

**FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
YESHIVA UNIVERSITY**

RESEARCH MANUAL FOR THE PSY.D. DEGREE
(Revised November 2025)

Prepared by the Faculty of the Combined-Integrated School-Clinical Child Psychology Program

**Combined School-Clinical Child PsyD Program Research Requirements and Tracks
(Updated November 2025)**

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What is Psy.D. Research?

There is a paucity of research that addresses the question, “What is Psy.D. research?” The National Council of Schools of Professional Psychology’s (NCSPP) Mission Bay Conference in 1987 resolved that a specific core curriculum should exist in professional psychology, across six areas of competency (professional relationship, assessment, research, intervention, consultation and management). One of the six core competency areas is Research and Evaluation (the systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena).

Thierweiler and Stricker (1992) view the professional psychologist as a local clinical scientist who has been trained to develop ways to understand local phenomena by integrating theory and practice. Thus, the goals of psychology health service provider research training are to:

1. foster development of a basic understanding and respect for scientific bases of the discipline;
2. be knowledgeable of methodological issues designed to make students thoughtful consumers of scientific research;
3. acquire basic skills in conducting research and be able to design and execute projects in professional and (in some cases) academic contexts with support from trained consultants (e.g., statisticians);
4. analyze and evaluate the data within the context of professional psychology.

Thierweiler and Stricker (1992) also assert that research training in professional programs should be used to enhance critical thinking skills, particularly in observation, logic, and the generation of plausible inference. Optimally, training should help in the development of attitudes of respect for empirical support, openness and flexible thinking, a sense of professional knowledge, recognition of personal issues, and understanding of ethical considerations in scientific inquiry. Ultimately, the focus of empirical training in professional psychology is the ability to link theories to practice.

As of 1997, the standard training model in professional psychology included qualitative and quantitative research, data analysis, and design of a project associated with professional practice. Blass and Givner (2005) reviewed 72 PsyD programs and found significant variations in research requirements across the programs. The course content and number of courses dealing with research methodology and statistics and research seminars differed across programs. All 72 programs required a literature review, while the research project which was required by most programs was not well-defined.

At Ferkauf, the scope and definition of the Psy.D. research projects are delineated by each individual doctoral programs. The final documents must reflect the goals delineated above.

The Research Curriculum

To fulfill the research training requirements, students must complete the following sequence of courses:

1. Research Seminar (4 credits)
2. Statistics (3 credits)

3. Research Methods (3 credits)
4. Doctoral Research Project (3 credits)

Ethical Principles of Psychologists

In the development and completion of the research requirements, all students are required to be familiar with and conform to the ethical principles of psychologists as delineated by APA's *Ethical Principles of Psychologists and Code of Conduct (2002)*.

Matching Students with Research Advisors

A faculty-student matching process takes place during the spring semester of the first year. No students will be informally or formally matched with a faculty Research Advisor in advance of the official designated matching time. Research lab assignments occur based on the following process:

- Faculty present their research interests to first year students during the Research Seminar (PSS 6915). The goal of this seminar in the first year is to introduce students to important core concepts and skills for research and to provide students with information about faculty research so they may make an informed decision about their research options.
- When requested, students submit feedback via Qualtrics survey to the faculty with a brief rationale of their interests.
- Faculty will have the opportunity, if they choose, to meet with students who expressed interest in their projects to discuss mutual research interests (either in small groups – depending on the number of interested students – or in individual meetings).
- The faculty will convene a meeting to match students with faculty. The number of students a faculty member is currently mentoring will be considered in assignments.
- Students are then informed of the matching results, and students enroll in their research advisor's Seminar (PSS 6915) for the following semesters.

Combined School-Clinical Child PsyD Program Research Requirements and Tracks Adopted 5/7/2025

The following framework is intended to provide doctoral research training that covers diverse career pathways available to trainees seeking the Combined School-Clinical PsyD degree.

The *Standard Track* provides rigorous training and evaluation of competencies consistent with APA requirements, while also allowing for a diverse set of options that fit the needs and timelines of students training to be practitioner-scholars. The framework also includes a *Research Intensive Track* that offers a more extensive and independent experience that is over-and-above requirements of the Standard Track, for those whose career paths would benefit from additional research experience and training.

The Standard Track is described first. This is the default for all our program students. The Research Intensive Track is described after, including steps that must be taken to elect participation in it. Our former requirements for Research Project I (RPI) and Research Project II (RPII) will be replaced with the procedures outlined below, but students will continue to register each semester for research courses (i.e., PSS 6915 and PSS 6916) in the sequence as described in

the timeline at the end of this document. We hope it will be experienced as more streamlined and synergistic with each student's training goals while meeting all competency requirements at the doctoral level.

Standard Track Requirements

The *Standard Track* will be the default research path for most students, as this path is most consistent with the “practitioner-scholar” model of the Ferkauf School-Clinical Psy.D. program. Demonstration of research competence is a critical domain of professional competence required for degree completion. Through completion of a *Doctoral Research Project (RP)* in the Standard Track, students will acquire comprehensive knowledge of the theoretical and empirical literature on a clinically relevant topic and produce a rigorous piece of scholarly work that should ideally facilitate their career goals and deepen engagement with chosen practice areas. To demonstrate competency, the written document, a research proposal, and oral presentation described below must be of sufficient quality to show competency at the doctoral level. At a minimum, students will demonstrate that they have the skills to be critical consumers of research in their clinical careers and fluently engage principles of evidence-based practice.

Requirement 1: All students must complete a passing *Doctoral Research Project (RP)* in order to meet a subset of requirements for **Research Competency**.

- In the **Standard Track**, the RP can take a variety of forms. Its scope and details must be worked out and established in conjunction with a faculty research advisor. A wide degree of flexibility is possible to maximize alignment with career goals and trajectories.
- The RP must at a minimum include one of the following:
 - A comprehensive, up-to-date, high-quality critical review of the literature (e.g., a narrative review or theoretical review) in a selected area of research that integrates existing scholarly work. Students should analyze the quality of studies showing an understanding of strengths, limitations, and implications, generate hypotheses for future study, and communicate ideas clearly and effectively using APA style. Students should not list studies, but rather they should integrate studies to produce a narrative that is supported by information gleaned from analysis of existing research.
 - A relatively circumspect qualitative or quantitative empirical project prefaced by a more streamlined literature review (e.g., a case study, preliminary work with a small sample, straightforward program evaluation, etc.)
 - The initial development of new clinical methods or programs based on extensions of prior literature that includes a more streamlined literature review.
- The topic, scope, and details of the final product are approved in advance by the research advisor. In choosing a topic and project, it is important for students to speak with their advisor. Advisors vary on how they work with students to decide on a specific topic for this project.
- The final RP written product is reviewed and formally evaluated by the research advisor as well as another core faculty member (Reader 1). After the student has completed a final draft of the RP that is ready for evaluation, Reader 1 is selected by the student in collaboration with their research advisor, based on faculty availability and equitable workload, in addition to areas of expertise.

- Students will choose a topic and begin their literature search in the Spring of 2nd year, write a full draft in the Fall of 3rd year, and complete the RP no later than October 1 of the 4th year before applying for APPIC internships.
- **Evaluation:** Formal evaluation of the RP written document (Requirement 1) is conducted by the student's advisor and Reader 1. They independently read and evaluate the written document using Form Psy.D.-01 (see [Appendix A](#)).
 - The student submits drafts of the RP to their advisor until it is approved (i.e., requires no further revisions).
 - The advisor completes Form Psy.D.-01.
 - Once approved by the student's advisor, Reader 1 will independently read and evaluate the written document using Form Psy.D.-01.
 - Reader 1 will decide to Pass to RP (1) *without revisions* or (2) *with minor revisions required*. This process will continue until Reader 1 is satisfied with the quality of the project.
 - Reader 1 completes Form Psy.D.-01 again when the RP passes without further revision required.
 - If the written RP is evaluated as a Fail by Reader 1, *major revisions* are required. The student will receive feedback from Reader 1 and revise the document with their advisor until Reader 1 is satisfied with the quality of the project.
 - Reader 1 completes Form Psy.D.-01 again when the RP passes without further revision required.

Requirement 2: The approved RP must be formally presented in the advisor's lab to allow rating of competency in presenting research. We also highly encourage students to present their RP at professional conferences and other advisor approved forums. The presentation will be evaluated by the research advisor using Form Psy.D.-02 (see [Appendix B](#)). If the presentation does not pass, it may be re-attempted once.

Requirement 3: In addition to completion of the RP, students must satisfactorily complete coursework in PSS 6286 Research Methods (typically in their 4th year), which will be used to evaluate student competency in research methodology and design.

- In the context of the course, each student will be evaluated for their ability to design a feasible, methodologically sound, clinically relevant study grounded in the existing theoretical and empirical literature. Students complete a proposal (see [Appendix C](#) for the format), which is evaluated by the course instructor using a rubric (see [Appendix D](#)). In the first round of reviews, the instructor provides a grade and feedback on the first draft of the proposal. Students have 2-3 weeks to address the feedback and submit a revised proposal for grading (see [Appendix D](#)).

Requirement 4: All students are expected to be engaged in research activities as part of a research lab in each in-residence semester of the program (i.e., 6 semesters, second through fourth year), which includes attendance and participation in weekly lab meetings within the course schedule.

- The expected level of engagement varies deepening on the lab needs and will be indicated by each faculty member during the lab presentations. The flow of lab

work might also vary, with low and high demand periods (e.g., a high demand period might require 4-6 hours of work per week). Students are not required to formally track hours.

- Engagement in lab activities involves learning about the research literature relevant to the lab and developing research skills through hands-on experience. The specific form of the research activities is at the discretion of the research advisor and will vary across labs, but activities may include coding quantitative or qualitative data (e.g., therapy videos, qualitative interviews), assisting with study preparation tasks, assisting with data management (e.g., data collection and entry, organizing and maintaining databases), working on IRB submissions, co-authoring a lab publication, or completing reviews of journal manuscripts as assigned by the research advisor. Tasks may also include assisting with projects developed for the Research Intensive Track.
 - Working on one's individual RP project does not count as a contribution to lab research activities unless the research advisor agrees the activity is of a nature that counts (e.g., working separately on a literature review for the RP typically would not count; but working jointly to prepare a conference presentation that requires some summary of the literature likely would).
- This engagement can result in additional experience and co-authored publications and presentations with the advisor and other students. All lab experiences, including those based around group projects, research advisor initiatives, or any other role where the student is not the principal investigator contribute to overall seasoning and fluency that should inform part of the practitioner-scholar identity.
- In addition to attendance at the research lab and participation in lab research activities, research labs may have additional requirements as determined by the faculty advisor, which may include (but are not limited to) reading and presenting on research articles, presenting on doctoral research projects, and reviewing drafts of and providing feedback on the research advisor's and other lab members' research projects.
- Faculty will evaluate students' fulfillment of Requirement 4 each semester using the Faculty Evaluation of Student form (see Program Handbook). Students are expected to obtain a rating of at least a 3 in the competence area of Research, which implies meeting a minimum level of competency in maintaining regular attendance and completing their assigned responsibilities as determined by their advisor.

Research Intensive Track

Students wanting more extensive research experience may pursue the *Research Intensive Track*, where students will conduct a more extensive quantitative, qualitative, or mixed-method empirical study built on a solid review of relevant literature and termed a Dissertation project. This study may take several forms, including:

- An original quantitative or qualitative empirical study or series
- Development and psychometric evaluation of an instrument
- Evaluation-outcome research (of a program or intervention)
- Meta-analysis or systematic review

As with the Standard Track, it is important for students to speak with their advisor in choosing a Dissertation project. Advisors vary on how they work with students to decide on a project in the Research Intensive Track. Some advisors will direct students to focus on a component of a larger study that the advisor is conducting. Some advisors have access to databases at other institutions, and those institutions may require students to spend time contributing to data collection efforts before the students can use the data for their own research. Finally, advisors may encourage students to collect their own data independently. Whether using existing, archival, or independently collected data, students in the Research Intensive Track will generally develop an original research idea in collaboration with their research advisor (note: “original” does not preclude pursuit of replication, or replication-with-extension studies).

Admission to the Research Intensive Track: Admission to the Research Intensive Track is at the discretion of the research advisor and program faculty. This option will be reserved for a select number of students.

- Students should inform their research advisor of their interest in the Research Intensive Track during the fall semester of their 2nd year in the program.
- Research advisors will generally require that interested students complete a literature review on their planned research topic area during the second year. Admission to the Research Intensive Track will be based in part on the student’s ability to complete a high-quality literature review in an independent and timely manner.
- Research advisors may require interested students to complete alternative research activities to evaluate the student’s research aptitude and ability to work independently, such as working on a lab research project or co-authoring a paper.
- Official admission to the Research Intensive Track will be decided prior to the Fall semester of the student’s third year in the program based on completion of a high-quality literature review, demonstrated research competency and good academic standing in the program.
 - Students who wish to enter the Research Intensive Track at a later point in the program may be admitted with permission from the research advisor and program director; such decisions will be made on a case-by-case basis depending on the individual student and project circumstances.

Requirement 1: After conferring with their advisor on the topic and design for the Dissertation study, students must complete and defend a brief research proposal ideally in the Spring of their 3rd year and at least one month prior to applying for their Pre-doctoral Internship (i.e., October 1).

- The first draft of the research proposal is typically developed during the Fall of 3rd year in **PSS 6286 Research Methods** (see [Appendix C](#)).
- Once the draft is completed during the Research Methods course, research advisors may vary in their approach to working with students on the research proposal. Some advisors may request to review and provide feedback on research proposal sections and drafts; other advisors may wait until the student submits a complete first draft of the research proposal and then review and provide feedback. Students should consult with their research advisor to determine their preferred process.
- Once the primary research advisor has tentatively approved the proposal (typically after one or more rounds of feedback and revisions between the advisor and student), the

proposal is ready to be reviewed by the student's dissertation committee. The dissertation committee consists of two core or adjunct faculty members (Readers 1 and 2) in addition to the primary advisor.

- Under certain circumstances, the Office of the Dean may approve someone other than full-time and adjunct faculty if the particular area under investigation is such that an outside opinion would be indicated.
- The committee members are selected by the student in collaboration with the primary advisor, but faculty may accept or decline committee requests based on their workload (committee memberships should be roughly equitable across faculty and this will be monitored and managed by the Research Committee) and expertise-interest areas. The student, upon approval from their research advisor, should reach out to invite prospective committee members.
- Once the dissertation committee members are determined, the student should send a copy of the research proposal to the committee and schedule a formal proposal meeting; committee members should be given at least two weeks' notice and time to review the proposal prior to the meeting.
- The committee members review the proposal and provide feedback that is reviewed in the formal proposal meeting (1 hour). The purpose of the proposal meeting is for students and committee members to have the opportunity to provide feedback, ask clarifying questions, and ensure agreement about the proposed study design and methods.
 - Revisions may be required prior to approval of the Dissertation research proposal.
 - After the student completes any required revisions to the Dissertation proposal, the committee members will approve the final proposal and sign From Psy.D.-03 when the proposal is approved (see [Appendix E](#)).

Requirement 2: Students in the Research Intensive Track must complete either **PSC 8537 Data Analysis** or **PSA 6289 Introduction to Qualitative Research** (the same classes will be available *as electives* for those in the Standard Track, pending availability and instructor consent). These courses will be taken in the fourth year, based on the student's progress on their project and their readiness to take the course (e.g., data must be collected prior to taking Data Analysis). Students who are completing a quantitative dissertation are encouraged to take Data Analysis, whereas students who are completing a qualitative research project are encouraged to take Introduction to Qualitative Research. Students who are completing a mixed-methods dissertation project may take either course and should confer with their primary advisor to determine which course would be most useful. If students in the Research Intensive Track pursue projects that would benefit from alternative specialty coursework, they can petition for a substitution to fulfill this requirement.

Requirement 3: Oral Examination. Students in the Research Intensive Track must defend their Dissertation project in an oral examination with their defense committee, which includes the primary advisor and two additional committee members (Readers 1 and 2).

- It is the student's responsibility to schedule the Dissertation defense with the Psychology Office and provide the names of the defense committee members at least two weeks in advance of the planned defense date.

- The student must submit the final Dissertation manuscript to their committee members at least two weeks before the defense date.
- The Oral Examination is scheduled for a 1.5-hour duration during which the candidate is expected to give a brief (15 – 20 min) presentation. The brief presentation is followed by a question period, during which the candidate is examined by Reader 1 and Reader 2.
- **Evaluation:** The written Dissertation and oral defense are evaluated by all three committee members using Form Psy.D.-04. (see [Appendix F](#))
 - If the student has passed, the committee members sign the Form Psy.D.-04 after the oral defense. This is submitted to the Psychology Office for recording in the student's folder and then sent to the Office of the Registrar.
 - Students will receive a designation on their transcript that they have participated in the program's Research Intensive Track.
 - If a failing grade is received for either the written document or oral examination, the defense must be held again. The defense can be held a maximum of two times (i.e., one additional time in the event of a Fail). If a student receives a grade of Pass with Major Revisions or a grade of Pass with Minor Revisions on the written document, the revisions need to be completed and approved before the student can graduate. Major revisions need to be approved by all three committee members. Minor revisions need to be approved by only the primary research advisor.
 - In order to participate in the May graduation ceremony and receive the formal Research Intensive Track designation on transcripts, the oral defense must occur by the deadline listed in the Academic Calendar, published by the University Registrar, and the student must receive a grade of Pass on both the written Dissertation and oral examination.
 - A great deal of time and effort will go into completing a dissertation as part of the Research Intensive Track. Therefore, students are required to attempt to share their findings with the larger community of clinical psychologists in some form, for example, through conference presentations or through publication. In addition, students should strive to publish their Dissertation projects (and RP projects when appropriate) under the guidance of their advisors. For the Dissertation to pass on the Research Intensive Track, the project should be of sufficient quality to be worthy of peer-reviewed publication.

Requirement 4: All students are expected to be engaged in research activities as part of a research lab in each in-residence semester of the program (i.e., 6 semesters, second through fourth year), which includes attendance and participation in weekly lab meetings within the course schedule.

- The expected level of engagement is an average of 4-6 hours per week once students are matched with their lab. Depending on project status and needs, the allocation of these hours may vary, but adhere to the same average.
 - Students are not required to formally track hours.
- Engagement in lab activities involves learning about the research literature relevant to the lab and developing research skills through hands-on experience. The specific form of the research activities is at the discretion of the research advisor and will vary across labs, but activities may include coding quantitative or qualitative data (e.g., therapy videos, qualitative interviews), assisting with study preparation tasks, assisting with data

management (e.g., data collection and entry, organizing and maintaining databases), working on IRB submissions, co-authoring a lab publication, or completing reviews of journal manuscripts as assigned by the research advisor in accordance with policies of the journal. For students in the Research Intensive Track, the research activities may include (but are not limited to) assisting with data collection that will be used for their own doctoral research project, independently collecting data, assisting with group projects, or projects led by other primary investigators in the lab.

- Working on one's individual Dissertation project does not count as a contribution to lab research activities unless the research advisor agrees the activity is of a nature that counts (e.g., working separately on a literature review for the Dissertation typically would not count; but working jointly to prepare a conference presentation that requires some summary of the literature likely would).
- This engagement can result in additional experience and co-authored publications and presentations with the advisor and other students. All lab experiences, including those based around group projects, research advisor initiatives, or any other role where the student is not the principal investigator contribute to overall seasoning and fluency that should inform part of the scholar-practitioner identity.
- In addition to attendance at the research seminar and participation in lab research activities, research seminars may have additional requirements as determined by the faculty advisor, which may include (but are not limited to) reading and presenting on research articles, presenting on research and dissertation projects, and reviewing drafts of and providing feedback on the research advisor's and other lab members' research projects.

Standard and Research Intensive Track Timelines

***Items in bold font are official, mandatory program deadlines. Other items are recommended timelines, although advisors may set additional or alternative internal lab deadlines, which then supersede the recommended timeline and must be followed.**

	1 st year, Spring	2 nd Year, Fall	2 nd Year, Spring	3 rd Year, Fall	3 rd Year, Spring	4 th Year, Fall	4 th Year, Spring	5 th Year
	<i>Match with labs</i>	<i>Participate in lab meetings and research activities</i>						<i>Say goodbye to lab meetings!</i>
<i>Registration:</i>	<i>PSS 6915</i>	<i>PSS 6915: Research Seminar</i>			<i>PSS 6916: Doctoral Research Project</i>			<i>N/A</i>
Standard Track	Complete introductory research semester as a cohort	Lab Work; Begin to discuss research interests with advisor; Take Statistics	Decide on doctoral Research Project (RP) topic in collaboration with advisor; begin literature review on topic	Submit complete first draft of RP to advisor.	Select Reader 1; Pass Research Project (Form Psy.D.-01) *Doctoral Research Project must be passed before October 1 to apply for internship	Take PSS 6286 Research Methods; Develop research proposal in class; Complete your presentation (Requirement 2; Form Psy.D.-02)	Lab Work	
<i>Registration:</i>	<i>PSS 6915</i>	<i>PSS 6915: Research Seminar</i>			<i>PSS 6916: Doctoral Research Project</i>			<i>PSS 8999</i>
Research Intensive Track	Complete introductory research semester as a cohort	Discuss research interests with advisor; Decide on dissertation topic in collaboration with advisor; Begin literature review related to planned dissertation; Take Statistics	Submit complete first draft of literature review for dissertation; Official admission to Research Intensive Track	Take PSS 6286 Research Methods; Develop research proposal in class and in collaboration with advisor	Revise/refine research proposal; Select Reader 1 and 2; Dissertation proposal meeting occurs; Committee approves research proposal pending any required revisions (Form Psy.D.-03);	Begin data collection *Dissertation proposal must be completed and approved before October 1 to apply for internship	Take either Data Analysis or Introduction to Qualitative Research Analyze data; begin drafting dissertation	*Complete Dissertation Defense (Requirement 3) prior to Registrar deadlines for graduation (Form Psy.D.-04)

Appendix A: Form Psy.D. - 01**DOCTORAL RESEARCH PROJECT (RP) WRITTEN DOCUMENT****(Requirement 1; Standard Track)****School-Clinical Child Program**

Student: _____ ID: _____

Research Advisor: _____

Title of RP: _____

To meet required competencies for satisfaction of Requirement 1 of the Combined School-Clinical Child Psy.D. Program Research Requirements, students must prepare a written document that:

- is integrated by theme and idea; not simply abstract stacking
- is a comprehensive, up-to-date, critical review of the literature in a selected area of research that integrates existing scholarly work
- analyzes qualitative and/or quantitative research studies with an understanding of their strengths, limitations, and implications
- generates hypotheses for further study
- communicates ideas clearly and effectively in writing using APA style

Advisor Signature: _____ Date: _____

Reader: _____

Reader's evaluation of the student's performance on the research project is as follows:

FIRST SUBMISSION	*SECOND ATTEMPT
<input type="checkbox"/> Passed without revisions	<input type="checkbox"/> Passed without revisions
<input type="checkbox"/> Passed with minor revisions required	<i>"I certify that the RP includes all revisions which were required to be made."</i>
<input type="checkbox"/> Failed (major revisions required*)	

Comments: _____

First submission: Reader Signature: _____ Date: _____**Second attempt:** Reader Signature: _____ Date: _____

Appendix B: Form Psy.D. - 02

**DOCTORAL RESEARCH PROJECT ORAL PRESENTATION
(Requirement 2; Standard Track)
School-Clinical Child Program**

Student: _____ ID: _____

Research Advisor: _____

Title of RP: _____

Date of Presentation: _____

In order to pass competency, students must:

- Develop and present a talk that would be appropriate for a national conference
- Demonstrate an excellent grasp of the theories that are relevant to the chosen area of research
- Engage in a scholarly discussion of the field of research
- Respond knowledgeably to questions posed
- Acknowledge/articulate strengths and weaknesses of the field of research
- Articulate how the review or study fits within a research program and serves to benefit the field
- Consider multicultural and diversity issues and appropriately integrate them into evaluation of current literature and generation of research questions

ORAL PRESENTATION

Passed

Failed

Comments: _____

Advisor Signature: _____

Date: _____

Appendix C: Format of the Research Proposal (PSS 6286)

- Proposals should be written in the current APA style. They will typically include the following sections (12 pages maximum, double spaced):
 - Aims/Objectives (What is your hypothesis or research question?) (2 pages, double space)
 - Background and innovation
 - Brief Literature Review (Aim for 4-6 pages, double space; however, your advisor may require a more extensive literature review separate from the research proposal.)
 - A section highlighting the gap the proposal is aiming to address.
 - Methods (2-3 pages, double space)
 - Sample (include explanation of how you will recruit them and obtain informed consent)
 - Study procedures
 - Ethical considerations (e.g., confidentiality of data, risks/benefits to participants)
 - Measures (provide psychometrics if possible)
 - Data Analysis Plan
 - Expected limitations (threats to validity)
 - Significance (clinical implications)
 - References (not included in the page count)

Appendix D: Rubric for evaluation of the research proposal (PSS 6286)

REQUIREMENTS	POINTS
Quality of Aims	5
Background and significance	5
Methods	
Sample	2
Procedures	2
Measures	2
Analysis Plan	2
Clinical Significance	2
Threats to validity	2
EndNote or other citations software	3
APA format	5
TOTAL	30 points

Revised proposal is assessed based on the quality of the changes (10 points)

Appendix E: Form Psy.D. - 03

DISSERTATION PROPOSAL APPROVAL
(Requirement 3; Research Intensive Track)
School-Clinical Child Program

Student: _____

Research Advisor: _____

Date of Meeting: _____

Title of Proposal: _____

In order to pass competency, students must:

- Demonstrate excellent grasp of the theories and main concepts that are relevant to the chosen area of research.
- Articulate how the study fits within the existing literature and serves to benefit the field.
- Cite key sources and authors relevant to the chosen area of research.
- Demonstrate critical thinking skills in evaluation of strengths and weaknesses of existing literature, including study methodologies and analyses.
- Choose an appropriate study design to answer research questions, while acknowledging resource and timing constraints.
- Consider multicultural and diversity factors and appropriately integrate them into evaluation of current literature, generation of research questions, design of study, and analysis/interpretation of results.

DISSERTATION PROPOSAL:

- () Passed without revisions
 () Passed with minor revisions required
 () Failed (major revisions required)

Comments:

Research Advisor

Reader: _____

Signature: _____

Date: _____

Appendix F: Form Psy.D. - 04

DISSERTATION and ORAL DEFENSE EVALUATION
(Requirement 4; Research Intensive Track)
School-Clinical Child Program

Student: _____

Title of Dissertation: _____

Date of Oral Defense: _____

In order to pass competency, students must:

- Demonstrate excellent grasp of the theories and main concepts that are relevant to the chosen area of research.
- Articulate how the study fits within the existing literature and serves to benefit the field.
- Cite key sources and authors relevant to the chosen area of research.
- Demonstrate critical thinking skills in evaluation of strengths and weaknesses of existing literature, including study methodologies and analyses.
- Choose an appropriate study design to answer research questions, while acknowledging resource and timing constraints.
- Consider multicultural and diversity factors and appropriately integrate them into evaluation of current literature, generation of research questions, design of study, and analysis/interpretation of results.
- Demonstrate skills necessary to conduct research and assist with data collection
- Demonstrate competence in human subjects' research and all relevant related issues
- Select appropriate analyses and execute analyses independently (with consultation if analyses are especially complex)
- Describe both clinical and future research implications of the study findings.
- Acknowledge/articulate strengths and weaknesses of the study conducted
- Demonstrate writing skills sufficient for doctoral level work. This includes organization (document follows a clear thesis, paragraphs and sections are integrated by theme not simply abstract stacking), formatting (APA style), and sentence structure/grammar that clearly communicates ideas.
- Develop and present a talk that would be appropriate for a national conference to be presented in an oral defense. Respond knowledgeably to questions posed in defense.

The written Dissertation and oral defense will be evaluated by all three committee members.

Evaluation

WRITTEN DISSERTATION:

- Meets competence/Passed without revisions
- Meets competence /Passed with minor revisions required
- Does not meet competence/Failed (major revisions required)

Comments/Required Revisions: _____

ORAL DEFENSE:

- Meets competence/Passed
- Does not meet competence/Failed

Feedback: _____

- Research Advisor
- Reader: _____

Signature: _____ Date: _____

If a failing grade is received for either the written document or oral examination, the defense must be held again. The defense can be held a maximum of two times (i.e., one additional time in the event of a Fail). If a student receives a grade of Pass with Major Revisions or a grade of Pass with Minor Revisions on the written document, the revisions need to be completed and approved before the student can graduate. Major revisions need to be approved by all three committee members.