the quality of the project. Any member may reject any aspect of it, require additional work, or require revisions.

The Project Director and the student together establish a realistic timetable and meeting schedule for completion of the project. At the beginning of each academic session, each Project Director-student dyad is expected to negotiate a specific working plan for that academic session with measurable goal(s) to be accomplished. Examples of such achievements are turning in a concept paper or giving a topical outline of the Introduction to the Project Director. These plans are documented in the academic session packets to be found in Figure 1. Students are expected to achieve the goal(s) set for each session. Failure to do so may result in the student receiving a 'No Pass' (NP) in PSYD900 for that session. Students are responsible for seeing that these

forms are appropriately completed. **For each academic session, the working plan must be negotiated, written, and signed by both parties.** Ideally, meetings between the student and the Project Director should occur at least monthly with a minimum requirement of two meetings per academic session. In cases in which the student is away on internship or geographically distant from the Project Director, meetings are to be held by telephone or web-based platform. In any case, the student is expected to ensure that she or he communicated with her or his Project Director at least twice each session.

Whereas the student has primary responsibility for the project, the Project Director is responsible for guiding and evaluating all details of the project. The Project Director will prepare a brief report of the student's progress and assign a grade of Pass (P) or No Pass (NP) to each student every academic session at the midterm and final evaluation periods.

Normally committee members will read draft versions of the student's proposal and project as soon as they can. However, students are cautioned that each committee member has up to 30 working days to provide feedback on each draft. Students are expected to respect the time it takes for careful reading and critiquing of the project. Therefore, they should not expect feedback to occur sooner than 30 working days after turning in drafts.

If disagreements arise among Committee members, it is the responsibility of both the student and the Project Director to resolve them. If Committee members fail to reach an agreement, the Project Coordinator will mediate the solution. The Coordinator's determination can be appealed through the channels stated in the Grievance Procedures Manual. Order of importance in resolving issues is (a) ethical considerations involving participants in a study, (b) scientific rigor and conceptual sophistication, and (c) practical considerations. The decision of the Project Coordinator will be binding on the Committee members. Whereas ethical matters

pertaining to human subjects research are generally handled by the Institutional Review Board (IRB), they are appealable by Committee members and students. If, after a decision by the IRB or the Faculty, a Committee member still believes that ethical standards are being violated, then that person should inform the Project Coordinator in writing. The Project Coordinator will investigate the matter and consult with the Director of Training as to an appropriate plan of action.

### ***Replacement/Resignation of Committee Members***

Resignation or replacement of any Committee member after the Committee has been officially constituted is a serious threat to the progress of the project. If the Project Director needs to be replaced, the new Project Director must meet all the criteria for a Project Director as described above.

If a Committee member needs to resign, he or she must write a letter to the Project Coordinator copied to the Program Director and to the student stating the intention to resign and the reason for resigning. If the student is requesting the replacement of a Committee member, the same procedure is followed except that the letter should also be copied to the Committee member involved. When changing committee members, students are required to fill out a Change of Committee Form, available through the office of the Project Coordinator.

If a student wants to change his or her committee, he or she must schedule a meeting, which includes the Project Director, Project Member, and Project Coordinator. Since committee members have expended considerable effort to help the student with his or her proposal, every effort will be addressed to rectify committee problems before replacing a committee member. In the case of an impasse, the Project Coordinator will make the final decision regarding replacement.

## **The Doctoral Project**

The process of refining and operationalizing the plan for the Doctoral Project begins after the topic has been approved and a Committee has been formed. This process culminates in the formal Doctoral Project proposal. The proposal is written under the guidance and direction of the Project Director. Normally, the proposal requires many revisions and refinements before being approved by the Project Director.

When the student gives a copy of the proposal to the committee member for review, it should always be complete, inclusive of the cover page, complete text, references, and appendices. A template for the doctoral project is available on Blackboard.

### ***Introduction***

The various types of Doctoral Projects may have varying approaches in terms of the outline, organization, and final written product. The student must refer to her or his Project Director for clarification before embarking on the project. All projects begin with an introduction section. The Introduction coherently, cogently, and clearly develops and justifies the scope and purpose of the student's project in an integrated fashion. Basically, the style of the Introduction should be similar to that of the introduction to an APA journal article, but the content may be presented in much greater depth and breadth. It generally begins with a review of the relevant literature gradually focusing on a description of the rationale for the project and its precise purpose. The introduction may present conceptual and operational hypotheses or research questions.

The introduction does not normally contain sections with subheadings such as "Statement of Purpose", "Importance of the Study", "Literature Review", *etc.* However, it is useful to include sections with subheadings that concern different content areas. For example, in a project concerning the treatment of violent adolescents, there might be sections with headings such as

"The Psychodynamic View", or "The Social-Learning View" or "Adolescent Developmental Issues." Use of headings and subheadings should follow the format prescribed in the APA Publication Manual.

It is important that the literature review be thorough. The student must point out when theorists contradict each other, when a theory is logically inconsistent, when research findings give contradictory results, when an empirical study is methodologically flawed, when empirical results fail to support a theory, when a theory has not been empirically tested, *etc.* The student must be able to explain and/or integrate these contradictions. He or she is expected to differentiate between speculation, clinical observation, formal theory, and empirical findings. Finally, the student's ideas should be clearly distinguishable from those of others.

The literature review should present organized information that is well-integrated. It is crucial that the student's "voice" be heard throughout the literature review. The student should emphasize primary sources and journal articles rather than books. Information obtained from websites is generally unreliable.

### ***Method***

The Method (NOT Methods or Methodology) Chapter describes the general design of the study and the details of the specific procedures that will be followed. There are many types of projects that will not involve data collection (*e.g.*, program design, literature review), and these projects will vary in the structure of the Method section. For projects that do involve human data collection, the Method section will include how and why participants are selected and a full discussion of measures employed to safeguard their rights.

Some populations (*e.g.*, prison inmates, children, students and staff of Albizu University) need special consideration. The discussion of these issues should be specific to subjects,

instruments, circumstances, and procedures of the Doctoral Project. A discussion of ethical issues is essential for all projects involving collection of data including case studies, program evaluations, and test developments, or translations as well as research projects. Note: Due to these ethical concerns, students are not permitted to engage research subjects or administer questionnaires, even for pilot studies, without prior approval of the Institutional Review Board (IRB). The IRB reviews the project after the Doctoral Project Committee has approved the proposal. The student must follow all procedures and deadlines set by the IRB.

The student is also expected to obtain written permission to conduct her or his research at whatever site (*e.g.*, hospital, clinic, school, shopping mall, *etc.*) he or she chooses (a copy of the written permission must be included as an appendix).

Research studies, program evaluations, and test developments or translations may need to include power analyses to determine sample size or to determine the power of the study if the sample size is predetermined. Reasons for the power analysis must be included.

In addition, in the Method Chapter the specific instruments (including tests, inventories, surveys, questionnaires, interviews, observation forms, rating scales, *etc.*) must be described in detail. This includes, but is not limited to, subject instructions, administration and scoring, and reliability and validity estimates.

Unfortunately, not all test manuals and test reports contain detailed information on reliability. If this applies to an instrument the student wants to use, he or she is responsible for obtaining more complete information. If the test publisher or author is unable or unwilling to give the information, then the student has the choice of dropping that instrument or carrying out the necessary reliability study herself or himself. If a student adapts or develops an instrument for use in the project, reliability studies need to be conducted. Similar standards are required for



validity. Reliability and validity are key issues for the Project Committee. In keeping with the institutional commitment to cultural sensitivity, the student is responsible for ensuring that the test is appropriately used and analyzed on the basis of the ethnic, cultural, or gender composition of the sample to which it is applied.

For Doctoral Projects that are not empirical in nature, the Method Chapter will describe: (a) the literature search including key words, (b) what methods will be used to set inclusion-exclusion criteria, (c) how literature not normally available (*e.g.*, unpublished manuscripts) will be obtained, and (d) a general outline of how the case study, systematic literature review, or meta-analysis will be presented.

### ***Results***

Appropriate tables and figures should be included in the Results Chapter. The Results section will vary depending upon the type of project being conducted. An empirical project usually begins with a description of demographic variables and analyses relating to the hypotheses of the study. The results section of a program design project includes a thorough description of the proposed program as the main focus. A case study clearly and explicitly discusses how the case presented illustrates or extends the points discussed in the Introduction Chapter.

### ***Discussion***

All Doctoral Projects conclude with a Discussion Chapter. In this section, the student synthesizes information and demonstrates inductive as well as deductive reasoning ability. He or she compares the outcome of the project with theory, empirical findings, and clinical practice. This section also includes consideration of the limitations of the project, its heuristic value, and implications for future research and practice.

The Discussion Chapter often begins with a brief review of the purpose of the study including any conceptual and operational hypotheses or research questions followed by a detailed discussion of the main findings. Most importantly, the general implications for both theory and application are considered in great depth. Comparisons with other studies are made. Any possible threats to internal or external validity are thoroughly discussed. Finally, directions for future research are suggested in terms of both general strategy and specific hypotheses. If the results are not consistent with the hypotheses, the reasons for this are suggested.

The discussion section should emphasize what was learned from the study rather than what went "wrong". Speculation may be appropriate, but clearly labeled as such. Finally, the Discussion should NOT be a summary of the Introduction section.

### ***References and Appendices***

The Doctoral Project ends with the references and appendices sections respectively. The reference section must conform to the current APA Publication Manual. All citations in the body of the proposal must be included in the reference section. Similarly, all items in the reference section must be cited in the text.

Appendices must include copies of informed consent forms, instruments employed, and other materials given to participants, a copy of the written permission from an authority at the data collection site, descriptions of pilot studies, *etc.*

### **Procedures Leading to the Formal Working Meeting (Proposal)**

The Project Director must approve the final draft of the proposal (which typically includes a complete Introduction and Method section) before submitting it to the Project Member for review. To ensure that this procedure is followed, Project Members should not accept a proposal unless the Project Director has signed the cover page or has sent an e-mail communication

indicating that it is ready for evaluation. The Project Member and Project Director each have up to 30 working days to review drafts.

### **The Formal Working Meeting (Proposal)**

After both committee members have accepted the project proposal, the student will then schedule a “Formal Working Meeting”. This meeting may be conducted in person or via teleconference at any point during the academic session. The purpose of the meeting is to establish a plan for the completion of the Doctoral Project.

### **Procedures Leading to the Final Oral Presentation**

The Project Director critiques the Doctoral Project as necessary before distribution to the Project Member. Project Members should not review a Doctoral Project without the Project Director's signature or receipt of an e-mail communication from the Project Director indicating that it is ready to be reviewed. The Project Member and Project Director each have up to 30 working days to review drafts. The student is then expected to follow the recommendations made by the Project Member and the Project Director.

### **The Final Oral Presentation**

Once the final manuscript is complete and both committee members have approved the final project, the student can schedule the Final Oral Presentation. It is the student's responsibility to ensure that the Committee members have copies of the project and know of and agree to the date, time, and place of the oral presentation. Because the presentation is the culmination of the student's academic work, all Committee members are expected to be present. Last minute substitutions for either the Project Director or Member are not permitted. If last minute

emergencies occur, the oral presentation will be postponed and rescheduled. Under extenuating circumstances, the meeting may be held through videoconference.

The Oral Presentation is open to anyone who wishes to attend including students, friends, relatives, and significant others. Fellow students are encouraged to attend. Students are cautioned to be sure that guests maintain proper decorum. Under no circumstances should celebration paraphernalia be present in the meeting.

The formal Oral Presentation is chaired by the Project Director. He or she introduces the candidate and gives a brief biography of the candidate. The student then gives a complete overview of the Doctoral Project lasting no more than 30-40 minutes. The candidate is encouraged to bring handouts, use video aids, *etc.* to augment her or his presentation. After the candidate's presentation, the Project Director opens the meeting to questions first from Committee members and then from other AU faculty who may be present. Questions must be related to the topics raised by the project. The Project Director decides when a particular question is not appropriate or when discussion of a particular issue should be ended. Following the question period, the candidate is then informed by the Project Director whether he or she has:

- (a) Passed,
- (B) Passed pending manuscript revisions,
- (c) Failed but may defend again,
- (d) Failed and may not re-defend.

The Project Director will then inform the Doctoral Project Coordinator's office of the decision by using the signed Oral Presentation Outcome Form. A successful Oral Presentation does not necessarily mean completion of the requirements for the degree. The Registrar

ascertains that all degree requirements have been fulfilled. If the student fails, he or she may be required to complete a lengthy revision or start a new project.

### **Structure & Stylistic Principles**

Doctoral Projects are expected to be complete and thorough, but not wordy or padded with irrelevant detail, tables or figures. The Doctoral Project should be written according to the latest APA style guidelines (see APA Publication Manual) except for the specific AU guidelines specified at the end of this Handbook. The proposal and Doctoral Project should always be written in scientific style. Grammar, word choice, and structure must be correct without being stilted.

Precision of language, clarity of expression, and logic of presentation are essential. Economy of expression and readability are also valued. Shorter sentences and simpler language are always preferred to longer sentences and multi-syllable words. Ostentatious phrasing is never appropriate. Affect laden language (e.g., "this horrible situation") is avoided.

Students are cautioned against over-reliance on quotations. In general, paraphrasing in the student's own words is preferable to a direct quotation. Only if a source is authoritative, unusually pithy, and/or unusually elegantly expressed, would a direct quotation be justifiable. Students' written work should demonstrate original thought. While work from others is typically used to support a student's original thoughts, these works must be cited correctly. Plagiarism is the act of presenting the work, words, or ideas of another person or author as if they are your own.

To avoid plagiarism, students are to give credit to the originating author or source for ideas that are not their own. The Publication Manual of the American Psychological Association (APA) provides direction on how to appropriately cite sources. In addition, all sources cited in

the text must be listed in the reference section and vice versa. Students should consult the APA publication manual for appropriate citation.

### **Final Procedures**

After a successful Final Oral Presentation and the Committee members have both approved the written project, the student must bring his/her final project manuscript to the Doctoral Project Coordinator or his or her designee for review for compliance with institutional policies. First, the office of the Project Coordinator reviews the project to ensure that it is of sufficient quality. Then the project is examined for adherence to the APA style Manual and in accordance to the AU requirements. If minor errors are found in the paper, the Doctoral Project Coordinator will return the paper to the Student for corrections. If major problems are found, the Doctoral Project Coordinator will return the paper to the Project Director for further revisions. It is the responsibility of the Doctoral Project Committee to insure that students' Doctoral Projects meet standards of excellence. Following additional editing, the Doctoral Project Coordinator or his or her designee will again review the manuscript for adherence to format. Once the manuscript meets all requirements, the Doctoral Project Coordinator will authorize the student to have the project signed by the committee and submitted to the library.

### ***Preliminary Pages***

The written Doctoral Project has a number of preliminary pages such as:

- a. Title page
- b. Copyright page
- c. Certification page
- d. Signature page
- e. Dedication page (optional)

- f. Acknowledgments (optional)
- g. Table of Contents
- h. List of symbols, tables, figures, and appendices (as applicable)
- I. Vita and publications
- j. Abstract
- k. Introductory literary quote (optional)

The proposal has only one required preliminary page: the cover page. Figure 2 provides an example of the title page, copyright page, certification page, and signature page. The student is required to follow the example shown in Figure 2 exactly. Please note that the title must be less than 130 characters (including spaces and punctuation) so that it can fit on the spine of the completed, bound Doctoral Project. Also note that the date (*i.e.*, month, day, and year) should be the date that the student completed the current revision. Also, be sure the degree shown is Doctor of Psychology. A Table of Contents and an Abstract are also required.

### **Registrar's Documentation**

The “Completion of Doctoral Project” form documents completion of the doctoral process. The Office of the Registrar will need this form in order to verify that the student has completed this Psy.D. requirement.

### **Registering for Graduation**

Students should not forget to register for graduation! A student who does not register cannot walk for graduation or receive a diploma. During registration, the Registrar will review the student's academic record to be sure all degree requirements have been completed. The University Calendar specifies graduation registration deadlines.

### **AU Manuscript Requirements**

The Doctoral Project manuscript is a scholarly work resulting from intense research and preparation. Work of this professional importance requires adherence to a uniform style. To guide the student in the creation of a manuscript that is appropriate for a Doctoral Project, the style and format specified here must be followed **EXACTLY**. Students should note that some of the requirements are specific to AU and thus may not conform to the APA style. For all other matters of style, language, and mechanics that are not specified here, refer to the latest edition of The Publication Manual of the American Psychological Association.

### ***Typeface***

The typeface must be Courier or Times Roman and a font size of 12 point.

### ***Appearance***

The manuscript must be neat and free from errors. Strikeovers and hand-lettered corrections are not allowed. Reproductions of the final manuscript must be of professional quality.

### ***Manuscript Format***

The margins fall 1 inch from the top edge of the paper, 1 inch from the right, 1.5 inch from the left, and 1 inch from the bottom edge. No typing may fall out of these margins except for page number. Text must be left justified. The entire manuscript must be double-spaced. The only exceptions are in certain preliminary pages. Indent five spaces to begin each paragraph. New chapters always start on a new page. The manuscript must be printed on one side of the page only.

### ***Page numbering***

#### **Preliminary pages**

Number every page except for the title page (which is counted but not numbered) and the copyright page (following the title page but is neither counted nor numbered). Number the pages



using lower case Roman numerals starting with the certification page (which is numbered ii).

Page numbers for the preliminary pages are centered at ½ inch from the bottom of the page.

### **Doctoral Project**

The first page of the text of the Doctoral Project is counted as the first page but not numbered.

Page number 2 and all subsequent pages are numbered in sequence with Arabic numerals in the upper right corner of the page. The text, reference pages, appendices, and any addenda are numbered continuously. No letter suffixes (for example, 10a, 10b, etc.) are allowed.

### ***Figures and Tables***

A figure or table must follow the page on which it is FIRST referenced. Titles of figures and tables should be flushed left at the top of the page when it is read vertically or flushed left at the horizontal left when it is read horizontally. Refer to the APA Style manual for all other figure and table requirements.

The figures and tables must be numbered consecutively with Arabic numerals. Keep the ordinal sequence for figures and tables separate. Figures may include graphs, photographs, drawings, and illustrations of all type. One figure or table is allowed per page. Figures must be of professional quality. All abbreviations, asterisks, or other information necessary to make a figure or table understandable should appear as explanatory footnote(s) at the bottom of the page. It is acceptable to run a table over several pages but do not single-space or reduce the size of the font.

### ***Components of a manuscript***

The components of a Doctoral Project manuscript may be different depending on the type of project. Consult your Doctoral Project Committee on the final outlook of your manuscript.

However, regardless of the type of Doctoral Project, the preliminary pages must be followed exactly. The sequence of the typical Doctoral Project manuscript is listed below:

1. The preliminary pages
  - a. Title page
  - b. Copyright page
  - c. Certification page
  - d. Signature page
  - e. Dedication page (optional)
  - f. Acknowledgments (optional)
  - g. Table of Contents
  - h. List of symbols, tables, figures, and appendices (as applicable)
  - I. Vita and publications
  - j. Abstract
  - k. Introductory literary quote (optional)
2. Text
  - a. Chapter I  
Introduction
  - b. Chapter II  
Method
  - c. Chapter III  
Results
  - d. Chapter IV  
Discussion

3. References
4. Appendices
5. Addenda

Figure 1

*Example of student's academic session plan***Student's Academic Session Doctoral Project Work Plan**

Student Name: \_\_\_\_\_ Project Director Name: \_\_\_\_\_

Date: \_\_\_\_\_ Academic session to which plan applies: \_\_\_\_\_

Comments on how well last academic session's plan was achieved:

---



---

Minimum, specific, concrete, tangible goal to be accomplished before the end of the academic session (Required):

---



---



---

Other goals to be accomplished this academic session (optional):

---



---



---

Tasks which will lead to the attainment of the above goal (s) (optional):

TASK	PLANNED DATE OF ACCOMPLISHMENT
_____	_____
_____	_____
_____	_____

Student's Signature

Project Director's Signature

*Example of contact form***Contact Form**

Meeting 1:

*Check one.*

Was interaction face-to-face \_\_\_\_\_ or by telephone \_\_\_\_\_

Topics or Problems Discussed in Meeting:

---



---



---

\_\_\_\_\_  
Student Signature\_\_\_\_\_  
Project Director Signature\_\_\_\_\_  
Date

Meeting 2:

*Check one.*

Was interaction face-to-face \_\_\_\_\_ or by telephone \_\_\_\_\_

Topics or Problems Discussed in Meeting:

---



---



---

\_\_\_\_\_  
Student Signature\_\_\_\_\_  
Project Director Signature\_\_\_\_\_  
Date

*Example of preliminary pages: title page, copyright page, certification page, & signature page respectively.*

ALBIZU UNIVERSITY

MIAMI, FLORIDA

EFFECTS OF SOCIAL SUPPORT ON STRESS IN A SAMPLE OF CHILDHOOD  
TRAUMA SURVIVORS

A DOCTORAL PROJECT SUBMITTED IN PARTIAL SATISFACTION OF THE  
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PSYCHOLOGY

JOHN J. SMITH

JANE J. SMITH

PROJECT DIRECTOR

2021

Copyright

John J. Smith

2021



I guarantee that no part of this Doctoral Project is a violation of the copyright or other laws of the United States of America, or the laws of the State of Florida, or the ethical principles of the American Psychological Association. All ideas expressed by others and facts obtained by others are accurately, completely, and appropriately cited and referenced and if presented in the words of someone other than myself are appropriately indicated as quotations. Any idea expressed without citation or any fact presented without citation is wholly original with me.

I also guarantee that this Doctoral Project is free of any defamatory, libelous, or harmful material. I guarantee that I will defend Albizu University from any legal or ethical action of any sort that may result from this Doctoral Project or its publication or presentation.

If any publication, presentation, test or other type of written, oral or electronic material is created based on this Doctoral Project, I, my Project Director, and my Project Member will be listed as authors and Albizu University will be listed as the institutional affiliation.

---

John J. Smith

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Date

The Doctoral Project of John J. Smith, "Effects of Social Support on Stress in a Sample of Childhood Trauma Survivors" directed and approved by the committee listed below has been accepted by the Faculty of Albizu University, Miami Campus in partial fulfillment of the requirements for the degree of

DOCTOR OF PSYCHOLOGY

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DATE

Doctoral Project Committee:

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Jane J. Smith, Psy.D., Project Director

---

Scott M. Hyman, Ph.D., Project Member