FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
YESHIVA UNIVERSITY

RESEARCH MANUAL FOR THE PSY.D. DEGREE

(Revised May 2020)

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

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What is Psy.D. Research?

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

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

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

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

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

At Ferkauf, the scope and definition of the Psy.D. research projects are delineated by each individual doctoral program. The final documents must reflect the goals delineated above. The final document may use the traditional dissertation format, though there are no chapters, or a qualitative research format, an N=1 case study, or a program evaluation format or other format agreed upon by faculty. The determination is made in collaboration between the student and their research advisor.

Research Requirements for the PsyD degree

Procedural and Administrative requirements

The administrative procedure whereby this requirement is completed consists of four steps:

1. Upon Completion of Research Project I:	Form-Psy.D. 01 signed by research advisor and program director
2. Upon Approval of Proposal for Research Project II:	Form-Psy.D. 02 signed by research advisor and program director
3. Upon Completion of Research Project II	Form-Psy.D. 03 signed by research advisor and program director Program Competency evaluation forms
4. After Passing of Oral Examination:	Registrar's Form D30 signed by research advisor and two readers Program Competency evaluation forms

Note: ***Copies of all forms are found on pages 16-18.*** Save copies for your files. **It is the joint responsibility of the research advisor and student to see that these forms are *appropriately* signed and submitted to the Psychology Office, where it is recorded in the student's record and submitted to the Registrar to become part of the student's transcript.**

Copies of students' RP-I and RP-IIs are available for review in the TA Office. In addition, all RPIIs from the prior ten years are on CDs in the Psychology Office and may be borrowed for review.

The Research Curriculum

1. If a student wishes to conduct a quantitative research study, they are required to complete the following sequence of courses:
   1. Statistics (3 credits)
   2. Research Methods (3 credits)
   3. Research Project I (3 credits)
   4. Research Project II (3 credits)
   5. Research Seminar (1 credit, Years III-IV) (with Research Advisor)

2. If a student wishes to conduct a qualitative research study, they are required to complete the following sequence of courses:
   1. Statistics (3 credits)
   2. Research Methods (3 credits)
   3. Qualitative Research (3 credits)
   4. Research Project I (3 credits)
   5. Research Project II (3 credits)
   6. Research Seminar (1 credit, Years III-IV) (with Research Advisor)

Ethical Principles of Psychologists

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

Matching Students with Research Advisors

A faculty-student matching process takes place near the end of the first year's spring semester. This is the process:

- Faculty present their research interests to first year students at a colloquium or scheduled meeting. The goal of this meeting is to provide students with information about faculty research so they may make an informed decision about their research options.
- No students will be informally or formally matched with a faculty Research Advisor in advance of the official designated matching time.
- After faculty presentations, students submit feedback via Qualtrics survey to the Program Director with a brief rationale of their interests.
- Faculty will have the opportunity, if they choose, to meet with students who expressed interest in their projects to discuss mutual research interests (either in small groups – depending on the number of interested students – or in individual meetings).
- The faculty will convene a meeting to match students with faculty. The number of students a faculty member is currently mentoring will be considered in assignments.
- Students are then informed of the matching results, and the first meeting between student and faculty takes place.

Research Seminars

Students may register for the Research Seminar held by their Research Advisor in each semester of Year III and IV in the program. Research Seminars carry 1 credit per semester.

Research Project I

The student registers for Research Project I (PSS 6915) in the Fall semester of Year III and continues to register for the same course until it has been completed (see attached forms). Research Project I provides independent mentoring with a faculty advisor and culminates in a document that represents a state of the art review of a well-defined topic. After RPI has been approved the student registers for RPII. The faculty member designated as the Research Advisor will eventually be the Principal Investigator for RPII.

Research Project II Proposal

Format of the RPII Proposal

The Research Project II proposal usually does not exceed 10 pages and includes the following sections:

1. Rationale

   Include a clear statement of the problem, present knowledge related to the problem, and the aims of the proposed study. The rationale should be brief. Include references to the most salient background literature and include a reference section.

2. Study Design

   a. Participants

      Describe the population of human subjects involved. Include information on proposed number of participants, method of recruitment, and a tentative description of the sample.

   b. Procedures

      Describe all procedures involving the participants. Identify any risks beyond those of everyday life. If there are no risks beyond those of everyday life, say this clearly. If there are potential risks, say so. Include any precautions you will take to minimize risks. Describe any benefits to the participants.

   c. Measures

      Review of the instruments that will be used in terms of reliability, validity and appropriateness of the instrument for your sample.

3. Data Analysis

   Provide information on the proposed analysis of the data. This does not need to be very comprehensive, although it should supply adequate information for evaluation and should be linked to the hypotheses. Depending on the type of research you conduct, you may also be required to conduct a power analysis.

RPII Proposal Meetings

- Beginning with the cohort of students who entered in Fall 2018, students will be required to present a formal proposal for their RPII project to a committee of two faculty members (i.e., their research Advisor and another core faculty member) before proceeding with RPII.

- When the Research Advisor determines that a student is sufficiently prepared (i.e., RPI is completed and the RPII proposal has been written and finalized), the student in consultation with their Research Advisor will recruit a Proposal

Reader/Consultant from among the program's core faculty and schedule a brief proposal meeting (15-20 minutes).

- Each program faculty member will have only a certain number of available to members of the cohort, so there is a benefit to scheduling a proposal meeting earlier in a student's progress through the program.
- Students will distribute their proposal to the faculty Proposal Reader/Consultant **ONE week prior** to the scheduled meeting.
- The proposal meeting will be an informal conversation about the proposal and a chance for the student to receive feedback on the project, including consultation on the proposed methods and data analysis.
- At the meeting the student's Research Advisor and the Proposal Reader/Consultant may determine that the proposal is approved as is or may request revisions to the proposal
- If revisions are required, the revised proposal may be reviewed by the faculty Research Advisor and/or Proposal Reader/Consultant without scheduling an additional meeting at the discretion of the faculty involved in the proposal meeting.
- When the RPII proposal is approved, the student's Research Advisor and the Proposal Reader/Consultant sign Form-Psy.D. 02 and submit to the Program Director
    - ***Please be aware that the RPII proposal meeting must take place on or before October 1 of their 4th year in order for the student to be eligible to apply for internship.***

Institutional Review Board

Once a student's RPII proposal is approved, the student must submit their project for review by the Institutional Review Board (IRB). Yeshiva University uses Western IRB (WIRB).

WIRB requires investigators to verify on the initial review submission form and each Continuing Review Report form that each member of the research team has successfully completed training on the ethics and regulations of human subject protections. Thus, e***very student and faculty member conducting any research at Ferkauf must complete the CITI tutorial prior to the initiation of any aspect of the research.*** The CITI tutorial is an educational package on ethical principles and processes concerning research with human subjects.

IRB forms and regulations

Submissions are made to WIRB on Connexus, an online submission portal. Here is the link: https://connexus.wcgclinical.com/

To submit a new project, click on

1.) "Make Submission"
2.) "Initial Review Submission"

3.) "Review of a New Research Protocol"
4.) Upload Documents, then Submit

You will need to submit a copy of the Initial Review Submission Form, the PI's CV, Protocol, and any other document that is subject facing like the consent form. The Protocol will be an overview of your project, and the Guide for Researchers has some tips about what to include in the document. The Initial Review Submission Form and Guide for Researchers are available for download here.

Here are some helpful tips for the Initial Review Submission Form:

- Always select Western IRB (WIRB)
- **Submission Type:** "New Protocol and Principal Investigator (PI) (Combined Submission)"
- **IRB Determinations:** Select "Yes" for both
- **Contacts:** List everyone who needs to receive emails about the study and the approval letter
- **Billing Information:** List the **Purchase Order #** provided by your research advisor
- **Institutional Services:** Select "Yes" then enter **Yeshiva University #127265**
- **Research Team Training:** Select "Yes" as long as everyone has completed CITI training. You don't have to upload the certifications with your submission. Selecting "Yes" will suffice.
- Select "No" for the question "Does a local IRB have jurisdiction over research over any of the above locations?"

Research Project II

Students register for Research Project II (PSS 6916) in the semester after completing RPI and **continue to register for this course in future semesters until all requirements – including the oral examination – have been completed.**

If the student completes the study at another facility under the supervision of a researcher connected to that site, that supervisor will be the designated Principal Investigator. The study's review will be completed under the auspices of that site's IRB. WIRB must also review the proposal. In addition, a full-time faculty member from your program will be designated as the co-PI and will be responsible for overseeing the research.

The RPII is usually a product of the RPI and may take the form of any one of a wide spectrum of possibilities including the following:

a. An original quantitative or qualitative empirical study
b. A replication of an empirical study
c. Development or validation of an instrument
d. Evaluation-outcome research (of a program or intervention)
e. A case study or N=1 research
f. Meta analysis
g. Needs assessment

Since this research project is part of the curriculum for the professional degree, it is anticipated that the student will focus on professional practice in contrast to theoretical issues. Unlike a doctoral dissertation, there is no committee; there is only one faculty Research Advisor and one Proposal Reader/Consultant. RPII is an actual study including statistical analyses or qualitative analysis and culminates in a document that includes:

a. a 150-250-word abstract
b. a review of the pertinent literature
c. a methods section including discussion of participants, procedure, materials and design
d. a results section including tables and figures that are presented immediately after the text describing the tables and figures (this requirement differs from information in the APA Style Manual)
e. a discussion section that reviews and discusses the findings, with reference to prior research findings; students should include sections on limitations and suggestions for future research
f. a reference section that includes a DOI for each citation
g. appendices

All components of the study are supervised by your faculty Research Advisor and requires the faculty Research Advisor’s approval.

Publication Credit. Publication credit for RPII projects differs from Doctoral Dissertation standards. Faculty are typically the first authors of any resulting publications due to the greater role that they take in the development of the idea, research design, statistical analysis, editing, etc.

RPII Oral Examination

The oral examination is the final competency examination in the program. The purpose of the exam is for the student to demonstrate mastery of:

1. the literature in their selected research area
2. methodological issues
3. the study’s results
4. implications of their findings for the field
5. relationship of science to practice.

- When a student’s Research Advisor determines that they are have completed a final draft of RPII, the student in consultation with their Research Advisor will recruit an additional RPII Reader and schedule their RPII Oral Examination. The Reader may be from within the program or without and will join the student’s Research Advisor and Proposal Reader/Consultant for the RPII orals. Readers are selected from full-time or adjunct faculty or other professionals with expertise in the research area. In the latter case, the Reader must submit their CV. to the Office of the Dean for approval.
    - With approval from their Research Advisor, the student notifies the Psychology Office staff of the readers and arranges for a time, date and place for the exam.

  - Students will distribute their completed RPII program to the faculty Proposal Reader/Consultant and additional reader **TWO weeks prior** to the scheduled meeting.
  - At this examination:
    - The student makes a 15-20-minute oral presentation of their research, including a statement of the problem, a brief review of the literature, a review of the methodology, results and interpretation of the findings. Most students make a PowerPoint presentation.
    - The faculty readers have the opportunity to question the student on any aspect of their research. The questions may focus on the literature, the methodology, the results and their interpretation. It is expected that the student will demonstrate a high level of competence in response to all the issues that are raised
    - After the questioning has been completed, the student is asked to leave the room and the faculty/readers discusses and evaluates the student's written and oral presentations.
    - The student is then asked to return to the room and the determination is discussed.
    - The oral presentation and written document are evaluated using the Forms on pages 20-21.

<u>RPII Outcomes</u>

1. The Research Advisor and Readers can either "Pass" or "Fail" the student on their Oral performance.
   - Each person presents their view and a discussion ensues if there are issues that need clarification.
   - If the Examiners unanimously determine that the student has Passed the Exam, they then move on to discuss the written document.
   - If the unanimous decision is made that the student Failed the exam, a further discussion with Program Faculty will take place to determine the necessary remediation.
   - A second examination will be scheduled after the student has successfully completed the remediation plan.
   - Should the student fail the second examination, they will not be given an opportunity to take a third examination. At this point, the student will be dismissed from the program.

2. Assuming the student has passed the oral part of the examination, the Research Advisor and Readers commence a discussion about the document itself. The document can be evaluated as needing:
   - "No Revisions" – in which case the document is accepted in its current form, though there may be a need for simple editing
   - "Minor Revisions" – in which case the readers and/or advisor require the student to rewrite sections of the paper to clarify issues that have arisen; or to redo analyses; or to add references and interpretations; or other matters. In this case, the document needs to be reviewed again by the Research Advisor.

- "Major Revisions" – in which case it is determined that significant portions of the document need to be re-written. In this case the document needs to be reviewed again by both Readers and the Research Advisor.

3. The three examiners complete all required forms for the Registrar and the Psychology Office.
4. The student returns to the room and receives the comments from the three examiners.
5. The student brings the required forms to the Registrar and Psych Office.
6. Upon completion of any revisions to the document, the Research Advisor will submit a grade for RPII and submit the form to Registrar verifying that all suggested revisions have been completed. This form is included in the packet that the Research Advisor receives from the Registrar prior to the RPII Oral Examination
7. Upon successful completion of Research Project II and the oral examination, the student is required to submit two CDs or flash drives that include both RPI and RPII, to the Psychology office.
8. In addition, the student submits an electronic copy to the Program Director.

Format and Writing Style

The research papers (RPI and RPII) should adhere to the style recommended in the APA Publication Manual (Seventh Edition, 2019) unless otherwise specified in this document. See Appendix B for Writing Tips.

RP II will include in the following sequence of pages:

a. Abstract
b. Title Page
c. Acknowledgements
d. Table of Contents
e. List of Tables
f. List of Charts
g. List of Figures
h. List of Appendixes
i. The Research Paper itself
j. References
k. Appendixes

Format for Abstract (150-250 words)

ABSTRACT

(The word ABSTRACT is placed 1" FROM THE TOP OF THE PAGE.)

The Complete Title of Research Project II

by

The Name of the Student

Remember that the Abstract must have a maximum of 250 words not counting "Abstract", the Title of the Research Project, or "by Student's Name." The first page of the abstract is not numbered. If there is a second page to the abstract, the page number should be reflected in the upper right-hand corner of the page using an Arabic number 2 without any dashes or use of a period.

Format for Title Page

See Appendix X for a template of Title Page.

Format for Acknowledgements

Acknowledgements

(The word Acknowledgements is placed 2" FROM THE TOP OF THE PAGE.)

This section is not required, but it offers an opportunity to express the writer's appreciation to any person(s) who has/have been supportive in preparation of the research. It is an opportunity to thank all of the appropriate individuals who helped the student through this process.

TEMPLATES

Format for Title Page of Research Project I

TITLE
(The title is placed 3” FROM THE TOP OF THE PAGE.)

by

Student’s Name

RESEARCH PROJECT I: REVIEW OF THE LITERATURE

____
Research Advisor

Submitted in partial fulfillment of the requirements for the degree of
Doctor of Psychology
In the Ferkauf Graduate School of Psychology
Yeshiva University
New York

Date submitted

<u>Format for Title Page of Research Project II</u>

TITLE
(The title is placed 3” FROM THE TOP OF THE PAGE.)

by

Student’s Name

RESEARCH PROJECT II

____
Research Advisor

Submitted in partial fulfillment of the requirements for the degree of
Doctor of Psychology
In the Ferkauf Graduate School of Psychology
Yeshiva University

Date of Oral Examination

Forms

Form-Psy.D. 01

This form is to be completed and returned to the Psychology Office after completion of RPI

RESEARCH PROJECT I

Student ________________________________

Program _______________________________

TITLE ____

General Area _______________________________________

____

____

Date Completed ___________________________________

Sponsoring Course: PSS 6915

____
Research Advisor

____
Program Director

Form-Psy.D. 02

This form is to be completed and returned to the Psychology Office after your Research Proposal is approved.

PROPOSAL FOR RESEARCH PROJECT II

Student ______________________ Program ______________________

TITLE ____

General Area ______________________

____

____

Brief Description of Purpose of the Study ____

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____

____

Brief Description of Methodology and ____

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____

______________________ Research Advisor

______________________ Program Director

<u>Form-Psy.D. 03</u>

This form is to be completed and returned to the Psychology Office after completion and approval of RPII.

<u>RESEARCH PROJECT II</u>

Student ____________________________

Program ____________________________

TITLE ____

General Area _____________________________

____

____

Date Completed ____________________________ Sponsoring Course: PSS 6916

____
Research Adviser

____
Program Director

Date and time of Oral Examination _________________________________

Readers __________________________

____

____

Date Approval of Office of the Dean

Evaluation of Research Competencies: RPI

School-Clinical Child Psychology Psy.D.

Student Name: ______________________________________

Name of Research Mentor: ____

Title of RPI: ____

Research Project I (RPI): Evaluation of Written Materials

Based on the written work sample of RPI, evaluate the student's level of competency in:

- writing a comprehensive, up-to-date, critical review of the literature in a selected area of research that integrates existing scholarly work
- analyzing qualitative and/or quantitative research studies with an understanding of their strengths, limitations, and implications
- generating hypotheses for further study
- communicating ideas clearly and effectively in writing using APA style

	Below Minimal Competence	Achieved Acceptable Level of Competence	High Level of Competence	Very High Level of Competence
Circle one	1	2	3	4

Comments (If overall rating is 1, you must document specific reasons for the rating):

____

____

___________________________________ ____________

Signature of Research Mentor Date

Evaluation of Research Competencies: RPII Written Materials

School-Clinical Child Psychology Psy.D.

Student Name: ____________________________________

Name of Research Mentor: ____

Title of RPII: ____

Research Project II (RPII): Evaluation of Written Materials

Based on the written work sample of RPII, evaluate the student's level of competency in:

- writing a targeted, up-to-date, critical review of the literature that integrates existing scholarly work
- analyzing qualitative and/or quantitative research studies with an understanding of their strengths, limitations, and implications
- providing a clear rationale for the present study and hypotheses based on the existing literature
- developing and creating an appropriate research design
- appropriate analyses and presentation of findings to address hypotheses
- discussion of research findings and integration of these findings within the broader literature
- communicating ideas clearly and effectively in writing using APA style

	Below Minimal Competence	Achieved Acceptable Level of Competence	High Level of Competence	Very High Level of Competence
Circle one	1	2	3	4

Comments (If overall rating is 1, you must document specific reasons for the rating):

____

____

______________________________ ___________

Signature of Chair or Committee Member Date

____

Printed Name of Chair or Committee Member

Evaluation of Research Competencies: RPII Oral Examination

School-Clinical Child Psychology Psy.D.

Student Name: ______________________________________

Name of Research Mentor: ____

Title of RPII: ____

Research Project II (RPII): Oral Examination

Based on the student's oral presentation and response to committee questions, evaluate the student's level of competency in:

- showing a comprehensive understanding of the literature in their selected research area
- presenting a clear rationale for the present study and hypotheses
- discussing the methodology used, and the strengths and limitations of the methods employed
- presenting study results, the implications of these findings for the field, and limitations of the present findings
- demonstrating an ability to use knowledge gained and critical thinking skills to respond to questions regarding the literature, methodology, results, and interpretation of findings

	Below Minimal Competence	Achieved Acceptable Level of Competence	High Level of Competence	Very High Level of Competence
Circle one	1	2	3	4

Comments (If overall rating is 1, you must document specific reasons for the rating):

____

____

___________________________________ ____________

Signature of Chair or Committee Member Date

____

Printed Name of Chair or Committee Member

Appendix A

Ethical Principles of Psychologists

Chapter 8 of APA's *Ethical Principles of Psychologists and Code of Conduct (2002)* is reprinted below:

8. RESEARCH AND PUBLICATION

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants

to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

8.03 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

8.04 Client/Patient, Student, and Subordinate Research Participants

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing with Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter with Clients/Patients.)

8.07 Deception in Research

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

8.08 Debriefing

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

(a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)
(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)
(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.
(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.) PLEASE SEE MODIFICATION OF THIS STANDARD ON PAGE 9 OF THIS DOCUMENT.

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.
(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First Street, NE, Washington, DC 20002-4242, or phone (202) 336-5510.

Appendix B

Writing Tips

Grammar and Punctuation
All written material must conform to the rules in the *Publication Manual of the American Psychological Association, Seventh Edition,* ***unless otherwise specifically specified in this document.*** All written material must be written in formal professional format.

The following information about **verb tense** was downloaded from: http://agecon2.tamu.edu/people/faculty/leatham-david/Research%20Verb%20Tense.pdf on August 25, 2012

Consistency of Verb Tense helps ensure smooth expression in your writing. The practice of the discipline for which you write typically determines which verb tenses to use in various parts of a scientific document. In general, however, the following guidelines may help you know when to use past and present tense. If you have questions about tense or other writing concerns specific to your discipline, check with your adviser.

Use Past tense. . .

To describe your methodology and report your results.
At the time you are writing your report, thesis, dissertation or article, you have already completed your study, so you should use past tense in your methodology section to record what you did, and in your results section to report what you found.

We hypothesized that adults would remember more items than children.
We extracted tannins from the leaves by bringing them to a boil in 50% methanol.
In experiment 2, response varied.

When referring to the work of previous researchers.

When citing previous research in your article, use past tense. Whatever a previous researcher said, did or wrote happened at some specific, definite time in the past and is not still being done. Results that were relevant only in the past or to a particular study and have not yet been generally accepted as fact also should be expressed in past tense:

Smith (2008) reported that adult respondents in his study remembered 30 percent more than children. (Smith's study was completed in the past and his finding was specific to that particular study.)

Previous research showed that children confuse the source of their memories more often than adults (Lindsey et al., 1991). (The research was conducted in the past, but the finding is now a widely accepted fact.)

To describe a fact, law or finding that is no longer considered valid and relevant.

Nineteenth-century physicians held that women got migraines because they were "the weaker sex," but current research shows that the causes of migraine are unrelated to gender. (Note the shift here from past tense [discredited belief] to present [current belief].)

Use Present Tense. . .

To express findings that continue to be true.

Use present tense to express general truths or facts or conclusions supported by research results that are unlikely to change – in other words, something that is believed to be always true:

Genetic information is encoded in the sequence of nucleotides on DNA.

Galileo asserted that the earth revolves the sun. (The asserting took place in the past, but the earth is still revolving around the sun. Note also that no source citation is needed here since it is a widely known and well-accepted fact that Galileo made this assertion.)

Sexual dimorphism in body size is common among butterflies (Singer1982).(Note how this statement differs from one in which you refer to the researcher's work in the sentence: "Singer(1982) stated that sexual dimorphism in body size is common among butterflies." Here you use past tense to indicate what Singer reported, but present tense to indicate a research result that is unlikely to change.)

We chose Vietnam for this study because it has a long coastline. (Use past tense to indicate what you did [chose Vietnam], but present tense to indicate you assume that the length of Vietnam's coastline is unlikely to change.)

To refer to the article, thesis or dissertation itself. Use the present tense in reference to the thesis or dissertation itself and what it contains, shows, etc. For example:

Table 3 shows that the main cause of weight increase was nutritional value of the feed. (Table 3 will always show this; it is now a fact that is unlikely to change, and will be true whenever anyone reads this sentence, so use present tense.)

To discuss your findings and present your conclusions. Also use present tense to discuss your results and their implications.

Weight increased as the nutritional value of feed increased. These results suggest that feeds higher in nutritional value contribute to greater weight gain in livestock. (Use past tense to indicate what you found [weight increased], but use present tense to suggest what the result implies.)

Sources: *Publication Manual of the American Psychological Association, 5th Ed. The Comprehensive Guide to Writing in the Health Sciences, University of Toronto.*

The following information on **conjunctive adverbs** was downloaded from http://www.csulb.edu/colleges/cla/departments/english/wrl/handouts/conjunctive-adverbs/ On August 25, 2012

Conjunctive Adverbs

Overview.

Transitional expressions help your writing flow smoothly. One type of transitional expression, the **conjunctive adverb**, also serves to connect independent clauses that are

coordinate. In other words, conjunctive adverbs are used to link together two ideas with similar subjects and emphases while helping your writing to flow.
Conjunctive adverbs are usually placed between two independent clauses following a semicolon and followed by a comma. When conjunctive adverbs occur anywhere else in the sentence, they are usually separated from the rest of the sentence by commas. Occasionally, a conjunctive adverb will begin a sentence, in which case it will be followed by a comma.

Here is a list of conjunctive adverbs:

To show addition or another fact	**To show contrast or**	**To show time change an idea**	**To show result**
again	anyway	meanwhile	accordingly
also	however	next	consequently
besides	instead	then	hence
finally	nevertheless	now	henceforth
further	otherwise	thereafter	therefore
furthermore	contrarily	thus	
moreover	conversely	incidentally	
nonetheless		subsequently	
To show a specific case	**To show comparison**	**To strengthen a point**	**To return to your point after conceding**
namely	likewise	indeed	still
specifically	similarly		nevertheless
To recognize a point off your main point			
undoubtedly			
certainly			

The following information on **semi-colon, colon and dash** were downloaded from: *http://virtual.parkland.edu/walker102/punct.htm on* August 25, 2012

Use a semi-colon:

To link two main clauses (those that could stand alone as full sentences) when the second clause begins with: however indeed instead nonetheless otherwise still then therefore thus

> The orders are due on Friday; therefore, we must ship by Tuesday.
> We can't meet tomorrow; instead, we're planning to meet next week.

To separate items in a series if they are long or contain commas:

> The materials include plywood panels and roofing; cedar siding, trim pieces and accents; and oak beams and rafters.
> The new officers are Bill Smith, president and chief executive; Joe Brown, secretary; Mary Carter, treasurer; and Jane Jackson, recorder.

To closely relate two complete sentences of equal importance:

> He puts in long hours; it's not uncommon to see him here at midnight.
> Low memory usage is only one of the product's advantages; it also offers high speed.

Use a colon:

To introduce statements that explain, repeat or summarize the preceding idea:

We can't pay because all our money is invested in our home: we own property but have no cash.

To introduce lists that are preceded by the written or implied "the following":

We reviewed his complaints: the low pay, the long hours and the scheduling problems.

We need the following materials: cedar siding and trim; plywood paneling; and oak beams and rafters.

BUT omit the colon if a standard verb is used to introduce the list:

The materials include cedar siding and trim, plywood paneling and oak beams and rafters.

The new officers are Joe Baker, president; Ann Jones, vice-president; and Tom Lee, secretary.

Use a dash:

In place of a comma or semicolon to add emphasis or show a change in tone:

He told us -- and we believed him -- that he would never steal from us again.

Many employees -- especially those at headquarters -- want to move to the new office.

I soon learned why no one was swimming -- the water was 55 degrees.

In place of a comma or parentheses to set off and emphasize nonrestrictive elements (those that add information but don't change the essential meaning of the noun):

The materials we need -- plywood panels and cedar siding -- will be here tomorrow.

In place of a colon to add emphasis or informality:

We liked the home's floor plan - the L-shaped kitchen, the wide hallways, the location of the bedrooms.

Note: To type a dash, use space-hyphen-hyphen-space.

The following information on **quotation marks and apostrophes** was downloaded from **http://www.is.wayne.edu/mnissani/cr/punctuation.pdf** on August 25, 2012

Quotation marks are used to show the beginning and end of a quotation or a title of a short work.

Quotation marks enclose the exact words of a person (direct quotation).

Example: Megan said, "Kurt has a red hat."

Do not use quotation marks around a paraphrase (using your own words to express the author's ideas) or a summary of the author's words.

Example: Megan said that Kurt's hat was red.

Quotation marks with other punctuation

Place periods and commas inside quotation marks.

Example: Aida said, “Aaron has a blue shirt.”

Place semicolons and colons outside quotation marks.

Example: He calls me his "teddy bear"; I'm not a bear.

Place question marks or exclamation points inside the quotation marks if they punctuate the quotation only.

Example: "Are we too late?" she asked.

Place question marks or exclamation points outside the quotation marks if they punctuate the entire sentence.

Example: Why did she say, "We are too late"?

Apostrophes are used to show possession or to indicate where a letter has been omitted to form a contraction.

To show possession, add an apostrophe and an -s to singular nouns or indefinite pronouns that end in one or body. Example: Susan's wrench, anyone's problem

Add only an apostrophe for plural possessive nouns ending in -s. Example: my parents' car, the musicians' instruments

Add an apostrophe and an -s for plural possessive nouns that do not end in -s. Example: the men's department, my children's toys

Add an apostrophe and an -s for singular possessive nouns that end in -s. Example: Chris's cookbook, the business's system

Do not use an apostrophe with possessive personal pronouns including yours, his, hers, its, ours, their,and whose.

Apostrophes are also used in contractions, two words which have been combined into one, to mark where the missing letter or letters would be.

I am= I'm	I have = I've
who is = who's	let us = let's
cannot = can't	he is, she is, it is = he's, she's, it's
you are = you're	they are = they're

Avoid confusing it's with its. It's is a contraction for it is; its is a possessive pronoun.

The following information on **dangling participles** was downloaded from **http://homeworktips.about.com/od/improvingyourgrammar/a/What-Is-A-Dangling-Participle.htm and http://en.wikipedia.org/wiki/Dangling_modifier** on August 25, 2012

Dangling Participles

A participle is created when we turn a verb like eat or look into a word phrase that acts like an adjective. We create the participle by adding ing. A present participle is also called a gerund.

Look becomes looking; Eat becomes eating; Run becomes running

An adjective must modify some noun.

A participle at the head of a sentence automatically affixes itself to the subject of the following verb – in effect a requirement that the writer either make his [grammatical] subject consistent with the participle or discard the participle for some other construction."

Strunk and White describe as "ludicrous" another of their examples: "Being in a dilapidated condition, I was able to buy the house very cheap."

Bernstein offers another ludicrous example: "Roaring down the track at seventy miles an hour, the stalled car was smashed by the train."

"[6] Strunk and White put it this way: "A participial phrase at the beginning of a sentence must refer to the grammatical subject." [7]

Eating like a hungry hippo, the pancakes disappeared from my plate within seconds.

Active and passive voice

The following information on **active and passive voice** was downloaded from **http://grammar.ccc.commnet.edu/grammar/passive.htm**

Verbs are also said to be either *active* (The executive committee approved the new policy) or *passive* (The new policy was approved by the executive committee) in voice. In the active voice, the subject and verb relationship is straightforward: the subject is a be-er or a do-er and the verb moves the sentence along. In the **passive voice**, the subject of the sentence is neither a do-er or a be-er, but is acted upon by some other agent or by something unnamed (The new policy was approved). Computerized grammar checkers can pick out a passive voice construction from miles away and ask you to revise it to a more active construction. There is nothing inherently wrong with the passive voice, but if you can say the same thing in the active mode, do so (see exceptions below). Your text will have more pizzazz as a result, since passive verb constructions tend to lie about in their pajamas and avoid actual work.

The passive voice is especially helpful (and even regarded as mandatory) in scientific or technical writing or lab reports, where the actor is not really important but the process or principle being described is of ultimate importance. Instead of writing "I poured 20 cc of acid into the beaker," we would write "Twenty cc of acid is/was poured into the beaker."

(**Examples:**
The accelerator was pressed by her vs. She pressed on the accelerator
The final exam was failed by ½ of the students vs. ½ of students failed the exam
The research will be presented by Dr. Givner at the conference vs. Dr. Givner will present the research at the conference)

“First person” style is not used at any point in RPI or in the methods section of RP II unless the instructions to subjects includes a first person script.

Passive Verb Formation
The passive forms of a verb are created by combining a form of the "to be verb" with the past participle of the main verb. Other helping verbs are also sometimes present: "The measure could have been killed in committee." The passive can be used, also, in various tenses. Let's take a look at the passive forms of "design."

Tense	**Subject**	**Auxiliary**		**Past Participle**
		Singular	**Plural**	
Present	The car/cars	is	are	designed.
Present perfect	The car/cars	has been	have been	designed.
Past	The car/cars	was	were	designed.
Past perfect	The car/cars	had been	had been	designed.
Future	The car/cars	will be	will be	designed.
Future perfect	The car/cars	will have been	will have been	designed.
Present progressive	The car/cars	is being	are being	designed.
Past progressive	The car/cars	was being	were being	designed.

“First person” style is not used at any point in RPI or in the methods section of RP II unless the instructions to subjects includes a first person script or in qualitative research.

Headings
Headings can also function as an outline to reveal the paper's organization. This is particularly true when the paper is submitted to APA journals. Also, avoid having one sub-section heading in a paper. Use at least two subsections with any given section or none at all.
APA’s heading style consists of five possible levels of subordination. Level 1 is the highest level and Level 5 is the lowest level. Most papers will use two or three levels. Levels are always used consecutively, beginning with Level 1.

1. Level 1: Centered, Boldface, Uppercase and Lowercase Headings
2. Level 2: Left-aligned, Boldface, Uppercase and Lowercase Heading
3. Level 3: Indented, boldface, lowercase heading with period.

4. Level 4: *Indented, boldface, italicized, lowercase heading with period.*
5. Level 5: *Indented, italicized, lowercase heading with period*

The following information on conjunctive adverbs was downloaded from
http://www.csulb.edu/colleges/cla/departments/english/wrl/handouts/conjunctive-adverbs/
On August 25, 2012

Reporting Statistics in APA Style

Dr. Jeffrey Kahn, Illinois State University

The following examples illustrate how to report statistics in the text of a research report. You will note that significance levels in journal articles--especially in tables--are often reported as either "$p > .05$," "$p < .05$," "$p < .01$," or "$p < .001$." APA style dictates reporting the exact p value within the text of a manuscript (unless the $p$value is less than .001).

Please pay attention to issues of italics and spacing. APA style is very precise about these. Also, with the exception of some p values, most statistics should be rounded to two decimal places.

Mean and **Standard Deviation** are most clearly presented in parentheses:

The sample as a whole was relatively young ($M = 19.22$, $SD = 3.45$).

The average age of students was 19.22 years ($SD = 3.45$).
Percentages are also most clearly displayed in parentheses with no decimal places:

Nearly half (49%) of the sample was married.

Chi-Square statistics are reported with degrees of freedom and sample size in parentheses, the Pearson chi-square value (rounded to two decimal places), and the significance level:
The percentage of participants that were married did not differ by gender, $\chi^2(1, N = 90) = 0.89$, $p = .35$.

T Tests are reported like chi-squares, but only the degrees of freedom are in parentheses. Following that, report the t statistic (rounded to two decimal places) and the significance level.
There was a significant effect for gender, $t(54) = 5.43$, $p < .001$, with men receiving higher scores than women.

ANOVAs (both one-way and two-way) are reported like the t test, but there are two degrees-of-freedom numbers to report. First report the between-groups degrees of freedom, then report the within-groups degrees of freedom (separated by a comma). After that report the F statistic (rounded off to two decimal places) and the significance level.
There was a significant main effect for treatment, $F(1, 145) = 5.43$, $p = .02$, and a significant interaction, $F(2, 145) = 3.24$, $p = .04$

Correlations are reported with the degrees of freedom (which is N-2) in parentheses and the significance level:
The two variables were strongly correlated, $r(55) = .49$, $p < .01$.

Regression results are often best presented in a table. APA doesn't say much about how to report regression results in the text, but if you would like to report the regression in the text of your Results section, you should at least present the unstandardized or standardized slope (beta), whichever is more interpretable given the data, along with the t-test and the corresponding significance level. (Degrees of freedom for the t-test is N-k-1 where k equals the number of predictor variables.) It is also customary to report the percentage of variance explained along with the corresponding F test.

Social support significantly predicted depression scores, β = -.34, $t(225) = 6.53$, $p < .001$. Social support also explained a significant proportion of variance in depression scores, $R^2 = .12$, $F(1, 225) = 42.64$, $p < .001$.

Tables are useful if you find that a paragraph has almost as many numbers as words. If you do use a table, do not also report the same information in the text. It's either one or the other.

Based on:
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

References

Follow all APA rules for print references as delineated in the Seventh Edition of *Publication Manual of the American Psychological Association*

Electronic References

APA has published an *APA Style Guide to Electronic References* as a PDF. Please follow these guidelines for all electronic reference

Faculty Research Interests

Dr. Jordan Bate

Dr. Bate's research applies attachment theory and research to the study of psychotherapy process in psychodynamically oriented child and family psychotherapies. Treatments studied include those aimed at preventing child maltreatment, promoting secure relationships for children in foster care, and supporting perinatal women and their families. Research questions focus on what makes psychotherapy interventions effective and how to train clinical psychologists in work with children, parents, and families. The lab studies risk factors for and the effects of relational trauma, factors impacting engagement and selection of a treatment modality, the development of the therapeutic relationship, particularly how clinicians effect change in child and family treatment, and the effectiveness of clinical training and supervision.

Dr. Greta Doctoroff

Dr. Doctoroff's research focuses on key mechanisms to support young children's emotion regulation and prevent disruptive behavior disorders. Our work contributes to the evidence-base for cost-effective, feasible, sustainable prevention and intervention programs targeting social-emotional competence, behavioral regulation and early academic skills. We work with Head Start settings to improve care for families at risk due to poverty. Our lab studies parenting, teacher-child relations, and the development and maintenance of externalizing problems. Studies have included observational methods to understand parent-child and teacher-child interactions and have examined the efficacy and effectiveness of prevention and intervention programs in early childhood. As part of this work, we investigate challenges implementing evidence-based practices, such as behavioral parenting programs, in real-world settings. In addition, we have a line of research examining how to best support parents of premature or critically ill infants in the Neonatal Intensive Care Unit (NICU) supporting their involvement in care, promoting attachment and reducing risk for parent mental health problems. This work includes a focus on intervention development.

Dr. Tracy Prout

Dr. Prout's research focuses on building the evidence-base for psychodynamic interventions with children and their families. This includes research on outcomes, psychotherapy process, mechanisms of change, and training in psychodynamic psychotherapy. There is an emphasis on Regulation Focused Psychotherapy for Children (RFP-C), a manualized, time-limited psychodynamic treatment for children with externalizing problems and emotion regulation deficits. Students in the lab have opportunities to be trained in manualized psychodynamic treatments, participate in ongoing clinical supervision, and to develop assessment skills through direct work with children and families. Lab members have many opportunities to contribute to publications and conference presentations.

Dr. Esther Stavrou

Research being conducted in my lab aims to address practical questions and problems encountered by school psychologists on a daily basis. Since assessment remains an important part of the school psychologist's role, my research has focused on issues surrounding the utility and validity of the tests and other assessment procedures used by school psychologists. For example, an area of particular interest as a bilingual school psychologist has been the appropriateness of various cognitive tests for children from different cultural backgrounds. As someone who trains students in psychological report writing I am also interested in researching ways to improve the utility of psychological reports. Another important role for school psychologists involves consultation with parents and school personnel. I am interested in the factors that impact the consultant-consultee relationship as they relate to outcomes for students. This interest in consultation combines with my interest in report writing in studying the factors that increase the likelihood that parents and educators can and will follow through on recommendations made in reports.

Dr. Melanie Wadkins

Dr. Wadkins aims to conduct research that contributes to a better understanding of anxiety and related disorders, specifically OCD. Projects are focused on improving the quality of life of children, families, and adults affected by anxiety disorders through identifying relevant aspects of living with anxiety that, if targeted, may help to improve evidence-based treatment.