Contents

Revisions to the Handbook ............................................................................................................. 4
Handbook Format .......................................................................................................................... 4
Changes in the 2014-2015 Handbook ............................................................................................ 4

Part 1: Introduction to the Clinical Research Project .................................................................... 5
Pacifica’s Vision for Research in Clinical Psychology ................................................................. 6
Getting Started .............................................................................................................................. 8
Imagining the Clinical Research Project ....................................................................................... 8
Approaching Research .................................................................................................................. 11
Selecting a Research Topic, Problem, and Question .................................................................. 12
Getting the Research Approved .................................................................................................. 15

Part 2: Seven Stages of the Clinical Research Project ................................................................. 20
Clinical Research Project Checklist ............................................................................................. 23
Step One: Writing the Concept Paper and Identifying Potential Chairs ..................................... 24
Prohibition on Joint Authorship ................................................................................................... 24
Outline of the Concept Paper ........................................................................................................ 24
Purpose Statement ........................................................................................................................ 25
Introduction .................................................................................................................................... 26
Literature Review .......................................................................................................................... 26
Statement of the Research Problem and Question ...................................................................... 27
Methods ......................................................................................................................................... 28
References ....................................................................................................................................... 32
Implications of Publishing the CRP ............................................................................................. 32
Concept Paper Checklist ............................................................................................................... 33
Step Two: Registering for Clinical Research Project Writing ..................................................... 34
When to Register for CRP Writing ............................................................................................... 35
Delaying Registration .................................................................................................................... 35
Registering for Additional Years of CRP Writing ....................................................................... 35
Step Three: Forming the Clinical Research Project Committee ................................................ 35
Selecting and Working with the Committee ................................................................................ 35
Committee Dispute Procedures ...................................................................................................... 39
Step Four: Writing the Research Proposal and Ethics Application ............................................ 39
Organization of the CRP Proposal ............................................................................................... 39
Submitting the Ethics Application ............................................................................................... 52
Submitting the Intellectual Property and Copyright Infringement Form ................................... 54
Guide to Intellectual Property and Copyright .......................................................................... 55
Gaining Approval of the Research Proposal ............................................................................... 57
Step Five: Completing the Research ............................................................................................ 58
Carrying Out the Research .......................................................................................................... 59
Assembling a Complete Manuscript for CRP Committee Review ............................................ 61
Title Page Template .................................................................................................................... 65
Copyright Notice Template ........................................................................................................... 66
Abstract Page Template .............................................................................................................. 67
Using your own Published Articles in a Clinical Research Project ........................................ 70
Gaining Final Draft Approval ................................................................................................. 71
Avoiding Common Formatting Errors .................................................................................... 71
Step Six: Preparing the Manuscript for Publication ............................................................... 72
Submitting the Dissertation for Proofreading ....................................................................... 72
Working with the Dissertation Office during Proofreading .................................................. 72
Final Clinical Research Project Forms ................................................................................... 73
Publishing and Presenting the Findings (Optional) ................................................................. 75
Step Seven: Oral Defense ....................................................................................................... 76
Scheduling the Oral Defense ................................................................................................. 76
Preparing for the Oral Defense .............................................................................................. 76
Completion of Degree Requirements ..................................................................................... 78
Part 3: Templates and Samples ............................................................................................... 79
Sample Ethics Application for Approval to Use Participants ................................................. 80
Sample Informed Consent Form (Template) for an Experimental Study ............................. 83
Sample Informed Consent Form ............................................................................................ 84
Sample Informed Consent Form (Template) for an Interview Project .................................. 85
Sample Instructions to Participant ........................................................................................ 86
Sample Flyer .......................................................................................................................... 87
Sample Participant Information Form .................................................................................... 88
Part 4: Appendices .................................................................................................................. 89
Appendix A: Core Faculty Research Interests ....................................................................... 90
Appendix B: Adjunct Faculty Research Interests .................................................................. 92
Appendix C: Consultant Readers Research Interests ............................................................. 97
References .............................................................................................................................. 98
Part 5: Clinical Research Project Forms .................................................................................. 99
Concept Paper Approval Form ............................................................................................... 100
Chair Appointment Form ....................................................................................................... 101
Reader Appointment Form ..................................................................................................... 102
External Reader Appointment Form ....................................................................................... 103
Intellectual Property and Copyright Infringement .................................................................. 104
Ethics Application for Research without Human Participants .............................................. 105
Ethics Application for Approval to Use Human Participants ............................................... 106
Acceptance of Clinical Research Project Proposal ............................................................... 109
Acceptance of Clinical Research Project Final Draft .......................................................... 110
Pacifica Library Catalog and Methodologies Form .............................................................. 111
ProQuest/UMI Publishing and Copyrighting ......................................................................... 112
Clinical Research Project Order Form .................................................................................. 113
Preface to the 2013-2014
Clinical Research Project (CRP) Handbook

The purpose of this handbook is to describe the Clinical Research Project (CRP) which is the culminating scholarly endeavor for students earning a Doctorate in Psychology (PsyD) at Pacifica Graduate Institute. The handbook addresses two distinctive but related aspects of the CRP at Pacifica. The first aspect is the way students approach, conceive, design, conduct, and report their research. The second aspect is the specific institutional requirements and procedures that Pacifica has established for students enrolled in the clinical research project courses. Although these two aspects support and coincide with one another, they represent two different kinds of demands to which students must respond: the first being scholarly, the second being institutional.

The CRP handbook contains basic, broad guidelines and standards for engaging in the research, including brief discussions of some of the kinds of approaches, methodologies, and clinical research projects Pacifica Graduate Institute supports. The handbook also contains guidelines for assembling the student’s committee and outlines the technical and procedural requirements of the CRP process at Pacifica. All forms pertaining to the procedural aspects of the CRP are contained at the back of this handbook.

The faculty of the Institute encourages students to read this manual early and carefully. Familiarity with the CRP can make the research more inviting and help integrate it with students’ entire academic experience.

Another indispensable aid to students anticipating writing their clinical research projects is the Publication Manual of the American Psychological Association, Sixth Edition. It not only specifies the stylistic and editorial standards to which all publications in the field of psychology are held accountable, but also provides a common, universally understood format and framework for scientific communication within the field. Thus, all writing connected with the fulfillment of CRP requirements—namely, concept papers, proposals, and the final manuscript—is expected to consistently follow the guidelines. Of course, as with any general standard, certain exceptions must occasionally be made and some such exceptions, especially those common among CRPs at Pacifica, are specified in Part 2 of this handbook.

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

Clinical Research Project Handbooks are revised and made available at the start of each academic year. Students are required to follow the procedural guidelines and technical requirements of the Clinical Research Project Handbook pertaining to the academic year in which they are working with committee members and/or submitting CRP work. Students are also required to review revisions of CRP academic guidelines (e.g. proposal content and structure) and accommodate these revisions wherever possible. However, students are not required to rewrite parts of their clinical research project completed under guidelines that may be subsequently revised.

Handbook Format

The Clinical Research Project Handbook is formatted as a book, not in accordance with Pacifica-APA formatting that students use for their clinical research projects. Do not use the appearance of this handbook as a visual guide to the format of scholarly work.


This academic year, there are three changes to the dissertation policies and processes reflected in this handbook.

First, Pacifica no longer uses exceptions to APA formatting guidelines, which means that all text in the proposal and final draft of the CRP is double-spaced, including long (block) quotes and individual entries in the references list, which had been single-spaced in previous years.

Second, there are new criteria which committee members will use to evaluate the CRP proposal and final draft. These criteria are encapsulated in the grids which appear on the two acceptance forms, Acceptance of Clinical Research Proposal and Acceptance of Clinical Research Project Final Draft.

Third, students are no longer required to send a printed copy of their final, publication-ready dissertation to the Dissertation Office. The digital copy, supplied on flash drive, is sufficient.
Part 1:
Introduction to the Clinical Research Project

This part presents a concise introduction to the Clinical Research Project (CRP) at Pacifica Graduate Institute. It begins with a discussion of the Institute’s vision for research in clinical psychology and the demands this vision places on students and faculty alike. It then offers a brief but comprehensive description of the CRP, then concludes with a concise review of the CRP process, that is, the specific formal, procedural requirements of the Institute, which must be met in order to successfully complete the CRP and qualify for the degree of Doctor of Psychology.
Pacifica’s Vision for Research in Clinical Psychology

To reflect training in the Doctor of Psychology (PsyD) degree, students are asked to conceive of projects that draw from clinical psychology literature and practice and directly contribute to clinical psychology and practice. Because of a briefer nature of the CRP, the students are also asked to consider whether their research idea can be carried out within the time frame and writing parameters as set by their PsyD degree program requirements.

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

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

A second challenge that is distinctive for researchers at Pacifica grows out of the circumstance that depth psychology is concerned with psychological reality as a whole. This reality is typically not limited to observable facts alone but, rather, is often constituted by what is unseen. Both Freud and Jung, as the chief progenitors of depth psychology, criticized the limitations of merely “descriptive psychiatry” and emphasized the importance of developing metaphoric sensibilities and of seeking evidence from a wide number of disciplines including mythology, literature, philosophy, anthropology, the arts, and religion. This inherent requirement of Pacifica’s subject matter for interdisciplinary study calls upon researchers to understand and apply not only both natural and human scientific approaches to the field of clinical psychology, but also other relevant domains of scholarship and human endeavor.

A third distinctive demand for researchers at Pacifica is the continued clarification and development of research approaches and methodologies befitting its subject matter. Sometimes it might be appropriate to apply quantitative methods. In many cases, however,
this approach is not appropriate. In contrast, established human science-based approaches are required. These approaches invite the researchers to be articulate and reflexive with respect to their research methodologies and procedures. New approaches and methodologies, in particular, must be clearly related to historical, methodological dilemmas and challenges in the field of clinical psychology and then justified on philosophical, theoretical, and scientific grounds.

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

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

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

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

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

Imagining the Clinical Research Project

The first questions that face students in considering doing a Clinical Research Project are “What shall I investigate?” and “How shall I go about it?” However, a depth psychological approach to research and science recognizes that lying behind these questions are already a number of attitudes and assumptions that can significantly influence students’ decisions and subsequent actions.

Although there are many attitudes and beliefs that can easily hinder one’s progress in conducting a Clinical Research Project, three particularly common obstacles are worth noting here.

Insecurity

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

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

Misconstruing the CRP

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

A general criterion that is generic across CRPs is that they should be original contributions to the field. Related to this is the magnitude of what is involved. Below are a set of general guidelines that will hopefully help communicate this clearly. The research process refers to the way students actually go about approaching, conceiving, designing, conducting, and reporting their research projects. In other words, the research process is particular manner in which students actually carry out their research projects as opposed to the CRP process, which refers to the institutional structures and procedures required by Pacifica (See Seven Stages of the Clinical Research Project in the next Part).

Length

Qualitative, participant-based CRPs should be approximately 80 to 100 pages, whereas theoretical CRPs generally are 100 to 120 pages. In contrast, quantitative, participant-based studies should be 60 to 80 pages. Please note that in contrast to a doctoral dissertation, CRPs seeks to make a concise contribution to the field.

Data Collection

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

Qualitative clinical research projects have different criteria for determining the effort spent in data collection. Typically the number of participants is much smaller because the purpose of qualitative inquiry is to discover meaning of experiences for participants rather than generalize to greater population (i.e., depth of understanding versus breadth). Thus, a phenomenological study should have five to eight participants. A narrative or case studies approach may include as few as one or two participants with whom the researcher must meet multiple times to gather significant amounts of data through interviews, observations, and selection of other artifacts. The general number of participants for a Grounded Theory study would be 15 to 20 (until “saturation” has been reached). In contrast, a case study might only include two or three cases but it would be expected that this would involve an intensive amount of time spent with them, the use of a wide variety of data (i.e. direct client interview, interviews with informants, record reviews, psychological test data), and an extended narrative describing the results of the data in the results section of the CRP.

Theoretical clinical research projects typically rely on text/archival data. As was emphasized previously, they should use a multitude of sources in order to derive the theory. These should include, but not be limited to cultural analysis, published case studies, a variety
of texts (including books and scholarly articles), and ethnographic material. All theoretical CRPs will be expected to not only develop a new theory relevant to clinical psychology, but this theory should also be articulated in a separate chapter of the CRP.

Please note that in contrast to a dissertation, Clinical Research Project often include smaller number of participants and may constitute a pilot project. However, a full fledge study may also be undertaken.

**Analysis and Presentation of Results**

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

**Personal Process**

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

**Approaching Research**

The research faculty of Pacifica Graduate Institute recognizes that that all research, regardless of how objective it purports to be, grows out of a particular philosophical stance that in itself destines the possibilities and limits of the research. For example, even the most stringent experimental design is based on and colored by the philosophical assumptions of logical positivism. Researchers’ recognition and understanding of their own philosophical stance is an invaluable resource in designing, conducting, and evaluating their own and others’ researches. Pacifica, therefore, strongly encourages students to articulate and examine their underlying approach to research, that is, their basic philosophical stance, their epistemological position vis-à-vis the nature of reality and human knowledge. For example, within psychology, the distinction between natural scientific psychology and human scientific psychology designates two different kinds of approaches to knowledge in the field. Likewise, experimental, phenomenological, hermeneutic, post-modern, heuristic, or imaginal can all refer to broad, basic approaches to psychology as a science, all of which incorporate one or more specific research methodologies within them. In identifying their own approach to research, students need to consider not only the nature of their particular research interest and their philosophical assumptions about psychological science in general, but also their own personal temperament. The key distinction to remember here is that a research approach is a philosophical stance towards knowledge in the field that may draw upon a
Selecting a Research Topic, Problem, and Question

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

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

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

Begin with Yourself

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

Of course, intentionally selecting a topic on the basis of personal or professional interests or concerns carries with it some special challenges of its own. Such a topic is likely to come with some significant emotional involvement. It is therefore important, first of all, that the research problem not generate so much personal emotion that the student is unable to maintain an open mind while conducting research. Hence, if students want to research an issue that possesses much intensity in their life, some consideration should be given to
whether the issue has been worked through adequately on a personal level. Secondly, it is especially crucial with such topics that students be prepared to attend to the depth psychological dimensions of research, that is, to be steadily vigilant with respect to their personal predispositions, transferences, and complexes in relation to the problem throughout the research experience.

**Consider the Other**

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

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

**Hone the Question**

One of the greatest difficulties beginning researchers have is developing an appropriately dimensioned focus for their investigation. There is a tendency to become too general or expansive in one’s research aspirations to then design an effective research plan, one with a realistic promise of addressing the problem and answering the question. For example, a study on gender identity is not only likely to yield thousands of articles and books to survey but also so broad as to contain innumerable potential research questions. In such a circumstance, it would be prudent to delimit the question by selecting a specific aspect of
gender identity, a specific population to investigate, or a specific, untried, methodological or theoretical approach to the problem. Of course, students could choose to delimit the problem in all three ways.

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

- **Research Problem**: There is currently no literature or research in clinical psychology offering a depth psychological understanding of gender identity in pre-adolescent Latino-American males.
- **Research Question**: What is an object relations perspective regarding gender identity in pre-adolescent Latino-American males?

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

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

The CRP chair closely reviews the research design and ethics application. Once the ethics application is acceptable, the chair forwards the form to the Institutional Review Board (IRB) of Pacifica Graduate Institute. Students are not permitted to begin their proposed research until the ethics application has been submitted to the Dissertation Office with the approval of both the Chair and the IRB. Any research completed before the ethics form has been approved cannot be included in the student’s study.

Gathering Data

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

Participant-Based Data

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

Quantitative data. Quantitative, participant-based data are generally used in studies designed, for example, to demonstrate the relationship between two or more psychological variables; to prove a specific psychological hypothesis; to compare similarities or differences between particular social, ethnic, or developmental populations; or to evaluate certain psychological interventions. Such data may be gathered in a number of ways including, for example, psychological tests such as the MMPI-2, multiple choice or Likert-type scale survey questionnaires, structured protocols or surveys requiring only brief responses from participants, and controlled experiments. Sometimes previously collected data can be used such as is sometimes used in large scale epidemiological research. In each of these cases, the data that are gathered are analyzed using established statistical methods.

Qualitative data. Qualitative, participant-based data refers to various forms of descriptive data, that is, descriptions of human experience in written or recorded form. Qualitative data may also be gathered in a number of ways depending on researchers’ overall approach and particular methodology. For example, phenomenological studies are usually based on descriptive, qualitative data from solicited written narratives or open-ended face-to-face interviews. Interdisciplinary, qualitative studies such as grounded theory, symbolic interactionism, conversational analysis, case studies, or biography, are based on first person reports, observations, or documents describing concrete human events or behaviors. Ethnographic and participant observation studies are also based on descriptive, qualitative data usually in the form...
of field notes, interviews, some form of electronic recordings, or both. Certain hermeneutic studies may also be based on descriptive, qualitative data, two examples being, first, a case study drawing on a patient’s lived experiences and/or therapeutic dialog or, second, descriptive data from solicited protocols or interviews, either of which can provide material for some kind of depth psychological analysis (see next section on Analyzing Data). It should be noted that the alchemical hermeneutic method, which is typically not a stand-alone method, can be combined with other methods to allow a more comprehensive presence of the researcher in the work.

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

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

There are two types of reflexivity: personal reflexivity and epistemological reflexivity. “Personal reflexivity” involves reflecting upon the ways in which our own values, experiences, interests, beliefs, political commitments, wider aims in life and social identities have shaped the research. It also involves thinking about how the research may have affected and possibly changed us, as people and as researchers.

“Epistemological reflexivity” requires us to engage with questions such as: How has the research question defined and limited what can be “found?” How has the design of the study and the method of analysis “constructed” the data and the findings? How could the research question have been investigated differently? To what extent would this have given rise to a different understanding of the phenomenon under investigation? Thus, epistemological reflexivity encourages us to reflect upon the assumptions (about the world, about knowledge) that we have made in the course of the research, and it helps us to think about the implications of such assumptions for the research and its findings. (Willig, 2001, p. 10)

Each specific qualitative methodology often contains specific instructions for how the researcher accomplishes such reflexivity. For example, in phenomenology this process is termed *epoche* or *bracketing* (Giorgi, 1985; Moustakas, 1994), in grounded theory it is called *memoing* (Strauss & Corbin, 1999), and in ethnography it is *participant observer reflexivity process* (Richardson, 2000). In addition, the alchemical hermeneutic method (Romanyszyn, 2007) can allow the researcher to be reflexive not only regarding their conscious but also unconscious processes related to research. Students are strongly encouraged to find methodological articles and books related to their approach and use the suggestions of key methodologists within their selected approach about how to attend to the process of reflexivity throughout the research process.
Text-Based Data

The second general kind of data upon which psychological research at Pacifica is based is textual or, as it is sometimes called, archival. Text-based data are generally drawn from published or unpublished texts or manuscripts of a scholarly, scientific, literary, or theoretical nature. Scientific texts might include reports or analyses of research in various domains of study, including among them, of course, clinical psychology. This might include meta-analyses or analyzing large scale epidemiological data. Scholarly texts might include, for instance, works from literature, religion, history, or the arts. For example, essays offering cultural, scientific, or literary criticism are one such kind of scholarly text. Literary texts include, for example, poetry, short stories, novels, folk stories, mythology, biographies, letters, or published diaries. Finally, theoretical texts are works presenting theoretical perspectives on psychological life, including for instance, personality, human development, social existence, ethnicity, psychopathology, and psychotherapy. These may include such widely known thinkers as Freud, Jung, Winnicott, Klein, Bion, Hillman, and Corbin as well as those of Institute scholars like Romanyszyn and Corbett.

It should be noted that texts of one kind or another always constitute the basic material for literature reviews conducted in preparation for research. Such a review provides knowledge on the topic, evaluates the quality of research that has been done, and identifies gaps in the field. However, this preliminary use of texts found in a literature review should not be confused with the later process of evaluating text-based data for intensive analysis as a part of a theoretical or hermeneutic study. This later process involves analyzing the texts in such a way as to form new connections, extract central themes, and ultimately to construct a new theory or some other new way of understanding the topic.

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

Analyzing Data

Having developed a research question, identified a research approach, and decided which kind of data is most appropriate for their study, students’ next methodological concern is choosing a method and procedure for analyzing their data. Obviously, the particular research question and the nature of the data being used will particularly influence students’ choice of method for data analysis. Participant-based data requires researchers to make sense of a whole body of information drawn from the responses, words, and lives of a select group of human participants.

Analyzing Quantitative, Participant-Based Data

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

**Analyzing Qualitative, Participant-Based Data**

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

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

**Communicating with Colleagues**

Finally, after developing a research question, identifying a research approach, deciding on which kind of data is most appropriate for their study, and choosing a method and procedure for analyzing their data, students carry out their research and report what has occurred in the CRP itself. The primary purpose of the manuscript is to show students’
competency in applying a research method to a clinically relevant topic and articulating the results of their study. The primary audience of the CRP work is the student’s CRP committee. However, the clinical research project will also report the focus, structure, outcomes, and implications of the research to scientific colleagues in the field, to the academic community as a whole, and, ultimately, to the community of scholars at large. Although the specific form, organization, and language of this manuscript is largely dependent on the particular topic, the researcher, the research process, and the research findings, there are a number of general matters that should always be addressed within the manuscript. These matters include, among others, the topic, question, literature review, method, findings, evaluation, and implications of both the findings and the method for the field of clinical psychology, and suggestions for further research in the field. Thus, it is important to remember that CRPs will be public documents accessible to a wide audience through online venues.
Part 2:
Seven Stages of the Clinical Research Project

This part describes the seven stages of completing a Clinical Research Project, including information about timelines, procedures, and processes that students should know thoroughly before they begin. It also includes important tips to ease the process of completing CRP-related degree requirements at Pacifica, suggestions for working with the committee, and information about when and how to stay in touch with Pacifica’s Dissertation Office.
This part describes how researching, writing, and publishing a clinical research project at Pacifica unfolds over time. It blends an explanation of the institutional processes and requirements with reflections upon the specific milestones in the student’s creative process. Students who remain mindful of both aspects, institutional and creative, and integrate them in a truly comprehensive understanding of writing a CRP, will enjoy a far smoother and more satisfying research experience.

Learning the seven steps of the Clinical Research Project early in the process will greatly help students anticipate the tasks ahead, manage their time well, and stay in touch with the people who can help along the way. The seven steps, listed below and outlined graphically in the flowchart on the next page, are explained in the remainder of this part of the CRP Handbook.

Step One: Writing the Concept Paper and Identifying Potential Chairs
Step Two: Registering for Clinical Research Process Writing
Step Three: Forming the CRP Committee
Step Four: Writing the Research Proposal and Ethics Application
Step Five: Completing the Research
Step Six: Passing the Oral Defense
Step Seven: Preparing the Manuscript for Publication

The completion of one step is a threshold necessary to move to the next step in the sequence: it is a linear process. Once all seven steps have been completed, the Dissertation Office will consider the student “approved for graduation,” meaning that the student has completed one of the last, key milestones to earning their PsyD.
7 STEPS FOR SUCCESSFUL COMPLETION OF CRP

PACIFICA GRADUATE INSTITUTE
CLINICAL PSYCHOLOGY PROGRAM

STEP 1: CONCEPT PAPER APPROVAL
During the second year of coursework, student submits concept paper to research faculty for approval. Students also identify potential chairs and submit the form to faculty.

STEP 2: REGISTRATION
Students begin enrollment in CRP writing courses during their third and fourth years of studies. Their enrollment in these courses constitutes Registration.

STEP 3: FORM THE CLINICAL RESEARCH PROJECT COMMITTEE
Student submits a request list of three core faculty as potential chairs. Faculty assign the chair to the student; student turns in Chair Appointment Form. Next, student works with chair to select internal and external readers, and submits reader forms to the chair (along with external reader CV).

STEP 4: ETHICS AND PROPOSAL APPROVAL
Student submits Ethics Application and Proposal to chair and IRB (as needed) for review. After both are approved by chair, student submits work to other committee members who review work and submit proposal approval forms to chair, who then forwards forms to the Dissertation Office. Student submits Intellectual Property Form directly to the Dissertation Office.

STEP 5: FINAL DRAFT APPROVAL
Student completes research and writing under chair guidance. When chair has approved final draft, student forwards it to reader and external reader for review/approval. They will then send approval forms to chair who will forward all approvals to the Dissertation Office.

STEP 6: PREPARING THE MANUSCRIPT FOR PUBLICATION
Using D2L, student submits manuscript, which is then sent to Pacifica’s proofreader. When the proofed copy is returned with corrections noted, the Dissertation Office sends it to the student for revision. After the student completes the revisions, the Dissertation Office spot-checks the revised manuscript to ensure that it is ready for publication. Student must submit forms, print-ready manuscript, and be in good standing with Business Office before proceeding to Step 7.

STEP 7: ORAL DEFENSE
When the student has completed all step 6 requirements, the committee chair can schedule the oral defense. Students should coordinate with committee members for a suitable date, keeping in mind the 3-week lead time required from when chair contacts the Dissertation Office.

STEP 1: CONCEPT PAPER APPROVAL

STEP 2: REGISTRATION

STEP 3: FORM THE CLINICAL RESEARCH PROJECT COMMITTEE

STEP 4: ETHICS AND PROPOSAL APPROVAL

STEP 5: FINAL DRAFT APPROVAL

STEP 6: PREPARING THE MANUSCRIPT FOR PUBLICATION

STEP 7: ORAL DEFENSE
Clinical Research Project Checklist

Front Matter

Title Page
Copyright Page
Abstract
Dedication or Acknowledgments (optional)
Table of Contents
List of Figures (if applicable)

Introduction

Review of the Literature

Purpose of the Study

Statement of the Problem

Research Problem
Questions or Hypotheses
Definition of Terms
Assumptions, Limitations, Delimitations

Method

Description of Research Approach
Participants or Texts
Instrumentation
Data Collection: Recording, Processing, Analysis

Findings (Analysis, Evaluation, and Summary)

References

Appendices

Informed Consent Approval
Consent Form (if applicable)
Testing Instruments or Questionnaire Samples
Written Instructions for Testing Materials
Data Sheets
Illustrations or Charts
Step One: Writing the Concept Paper and Identifying Potential Chairs

Students often enter the doctoral program with one or two areas of research interest and may, over the first two years of coursework, develop and refine this idea. By the second year, though, students are expected to conceive and write a CRP concept paper in the CRP course, with the aim of having an approved concept paper by the end of the second year of coursework. If a student doesn’t complete an approved concept paper within that time, the student is required to do an academic tutorial with a research faculty member to finalize the concept paper. (See the Student Handbook for a copy of the Academic Tutorial Form and information about enrolling in a tutorial.) A student may also be required to undertake a tutorial if the topic of the CRP is significantly altered from that presented in the approved concept paper.

The CRP concept paper is a vehicle for students to articulate a research topic and question, review some of the literature that contextualizes and supports it, and identify an appropriate research methodology. A complete concept paper is typically 15 to 18 pages in length, but can be slightly longer. Though this may seem analogous to a term paper, the concept paper usually carries more intellectual and emotional weight since it is a rough sketch of the student’s creative and scholarly life for the next few years and is expected to identify a modest new contribution to knowledge in the field of Clinical Psychology.

The concept paper approval is granted to students who successfully completed their concept papers as part of their CRP Development class. The copy of the approval form (Step Two) is then submitted to the Dissertation Office.

During that class, the students will also identify potential chairs, with whom they wish to work on their CRP. Once the chair is assigned to work with the student and the student and the chair then selects internal and external readers, the student may choose to share his or her concept paper with.

Once the concept paper and form have been submitted to the Dissertation Office, students have cleared this hurdle to register for CRP writing. However, there may be other requirements, for instance, being current with student accounts.

Prohibition on Joint Authorship

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

Outline of the Concept Paper

Introduction (no more than 3 pages)

- Purpose statement (no more than 1 page)
- Brief overview of the topic
- Description of interest in topic
- Relevance to clinical psychology
Purpose Statement

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

The purpose of this study is (was? will be?) to ________ (understand? describe? develop? discover?) the ________________ (central concept being studied) for (the unit of analysis: a person? processes? groups? site? texts?) using a (method of inquiry: hermeneutic design? heuristic design? ethnographic design? grounded theory design? case study design? phenomenological design?) resulting in a (cultural picture? grounded theory? case study? phenomenological description of themes or patterns?). At this stage in the research, the ________________ (central concept being studied) will be defined generally as ________________ (provide a general definition of the central concept).

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

The purpose of this ____________ (experimental? survey? correlational?) study is (was? will be?) to test the theory of ____________ that (compares? relates? assesses?) the ________________ (independent variable) to ________________ (dependent variable) for ________________ (participants? sample?) at ________________ (the research site). The independent variable(s) ________________ will be defined generally as __ _______ (provide a general definition). The dependent variable(s) will be defined generally as ________________ (provide a general definition), and the intervening variable(s), __________ ____________ (identify the intervening variables) will be statistically controlled in the study.
Consult Creswell (1994, pp. 56-67) for examples of actual purpose statements for phenomenological, case study, ethnographic, grounded theory, survey, and experimental studies.

**Introduction**

In this brief section (no longer than 3 pages) you should first provide a general introduction into the topic. This should be followed by a general description of your interest in the topic, and how this topic is of concern to the field of clinical psychology. The introduction should express something of the vitality this project has for you, while also providing an interesting and informative preface for the reader. Generally, the introduction ends with a brief statement of your research problem, that is, a statement of what it is that you and we, as clinical psychologists, don’t know or understand that you hope to rectify with your study. One important difference between the introduction to the concept paper and the introduction of the proposal is that the concept paper is generally too brief to include a thoughtful discussion and analysis of the researcher’s predisposition or transference to the topic. The systematic investigation of predispositions or transferences to the topic is therefore left for the proposal.

**Literature Review**

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

**The Nature of Your Review**

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

It is important to remember that your purpose is not to merely review the literature for its own sake, as one does in an annotated bibliography, but to organize your review based on the nature and focus of your investigation. Such a thematized literature review organizes and reflects upon the literature with your topic as the central aspect of your set or perspective. In other words, as you read, you ask yourself questions such as: What does this work have to say about my topic? How does it shed light on my topic? What are some of the limitations of the research? What aspect of my topic hasn’t been addressed by this work? What additional research should be done? In other words your literature review should be systematically thematized, that is, logically organized into topical areas that lead the reader through a logical progression of both theory and substantive data that ultimately creates a compelling argument for the study you are conducting. Remember, the purpose of the literature review is not merely to convince the reader that you are knowledgeable about the
work of others but, more significantly, to provide a rationale for the proposed study and demonstrate why it is important and timely (Rudestam & Newton, 2001, pp. 61-80). Strive to clarify the relationship between your proposed study and previous work conducted on the topic. In addition, make a succinct statement of the need for research on this topic in the field of clinical psychology.

**The Organization of Your Literature Review**

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

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

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

**Statement of the Research Problem and Question**

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

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

Naturally, the particular methodology you have chosen will determine how the problem is expressed. Quantitative designs often lead to the articulation of specific, testable hypotheses. In contrast, qualitative and theoretical studies require the articulation of a broader research question. Formulating designs and research questions should be done in conjunction with appropriate members of the faculty.

Statement of the Research Question

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

Definition of Terms

Please briefly define the term first time you introduce them or as quickly as possible within the body of your literature review.

Methods

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

Articulating the Research Approach

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

Choosing a Research Methodology

It is important to remember that your overall approach to research may draw on one or more specific research methodologies. Your choice of methodology or methodologies should be largely determined by its (their) appropriateness to your research problem and question. In some cases an experimental methodology may be most appropriate whereas in others a hermeneutic methodology may work best. This component of your methodology and procedures section should not only present a brief, well-documented discussion of your chosen research methodology or methodologies, but also explain why it (they) are appropriately suited for your proposed research. Some of the research methodologies most commonly employed at Pacifica includes the following:

Phenomenological methodologies are used to explore the lived meaning of certain kinds of human experience by inviting research participants to describe, in either solicited narratives or intensive face-to-face interviews, specific events, circumstances, or situations in their lives and then analyzing these data using one or more phenomenological methods including, for example, thematic exposition, psychological description, or heuristic depiction. Be sure to not only state that you will be interviewing participants, but the nature and strategy of the interview method (non-interpretive, non-intrusive, intentionality, lived time, etc.). Ethnographic methodologies seek to understand ethnic, cultural, and religious traditions as well as the patterns of interactions, behaviors, and personal experiences that give meaning to individual collective life by conducting open-ended interviews and/or observations of verbal and non-verbal interactions and behaviors among group members. Ethnographic research may also inquire into depth psychological dimensions of a group, such as its relationship with dreams, healing, or spiritual experience. Ethnographic methodologies may rely on phenomenological, hermeneutic, or some other qualitative methodology for data analysis. Hermeneutic (or interpretive) methodologies seek to understand the underlying meaning or structure of certain kinds of human experience by inviting participants to describe, in either solicited narratives or intensive face-to-face interviews, specific events, circumstances, or situations in their lives, and then analyzing these data through the lens of a particular interpretive set or sets. Since hermeneutic methodologies are more commonly used in text-based and arts-based studies, they will be discussed in more detail in that section, below. Nevertheless, it is worth mentioning here that some of the more commonly used broadly conceived hermeneutic or interpretive sets or interpretive frameworks used at Pacifica derive from psychoanalysis, object relations, self psychology, archetypal psychology, imaginal psychology, alchemy, existential psychology, and philosophy.

Studies using text-based and arts-based data. Studies using text and arts-based data seek to examine, criticize or further develop concepts, theories, or philosophical foundations in the field of clinical psychology; to articulate relationships among certain aspects of different theories; or to amplify a psychological construct within a cultural, historical, or philosophical context. Such studies are generally theoretical in nature and employ textual or archival data drawn from published or unpublished texts or manuscripts of a scholarly, scientific, literary, or theoretical nature or, in the case of studies using arts-based data, other classical expressions of human experience and thought such as those found in works of music, art, photography, sculpture, architecture, dance, or film. These data may then be analyzed using
some form of hermeneutic or interpretive method whether that be rhetorical, semiotic, linguistic, or theoretical, the latter including such depth psychological theories as psychoanalysis, object relations, self psychology, archetypal psychology, imaginal psychology, alchemical psychology, or existential psychology, to name just a few. In such studies, your method is significantly determined by your theoretical and conceptual set or sets, that is, the lens or lenses through which you plan to “read” your data.

A number of different kinds of hermeneutic methodologies have been used by Pacifica students over the years, many examples of which may be found in the Institute’s library. In the past, these methodologies have grown out of two major intellectual traditions: philosophy and depth psychology. Philosophically grounded methodologies draw on the works of prominent continental philosophers such as Heidegger, Gadamer, or Ricoeur. Theoretical grounded methodologies draw on the theoretical and methodological works of various writers from Freud, to Jung, to Hillman, among many others. Some specific hermeneutic methods drawing from these general kinds of hermeneutic methodologies include cultural-historical method, dialogical methods, literary textual methods, thematic methods, and imaginal/alchemical methods. Cultural-historical methods investigate particular cultural issues while making use of a specific theoretical or philosophical frame of reference for their interpretation. For example, a study of scientific-technological consciousness from an archetypal point of view might seek to develop a fresh understanding of this dimension of modern life using the lens and constructs of archetypal psychology to illuminate certain unrecognized features of the human psyche. Dialogical methods place two or more perspectives in critical conversation. For example, a study comparing and contrasting Freud’s and Jung’s theories of transference might seek a new level of understanding this clinical phenomenon by placing their theories in dialogue with one another. Literary textual methods focus on a specific text or group of texts making use of a particular interpretive frame. For example, a study of the Fool in Shakespeare’s plays from a Jungian point of view might seek to discover a new understanding of how this archetype plays itself out not only in the lives of psychotherapy patients but also in our very own everyday lives as well. Thematic methods develop a series of systematic reflections on a specific theme. For example, a study of the theme of beauty and psychological life might seek to develop a series of critical reflections that illuminate the significance of beauty in human development and creative achievement. Imaginal methods, including a particular more recently developed method call alchemical hermeneutics, begin with an understanding of soul as an autochthonous domain of reality and experience and work, through reverie, dreams and the consideration of multiple transference levels, to illuminate the symbols, complexes, and meanings of the imaginal world.

Studies using other methodologies. Many students at Pacifica use heuristic methodologies particularly for heterogeneous studies drawing on a mixture of participant, text, and/or arts-based data. Heuristic methodologies are exploratory or discovery-oriented methodologies and include a variety of exploratory, discovery oriented methods in psychology as well as a specific, experiential method emphasizing self-study that was developed by the humanistic psychologist, Clark Moustakas. It is difficult to place heuristic methodologies since they are used in such a variety of contexts and often in combination with other methodologies.

On very rare occasions an exceptional student may want to develop an entirely new approach to an existing methodology or to consider creation-based research. In such instances the student should discuss the idea with the Research Coordinator of the Clinical
Psychology program. If the alternative methodology is sufficiently articulated, the student adequately prepared and capable, and at least one member of the committee has some expertise in the alternate method, then the student may petition the Research Coordinator to proceed with a concept paper and proposal using the alternate method.

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

**Working with Human Participants**

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

*Quantitative methodologies* by far the most commonly used methodologies in the field of clinical psychology, employ the use of “human subjects” or “human participants” and, therefore, draw primarily from participant-based data. Quantitative studies are used to evaluate psychological interventions, to examine relationships between two or more psychological variables, or to compare similarities or differences between different social groups and/or psychological dimensions by obtaining raw data in the form of psychological tests (e.g., the MMPI-2) and instruments (e.g., survey questionnaires), or brief responses to some kind of written or verbal protocol and then analyzing this data using quantitative or statistical methods.

*Qualitative methodologies* usually also involve the use of participant-based data obtained from research participants (more commonly referred to as “human subjects” or “informants”) who provide descriptions of their own experiences in their own words. These data are generally obtained through the use of solicited written narratives, open-ended interviews, or participant observation although other sources, such as journals or autobiographies, may also be employed.

**Procedures**

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

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

A good preliminary discussion of ethics is an important part of the concept paper. Like other sections of the paper, however, students are expected to write a more thorough and detailed ethics section for the CRP proposal. In addition, when submitting the proposal, students will need to gain approval from Pacifica’s Institutional Review Board before collecting data from participants. Please see discussion of “Ethical Concerns” in Step 4, below.

References

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

Implications of Publishing the CRP

Including Personal Material

Students should be mindful that their completed CRP will be published on the internet through ProQuest/UMI. Personal material students are not comfortable with family, friends, strangers, or employers having access to should refrain from including said material in their CRP. Additional information on this topic can be found in the next part under Autobiographical Origins of the Researcher’s Interest in the Topic (including privacy concerns).

Intellectual Property

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

Copyright Law

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

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

**Concept Paper Checklist**

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

**Introduction:**
- Brief introduction to the topic (based on the literature)
- Description of your interest in the topic
- Why it is important to study this topic
- Research problem and question stated
- Clear statement of the question(s)
- Professional definition of key terms
- Introduction does not exceed four pages

**Literature Review:**
- Literature review that evaluates the material (not merely repeats it)
- Literature review focuses on professional resources (rather than popular); mainly journal articles
- Literature review “funnels” the material (begins broad and gets progressively more narrow)
- Literature review does not exceed eight pages

**Methodology:**
- Brief statement of research approach (what it is and underlying assumptions)
- Participants: Rationale for selecting them
- Participants: Inclusion/exclusion criteria
- Participants: Estimated number
Materials: Brief description of psychometric properties (if relevant)
Procedure: Specify what you will do (numbering the sequence helps)
Methods section does not exceed seven pages

Ethics:
Informed consent: Briefly describe what you will tell them
Confidentiality: Specify what you will do to preserve confidentiality
Harm: Specify what you will do to minimize potential harm
Ethics section does not exceed one page

Step Two: Registering for Clinical Research Project Writing

In PsyD curriculum, students’ registration for their CRP writing begins during their third year of studies and continues through their third and fourth year of studies, conducted simultaneously with other coursework. During the summer prior to their third year of studies, students will be notified regarding their chair assignment based on students’ selection and ranking, submitted to the Research Coordinator at the end of their second year.

During their third year of studies, students register for CP 957 class with their assigned chair. This registration proceeds over the course of the entire third year of classes. In order to pass this course, student must continually meet with their assigned CRP chair, form the rest of their committee (internal and external readers) and work toward receiving approvals from their chair and other committee members of their proposal. In addition, students complete and submit their Ethics Application and their Intellectual Property and Copyright Form (see below).

During their fourth year of studies, students register for CP 958 class with their assigned chair. In this class, students are expected to complete their data collection and data analysis followed by submission of their Results and Discussion sections to their chair as well as receiving the Final Draft Approval for their CRP from all three of their committee members. Students can also plan to schedule and carry out their oral defense by the end of their fourth year of studies (see below).

Staying in Touch with the Dissertation Office

The Dissertation Office begins its relationship with a Pacifica student when the concept paper and Concept Paper Approval Form are submitted. At that point the Dissertation Office creates a student folder that will contain all forms, letters, contracts, and other correspondence. During CRP writing, students will be communicating with their committee, of course, but they also will receive vital information, via email and the postal service, from the Dissertation Office.

The Dissertation Office, like other departments at Pacifica, does not send email to students’ personal email account. Instead, it uses the student email account at my.pacifica.edu primarily to preserve students’ privacy as stipulated by FERPA regulations. (Students must log in with their unique user name and a private password to gain access to their Pacifica email.)

Important
Students should frequently check their Pacifica email account or, even better, have their Pacifica email automatically forwarded to a personal email account that they check daily.

**When to Register for CRP Writing**

Pacifica anticipates that most doctoral students will register for clinical research project writing the first quarter of their third year of studies. Early registration is not permitted.

**Delaying Registration**

Delaying registration for CRP writing is discouraged because it is scheduled to be carried out in concert with other coursework. However, if special circumstances occur, the student is required to develop a registration plan with their Advisor, the Research Coordinator, and the Clinical Office.

**Registering for Additional Years of CRP Writing**

Pacifica strongly encourage students to complete their scholarly research and writing within the first two years of registration. However, if this is not possible, students may register for an additional year of CRP writing. To do so, students will enroll in CP 959 (Continued CRP Writing Course).

**Step Three: Forming the Clinical Research Project Committee**

A CRP committee at Pacifica is comprised of the CRP chair, a reader, and an external reader. Once the concept paper has been approved by one of the research faculty and the student has registered for Clinical Research Project Writing (CP 957), the student may officially convene committee members. Prior to registration, the student will be notified of her or his chair assignment based on student’s submitted choices at the end of the spring quarter (typically in the CRP development course). During the summer faculty meeting, faculty meet to discuss student requests and interests, and assignments are made to match students with faculty chairs.

Once the student enrolls in CP 957 (CRP Writing), the student can submit the Chair Appointment Form to the chair. Together with the chair, the student works to identify an internal and external CRP readers. Although the students can reach out to potential readers to gage their interest, no promise is official and formal until students and the committee members have filled out and submitted the appropriate paperwork: the Reader Appointment Form and the External Reader Appointment Form with the External Reader’s CV to the Dissertation Office.

**Selecting and Working with the Committee**

In choosing a committee, students should do their best to gather a committee that has knowledge or expertise with the research topic and research methodology. Ideally at least one of the student’s committee members will be able to address each of these two major concerns of topic and methodology. Although a “good fit” with reference to compatible personality style is also important, this fit should not come at the expense of helpful knowledge and expertise. Committee members should have a doctorate in psychology, a
related field, or a field that is foundational for their study. A list of prospective chairs is available in Appendix A in Part 4 of this handbook. Students are expected to avoid dual relationships in the selection of their committee as outlined in the Student Handbook.

Students progress through the CRP process more easily when they work closely with their committee members from the beginning. Keep in mind that the CRP chair, reader, and external reader are dedicated to helping students succeed. They support the goal of producing a quality CRP and assist students in completing their doctorate degree. Therefore, students will find it helpful to communicate with their committee at every important juncture in your planning and writing. By staying in touch throughout the process, students will optimize the chances of any unpleasant surprises later.

The chair is the central person responsible for guiding students through the clinical research project, ensuring the integrity of the Institute’s CRP guidelines as well as the academic standards of the field. The chair is available for consultation in initially setting up the CRP committee, and oversees the activities of the committee once the CRP writing period begins.

**Choosing a Chair**

At the end of their CRP development course, students will be asked to nominate three core faculty member, whose interests and expertise appear to match students’ CRP interests. The chair must be a core faculty member of Pacifica Graduate Institute. Faculty will discuss students’ nomination during the summer meeting (prior to students’ third year enrollment). Once the matching is completed, the Director of Research will notify students about the match. When the students register and begin in their CRP writing course in their third year of studies, students can fill out and give to their chair (who submits it) the Chair Appointment Form to the Dissertation Office. Once the Dissertation Office receives and processes the Chair Appointment Form, the student and the chair will receive a letter of official notification that the chair has been convened.

**The Responsibilities of the Chair**

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

- Signs the Chair Appointment Form and submits it to the Dissertation Office.
- Upon review of the concept paper and discussion of the project with the student, works to define the direction of the clinical research project and assists in the development of a promising and appropriate proposal.
- Discusses prospective readers and external readers with the student and approves the appointment of the reader and the external reader to the committee, submitting the appropriate forms to the Dissertation Office.
- Reads the CRP proposal and submits an evaluation to the student, requesting revisions as necessary. Signs the Acceptance of CRP Proposal Form and forwards it to the Dissertation Office.
- Directs the student in submitting the ethics application. Reviews and approves the ethics application, in consultation with Pacifica’s Institutional Review Board (IRB).
when the proposed research uses human participants, and forwards it to the Dissertation Office.

- Discusses the proposal with the other committee members and oversees revisions, as necessary, until the proposal is approved by the full committee. Reviews Acceptance of CRP Proposal forms sent to chair by other committee members and forwards them to the Dissertation Office.

- Reads the completed draft of the clinical research project; submits an evaluation to the student, requesting revisions as necessary. Approves the final draft and signs the Acceptance of CRP Final Draft Form after revisions, if any, have been incorporated into the clinical research project. When appropriate, instructs the student to forward it to the other committee members.

- Discusses the final CRP draft with the other committee members and oversees revisions, as necessary, until the final draft is approved by the full committee. Reviews the Acceptance of Final Draft Forms sent to the chair by the other committee members and send them to the Dissertation Office.

- Coordinates with the student and the other committee members in setting a date for the oral defense.

- Hosts the oral defense, convenes the committee for final acceptance of the CRP, and oversees any further changes to the CRP that the committee may require.

- Signs the Completion of Defense Form.

The Reader

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

Qualified candidates for the reader position cannot be core faculty in any program at Pacifica. However, they are typically associated with Pacifica, for instance as adjunct faculty or guest speakers. Or they are now, or have been, as an internal mentor (chair, advisor, or reader) on Pacifica clinical research projects.

Qualified candidates must have a doctorate in psychology, a related field, or a field that is foundational to the study. In rare cases, it may be acceptable to convene an internal reader who has the highest degree granted in their field, for instance, an MD or an MFA, but students should speak to their committee chair and research coordinator to discuss this. A list of readers and their interests is available in this handbook in Part 4, Appendices B and C.

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

- Within 3 (three) weeks of receiving the CRP proposal, evaluates the work and submits a report to the chair and to the student. Continues to review subsequent drafts of the proposal as needed, taking no more than 3 weeks for each review cycle.
When the quality of the CRP proposal is acceptable, completes and submits the Acceptance of CRP Proposal Form to the chair.

- Within 3 (three) weeks of receiving the complete CRP draft, reviews the work and submits a report to the chair and the student. Continues to review subsequent drafts of the manuscript as needed, *taking no more than 3 weeks for each review cycle*. When the quality of the complete manuscript is acceptable, signs the Acceptance of CRP Final Draft Form and sends it to the CRP chair.

- Participates in the oral defense of the CRP in person, on the telephone, or by sending a question.

*The External Reader*

The purpose of the external reader is to provide an outside perspective on the research conducted by Pacifica students. Qualified candidates should have expertise in the student’s topic of interest or research methodology and be able to evaluate the work from a scholarly vantage point. They must have a doctorate in psychology, a related field, or a field that is foundational to the study. In rare cases, it may be acceptable to convene an external reader who has the highest degree granted in their field, for instance, an MD or an MFA, but students should speak to their committee chair and research coordinator to discuss this.

Because we take seriously the idea of an outsider’s perspective, the external reader may not be a graduate of Pacifica; may not be a current member of Pacifica’s core or adjunct faculty; may not have recently taught at the Institute (i.e. within the past five years); may not have held any administrative position here; and may not have served as an internal mentor on any dissertation or CRP committee at any time in the past. In addition, the external reader must not have a dual relationship with the student (i.e. past or present supervisor, religious leader, or therapist).

The student should discuss potential external readers with the clinical research project chair as part of the selection process. The Dissertation Office also highly recommends that the student and chair check with the Dissertation Office regarding an external reader candidate to discover their previous relationships with Pacifica.

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

- Within 3 weeks of receiving the CRP proposal, evaluates the work and submits a report to the chair and to the student. Continues to review subsequent drafts of the proposal as needed, *taking no more than 3 weeks for each review cycle*. When the quality of the CRP proposal is acceptable, completes and submits the Acceptance of CRP Proposal form to the chair.

- Within 3 weeks of receiving the complete CRP draft, reviews the work and submits a report to the chair and the student. Continues to review subsequent drafts of the manuscript as needed, taking no more than 3 weeks for each review cycle. When the quality of the complete manuscript is acceptable, signs the Acceptance of CRP Final Draft Form and sends it to the CRP chair.

- Participates in the oral defense of the CRP in person, on the telephone, or by sending a question.
Committee Dispute Procedures

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

- Matters of procedure will be directed to the Dissertation Policy Director.
- Academic matters will be directed to the program’s research coordinators.
- If the academic dispute is between the student and the clinical research project chair and remains unresolved, the matter will be adjudicated by the research coordinators.
- If the research coordinator cannot resolve an academic dispute or is personally involved in a dispute that remains unresolved, the matter is directed to the chair of the program.
- Any clinical research project dispute that cannot be resolved within the program is referred to the director of the Dissertation Office.

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

Step Four: Writing the Research Proposal and Ethics Application

After students register for CRP writing and convene the committee, they begin the process of writing the research proposal. Most proposals begin with students’ concept paper (approximately 15 pages in length) and expand it to approximately 30-40 pages. This proposal becomes, in time, part of the complete clinical research project manuscript.

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

Organization of the CRP Proposal

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

Students’ CRP proposal (as well as final CRP) must draw from clinical psychology literature as its primary source as well as seek to integrate and contribute to clinical scholarly literature and practice. For information and guidance on specific research approaches, students should consult appropriate course material, research faculty, or members of the students’ CRP committee. However, regardless of the particular research approach or methodologies adopted, each of the content areas designated below must be thoughtfully addressed as a part of the research proposal.

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

Introduction (5 pp.)

- Purpose Statement
- Relevance of the Topic for Clinical Psychology
- Autobiographical Origins of the Researcher’s Interest in the Topic
- The Researcher’s Predisposition to the Topic
- Statement of the Research Problem and Question (1p.)
  - The Research Problem
  - The Research Question

Literature Review (15-25 pp.)

- Literature Relevant to the Topic
- Literature Relevant to the Researcher’s Theoretical Approach
- The Need for Research on the Topic in Clinical Psychology

Methodology and Procedures (10-15 pp.)

- Research Approach
- Research Methodology
- Participants
- Materials (if appropriate)
- Procedures for Data Collection
- Procedures for Data Analysis
- Reflexivity/Limitations
Procedures for Dealing with Ethical Concerns

References (5-10 pp.)

Introduction

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

Purpose Statement

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

Relevance of the Topic for Clinical Psychology

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

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

Pacifica recognizes the reciprocal relation between researchers and their topics, a relation that precedes, perhaps by years, the actual formulation of the specific research problem and question. Given this co-constitutional nature of inquiry, Pacifica requires students to clarify and examine the nature and parameters of the topic as well as the autobiographical origins of student’s specific interests within it. Such a discussion can simultaneously engage the readers and assure them that students are cognizant of their own emotional attachments to the topic. Although this section is often written in an autobiographical voice, it is important to remember that its purpose is to increase both self-understanding and collegial comprehension with reference to the research topic. Students should do their best, therefore, to avoid merely providing personal confessions, i.e., confession for its own sake, which loses sight of its purpose, namely to open up the possibilities for rigorous psychological inquiry. The information students reveal should also be balanced with how much students are willing to disclose. Remember that once the CRP is completed it will be published, including any personal information, on ProQuest/UMI and will thus become part of the public domain. Moreover, once the CRP is approved and published, no part of that document can be removed or changed, and thus, all personal information included in the CRP will be accessible by general public, including students’ current and future employers, employees, clients, friends, and family members.
Regarding privacy concerns, students should be judicious in what they choose to include. One should receive written permission to include highly personal/sensitive materials or information about people or organizations that is not already in the public domain. For example, if the CRP contains a picture or video that identifies someone by name or clearly shows where the person lives or works, the student should let the individual know how this will be used and obtain written approval before it is included in the CRP. Likewise, quotes gleaned from course discussion boards, comments by classmates in classroom discussions, and other material that was gained when there was an expectation of confidentiality should be used only with written permission. Remember that once the CRP is completed it will be published, including any personal or sensitive information about others or organizations, on ProQuest and will thus become part of the public domain.

Statement of the Research Problem and Question

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

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

The Research Problem

This brief section usually begins with a brief reiteration and synthesis of the previous two major sections (Introduction and Literature Review) and ends with a concise description or discussion of students’ present understanding of the research problem in terms of what it is that is known or understood and what is unknown or not understood. Students may want to make explicit the previously implicit link between the autobiographical interest in the problem and the need in clinical psychology for the proposed study (e.g., “Given my own long standing personal and professional interest in the phenomenon of X and given the dearth of professional literature from a Y point of view regarding this same phenomenon.”). You may then want to suggest, again briefly, the heuristic promise of the proposed study for clinical psychology (e.g., “It is hoped, therefore, that the proposed study might lead to A, B, and/or C within the field of clinical psychology.”).
The Research Questions (Qualitative) or Hypotheses (Quantitative)

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

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

Literature Review

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

First of all, it is important to remember what a literature review is not. A literature review is not simply an annotated bibliography, reviewing various works for their own sake, but, rather, it is a comprehensive, systematic examination of literatures relevant to the research topic specifically as they relate to the topic. In other words, a literature review is always subordinate or subservient to the research topic. Likewise, a literature review is not the place to make unexamined truth claims or assert ideological arguments but, rather, to critically examine how each work contributes and/or fails to contribute to knowledge or understanding of the topic as well as how the various works discussed relate to one another. Whenever students make claims in the process of critiquing the literature or clarifying your perspective, such claims must be adequately cited (using APA format) and, wherever appropriate, qualified (“X said;” or “Some are convinced;” or “At this point, I am inclined to think;” or “It is my opinion;” etc.). As with CRPs and proposals as a whole, the most
effective literature reviews are written in the voice of a scientific investigator who is careful
to report and describe, as objectively as possible, his or her observations as they occur.
Careful description, systematic organization, critical reflection and evaluation, and a sense of
genuine scientific interest characterize the thoughtful literature review. Note that when
reporting research and other publications the past tense should be used (see the Publication
Manual of the American Psychological Association, 6th edition). In other words, students should not

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

**Literature Relevant to the Topic**

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

It is imperative that students give serious attention to any relevant literature within
the field of clinical psychology per se, including literature growing out of theoretical and
research perspectives different than the student’s perspective. For example, a study of the
depth psychological understanding of unconscious processes should include a review of
both the unconscious from a depth perspective as well as how general psychology
conceptualizes the unconscious (i.e., cognitive psychology, cognitive neuroscience). Likewise,
a depth psychological study of women’s identity or development ought to examine the ways
in which clinical psychology as a whole addresses women’s lives. Still following the same
point, a study of the numinous ought to examine, as a part of its review of literature, how
clinical psychology as a whole addresses or fails to address religious or spiritual experience
or, perhaps, the self. Of course, these kinds of generally situating reviews are not at all as
detailed as reviews of literatures that are closer to the proposed research in terms of the
topic, theoretical approach, or methodology. Such situating reviews simply locate the work
within the overall domain of clinical psychology by showing, with a few broad strokes, just
where the student’s proposed research work fits within the larger and more general context
of psychological research.

In some instances, student’s research may be significantly interdisciplinary in nature.
As a result, it will include literature reviews from such scholarly disciplines as philosophy,
religion, world literature, poetry, literary criticism, or the arts. It is particularly important for
these types of reviews that extra care is made to include thoughtful well ordered, easy to
follow headings.
Regardless of how broad or narrow the scope of the literature review, it is important that the review does more than merely report published works. The task is not only to report but also to examine and evaluate the relationship of these various literatures to one another, to basic relevant ideas and problems in the field, and to the topic in question. In other words, the literature review should examine what is already known about the research topic in such a way that the literature itself is critically and thematically subservient to your research topic. Thus, the challenge is to show what each particular work/author contributes to our knowledge and understanding of the topic in question as well as what each fails to contribute. In addition, where relevant, students should try to show how different works relate to, support, or contradict each other vis-à-vis the topic. Whenever appropriate, the literature review should also consider what relevant works/authors reveal about basic, contextual or foundational issues, that is, basic theoretical, philosophical, ethical, or cultural issues or problems integral to understanding the topic.

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

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

It may be helpful to students to write the literature review with two kinds of readers in mind. On one hand, imagine providing informed readers with evidence of the student’s familiarity with and critical mastery of the bodies of literature that are relevant to the topic. On the other hand, imagine providing uninformed readers with a clear, coherent, and self-explanatory introduction to those same bodies of literature. Another way to imagine the literature review is as an intensive course on the topic given to an intelligent and interested but not necessarily sympathetic audience. The students’ job is to educate this audience about what is already known about the topic and closely related issues and contexts, to inform them of similar and contrasting points of view with reference to the topic, and then show them what it is that is not yet known or understand that the student hopes to learn in the research upon which the student is about to embark.

The Need for Research on the Topic in Clinical Psychology

Up to this point the literature review has focused on what has been learned in the past and what remains to be learned with reference to the research topic. This is an ideal place to provide a vivid rationale for undertaking the research project thus setting the stage for the students’ contribution to the field. This is effectively accomplished by offering a very
brief summary (one to three paragraphs can suffice) of the literature review, first highlighting what has come to known or understood about the topic and then highlighting and what is still not yet know or understand. This summary should open the way to a succinct statement of what students proposed investigation is designed to contribute to the knowledge and understanding both in the field of clinical psychology in general and, within that, depth psychology in particular. Strive to make this statement of the anticipated contribution to the field clear, concise, and right to the point (e.g., “As the above literature review has shown, we still do not have a comprehensive depth psychological understanding of the phenomenon of X,” or “Although there have been a number of studies to investigate X, they all have significant methodological weaknesses”; or “Even though we have had a number of studies addressing such phenomena as A, B, and C we still do not appear to have a clear understanding of what the related phenomenon, X, might mean from a Y perspective”).

Using Online Sources in Research

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

Definition of Terms

Students should include definitions within the text of their writing at the first (but most appropriate) moment. For example, although some terms may be mentioned in the introductory purpose statement, an in depth definition with citations should be included soon thereafter in the Introduction.

Although students may want to begin by trying to define the terms themselves, using their own language, students should eventually consult widely available technical and theoretical works in psychology and philosophy as well as general etymological and lexicographical references. Authoritative dictionaries such as The Oxford Universal Dictionary and The Oxford English Dictionary which contain excellent etymological information as well can be very useful in this regard. Partridge’s (1958) Origins: A Short Etymological Dictionary of Modern English, J. Ayto’s (1990) Dictionary of Word Origins, Barnhart’s (1988) Chambers Dictionary of Etymology, or Orion’s (1966) The Oxford Dictionary of Etymology are also all superb resources for assisting in the clarification of root meanings and definitions.

As with the formulation of the research question, clarity and parsimony are essential. These should be student’s most faithful guides for defining key terms in the primary research question.

Methods

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

**Research Approach**

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

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

**Research Methodology**

This component of the CRP proposal expands on the brief discussion of methodology presented in the concept paper. It presents a thorough, well-documented discussion of research methodology and its appropriateness to the research problem. As discussed earlier in the section of this Handbook describing the concept paper, students can choose a quantitative method, select one among a variety of qualitative methods, or use a mixed-method approach that combines both quantitative and qualitative methodology.

Researchers use a quantitative methodology to demonstrate probabilities, correlations, make predictions, or prove or disprove discrete empirically verifiable hypotheses. Quantitative studies typically involve gathering data from research participants, which is then subjected to statistical analysis. Mixed method approaches combine the
statistical rigor of quantitative research with the deep insights possible in the best qualitative inquiry. For more information, see the previous discussion of “Participant-based data” in Part 1 of this Handbook.

Below is a brief recapitulation of the qualitative methodologies commonly used at Pacifica Graduate Institute. For more information, read the “Research Methodology and Procedures” section, above, that describes the concept paper.

- Phenomenological methods, used to explore the lived meaning of certain kinds of human experience. The researcher invites participants to describe specific events, circumstances, or situations in their lives, then analyzes and discusses emergent themes in the data.

- Ethnographic methods, which seek to understand ethnic, cultural, and religious traditions in collective life. Researchers gather data in open-ended interviews and/or observations of group members, then analyze it using phenomenological, hermeneutic, or some other qualitative methodology.

- Hermeneutic methodologies, used to interpret human works to criticize or further develop concepts, theories, or philosophical foundations in the field of psychology; articulate relationships among aspects of different theories; or amplify a psychological construct within a cultural, historical, or philosophical context. Hermeneutic research is generally theoretical in nature and uses textual or arts-based data.

- Heuristic methodologies, useful in heterogeneous studies drawing on a mixture of participant, text, and/or arts-based data that emphasize exploration and discovery. They also include a specific, experiential method emphasizing self-study developed by the humanistic psychologist Clark Moustakas.

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

**Participants**

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

**Materials (If Appropriate)**

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

**Data Collection**

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

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

**Data Analysis**

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

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

**Ethical Concerns**

Doing psychological research raises important ethical concerns that need to be anticipated in the planning of research, and navigated with integrity during each stage of research. To these ends, the next sections will present the ethical principles derived from the American Psychological Association’s ethical standards. As you develop your research design and complete this application for approval, please keep the following basic ethical principles in mind.

**Respect for Persons**

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

**Beneficence**

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

**Justice**

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

Types of Harm

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

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

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

Dual relationship: In most cases, Pacifica recommends against the use of patients for research purposes when such research would take place concurrent with a therapeutic relationship. Such a situation can constitute a dual relationship—that of researcher and psychotherapist. The use of past or terminating patients for research presents less difficulty. Nevertheless, care must be taken that consent is indeed freely given, and that the pursuit of research does not harm the therapeutic relationship. At all times the researcher must maintain an awareness of the potential impact on the patient and on the transference situation, which may extend beyond termination. Students should consult with their chair on gaining approval for research projects that involve current or past patients. Case material that is used in such a manner that the patient may recognize as their own experience always requires the need for informed consent. Quoting directly from the patient, or using dream images or narratives necessitates informed consent. The use of case material should be discussed with the CRP chair as a part of the ethics approval process. Of course, measures to conceal the identity of the patient must be employed.
Coercion: It is not ethical to willfully mislead the participant as to the nature of the experiment/study. Thus, any form of trickery or manipulation in order to produce a particular result/response is a violation of ethical principles. Over recent decades, ethical considerations in research have shifted in affirming this sensibility. This principle does not necessitate that you disclose every detail of the study. When seeking to understand a particular phenomenon, researchers can simply state the phenomenon to be explored and that this exploration will examine many issues.

For participant-based studies, researchers should discuss relevant ethical concerns having to do with the use of human participants as well as the researcher’s own integrity in the conduct of the study. The chosen research methodology significantly determines the content of this discussion. It is the researcher’s obligation to be thoroughly familiar with and abide by the standards inherent in the methodology and also the standards of the field of psychology as a whole. Therefore this section must include a brief discussion of the intention to comply with standards established by the American Psychological Association, with the standards and procedures of Pacifica’s Institutional Review Board (IRB), and, where applicable, with the standards and procedures of any relevant community or institution that may be involved in any aspect of the research process. Pacifica Graduate Institute’s specific institutional requirements for gaining approval from its Institutional Review Board are described below.

**Submitting the Ethics Application**

Students at Pacifica Graduate Institute are required to comply with the ethical standards set down by the American Psychological Association for conducting research with human participants. Every study must acknowledge whether or not participants will be used. As a result, all students must submit one of two ethics-related forms along with the CRP proposal: either the “Ethics Application for Research without Participants” if the study will use no participants or the “Ethics Application for Approval to Use Participants” if the study will use participants.

Students submit the application, along with the CRP proposal, to their chair. The chair, in consultation with Pacifica’s Institutional Review Board, must approve the application before final acceptance of the CRP proposal and before students begin gathering research data. In most instances, and if the student has followed the guidelines, the ethics application will be approved promptly.

If animal or human participants will not be used in the proposed research, the student should submit the form entitled Application for Research without Human Participants. If human participants will be used, the student must submit an Application for Approval to Use Human Participants. See Part 5 for both forms. Pacifica uses the following steps to review the application:

1. The CRP chair reviews and approves the proposal, which describes the research design, including a discussion of ethical issues.
2. The student submits the completed ethics application to the CRP chair, who reviews it. If the research proposes to use human participants, two signatures are needed to
approve it: the chair’s signature and a representative from Pacifica’s Institutional Review Board.

3. The chair notifies the student of the approval of the ethics application, or of any changes necessary to gain its approval.

Students who encounter irresolvable conflicts with the Institutional Review Board may seek redress with Education Council.

A signed approval form allowing the student to use human participants in the research must be on file along with the CRP acceptance forms, and before any work is done with or data gathered from any human subject. Blank application forms, guidelines, and templates for informed consent documents are provided in Part 4 of this handbook. As students complete the Application for Approval to Use Human Participants form, carefully consider the preceding issues as you fill in items 1–8 on the form.

For further resources and information, see the sections on ethics included in relevant references in the section as the end of this handbook in the references section, especially the *Publication Manual of the American Psychological Association*, 2009 and also Creswell, 2007; Rudestam & Newton, 2001; and Thomas & Hersen, 2003. Also note an example of a completed ethics application in Part 4, which provides sample wording, phrases, and sentences that you may wish to adapt to your own study.

**Using Case Material**

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

**Disguising Case Material**

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

- **Use fictitious names**
- **Change as many basic facts as possible** (race/ethnicity, gender, age, geographic location, educational level, occupation, city/town of residence, size of city) assuming that altering these facts won’t change the reasoning behind any conclusions that have been reached about the case
- **Wherever possible, change details regarding the participant’s family** (i.e. a separation might become a divorce, number/gender of children/siblings)
- **Avoid making alterations that can potentially be “decoded”** (i.e. merely using initials, simply changing North Dakota to South Dakota)
• Combining details of two or more cases into a “composite” case that still illustrates the essential processes and conclusions

Patient Consent

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

Submitting the Intellectual Property and Copyright Infringement Form

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

• Students are not permitted to make unauthorized reproductions of copyrighted materials in the CRP and agree not to do so.

• Students should not assume that since they are writing an academic CRP that the use of copyrighted materials will be deemed to be “fair use.”

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

• Students must make it clear to the copyright holder that the CRP will be published in two forms: one printed and bound copy stored in the Pacifica Graduate Institute’s Research Library, and one electronic copy published online by ProQuest.

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

• Students should keep copies of every permission statement in their own files, submit a full set of permission statements to the CRP chair along with the final draft of the work, and submit a full set of permission statements to the Dissertation Office.
To ensure that students understand the rights and responsibilities, they are required to complete, sign, and submit an Intellectual Property and Copyright Infringement Form along with the CRP proposal. See Part V for this form.

**Guide to Intellectual Property and Copyright**

Copyright rules for education and academia are not stringent. In fact, it is in this area that copyright seems to break down, to a degree. This is especially true for musical works by contemporary artists. In reaction, the RIAA (Recording Industry Association of America) recently launched a series of lawsuits against music duplicators, music file-sharers, and the like. While copyright law allows for only 10%, but not more than 30 seconds, of a song to be reproduced for academic means, some individuals have successfully argued their cases—some have not, which is why it is best to err on the side of caution. Imagine receiving a cease and desist notice regarding the use of a song after the CRP has been published! Therefore, this information serves as a guideline regarding current practices in intellectual property, but students are still personally responsible for complying with copyright law. The good news is that the completed CRP will also be protected by these principles.

**Definition of Terms**

**Public Domain**

Public Domain concerns anything published/produced prior to 1923, anything published between 1923 and 1977 without copyright notice, and anything published from 1923 to 1964 with copyright notice but without copyright renewal; other exceptions exist as well. Anything that falls within Public Domain may be freely used by anyone (with proper citations, of course). For updated information about Public Domain materials, you will need to consult the U.S. Copyright Office (http://www.copyright.gov). Cornell University has an excellent web page on materials available through Public Domain (http://www.copyright.cornell.edu).

**Fair Use**

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

**Using Protected Materials**

**Books, Manuscripts, and Printed Materials**

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

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

Music or Lyrics

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

CD art work, designs and lyrics may also be protected by copyright law, and it is best to seek permission to use these if intending to reproduce them on a large scale. Website owners whose pages contain song lyrics are currently battling the RIAA for alleged copyright infringement. Fair use may protect you to a degree, as no legal precedent has yet been set for the reproduction of lyrics. Therefore, CRPs can use no more than 10% of song lyrics and official permission to reprint lyrics is required.

Photographs, Art Work, and Other Illustrations

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

For paintings, students may be required to obtain permissions from the governing/owning body, such as the Tate, the Huntington, the Getty, the National Gallery, and so on, as well as the copyright holder.

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

As with music, students are not permitted to alter the integrity of copyrighted art work or make their own modifications.
Videos, Movies and Multimedia

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

Consequences of Not Complying with Copyright Law

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

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

Using the Student’s Own Published Articles in a CRP

No reprints (or offprints) of the students’ published articles or other publications can be substituted in place of the completed CRP. However, there are two alternatives if students wish to include such reprints in the finished CRP: (a) the reprint may be included in its entirety, but must be confined to the appendices of the CRP, or (b) the substance of the publication may be included if it is integrated into the main body of the text. The reprint (or offprint) would then become an integral part of the argument and evidence presented in the CRP.

Gaining Approval of the Research Proposal

As mentioned above, a discussion of ethical issues is important in all scholarly research, but is imperative when the student proposes to work with human participants. In either case, working with human participants or not, the students must fully articulate their research design, including ethical issues, in the methodology section of their proposal. In addition, they must complete an ethics application and submit it, along with the proposal, to their chair. See Part 5, Clinical Research Project Forms, for the Ethics Application and sample forms.

The chair closely reviews the research design and ethics application. Once the ethics discussion and application is acceptable, and the research proposes to use human participants, the chair then forwards the form to the Institutional Review Board (IRB) of Pacifica Graduate Institute. The IRB consists of the Research Coordinators and Directors of Research for all programs. In addition, ex officio members of the IRB may include PGI’s legal counsel and an administrative liaison. The ethics application has to be reviewed and signed by a member of the IRB who represents the student’s program (e.g., clinical psychology ethics application will be reviewed by one of the clinical program’s research
coordinators). If the reviewer determines that the application merits further review because of complex ethical situations embedded in the proposed study, the ethics application will be forwarded to additional members of the IRB for deliberation and approval. (These additional committee members are usually those who also sit on the Council of Research Coordinators.) Once the forms are reviewed and signed by the IRB member, the application is submitted to the Dissertation Office separately from the CRP Proposal Acceptance Form.

Students MAY NOT begin their proposed research until the Dissertation Office has received the student’s Intellectual Property and Copyright Form, an approved Ethics Application, and all three CRP Proposal Approval Forms. The Dissertation Office notifies students when their ethics application has been approved only if the student uses human participants. All students are notified by email when their proposal has been approved by all three committee members.

**Step Five: Completing the Research**

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

When submitting the final CRP draft to all three committee members, be sure to include copies of the Acceptance of CRP Final Draft Form along with the manuscript. Once the reader and external readers have signed their copies of the form, they send it to the chair, who forwards all three forms to the Dissertation Office.

At this point, the Dissertation Office will begin the processes that will help students segue into Step 6 (preparing the manuscript for publication) of CRP writing and Step 7 (oral defense). For students, this means:

- working with the committee chair to write a CRP abstract of no more than 350 words formatted according to Pacifica/APA 6th edition guidelines
- working with the Dissertation Office to create and approve the format of the title page
- preparing a final copy of their complete CRP, including all front matter, and sending it to the Dissertation Office
- planning the presentation for the oral defense
- working with the chair to secure the scheduling of the oral defense

Students need to be sure to check their Pacifica email account at this time, otherwise the student may miss crucial informational emails from the Dissertation Office.

Final approval of the CRP by committee members must take place within a period of CRP enrollment.
Carrying Out the Research

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

Gathering data, then analyzing data, and, finally, writing the findings can all prove to be deeply rewarding and edifying. It is important for students to make good use of their committee during this period, particularly their CRP chair. If things progress smoothly, students could find themselves defending their CRP much sooner than anticipated. On the other hand, it is important to remember that things do not always go as planned.

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

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

Length of a Clinical Research Project

Qualitative, participant-based CRPs and text based (theoretical) clinical research projects are typically 80-120 pages. In contrast, quantitative, participant-based studies are typically 60-80 pages. The difference in length is most often accounted by the presentation of the results of the study, which in qualitative and theoretical CRPs involve the inclusion of multiple direct citations of either participants’ interviews or analyzed texts. CRPs cannot exceed 180 pages.

The Final Chapters of the Research

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

Presentation of Findings

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

The presentation of findings in quantitative studies simply reports the findings or results saving the discussion of the meaning or interpretation of these findings for later (see Rudestam & Newton, 2007, Chapter 6: Presenting the results of quantitative studies, pp. 117-176). These are divided into a Results and a separate Discussion chapter. In other words, initially include only the amount of explanation necessary to help the reader understand the basis of the data; do not say what it means. The interpretation of the data and the speculation of what it means are reserved for the subsequent discussion and implications of findings. Nevertheless, the report of findings needs to be complete enough for the reader to make an independent judgment about the significance of the data and findings. Do not withhold anything from the reader that would prevent this judgment from being made. Having offered this detailed presentation of findings then present a condensed restatement of those findings in a succinct, highlighted form.

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

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

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

Discussion of Findings

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

1. an overview of the significant findings
2. a reflection on the findings given previous research
3. a thoughtful, comprehensive, well integrated discussion of the meaning or significance of these findings
4. strengths and limitations of the study that may influence its applicability to clinical psychology
5. suggestions for future research.
Theoretical CRPs require a separate chapter specifying and elaborating on the new theory that has emerged as a result of the research.

Discussion of Implications

Again, regardless of the particular kind of study the most effective discussions of implications include, wherever relevant, the following components: (1) the implications of both the methodology and findings for clinical psychology in general and for the development of depth psychology in particular, (2) suggestions for further study or methodological development, and (3) if not already discussed above, any social, cultural, or ethical implications that deserve attention.

Conclusion

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

End Matter

Following the body of the CRP is the end matter. This consists of the References, including listing of books and articles that are cited in the body of the work—and the Appendixes, which contain any original materials of one kind or another referred to in the text.

The reference list demonstrates the authority behind students’ research and provides readers with information about how they can locate the sources that were used. List references according to standard APA style (6th ed.). Be sure to see this handbook’s discussion on exceptions to APA guidelines listed in step six. It is important that original (or primary) sources of information be used when citing references.

The appendixes will include all of the material that surrounds the research design and implementation. This would include copies of tests or materials used, written instructions that accompanied such material, informed consent forms, research instruments that were used, or the protocol descriptions provided by the participants.

Appendixes

A last section may contain supporting data for the text in the form of one or more appendixes. Examples of appendix material are data sheets, questionnaire samples, informed consent forms, illustrations, charts, related writings integral to the text, and so on. Appendices should be given letters, not numbers.

Computer printout material can only be included in an appendix. It should be recorded on good quality white paper.

Assembling a Complete Manuscript for CRP Committee Review

When assembling the CRP into its final form, arrange the parts and pages in the following order:
Title Page

Each copy of the CRP must include a title page prepared in accordance with the sample found below. This is the only page (other than the first page of Chapter 1) that does not bear a page number. Students should use their full legal name. Names and degrees of the student's doctoral committee will also appear, the chair first, so identified, and the others following. Title pages no longer bear the signature of the committee members out of concern for identity theft.

As mentioned earlier, choosing a meaningful yet succinct title for the CRP is crucial. Limit the length of the title to no more than three or four lines, with each line being a maximum of 45 characters including letters, spaces, and punctuation.

Copyright Notice

A statement of copyright must be included on a separate page directly following the approval page. It should include the student's full legal name and, at the top right, the month, day, and year the final manuscript was approved. See the sample in Step 5, above. This page will be given the lower-case Roman numeral “ii.”

Abstract

The title on the abstract page must match word-for-word the title on the title page. Additionally, the student's name must precisely match. The body of the abstract cannot exceed 350 words (approximately 35 lines) and must be included in each CRP. The abstract should (a) give the full title of the clinical research project, (b) state the student’s legal name, (c) provide a concise yet comprehensive description of the contents of the CRP including the problem addressed, the methods used, the conclusions or findings, and the stated implications of the study for depth psychotherapy, (d) be written in the third person, for example, “This research explores . . .” as opposed to “I explore . . .” and (e) seek simply to report rather than evaluate, comment, or argue. A template displaying the format of the abstract page can be found in Part 3.

Because CRPs are now widely available via the internet, students may also wish to compose a list of 6 to 10 keywords that prospective readers will use to search for the work. (ProQuest/UMI dissertation and CRP publishing, which publishes the digital copy of dissertations and CRPs, requires students to supply 6 keywords. Students fill out and submit the ProQuest/UMI publishing form as one of the final steps in the process of CRP preparation, described below.) The list of keywords, which will be counted toward the 350-word maximum, can be included at the beginning or end of the CRP abstract.

Dedication and Acknowledgments

Students have the option to include a page with a brief note of dedication and/or an acknowledgment page(s) of help received from particular persons. Students must include dedication and/or acknowledgements page(s) in the final draft that is sent to the proofreader for these pages to be included in their CRP.

Table of Contents

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

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

Adding Captions to Figures and Images

Captions explain a figure (for instance, a plate, chart, or diagram) or an image in the work and also serve as the title of the figure. They appear directly below each figure/image in the CRP. Captions should be succinct and descriptive, and include the following elements: Figure number, brief explanation of the figure, its title, or the title of the image in italics, name of the artist, source of the figure/image, and either the phrase “Reprinted with permission from copyright holder” or “Public domain”. The following is an example of a caption for a copyrighted image:

Figure 1. Sigmund Freud’s office in Vienna contains a desk, books, couch, and hundreds of small sculptures. View of Sigmund Freud’s Office by Sarah Johnson, 1995. The Art Institute of Chicago. Reprinted with permission from copyright holder.

This information is also used to compile the List of Figures (briefly described next), which is part of the front matter of the CRP following the Table of Contents.

Please note if copyrighted images, charts, figures, etc. are used, written permission from the copyright holder is required. Submit a copy of written permission to use copyrighted material to the Dissertation Office.

List of Figures

If the CRP includes plates, charts, diagrams, or illustrations scattered throughout the text, a separate List of Figures with page numbers must follow the Table of Contents, on a separate page.

Within the manuscript itself, full-page tables and charts require the same margins as printed pages. To accomplish this, electronically reduce figures to fit the required space.
Front Matter Template Pages

On the next three pages are samples that show the proper formatting of a CRP Title page, Copyright page, and Abstract page.
(TITLE OF CLINICAL RESEARCH PROJECT)

A Clinical Research Project submitted

by

(STUDENT’S LEGAL NAME)

to

PACIFICA GRADUATE INSTITUTE

in partial fulfillment of
the requirements for the
degree of

DOCTOR OF PSYCHOLOGY

in

CLINICAL PSYCHOLOGY

This clinical research project has been
accepted for the faculty of
Pacifica Graduate Institute by:

Dr. (name of chair), Chair

Dr. (name of reader), Reader

Dr. (name of external reader), External Reader
Copyright Notice Template

(MONTH DAY, YEAR)
(date of final draft approval)

Copyright by

(STUDENT’S NAME AS PRINTED ON TITLE PAGE)

(YEAR OF FINAL DRAFT APPROVAL)

(Please note that in the actual clinical research project, ii should be placed in the upper right-hand corner of the page)
Abstract Page Template

ABSTRACT

>Title of Clinical Research Project as printed on title page

by

(Student’s Name as printed on title page)

(Begin typing the abstract here, double-spaced with the first line of each paragraph of the abstract indented 5 spaces or one Tab as shown in this explanatory note. The abstract must not exceed 350 words. Students have the option of including up to 10 key words immediately following the body of the abstract. The keywords will count toward the 350-word maximum length of the abstract. Please note that in the actual clinical research project, iii should be placed in the upper right hand corner of the page.)
Formatting Headings and Subheadings

Once students have arrived at the proper hierarchy, the headings must be properly formatted. First, determine how many levels of headings to use throughout the manuscript: two levels, three levels, four levels, or five levels. Different chapters may call for different depth of levels; this is acceptable. Next, format the headings according to the APA sample shown below.

**HEADING LEVEL 1** is Centered, Boldfaced, and Mixed Case: “Chapter (#)” is on the First Line and the Title of the Chapter is on the Second Line, Single Spaced

**HEADING LEVEL 2** is Flush Left, Boldface, and Mixed Case

**HEADING LEVEL 3** is indented, boldface, sentence capitalization ending with a period.

**HEADING LEVEL 4** is indented, boldface, italicized, sentence capitalization ending with a period.

**HEADING LEVEL 5** is indented, italicized, sentence capitalization ending with a period.

Use the formatting down to the depth of headings in the work. For instance, if the CRP has only two levels of headings, use the formatting for level 1 and level 2. If the CRP has three levels of headings, use the formatting for level 1, level 2, and level 3.

Be sure to keep the headings with the paragraph that follows it on the same page. To ensure this, format the header so that it has Widow/Orphan control. Headings cannot appear on the last or second to last line of a page.

**Formatting the Text**

The text of the CRP follows the table of contents. If students include an introduction, this will be the first page of the text. (Remember that the first page of text is not numbered.)

**APA Quotations in the Text**

- Alter the initial capitalization of quoted material, as needed, to blend with the text.
- Do not add an ellipsis at the beginning or end of quoted material. Use an ellipsis only to indicate omitted text from the middle of a quotation. Short quotations, 39 words or less, appear in the body of the text enclosed in quotation marks. If the short quotation includes a direct quote, use single quotation marks to enclose it.
- Long quotations, 40 words or more, are set apart in their own text block. Single-space the block quote and indent the entire block five spaces (or one tab) from the left margin, without further indenting the first line of the block quote. Do not enclose the block in quotation marks. If there is a quotation within the block, enclose it in double quotation marks. If the block quote extends to multiple paragraphs, indent the first line of each new paragraph.
APA Citations in the Text

- Cite author and date anew in each new paragraph. Within a paragraph, don’t repeat the date after the initial citation, unless citing multiple authors and need the information for clarity.

- Always include page numbers for direct quotations, citing a specific page range when necessary: e.g., (pp. 28-29) rather than (pp. 28ff). When using an author’s ideas, but not quoting directly, page numbers are strongly encouraged.

- For all translated works except ancient texts use the original date of publication as well as the date of the translated version. For example: Miller (1979/1997).

- When citing Jung within the text, always include the publication dates and page number. It is optional to also provide volume number and paragraph information enclosed in square brackets. For example: (Jung, 1937/1968, p. 29 [CW 12, para. 206]).

- Cite personal conversations, interviews, telephone conversations, and letters in the text this way: (J. O. Reiss, personal communication, April 18, 2001).

- Cite journal entries and dreams in the text this way: (Author’s personal journal, September 18, 2002) or (Client’s dream, August 8, 1994).

Footnotes

The placement of footnotes (i.e., at the bottom of the text pages, or in a separate section following the text) is a matter of preference that you should determine by following the APA manual consistently. Do not use footnotes for simple citations: reserve them for textual commentary or amplification. Indent the first line of each footnote.

A section of references follows the CRP text. An important aspect of scholarship is consistency between cited works in the text and notes and the list of references. Therefore, it is important to verify that every source listed in the text is cited in the References section. It is equally important to ensure that the References section does not include texts that are not cited in the body of the CRP.

Please note that Wikipedia is not a scholarly source. Whenever possible, use peer-reviewed sources with the usual scholarly apparatus which have been given the nod of approval by a respected publishing house. Whereas a passing reference to Wikipedia surrounded by more substantive sources may be acceptable, ongoing reliance on Wikipedia is not acceptable.

APA Style in the References Section

- Double space each entry in the list of references, with double spacing between references.

- Format each entry as a hanging indentation, with the first line flush left and any subsequent lines indented 5 spaces (one tab).

- For all translated works except ancient texts use the original date of publication as well as the date of the translated version. For example:

- For referencing and citing multiple works by a single author in the same year, use the form 1979a, 1979b, 1979c. Do not do this with translated works whose original year of publication distinguishes them from other translations published in the same year.

- In titles of books and articles in the Reference section, capitalize only the first word, the first word after a colon or a dash, and proper nouns.

- For electronic version of print books or chapters from books, provide information on the version in brackets after the title. The electronic retrieval information, which is either the URL or the DOI number, takes the place of the publisher location and name.

- When citing Jung’s writing from his *Collected Works*, be sure to provide a reference entry for the specific essay and not for the volume (unless it is a single manuscript like *Mysterium Coniunctionis*). For example:


- When quoting from an anthology or collection of essays, cite the individual essay by author in the list of references. When quoting from the editor’s preface or introduction, the entry is formatted in the same way as a selection within the book.

- Do not list any personal conversations, interviews, telephone conversations, letters, personal journal entries, or dreams cited within the text in the References section.

- Verify that every citation that is found in the text is reflected in the reference list.

- Confirm that names of sources are spelled correctly.

**Appendixes**

A last section may contain supporting data for the text in the form of one or more appendices. Examples of appendix material are data sheets, questionnaire samples, informed consent forms, illustrations, charts, related writings integral to the text, and so on. Appendices should be given letters, not numbers.

**Using your own Published Articles in a Clinical Research Project**

No reprints (or offprints) of your published articles or other publications can be substituted in place of the completed clinical research project. However, there are two alternatives if you wish to include such reprints in the finished CRP: (a) the reprint may be
included in its entirety, but must be confined to the appendices of the CRP, or (b) the substance of the publication may be included if it is integrated into the main body of the text. The reprint (or offprint) would then become an integral part of the argument and evidence presented in the CRP.

Gaining Final Draft Approval

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

When you submit the final CRP draft to any of the committee members, be sure to include copies of the Acceptance of CRP Final Draft Form along with the manuscript. Once the reader and external readers have signed their copies of the form, they send it to the chair, who forwards the forms to the Dissertation Office.

Once the Dissertation Office receives and processes all three final draft acceptance forms, students begin preparing the manuscript for publication, which includes:

- working with the chair to finalize the CRP abstract, if not completed before.
- working with the Dissertation Office to create a final, correctly-formatted title page.
- Making any final copyediting corrections, including any pieces still missing from the front matter and end matter, and sending the manuscript to the Dissertation Office

Be sure to check your Pacifica email at this time, otherwise you may miss crucial information that the Dissertation Office sends to you and your committee members.

Final approval of the CRP by committee members must take place within a period of CRP enrollment. However, the manuscript corrections and the oral defense may take place after the CRP enrollment period has expired, without necessity of further enrollment, if the student’s PTL has not expired.

After the final draft has been approved by the committee, it is highly recommended that students review the entire work one last time before submitting it to the Dissertation Office for proofreading. This includes making sure that all elements are present and that the manuscript conforms to Pacifica-APA format.

Avoiding Common Formatting Errors

Some common and easily correctible problems have to do with page margins, text format and spacing, Table of Content accuracy, heading format, citations, and general typos. Here is a quick checklist to help you.

- Check page margins: top, bottom, and right margin should be 1 inch; left margin should be 1.5 inches.
- Format text as 12 point Times New Roman, double-spaced throughout.
- Confirm accurate page numbers in the Table of Contents. (If you use paragraph styles properly in Microsoft Word, it automatically generates and updates page numbers for you with a single keystroke.)
Correctly and consistently format all headings and subheadings: the precise format depends on the number of heading levels in the manuscript (two, three, four or five levels).

Check every citation within the text for proper APA format and verify that these citations are reflected in the reference list.

Check for typos and other minor grammatical errors by printing a copy of the manuscript on paper and have you and a friend or colleague carefully review it.

Once you feel confident the manuscript is as perfect as you can make it, submit it to the Dissertation Office using the D2L software application as soon as possible to begin the professional proofreading process.

Step Six: Preparing the Manuscript for Publication

Pacifica assumes that students review their own CRPs to the best of their ability before turning it into the Dissertation Office. It is nearly always the case, however, that no author can find every mistake in their own manuscript, even professional writers with years of publishing experience. For this reason, and because Pacifica is concerned with establishing and enforcing publication guidelines to produce a uniformly high quality of scholarly work, a permanent form of reproduction, and consistency in the arrangement and organization of the CRP. To assure this quality, the completed CRP must be reviewed by a Pacifica Graduate Institute proofreader. The average editing fee of Pacifica’s proofreader for a well-written manuscript (100–250 pages) done in good APA form ranges from $240 to $600. Students’ editing charges will depend on the length of the manuscript and the amount of time it takes the proofreader to note corrections. A poorly formatted manuscript will, naturally, take much more time to correct than a near-perfect manuscript. Pacifica Graduate Institute requires students to use the 6th edition of the Publication Manual of the American Psychological Association as the CRP writing style guide.

Submitting the Dissertation for Proofreading

Students submit their dissertation manuscripts for proofreading electronically, using the D2L application, from a computer that has active Anti-Virus/Anti-Malware software installed. Some important details for submission include:

- The manuscript may only be submitted in Microsoft Word format (.doc or .docx), not Pages, PDF, or any other word processing software.
- Before inserting images into the work, students should save them in JPEG format with a resolution of 448 x 336 to 640 x 480 to ensure that the manuscript will meet the file size requirement.
- The file sizes of the manuscript must be less than 40MB.

Working with the Dissertation Office during Proofreading

Once the Dissertation Office receives the manuscript, it is immediately forwarded to the Institute’s APA proofreader. The proofreader reviews the CRP and edits it in accordance with APA requirements. The proofreader returns the CRP with notations for
corrections to be made. The Dissertation Office will send this marked manuscript to the student for correction.

The proofreaders Pacifica uses are professional, experienced, and will find errors in the manuscript. Don’t be surprised: even veteran writers make common mistakes and all of them use proofreaders for that reason. It is nearly impossible, in fact, for writers to proof their own work because the words on the page are so familiar. Nonetheless, your task is to review the manuscript thoroughly and patiently, making all the corrections the Pacifica proofreader found. This is an especially arduous task for CRP students at this stage, because they are often exhausted by the sheer effort of completing the research. Ideally, students’ pride in the final, published work will provide the motivation they need at this critical time.

To correct manuscripts, follow these steps:

1. Read the proofreader’s notes, which will explain what was discovered and alert you to consistent errors in the manuscript. The proofreader sometimes includes in your notes items that need to be updated that are not marked in track changes. You are responsible for making all updates listed in the proofreader’s notes.

2. Review the proofread copy to review all of the errors the proofreader discovered.

3. Going page-by-page through the proofread copy, correct errors that are noted in the comment boxes. Once you have corrected the error in the text, remove the comment box.

4. For tracked changes, under the Review tab you can choose either a) to accept changes one at a time, or b) after reviewing the full CRP, accept all changes.

5. If you discover a correction you believe to be incorrect, add a new comment that explains your concern.

6. Save the updated draft of the CRP and put it in the D2L drop box. Email a dissertation administrator to alert them that the CRP is in the drop box.

Ideally, students will have made every correction the proofreader discovered the first time around. However, it is very common for mistakes or oversights to remain even after the most careful scrutiny. If so, the Dissertation Office will return the manuscript to the student for further work. This cyclic process—to the student for further corrections, back to the Dissertation Office for spot-checking—may need to be repeated more than once to ensure that all necessary changes have been incorporated. In fact, students should anticipate that checking and correcting the manuscript for errors may take a few months.

**Final Clinical Research Project Forms**

Once a CRP is proofed and corrected, and the student has successfully defended his or her Clinical Research Project, the CRP is published in two different ways. First, it is duplicated and bound, and one hardbound copy is available through Pacifica’s library. Secondly, it is published digitally and available via the internet to the entire world of scholars and other interested lay readers through ProQuest Dissertation Database. To publish in both venues, students complete and send to the Dissertation Office two kinds of forms: the set of ProQuest forms and the Library Catalogue and Methodologies Form.
Clinical Research Project Order Form

After the Dissertation Office receives all three approval forms from the committee, it sends students a set of forms to fill out and return. Among them is the Clinical Research Project Order Form, which students use to specify the number of hard bound and spiral bound copies of the CRP they want. Students must order two hard bound copies, one for themselves, and one for Pacifica’s library. Most students also order additional spiral or hard bound copies of the work for themselves and for family and friends.

Students are billed for all duplication and binding charges, so students should consider this cost when thinking about who might want a bound copy. The following example will give you an approximate idea of costs. For a 150-page manuscript, each hardbound copy would cost $16.50 for the duplication (11 cents per page) plus $42.00 for the binding, with a total cost of $58.50. Each spiral bound copy would cost $7.50 for page duplication (5 cents per page) plus $2.95 for the binding for a total cost of $10.45. If a CD pocket is required, there is an additional $8.00 charge for each hardbound copy ordered, and an additional $1.00 for each spiral bound copy ordered. Students will need to submit copies of every page that contains color images, printer services do not print in color. These color image pages submitted by students will be inserted into the hard and spiral bound copies.

CRPs are not printed and bound until students have finished making all the corrections that the Pacifica proofreader identified in the manuscript. This is one among many reasons to complete the corrections in a timely manner.

Library Catalog and Methodologies Form

A second form required by the Dissertation Office is the Library Catalog & Methodologies Form. The Pacifica Library uses this form to identify and list the methodology used in the CRP in the library catalog.

ProQuest Form

A third form the Dissertation Office sends to students one the committee has approved the CRP final draft has to do with digital publishing. All Pacifica CRPS are cited in Dissertation Abstracts International and a full text version goes into ProQuest Digital Dissertations, a database that is the industry-standard publication issued by University Microfilms International (UMI) in Ann Arbor, Michigan. This makes the work available to a worldwide community of scholars and is a requirement for all Pacifica doctoral students.

Students complete and submits to the Dissertation Office pages 4-6 of ProQuest/UMI Forms. The form also authorizes ProQuest to sell (at cost) copies of the manuscript. Pacifica requires students to apply for the copyrighting of your work, using this same form. ProQuest charges no fee for traditional publishing and $95 for open access publishing. ProQuest charges $55 for copyrighting. These fees are included in the student’s final CRP bill.

Whereas ProQuest allows doctoral candidates to embargo the publication of their work for a period of time, Pacifica Graduate Institute does not allow students to choose the embargo option.
Important

Students do not need to wait to send in the Clinical Research Project Order Form, the Library Catalog and Methodologies Form, or the forms required ProQuest for digital publication until their manuscript has been proofread and is ready for printing. Please send them to the Dissertation Office soon after submitting the final draft for proofreading.

Copyrighting of Clinical Research Projects

Because the deposit of a CRP at Pacifica appears to constitute publication under the terms of the copyright law (Title 17, section 101), students are required to receive a copyright for their CRP. A copyright protects the student’s work and is especially important if students intend to publish any part or any form of their clinical research project at a later date. CRPs from Pacifica receive their copyright as a service through ProQuest. To apply for copyright, students will complete the Copyright Registration Form (page 6 of the ProQuest forms).

Final Dissertation Bill

Once the Dissertation Office has received all three final clinical research project forms listed above, a CRP bill will be created for the student. This bill will include the following fees: proofreader hours, copyright, publication (if the student selects open access publishing, there is no fee for traditional publishing), hard and spiral bound copies, and CD pockets (if applicable). The final dissertation bill needs to be paid before the oral defense can be scheduled.

Submitting Final Clinical Research Project Materials

Once the Dissertation Office has given its final approval of the clean, corrected version of the CRP, students should submit an electronic copy of the work on a flash drive to the Dissertation Office. If students are using a CD attachment, a CD will need to be submitted for each hard and spiral bound copy ordered. Students who include color images in their CRP will need to submit copies of their color image pages to be inserted into the hard and spiral bound copies.

Publishing and Presenting the Findings (Optional)

In addition to ProQuest publication, students are encouraged to publish and present their work in other venues. This is especially important for students wishing to pursue academically oriented careers. The most obvious opportunity would be to publish your CRP in the form of a journal article, in a chapter of a book, as a book. However, this depends on whether or not the results merit publishing. Sometimes the best designed CRPs converted into other printed forms do not produce publishable results. Students should consult with members of their committee regarding the advisability of and various strategies for publishing. This may involve a collaborative relationship in which students work with committee members to make the clinical research project sufficiently concise for a journal article, or book chapter, or expand it to a book length. Committee members can advise students on which journals or publishers may be appropriate and the steps required for publishing. In addition to the CRP, there may be opportunities to publish other material
with various faculty members or practicum/internship supervisors. An excellent guide to publishing (and writing in general) is Sternberg’s (2003) *The psychologist’s companion: A guide to writing for students and researchers* (see especially Chapter 10: Standards for evaluating the psychology paper and Chapter 11: Submitting a paper to a journal).

Students are also encouraged to present their findings at professional conferences. Listings of conferences can be found in publications such as the *APA Monitor*, newsletters for other professional organizations (i.e., Society for Personality Assessment), professional organization websites, and online at http://www.conferencealerts.com/find.mv?Keywords=psychology.

**Step Seven: Oral Defense**

After students have submitted a publication-ready dissertation to Pacifica, they may begin the process of scheduling the final step, the oral defense. But before they do, it is a good idea to verify that the student is in good financial standing with Pacifica. If there is any doubt, contact either the Business Office or the Dissertation Office to check.

**Scheduling the Oral Defense**

Scheduling the oral defense is a coordinated process involving the student, the chair, and the Dissertation Office. It begins when either the student or the chair initiates a conversation to determine a few workable days and times for everyone concerned. It’s also a good idea to think about how many people will be attending the oral defense since that affects the selection of available rooms. Once you and your committee have a few suggestions in mind, the chair, not the student, checks with the Dissertation Office to see if the preferred date is available. Pacifica’s academic calendar is quite busy, particularly at certain times of the year, which is why the committee members and the student need to be a bit flexible.

Because announcements of the upcoming defense are sent to the student’s cohort and it takes time to schedule, the earliest possible date is three weeks from the day the chair contacts the Dissertation Office on the student’s behalf. For example, if the chair contacts the Dissertation Office on October 2nd, the oral defense would be scheduled no sooner than October 23rd.

The Dissertation Office confirms the date, time, and location of the oral defense. Then, and only then, is the oral defense date official, so please do not make non-refundable travel arrangements until you hear from them.

The Dissertation Office sends out an invitation, including the clinical research project abstract, to your classmates. An e-mail announcement is also sent to faculty and staff. Your announcement and abstract are also posted on the Pacifica dissertation webpage (http://www.pacifica.edu/dissertationsnew.aspx).

**Preparing for the Oral Defense**

The oral defense takes place in a public forum at the Institute, and may include faculty, students, alumni, and invited guests. It is best if all of your committee members are present, but if that is not possible for geographic reasons or scheduling conflicts, a committee member may participate via the Pacifica’s conference phone or by submitting written questions. Normally, it is the student’s responsibility to provide any special equipment
needed for the defense. However, the Institute can provide easels, chalkboards, a slide projector or an LCD projector and screen, a DVD player and television screen, and a portable CD player. Please notify the Dissertation Office at least 2 weeks in advance if any such special equipment is needed.

The defense is comprised of two parts. In the first part, the student presents their work orally by describing the CRP's purpose, research methods, findings, conclusions, and implications. Generally, presentations last from 20 to 30 minutes. The second part is a formal questioning period in which the committee may ask the student to explain or defend any aspect of the research process or its outcome. After that, if time permits, members of the audience may be invited to ask questions or make comments. Dialogue during the oral defense is usually serious but cordial. The following tips may prove helpful in preparing for this event:

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

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

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

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

- If you don’t understand a question, ask the speaker to clarify what he or she is asking.

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

- Don’t let yourself slip into defensiveness. Rarely do members of the audience intend to challenge you in a hostile way. Their questions are intended to probe more deeply into the study, including its limitations. Willingly acknowledge limitations to the work if these are validly suggested.

- Remember that everyone wants to see you succeed. Most students look back fondly on the oral defense as a meaningful experience.
Completion of Degree Requirements

The degree is posted when a student has successfully completed all academic program degree requirements—course work, publication-ready manuscript, and oral defense. (Pacifica encourages a student to allow a minimum of five days processing once degree requirements are completed for posting to occur.) This date, which is posted to the transcript, is the official date the degree is conferred. Once this occurs, the Registrar sends the student a letter of congratulations. At that time, a student can request an official transcript and to inquire about commencement.
Part 3:
Templates and Samples

This part provides students with helpful samples and templates to use when preparing the ethics application, including informed consent forms for experimental studies and interview projects, a sample flyer for announcing the research project, and sample of instructions to participants.
Sample Ethics Application
for Approval to Use Participants

I. Please fill out. Write or type “n/a” if question is not applicable.

Researcher: _______ Barbara Pierce __________ Date: _____ June 12, 2010 ______
Full Address: ______ 23 David Street, Saint Clare, CA 95708 ________________
Daytime phone: ___(201) 555-6678 _______ Evening phone: ___(201) 555-1034 ______
Title of Activity: _____ The experience of undiagnosed illness in Gulf War veterans _____
Sponsoring Organization Contact Person: ________________________________

II. Affix appropriate signatures

I will conduct the study identified in the attached application. If I decide to make any
changes in the procedures, or if a participant is injured, or if any problems arise which
involve risk or the possibility of risk to the participants or others, including any adverse
reaction to the study, I will immediately report such occurrences or contemplated changes to
the Institutional Review Board.

Investigator Signature ______________________________ Date __________________

I have read and approve this protocol, and I believe that the investigator is competent to
conduct the activity as described in this application.

CRP Chair ______________________________ Date __________________

III. Notice of Approval

The signature of the representative of the Institutional Review Board, when affixed below,
indicates that the activity identified above and described in the attached pages has been
approved with the conditions and restrictions noted here.

Restrictions and Conditions: ________________________________
_____________________________________________________

Institutional Review Board Representative ____________________ Date __________
This study will explore the psychological experience of a specific phenomenon, that of undiagnosed illness in the Gulf War veterans. Aside from documenting in depth this particular experience, the study seeks to expand the literature on post-war psychological issues.

1. PARTICIPANTS: Describe the participant population and how it will be obtained. Who will participate and how will you find/select them?

I will interview 5-8 veterans of the Persian Gulf War who suffer from undiagnosed illnesses that appear to be related to their service in the Gulf. The participants will be selected from veterans groups I am in contact with in the San Francisco area. I will distribute a flyer (Sample Flyer) which announces the study. Interested veterans will be invited to contact me. I will explain the study, its procedures, and confidentiality issues.

2. PROCEDURES: From the participant’s point of view, describe how you will involve them in your study. How will you conduct your study?

After initial phone contact, participants deemed suitable will be sent a packet including a brief information form (Sample Participant Information Form)—“screening questionnaire”—and informed consent form (Sample Informed Consent Form). Selected participants will participate in two recorded interviews of ninety-minute duration. The interviews will take place at a mutually agreed upon location, most likely my psychotherapy office. After the interviews have been transcribed, each interviewee will be asked to review their transcribed interview and add any additional comments or reflections via telephone. At all times, they will be assured about the maintenance of confidentiality.

3. CONSENT: Describe procedures for how and when you will receive informed consent from your participants. Enclose in this application a copy of the informed consent form you will use

4. RISKS: Describe and assess any potential risks and the likelihood and seriousness of such risks. How might participants be harmed during or after their participation in the study?

A potential risk exists in exacerbating any psychological symptoms through engagement and discussion of war-related material. Some participants may suffer from a form of PTSD and be extremely sensitive to issues surrounding the interview topic. It is possible that the interview may trigger strong affects and provoke psychological problems.

5. SAFEGUARDS: Describe procedures for protecting and/or minimizing the potential risks (including breaches in confidentiality) and assess their likely effectiveness. Given the risks, how will you prevent them from occurring?

Participants will initially be screened for their suitability through initial information gathering and phone contact. These steps will most likely result in a group of stable, articulate participants who can suitably manage the discussion of their present and past experiences. Informed consent acknowledges that either the participant or the researcher may discontinue the interview process at any stage. This option is available in case of unforeseen instability. If the interview process proves to be troubling for the participant, referrals for therapy will be provided.

Confidentiality will be maintained at all times; participants will be provided with a pseudonym; transcribed and taped materials will not carry identifying information. No other
party will be aware of the individual’s possible involvement. Aside from myself, no other party will have access to identifying information.

6. BENEFITS: Describe the benefits to be gained by the individual participants and/or society as a result of the study you have planned. What good will come of this research?

An in-depth exploration of the experience of undiagnosed war-related illness will hopefully lead to two outcomes: 1) a heightened sensitivity to the problems of the Gulf War veteran, specifically the psychological challenges which accompany a war-related illness which, as yet, has no definitive etiology; 2) an increased appreciation of the unforeseen long-term consequences of military action, adding to the accumulated understanding of the psychological costs of war.

The discussion of war-related illness and experience may have a cathartic effect on the participants. Focused exploration of experience, time for reflection, and review of interview material may lead to greater understanding and insight into the participant’s suffering.

7. POST EXPERIMENT INTERVIEW: Describe the contents of your conversation with people in the study after their participation is completed. How will you inform them of the study’s purpose?

I will mail each participant’s transcribed interview to that participant and follow up with phone contact. Participants will be asked to share their experience of the interview process and to add any additional comment following from their review of the transcript. This will also provide an opportunity to assess for any negative outcomes from the interview process and offer referral if necessary.

The purpose of the study will be described during initial contact with prospective participants and communicated prior to the start of the interview.

8. ATTACHMENTS: Include in this application all of the following supplemental information: (1) informed consent form, (2) verbatim instructions to the participants regarding their participation, (3) all research instruments to be used in carrying out this study, and (4) other documentation pertaining to the study which will be shown to participants.
Sample Informed Consent Form (Template)  
for an Experimental Study

PROJECT TITLE: __________________________________________________________

1. I understand that this study is of a research nature. It may offer no direct benefit to me.

2. Participation in this study is voluntary. I may refuse to enter it or may withdraw from it at any time without creating any harmful consequences to myself. I understand also that the investigator may drop me at any time from the study.

3. The purpose of doing this study is:

4. As a participant in this study I will be asked to take part in the following procedures:

   Participation in the study will take ___________ of my time and will take place in _____________.

5. The risks, discomforts and inconvenience of the above procedure might be:

6. The possible benefits of the procedure might be:
   
   (a) Direct benefits to me:

   (b) Benefits to others:

7. The information about this study was discussed with me by _____________. If I have further questions, I can call her/him at ___________________.

8. My compensation for being in this study is $_____. If I do not finish the procedures, I will receive a minimum of $______________. OR There is no compensation for this study.

9. The research is conducted through the Pacifica Graduate Institute under the supervision of __________ who can be reached at ___________. If you wish to contact the researcher, you can do as at _________________.

Signature __________________________________ Date ___________________
Sample Informed Consent Form

Title of the study: The experience of undiagnosed illness in Gulf War veterans: A phenomenological study

1. I agree to allow Barbara Pierce to ask me a series of questions on the topic of my experience of illness following my service in the Persian Gulf.

2. Following the completion of a brief information form, I will participate in two 90 minute recorded interviews at a mutually agreed upon location, most likely the psychotherapy office of Barbara Pierce. After the interviews are transcribed I will receive a copy and complete an additional telephone interview for additional comment and reflection. I understand that all interview materials will remain confidential.

3. The purpose of this study is to investigate the nature of psychological experience relating to undiagnosed symptoms which appeared following my Gulf War service.

4. I understand that some questions may cause stress, psychological discomfort, and exacerbate some of my symptoms. I may take a break or discontinue the interview at any time. If necessary, Barbara Pierce will provide me with referrals for psychotherapy, the cost of which will be my own responsibility. I understand that a pseudonym will be provided to insure my confidentiality and that my answers will only be used by the researcher and her committee for data analysis.

5. I realize that this study is of a research nature and may offer no direct benefit to me. The interview material will be used to further the understanding of Gulf War-related illness and its effects.

6. Information about this study, the time and location of the interviews, and my contribution to the study was discussed with me by Barbara Pierce. I am aware that I may contact her by calling (201) 555-6678 (9 a.m- 4 p.m., Mon.- Fri.).

7. This research is part of a clinical research project study at Pacifica Graduate Institute and is conducted under the supervision of ___________________________, who can be reached at ____________________________.

8. Participation in this study is voluntary. I may decide not to enter the study or to refuse to answer any questions. I may also withdraw at any time without adverse consequence to myself. I also acknowledge that the researcher may drop me from the study at any point.

9. I am not receiving any monetary compensation for being a part of this study.

Signed____________________________________________  Date________________
Sample Informed Consent Form (Template)  
for an Interview Project

TITLE OF THE STUDY: __________________________________________________

1. I agree to have ____ (investigator) _______ ask me a series of questions about ____________________________.

2. These questions will be asked in ____ (location) _______ and will take about ___________ minutes.

3. The purpose of asking these questions is to __________________________________
__________________________________________________________
__________________________________________________________

4. I understand that some (none) of the questions might (will) be embarrassing or annoying to me. The researcher has explained that my name will (not) be recorded on the questionnaire and that my answers will be used only by the investigator (any others?) in the analysis of the data.

5. I understand that this research may result in ________ (benefit) ____________ which will (not) be of immediate value to me personally.

6. Information about this study and the place of my interview in it has been given to me by _____________________. I can reach him/her any time I have questions by calling _________________.

7. I understand that I can refuse to answer any question and can withdraw from this study without jeopardizing my standing in (care by, or . . .)

8. I am (not) receiving any compensation for participating in this study.

9. This research is part of a clinical research project study at Pacifica Graduate Institute and is conducted under the supervision of ____________________, who can be reached at _____________________.

Signature ____________________________ Date ____________________
Sample Instructions to Participant

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

Interviews will take place in a mutually agreed upon location. The two 90-minute interviews will be conducted on separate days at mutually agreed times.

The interviews will be taped then transcribed into a written format. Your confidentiality will be respected at all times. The transcriber will not know your identity.

You will be asked to answer a series of questions about your illness, its associated difficulties, and relevant experiences. Although I will initiate discussion with these questions, the dialogue will be open, and you are free to comment on anything which seems significant to you.

During the course of the interviews, strong emotions and memories may surface. You may feel some psychological discomfort. You are free to take a break from the interview or discontinue the interview at any point. If following the interview you feel the need for psychological counseling referrals will be provided.

Following the transcription of the interviews you will be sent a copy of the transcript. After reviewing the document you will be contacted by phone and asked to add comment and/or clarification. Added comments will then be included in the final draft of the clinical research project.
Sample Flyer

The Experience of Undiagnosed Gulf War-Related Illness:
A Research Study

If you would like to share your experience of having symptoms related to your service in the Persian Gulf, please consider the following study:

I am searching for suitable persons to interview on the topic of psychological stresses and problems that have arisen in relation to war-related illnesses. My research is designed to increase the understanding of such experiences and to raise the general level of sensitivity to these issues.

If you are interested in participating, please contact Barbara Pierce at (xxx) xxx-xxxx (9 a.m.-4 p.m, Mon.-Fri.).

(Actual contact information for published CRP can be removed, keep everything in place except the phone number which can be changed to (xxx) xxx-xxxx.)
Sample Participant Information Form

Name

Address

Home phone

Email:

Age

Occupation

Relational Status:

Racial or Ethnic identification
Part 4:
Appendices

This part includes a list of core faculty, affiliated faculty, and research consultants along with their contact information and research interests. It also contains the list of references for this handbook.
Appendix A: Core Faculty Research Interests

Matthew Bennett, PsyD  
MBennett@pacific.edu  
Psychotherapy integration; Psychodynamic diagnosis

James Broderick, PhD  
JBroderick@pacific.edu  
Phenomenology; Critical theory (Frankfurt School)/emancipatory psychology; Sand tray therapy; Ecological psychotherapy; Clinical case management; Humanistic/existential psychotherapy; Innovative approaches to serious mental illness; Organizational development and change; Evidence-based practices and diagnostics; Depth psychology in management

Veronica Goodchild, PhD  
VGoodchild@pacific.edu  
Synchronicity and the paranormal; Imaginal psychology; Dreamwork; Anomalous experiences and depth psychology; Cultural/historical origins of depth psychology; Depth psychology and quantum physics; Depth psychological approaches to the feminine; Grail myth; Depth psychological approaches to psychotherapy

Gary Groth-Marnat, PhD, ABPP (Emeritus)  
GGroth-Marnat@pacific.edu  
Psychological assessment and treatment planning; Forensic psychology; Psychological reports; Integration of Jungian psychology with quantitative approaches to personality and psychotherapy; Altered states of consciousness: hypnosis, dissociation, and near-death experiences; Phenomenological and content analytic approach to dreams; Eating disorders; Psychotherapy integration

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

Juliet Rohde-Brown, PhD  
Jrohde-brown@pacific.edu  
Psychotherapy integration; Mindfulness; Meditation; Forgiveness; Social Justice; Restorative Justice; Imagination and Image; Humanistic psychology; Jungian approaches; creativity

Michael Sipiora, PhD  
MSipiora@pacific.edu  
Phenomenological philosophy and psychology; Classical and contemporary rhetoric; Hermeneutics; Marxist critical theory; Cultural critique; Archetypal psychology; Narrative theory and praxis; Organizational development
Oksana Yakushko, PhD
OYakushko@pacific.edu
Immigrants, migration, and identity from depth psychology and critical psychology perspectives; Qualitative, quantitative, and mixed methods approaches in depth psychology; Women’s spirituality and depth psychology; Social justice and diversity; Cross-cultural research and psychotherapy
Appendix B: Adjunct Faculty Research Interests

This list is comprised of adjunct faculty members who either have taught or are currently teaching in the clinical program. There may be additional potential internal readers who are adjunct faculty who have taught/are teaching in other Pacifica programs or who are contributing faculty. Also note that this list is regularly updated but it is also possible that contact details may change. If you have not heard back from a potential internal reader in two weeks, contact the clinical Program Administrator to see if there are new contact details.

Barnaby Barratt, PhD, DHS
bbbarratt@earthlink.net
Spirituality; Sexuality; Change and growth; Healing processes; Psychodynamic approaches to body mind functioning

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

Toby Bobes, PhD
nboboes1@cox.net
Multicultural/systems perspective in working with couples and families; Narrative principles and practices

Joan Chodorow, PhD
loujoan@itsa.ucsf.edu
Natural healing function of imagination; Dance therapy; Body and psyche; Affect and image; Active imagination; Early development and symbol formation

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

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

Marcia Dobson, PhD
mdobson@coloradocollege.edu
Object relations; Transitional experience; Jungian theory; Dreams and dreaming; Drama; Religion; Language
Holly Fincher, PhD
hollyfincher@earthlink.net
Myth and literature; Jungian psychology; Shamanism; Death and dying

Azarm Ghareman, PhD
Dr.ghareman@gmail.com
Cultural individuation; Ethnic identity; Social issues; Interphase of science, cultural, and psychology; Balance of masculine and feminine

Elisa A. Gottheil, PhD
Elisantonieta@yahoo.com
Spirituality; Fetal alcohol spectrum disorders; Adolescent in the juvenile justice system; Forensic evaluations

Mel Gottlieb, PhD
Melgottlieb9@gmail.com
Myth, literature, & religious studies; Theoretical foundations of psychotherapy; Depth psychology and Hebrew myths; Kabbala, existentialism, and spirituality

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

Ian Kaminsky, PhD
Ian.Kaminsky@sa.vcsb.edu
Addiction; Compulsive behavior; Greek mythology; Jungian and analytic psychotherapy

Vicki Koenig, PhD
Vkoenig1@yahoo.com
(805) 252-0645
Clinical/research aspects that concern application of theory to clinical practice; Spirituality in terms of clinical application; Expressive arts, dance therapy and clinical applications; Stress/anxiety and the application of expressive arts in clinical practice; Health and healing through expressive arts

Anson Levine, PhD
Alevine@calstatela.edu
Alchemy and transference
Dreaming; Spiritual life and psychotherapy; Active imagination

Christine H. Lewis, PhD, PsyD
Clewisphd@hotmail.com
Psychoanalytic theory; Attachment; Literature and psychotherapy; Spirituality and depth psychology
Barbara Lipinski, PhD, JD
blipinski@antioch.edu
Imaginal in psychotherapy; Numinous/spiritual dimensions in treatment; Therapeutic dreamwork; Nature and the instinctual; Mid-life reflections, rituals, and experiences; Depth psychological assessment; Legal and ethical issues; Forensic psychology; Trauma

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

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

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

Wendy Phillips, PhD
wendyphillipsphdpacifica@gmail.com
Rituals and healing practices of women of indigenous and African descent in Africa, Latin American, and Caribbean descent; Traditional indigenous religious systems such as Vodun in Haiti and Yoruba in W. Africa; Incorporation of ritual in psychotherapy; Cultural conceptualizations of physical and psychological illnesses; Culturally relevant psychotherapy; Symbols in visual art and dreams; Issues related to cultural identity, especially among people who are immigrants and migrants; Hip hop music relevance to contemporary culture

Karen Pohn, JD, PhD
kareypohn@gmail.com
Imaginal psychology; Alchemy; Jungian psychology

Lori Pye, PhD
Loripye@instituteforculturalchange.org
Ecopsychology; Mythology; Depth & archetypal psychology; Archetypes & society; Alchemy of nature; Narrative, story, and fairytales; Animals as symbols; Neuroscience & depth psychology; Cross cultural topics; Sustainability—psychological and cultural; Ethics, aesthetics, creativity
Suzanne Rapley, PhD
srapley@cox.net
Therapeutic issues; Theory and practice of psychotherapy; Intimacy/relation; Sexuality; Phenomenology of psychotherapy

Russell Revlin, PhD
revlin@psych.uscb.edu
Quantitative methods; Open topics;

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

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

Barbara Shore, PhD
jeungster@verizone.net
Women’s issues; Gender; Attachment issues; Adoption; Gerontology; Eating disorder; Post traumatic stress

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

Barbara Swenson, PhD
barbara@couplecenter.com
Family systems
Depth psychotherapy; Attachment; Relational trauma; Couple therapy; Family therapy; Mindfulness; Interpersonal neurology in couple relationships

Paula Thomson, PsyD
Paula-maurice@sbcglobal.net
(818) 754-0621
Trauma; Dissociative disorders; Attachment; Creativity; Fantasy prone personality; Developmental psychology; Psychophysiology; Neurobiology
Marlene W. Valter, PsyD
mvalter@mac.com
www.marlenevalter.com
Forensic psychology; Assessment; Risk assessment; Divorce and child custody; Child
development; Child abuse; Domestic violence;

Alan Vaughn, PhD
alanvaughn@sbcglobal.net
Open topics

Fred Wertz, PhD
wertz@fordham.edu
Clinical; Perception; Cognition; Social; Qualitative methods
Appendix C: Consultant Readers Research Interests

Nicholas Woolf, PhD
(805) 684-4716
www.learnatlas.com
info@learnatlas.com
Qualitative data analysis; Qualitative interview research; Training and consulting using ATLAS.ti software (a program to help code and organize qualitative research data)

Katherine Prenovost, PhD
(310) 242-7584
(310) 676-3012
pren@socal.rr.com
Quantitative research; Statistical data analysis; Multilevel/mixed research designs; Item response theory; Factor analysis (topics of interest include eating disorders, movement therapy, depression, bipolar); Jungian background and sensibilities


This part contains the forms students and faculty use in the phases of clinical research project writing. In most cases students send forms directly to their committee members. (The Procedure box on each form describes the process for that form.) Students should speak with their committee to determine the best way to submit forms to them, via regular mail (USPS), fax, or email, because individual preferences vary.

**Digital Forms**

*Individual CRP forms are now available to faculty and students on Pacifica’s Dissertation Resources web page.*

There are two forms that students submit directly to the Dissertation Office: the clinical research project registration form and the petition for a one-quarter no-fee extension. When submitting either of these forms, you may use mail, fax, or electronic mail. To send a form via USPS, address it to the attention of the Dissertation Office. To fax forms, call the Dissertation Office fax line at (805) 565-9896. To email forms, students may 1) print the form in the handbook, fill it out, then scan and send the electronic file as an attachment; or 2) download the digital form from the Dissertation Resources page on the Pacifica website, fill it out electronically, and send as an attachment.

Regardless of which method the form is sent, or to whom, the Dissertation Office strongly encourages students to keep evidence of when the forms were sent.
Concept Paper Approval Form
(please print)

Student’s Name: ____________________________________________________

Student’s Address: __________________________________________________
____________________________________________________________________
Program/Track _______________________________________________________

Are you submitting this concept paper to fulfill a course requirement? __________

If so, write name and number of course:

Course name: __________________________________ Course Number: _________

Note: If you are not submitting this concept paper to fulfill a course requirement you will
need to take a tutorial. Please attach a Tutorial Request and contract form.

Submitted to: _______________________________________________________

(Name of research faculty member)

Research faculty signature ____________________________ Date ______________

☐ I certify that my name, typed on the line above, is my authorized signature for this document.

PROCEDURE

STUDENT: Complete and submit this form with the final draft version of concept paper to the
research faculty reviewing the work.

FACULTY: Sign and submit this form directly to the Dissertation Office. (Submit any grade
change form to the Registrar’s Office.)

DISsertATION OFFICE: Processes approval and notifies student in writing.
Chair Appointment Form

Student’s Name: ______________________________________________________

Student’s Address: ____________________________________________________

Phone # ___________________ E-mail ______________________________________

Year in Coursework: _______ Program/Track: ______________________________

I am enrolled in the initial clinical research project period starting: ____________

(quarter & year)

Chair’s Name: _________________________________________________________

Phone # ___________________ E-mail ______________________________________

_________________________ __________
Student’s Signature Date

☐ I certify that my name, typed on the line above, is my authorized signature for this document.

_________________________ __________
Chair’s Signature Date

☐ I certify that my name, typed on the line above, is my authorized signature for this document.

PROCEDURE

STUDENT: After consultation with prospective chair, complete this form, sign, and submit to elected chair.

CHAIR: Sign and submit form to the Dissertation Office.

DISSERTATION OFFICE: Process and contract (if applicable). Notify student and chair of appointment.
Reader Appointment Form

Student’s Name: ____________________________________________________________

Student’s Address: __________________________________________________________________

______________________________________________________________________________

Phone # ___________________ E-mail _____________________________________________

Year in Coursework: _______ Program/Track: ________________________________

I am enrolled in the initial clinical research project period starting: ________________ (quarter & year)

Reader’s Name: ________________________________________________________________

Phone # ___________________ E-mail _____________________________________________

______________________________________________________________________________

Student’s Signature Date

☐ I certify that my name, typed on the line above, is my authorized signature for this document.

Chair’s Signature Date

☐ I certify that my name, typed on the line above, is my authorized signature for this document.

PROCEDURE

STUDENT: Consult with prospective reader and, after reader agrees to join the committee, complete form, sign, and submit to your CRP chair.

CHAIR: Sign and submit this form to Dissertation Office.

DISSERTATION OFFICE: Process form and contract (if applicable). Notify student & reader of appointment.
External Reader Appointment Form

Student’s Name: __________________________________________________________

Student’s Address: ______________________________________________________

_____________________________________________________________________

Phone # ______________________ E-mail _________________________________

Year in Coursework: _______ Program/Track: _____________________________

I am enrolled in the initial clinical research project period starting: __________

(quarter & year)

External Reader’s Name: ________________________________________________

External Reader’s Address: _____________________________________________

_____________________________________________________________________

Phone # ______________________ E-mail _________________________________

_________________________________________________________ Date

☐ I certify that my name, typed on the line above, is my authorized signature for this document.

_________________________________________________________ Date

☐ I certify that my name, typed on the line above, is my authorized signature for this document.

Student’s Signature

Chair’s Signature

PROCEDURE

STUDENT: Consult with prospective external reader and after s/he agrees to join the committee, complete form, sign, and submit to CRP chair along with 2 copies of the external reader’s curriculum vitae.

CHAIR: If approving prospective reader, sign and submit form, with 1 copy of CV, to Dissertation Office.

DISSERTATION OFFICE: Process form and contract (if applicable). Notify student and external reader of appointment.
Intellectual Property and Copyright Infringement

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

Copyright law is nuanced and Pacifica is unable to provide legal advice to students on this issue. The purpose of this form is to explain the students’ responsibilities. Please read the steps below, check the boxes to indicate that you have read and understand each point, and sign and date the form. Return it to the Dissertation Office at the same time you submit the ethics application for the proposed research. Note: Your CRP proposal will not be approved until this signed form has been submitted.

☐ You are not permitted to make unauthorized reproductions of copyrighted materials in your CRP and agree not to do so.

☐ Do not assume that since you are writing an academic CRP that your use of copyrighted materials will be deemed to be “fair use.”

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

☐ Make it clear to the copyright holder that the CRP will be published in two forms: one printed and bound copy stored in the Pacifica Graduate Institute’s research library, and one electronic copy published online by ProQuest.

☐ Allow plenty of time to get necessary permissions prior to submitting the CRP proposal and the CRP final draft to the committee; Pacifica recommends allowing at least four months.

☐ Keep copies of every permission statement in your own files, submit a full set of permission statements to the CRP chair along with the final draft of the work, and submit a full set of permission statements to the Dissertation Office.

Your signature below acknowledges that you have received, read, and understand this form and agree to follow its required procedures.

Printed Name: ______________________________ Date: __________________

Signature: __________________________________________

☐ I certify that my name, typed on the line above, is my authorized signature for this document.
Ethics Application for Research without Human Participants

Researcher: ___________________________________________ Date: ____________

Address: ______________________________________________________________
____________________________________________________________

Phone: _______________________ Email: ______________________________

Researcher: I have read the contents of the application for approval to use human participants. Since I am not using human participants or any unpublished clinical material (such as clinical vignettes, case notes, video or audio tapes) for any phase of my research, I am requesting an exemption from completing the application for approval to use human participants.

Researcher’s signature: _______________________________ Date: ________________

CRP Chair: I have read and approved the enclosed protocol, and I believe that the investigator does not need to submit an application to use human participants and is competent to conduct the activity they described in the enclosed summary.

Chair: ___________________________________________ Date: __________

PROCEDURE

STUDENT reviews information regarding research using participants and determines that he/she is not conducting such an inquiry.

STUDENT signs this form and sends it, along with the CRP proposal, to the chair.

CHAIR reviews proposed research to verify that it will not use participants, then signs and submits form to the Dissertation Office.
Ethics Application for Approval to Use Human Participants

Researcher: ___________________________________________ Date: ___________

Address:

____________________________________________________________

____________________________________________________________

Phone: ___________________ Email: __________________________

Title of Activity: ___________________________________________

Sponsoring Organization: ___________________________________

Contact Person: ___________________________________________

II. Affix appropriate signatures

**Investigator**: I will conduct the study identified in the attached application. If I decide to make any changes in the procedures, or if a participant is injured, or if any problems arise which involve risk or the possibility of risk to the participants or others, including any adverse reaction to the study, I will immediately report such occurrences or contemplated changes to the Institutional Review Board.

Investigator Signature: ___________________________ Date: ___________

**Clinical Research Project Chair**: I have read and approve this protocol, and I believe that the investigator is competent to conduct the activity as described in this application.

Chair Signature ___________________________ Date: ___________

IV. Notice of Approval

The signature of the representative of the Institutional Review Board, when affixed below, indicates that the activity identified above and described in the attached pages has been approved with the conditions and restrictions noted here.

Restrictions and Conditions: _______________________________________

________________________________________________________________

________________________________________________________________

Institutional Review Board Representative: __________________ Date: __________
Ethics Application (continued)

1. PARTICIPANTS: Describe the participant population and how it will be obtained. Who will participate and how will you find/select them?

2. PROCEDURES: From the participant’s point of view, describe how you will involve them in your study. How will you conduct your study?

3. CONSENT: Describe procedures for how and when you will receive informed consent from your participants. Enclose in this application a copy of the informed consent form you will use. (Consult the guideline sheet for developing a consent form.)

4. RISKS: Describe and assess any potential risks and the likelihood and seriousness of such risks. How might participants be harmed during or after their participation in the study?

5. SAFEGUARDS: Describe procedures for protecting and/or minimizing the potential risks (including breaches in confidentiality) and assess their likely effectiveness. Given the risks, how will you prevent them from occurring?

6. BENEFITS: Describe the benefits to be gained by the individual participants and/or society as a result of the study you have planned. What good will come of this research?

7. POST EXPERIMENT INTERVIEW: Describe the contents of your conversation with people in the study after their participation is completed. How will you inform them of the study’s purpose?
ATTACHMENTS: Include in this application all of the following supplemental information: 1. Informed consent from 2. Verbatim instructions to the participants regarding their participation 3. All research instruments to be used in carrying out this study 4. Other documentation pertaining to the study which will be shown to participants.

INFORMED CONSENT GUIDELINES

The following is a checklist for the information that should be included in the informed consent form that each participant completes before participating in the research project.

☐ Investigator’s name, phone number and times he or she can be reached.
☐ A brief description of the nature and purpose of the project.
☐ A statement regarding the confidentiality of records.
☐ An explanation of the procedures to be followed.
☐ A description of any discomforts or risks to be expected.
☐ An explanation of the benefits to be gained.
☐ An explanation of the compensation or statement about no compensation for research
☐ An offer to answer any questions regarding the procedures.
☐ An instruction that participation is voluntary and that consent to participate may be withdrawn at any time.
☐ Information about how to contact you as a researcher as well as information about your research as part of the clinical research project process at Pacifica Graduate Institute under the supervision of your Chair and her or his contact information.
☐ A signature space where the participants (or their legal guardians) sign their name that they have read and understood this information.

Participants must be given the opportunity to consent or not without any element of force, fraud, trickery, duress, coercion or undue influence on their decision.

PROCEDURE

STUDENT signs this form, attaches the ethics application and relevant documents, then sends material to the chair.

CHAIR reviews material and, if acceptable, signs and submits form to research coordinator for review and approval.

RESEARCH COORDINATOR, as member of the Institutional Review Board, reviews material and, if ethically sound, signs and returns the form and application to the Dissertation Office.
Acceptance of Clinical Research Project Proposal

Committee member name: ____________________  □ Chair  □ Reader  □ Ext Reader

I have reviewed the proposal of ____________________________________________

Student Name

Entitled: __________________________________

The proposal is:  □ Acceptable as is  □ Acceptable with the following minor revisions:

________________________________________________________________________

EVALUATION OF PROPOSAL
where 1 is “Acceptable,” 5 is “Exemplary,” or measure does not apply (“N/A”)

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_________________________________________  __________________________
Committee Member  Date

☐ I certify that my name, typed on the line above, is my authorized signature for this document.

PROCEDURE

1. STUDENT: Include one copy of this form along with the draft of the proposal you submit to each committee member. Allow six weeks for committee members to review the work.
2. READER AND EXTERNAL READER: Discuss revisions with student and chair and, when corrected proposal meets your approval, complete and sign this form, and send to chair.
3. CHAIR: Complete and sign this form and send to the Dissertation Office. When reader and external reader’s approvals are submitted to you, review and forward to Dissertation Office for processing.
4. DISSERTATION OFFICE: Processes approval forms and notifies student and chair.
Acceptance of Clinical Research Project Final Draft

Committee member name: ____________________  □ Chair  □ Reader  □ Ext Reader

I have reviewed the dissertation of _______________________

Student Name

Entitled: ____________________________________________

The work is:  □ Acceptable as is  □ Acceptable with the following minor revisions:

____________________________________________________________________

EVALUATION OF FINAL DRAFT
where 1 is “Acceptable,” 5 is “Exemplary,” or measure is not applicable (N/A)

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Committee Member ___________________________ Date ______________

□ I certify that my name, typed on the line above, is my authorized signature for this document.

PROCEDURE
1. STUDENT: Attach one copy of this form with the final draft you submit to each committee member. Allow six weeks for each committee member to review work.
2. READER AND EXTERNAL READER: Discuss revisions with student and chair and, when corrected dissertation meets your approval, complete and sign this form, and send to chair.
3. CHAIR: Complete and sign this form and send to the Dissertation Office. When reader and external reader’s approvals are submitted to you, review and forward to Dissertation Office.
4. DISSERTATION OFFICE: Processes approval forms and notifies student and chair.
Pacifica Library Catalog and Methodologies Form

Please complete and submit this form to the Dissertation Office as soon as possible after the final draft is approved.

________________________________________  __________
Student name  Program & Track

Clinical Psychology and Depth Psychology Students

Please indicate your primary methodology from the checklist below. If you have used a hybrid methodology, check the two primary ones.

☐ Hermeneutics  ☐ Theoretical
☐ Phenomenology  ☐ Participatory Action research
☐ Ethnography  ☐ Autoethnography
☐ Case study  ☐ Heuristic
☐ Narrative Analysis/Inquiry  ☐ Discourse Analysis
☐ Intuitive Inquiry  ☐ Organic Inquiry
☐ Grounded Theory  ☐ Statistical/Quantitative
☐ Mixed Method (quantitative & qualitative)  ☐ Other
☐ Production & Type __________________________________________________
  e.g. CD-ROM, novel, screenplay, DVD, video, audio

Mythological Studies Students

Please select one of the following check boxes to describe your dissertation:

☐ Humanistic & Social Science
☐ Theoretical
☐ Production & Type __________________________________________________
  e.g. CD-ROM, novel, memoir, screenplay, DVD, video, audio
ProQuest/UMI Publishing and Copyrighting

Please print and complete the three pages required for ProQuest copyrighting and publishing and submit to the Dissertation Office as soon as possible after the final draft is approved.

Academic and scholarly convention urges the release of doctoral dissertations and clinical research projects into the public domain, making such research available for other researchers. For this reason, it is a degree requirement at Pacifica that dissertations and clinical research projects be submitted for ProQuest/UMI publishing and copyrighting. Importantly, this process in no way interferes with subsequent books or articles that students may publish upon completion of the dissertation or clinical research project. Copyright remains with the student.

Please go to www.il.proquest.com/dissertationagree (user name: dissertations; password: publish) and download Publishing Your Doctoral Dissertation with UMI Dissertation Publishing. Read this PDF file carefully and then fill out the three required pages and submit them to the Dissertation Office. All three pages, listed below, are required by Pacifica:

- Open Access vs. Traditional Publishing
- Dissertation Submission
- Copyright Registration form

Please note: Pacifica Graduate Institute does not allow students to delay release (embargo) of their completed dissertations or clinical research projects.

University Microfilms International will microfilm and register the copyright for dissertations and clinical research projects. They will also publish the abstracts of students’ dissertations and clinical research projects in their monthly journal, Dissertations Abstracts International.
Clinical Research Project Order Form

Please complete and submit this form to the Dissertation Office as soon as possible after the final draft is approved.

Student name: ___________________________ Date: _______________
Address: ________________________________________________________
________________________________________________________________

Shortened title for spine (maximum of 40 characters, spaces and punctuation marks are considered characters):
________________________________________________________________

Students must order two hard bound copies of the clinical research project, one copy is for the student and one copy is for the Pacifica library. Students may order as many additional copies as they want to pay for. Hard bound copies cost 11 cents per page for duplication and $42.00 each for binding. Spiral bound copies cost 5 cents per page for duplication and $2.95 each for binding. Students must supply any images printed in color—a full set for each bound copy ordered—but there is no insertion cost. Students also may insert a CD or DVD pocket in the manuscript at a cost of $8.00 per pocket per copy. Please inform the Dissertation Office if the clinical research project will need CD/DVD pockets and if the clinical research project contains color images.

At the time of the order, Pacifica pays these charges. When a student receives the final adjusted bill, it will include fees for editing, duplicating, printing, binding, copyright, and publishing charges. Students may pay the amount directly to the business office or it will be added to their account directly during the next billing cycle. Once the shipment of bound copies arrives at Pacifica, the Dissertation Office sends them to students for distribution. Pacifica will pay the cost of mailing up to five copies of the clinical research project to students. Beyond that number of copies, students will be billed for the mailing costs.

Number of hard bound copies: ____ Number of spiral bound copies: ________
Color images? Y ____ N ____ Number of pages with color images ________
CD pocket? Y ____ N ____