NSU
Florida

College of Psychology
**NOVA SOUTHEASTERN
UNIVERSITY**

Doctoral Program in School Psychology

DIRECTED STUDY GUIDELINES

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TABLE OF CONTENTS

I.   Introduction

What is Psy.D. Research?

The Psy.D. program in School Psychology is committed to a practitioner-informed-by-science training model.   Candidates are prepared as highly competent problem-solvers who draw upon a strong foundation in core knowledge areas of school psychology to promote the educational and social-emotional competence of children. Moreover, candidates are prepared to offer a full continuum of empirically-supported services, including prevention, assessment, consultation, and intervention.

The Directed Study, the capstone research project within the Psy.D. program, helps to prepare the candidate to be a lifelong consumer, evaluator, and utilizer of research to guide clinical/school practice. It is conducted under the supervision of faculty but is to be the candidate's independent, original work, properly citing ideas, results, and/or quotes from other sources. Like all published studies, it can answer only certain questions but can demonstrate the candidate's scholarship, research interpretive acumen, and writing skills.

The Directed Study should serve as a mechanism for the graduate candidate to develop an area of expertise under the mentorship of a faculty advisor. This project, and the resulting document, should be conceptualized as having a significant impact on clinical knowledge and practice and should be disseminated at state/national conferences and/or submitted for publication.

The Directed Study Committee

The Directed Study committee will consist of two members. Directed Study committees must be chaired by an eligible, full-time College of Psychology faculty member in the school psychology program. Each member is reviewed by the Director of the School Psychology Program, based on information provided in his or her updated curriculum vitae and periodic surveys conducted on faculty research activities. Eligible faculty members are those who possess expertise in the Directed Study's content and have a record of scholarly research. Each member must possess an earned doctorate from a regionally accredited institution and be an active scholar with demonstrated capabilities for research/scholarship and for directing independent research.

A member from outside the full-time faculty may be a member of the Directed Study committee, pending endorsement by the *Committee Chair* and approval by the Director of the School Psychology Program. When a candidate requests a committee member who is not a full-time faculty member at the College of Psychology, that candidate must submit the proposed member's curriculum vitae outlining qualifications and recent publications and/or research pertinent to the proposed Directed Study. The Director of the School Psychology Program reviews these credentials for approval to serve as a member of the Directed Study committee. Eligibility for participation on candidate Directed Study committees includes:
- Research and/or clinical practice related to the proposed project
- Publication(s) within the last five years
- Previous experience directing research activities
- Previous experience serving on Directed Study/Student Research committees

While candidates may choose the chair of his or her Directed Study committee, the second member must be approved by the Director of the Program with input by the core faculty members. Any changes to the members of the Directed Study committee while the Directed Study is in progress must be approved by the Program Director. **There are no exceptions to these policies**. The candidates should discuss first with the chair and then with committee members procedures to be followed.

By February of the first year of study, candidates should select a faculty mentor for their project. Prior to selecting a faculty mentor, candidates should consider how well they would work in collaboration with the faculty member as well as the level of expertise he or she has in their area of interest. This information can be obtained by meeting individually with the school psychology faculty members, by reading about their areas of interest (which are provided in this document), and by talking with other candidates who have worked under the guidance of prospective mentors.

After gathering this information, the candidate is advised to meet with the faculty member(s) he or she is considering to work with as a chair. The candidate should ask questions that will help him or her decide whether the faculty member would be a good chair for the project, particularly with regard to expectations and roles. Establishing clear, direct communication with a chair is very important. Candidates should not necessarily expect a faculty member to agree to chair their committee. Approval rests with the Program Director.

The duties of the chair are to provide guidance, to check on progress, and to supervise the preparation of the document. Selecting a chair is one of the most important decisions made in the early stages of planning the Directed Study. A candidate will work closely with his or her chair in selecting the area of specialization and developing a Directed Study research idea and methodology. The chair provides expertise in the candidate's area of research, specific feedback on work, and support. The chair similarly approves the proposal prior to submitting the document to the second reader. This frequently involves reading and critiquing multiple drafts of each section of the Directed Study before final submission.

It is strongly advised that the candidate, the Chair, and the second faculty member of the Directed Study Committee meet regularly to delineate the parameters of the project. It is important to note that both faculty members must provide final approval of the project by utilizing the appropriate rubrics. The candidate must earn scores of 80% or higher on each of the two (2) evaluations to obtain the minimum level of achievement (MLA) in order to demonstrate competency and to earn a passing grade for this capstone project.

Dissemination of Research Competency

Candidates must demonstrate the competency to evaluate and to disseminate research or other scholarly activity via at least one peer-reviewed publication as first author or a professional presentation as first presenter at the local (within the university), state, national, or international level. All candidates must submit a proposal as the primary presenter of a paper session, poster session, or symposium at a psychology conference. Publication as first author in a peer-reviewed journal or other peer-reviewed publication will serve to meet this criterion.

It is strongly encouraged that each candidate present at one or more of the following conferences: the Florida Association of School Psychologists (FASP), the National Association of School Psychologists (NASP), the American Psychological Association (APA), or the International School Psychology

Association (ISPA). If the candidate seeks to present at a different conference, he or she must submit information regarding the conference to the program director. The director, in collaboration with the core school psychology faculty, will make a determination as to whether the conference is appropriate, and if deemed appropriate, it will be included on a list of approved conferences for the purpose of meeting this dissemination requirement for future students.

If a student does not present at one of these approved conferences and is not first author on a peer-reviewed publication, she or he may schedule a session to conduct a research-based presentation at the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic weekly didactic seminar or a similar College of Psychology venue. The candidate should present the results of his or her Directed Study and include any major conclusions and recommendations. The rubric entitled "Evaluation of Literature Review Presentation" (see appendix) will be utilized by the SPACI clinic directors and/or other faculty members to ensure that the candidate met the 80% minimum level of achievement (MLA).

Faculty Research Interests

The following is a list of the full-time faculty who may serve as a first or second reader of the Directed Study:

Peter M. Caproni, Ph.D., Adelphi University, associate professor. Therapeutic/collaborative assessment; school-based consultation; psychological services within schools; emotional/behavioral issues with children and adolescents.

Ralph E. (Gene) Cash, Ph.D., NCSP, ABPP, New York University, professor. School psychology; psychoeducational assessment, diagnosis, and treatment; depression; anxiety disorders; suicide prevention; forensics, including child custody, wrongful death effects, and disabilities; stress management; and psychology and public policy.

Kristen Jones, Psy.D., Nova Southeastern University, assistant clinical professor. School psychology; psychoeducational assessment and intervention planning, implementation, and monitoring; preschool and school mental health; assessment of autism spectrum disorders; parent-mediated interventions; and developmental-behavioral pediatrics

Scott Poland, Ed.D., Ball State University, professor. Professional experience has included leading national crisis teams and primary interests are suicide intervention, crisis intervention, youth violence, self-injury, school safety and delivery of psychological and counseling services in schools.

Sarah Valley-Gray, Psy.D., ABPP, Nova University, professor. Neuropsychological, psychological, and psychoeducational assessment; pediatric neuropsychological disorders; psychological services within the schools; infancy and child development (interaction with caregiver); issues of professional development including training and supervision.

Angela Waguespack, Ph.D., Louisiana State University, professor. Psychological, psychoeducational and functional behavior assessment; school-based consultation; service delivery models within schools; multi-tiered systems of supports, including prevention for at-risk populations, as well as academic, behavioral, and social skills intervention for children and adolescents.

II. Directed Study Overview

General Guidelines and Requirements

A scholarly paper, which is the product of the Directed Study, may be in one of several formats including:

    a) literature review with recommendations for practice;
    b) empirical study with practice implications;
    c) comprehensive case study;
    d) treatment/intervention manual; or
    e) some other format approved by the faculty advisor (e.g., designing a novel intervention or
       systemic problem-solution with a literature basis).

The Directed Study is an independent project conducted under the direction/supervision of a two-member faculty committee: the primary faculty advisor (chair of the committee); and a second faculty member who also serves as an advisor to the project (committee member). A prospectus form signed by the candidate and relevant faculty members must be filed with the Program Office for School Psychology by September 1st of the candidate's second year of academic study or the candidate's registration for Directed Study may be retracted. It is strongly recommended that the candidate consult closely with the faculty committee (particularly the chair) to develop and to adhere to a structured timeline for completion of this project.

The Directed Study document must be prepared in accordance with the most recently published APA style manual. A recommended time line is presented on the prospectus form as well as within this document below. The final Directed Study document is due in the program office no later than October 1st of the third year of study. The candidate must submit one hard copy of the document to each committee member. In the event that the two committee members do not agree on the final (pass/fail) grade, a third reader will be assigned by the Director of the School Psychology Program to assist in grade determination.

In order to complete the project by the due date, candidates are encouraged to begin discussing their areas of interest and potential topics with their faculty advisor the Fall Semester of the first year of study. To assist candidates in structuring and developing their projects and to assist faculty in the evaluation process, several resource documents have been identified by project type.

Types of Directed Studies

If the empirical study option is selected, a research report of publication quality is expected for the written product (see Bem, 1987 for guidelines on writing an empirical article). If the literature review option is chosen, it is expected that the review be comprehensive and include primary references and recommendations for practice (see Bem, 1995 and University of Washington, 2010 for guidelines on writing a review article). A comprehensive literature review is contrasted with reviews that only include a limited cross-section of the literature (e.g., highlighting 2-3 exemplary studies) or that focus exclusively on secondary texts. For the case study option, the project is expected to be prepared as a

publication-quality report and/or include a comprehensive literature review to support the conceptual components of the case. The structure recommended to authors at the *Clinical Case Study* journal's website may be used as a framework from which to conceptualize some important elements of a formal written case study. Candidates can also consult the Reitman and Paserri (2007) article as an example of a published case study. Candidates should also ask faculty committee members to identify other relevant resources by content area (e.g., a meta-analysis or systematic review published in the area of school psychology).

Resources

The librarians at the Alvin Sherman Library have created a plethora of resources to support school psychology doctoral students in the completion of their Directed study project. Information is provided regarding APA Style Central, an authoritative source to create and to format the paper, as well as to support the accurate citation of references in APA style. In addition, steps are described to support the candidate in conducting a systematic review of the literature. These extremely valuable resources may be accessed at: **http://nova.campusguides.com/directedstudybootcamp**.

In addition, monthly Saturday "boot camps" are provided during the winter semester that assists beginning students in narrowing down a topic and beginning their literature review. More advanced students are provided with information regarding structuring their paper, synthesizing their findings, and formatting their document. Students are provided hands-on support in the use of the APA Style Central tool. In addition, librarians are available during the lunch hour one day per week, and individual appointments may be made in-person, online, or over the phone. The NSU Write from the Start and Communication Center provides professional and peer writing consultants to support students at any stage of the writing process. For additional information regarding hours and instructions regarding how to make an appointment, please visit the following website: **http://www.nova.edu/wcc/index.html** or call (954) 262-4644. Web-based writing support resources are available online via the following link: **http://nova.campusguides.com/sharkwrites-psyc**.

Empirical Study
Pyrczak, F., & Randall, B. (2017). *Writing empirical research reports* (8th edition). New York, NY: Routledge.

Literature Review
Galvan, J. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th edition). New York, NY: Routledge.

Machi, L. A., & McEvoy, B. T. (2016). *The literature review: Six steps to success* (3rd edition). Thousand Oaks, CA: Corwin.

Case Study
Yin, R. K. (2013). *Case study research: Design and methods* (5th edition). Thousand Oaks, CA: Sage.

Books

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: American Psychological Association.

American Psychological Association. (2009). *Mastering APA style: Student's workbook and training guide* (6th edition). Washington, DC: American Psychological Association.

Online Resources

Alvin Sherman Library APA Guide: http://sherman.library.nova.edu/sites/apa/
Download the *APA Style Guide for Electronic References* addendum, find information on formatting and style, or use the interactive "How do I cite…" feature to format reference list citations.

APA Style CENTRAL: access through **http://sherman.library.nova.edu/sites/apa**
Browse tutorials, manage research and references, or use paper templates to begin writing. Provides tools that check for formatting, style, and reference errors.

Purdue Online Writing Lab: https://owl.english.purdue.edu/owl/section/2/10/
Overviews, FAQs, style and reference samples for APA style.

Fischler College of Education – Dissertation Support Services: http://education.nova.edu/applied-research/writing-and-preparing-the-dissertation.html
Access multiple guides on APA, formatting, plagiarism, writing, and editing.

APA Style Blog: http://blog.apastyle.org/apastyle/
Frequently updated blog that answers questions on APA style, formatting, and reference. Custom search function to find information.

III. Research Assistantship

To gain experience in research, Psy.D. candidates may choose to serve as an assistant to their advisors (or other mentors) in his or her program of research or other scholarly activities. During the first year of the apprenticeship, the candidate may spend his or her time engaging in a variety of activities that serve as the foundation for effective research (e.g., conducting reviews of literature, assisting in collecting data, and entering data into the computer). As their skills progress, however, candidates will begin to take more responsibility for their own scholarship and will become involved in planning, conducting, analyzing, presenting, and writing about research findings. This process will allow the candidates to progress from being assistants to becoming comfortable designing and conducting their own research as well as presenting it at conferences and in journals. Working closely with faculty members in this apprenticeship will make the candidates much better prepared to conduct their directed studies than the average school psychology candidate.

Area of Special Interest

Candidates are encouraged to develop an area of special interest and emerging expertise. This would be in an area of extensive study in which the candidate has a particular interest. A combination of practica, research, and elective coursework will support the development of a specialty area. The ideas for areas of specialization should be discussed with the research mentor and with other faculty as appropriate.

Candidates should begin exploring areas of special interest during their first semester in the program. While the Directed Study alone will not solidify a specialty area, it should support specialty development. Candidates will work with their mentors/chairs in developing their specialty areas.

For information regarding current Direct Study projects and faculty advisors, please refer to the list of the following page.

Seminars

Doctoral candidates are expected to attend seminars on topics of scholarly interest. Topics for seminars may include faculty or candidate research or grant activities, presentations by visiting faculty, presentations of possible Directed Study topics, discussions of research that are of interest to faculty and students, or other topics. First year candidates will be expected to attend the seminars and to participate in the discussions. Your participation will help you become an intelligent consumer of research by making you feel comfortable evaluating research and integrating new studies into your previous knowledge of an area. Please note that such discussions are collegial in nature; only gentle, constructive feedback is encouraged. Second and third year candidates will not only attend and participate but will also serve as presenters at some of the seminars.

	PSY.D. IN SCHOOL PSYCHOLOGY – DIRECTED STUDY	
Cohort	**Research Project Title**	**Faculty Advisor(s)**
FALL 2011	*Bullying and Suicide: What is the Relationship?*	Poland
	Selection Criteria for Doctoral Level School Psychology Internships	Caproni
	Psychosexual Evaluation and Risk Assessment of Juvenile Sexual Offenders	Cash
	Best Practices and Techniques in Art Therapy	Caproni
	Emergent Literacy Using a Response to Intervention Model in Early Childhood	Waguespack
	Best Practices for Responding to Death in the School Community	Poland
	The Impact of School Reentry on Post-Traumatic Growth of Adolescents with a Traumatic Brain Injury	Valley-Gray
	Professional Competence of School Psychologists in Treating Students who have Sustained a Traumatic Brain Injury	Valley-Gray
	The Haitian Student in American Schools: A Literature Review	Waguespack
	Implementing Strength-Based Therapeutic Assessment in Children	Caproni
FALL 2012	*The Role of Treatment Integrity in Preventing Summer Learning Loss*	Waguespack
	Grieving Children and the Role of the School Psychologist	Poland
	Social Skills Interventions with Children Who Have Attention Deficit Hyperactivity Disorder	Valley-Gray
	Would the Social Adjustment of Haitian Immigrant Children Separated From Parents Improve with Social Skills Training?	Waguespack
	Using CBT to Reduce Maladaptive Behaviors	Poland
	Mindfulness in Schools: Effects on Student Outcomes	Cash
	Factors Contributing to Parent Engagement Resistance within Haitian and Hispanic Cultures	Waguespack
	Dispositional and Environmental Contributions to Behavioral Difficulties and Interventions Designed to Promote Resilience	Caproni
	Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcus (PANDAS)	Valley-Gray

Cohort	Research Project Title	Faculty Advisor
FALL 2013	*Physical and Sexual Abuse on School-Aged Children: Effects on School Performance*	Caproni
	The Transition to Kindergarten: Strategies and Practices Over Time	Waguespack
	Analysis of Measures Used to Gauge Reading Skills in Young Children Participating in Out of School Programs	Waguespack
	The Use of Can't Do/Won't Do Assessment in Out of School Programs	Poland
FALL 2014	*Are Early Childhood Reading Scores Correlated with Parental Involvement in Their Child's Education?*	Waguespack
	Implementing Individual and Group Educational Sessions for Parents of Children on the Autism Spectrum: Effects of Parental Self-Efficacy and Implementation of the Picture Exchange Communication System (PECS)	Jones
	Self-Regulation and Difficult Behaviors in Young Children Developing in Urban Summer Camp Settings	Waguespack
	Incorporating Positive Psychology and Mindfulness into Academic Settings	Caproni
	Analysis of the Relationship Between Locus of Control and IQ, Achievement, and Other Psychoeducational Factors	Caproni
	Best Practices in Peer Interventions and Prevention of Suicide	Cash
FALL 2015	*School Connectedness: The Impact on Overall Well-being and Academics*	Cash
	Generalized Anxiety Disorder in Adolescent Females and its Effect on Academic Achievement and Social Well-Being	Cash
	Animal-Assisted Interventions for Children with Autism	Cash
	Bridging the Gap Between High School and Postsecondary Life	Caproni
	Congruence Between Child and Parent Self-Report of the Home Literacy Environment	Waguespack
	The Role of the Imposter Syndrome in the Professional Identity of the Beginning Clinician	Valley-Gray

Cohort	Research Project Title	Faculty Advisor
FALL 2016	*Music Therapy as an Intervention for Children Diagnosed with Autism Spectrum Disorder*	Valley-Gray
	School Psychology Advocacy: Be at the Table, Not on the Menu	Valley-Gray
	The Role of Parent Involvement in Children's Academic Achievement	Waguespack
	The Protective Potential on the Internet for Students Identifying as LGBT	Caproni
	Emotional Regulation Mediates the Association Between Childhood Emotional Abuse and Eating Disorders During Adolescence	Cash
	School-based Prevention Programs for Depression in Middle School	Valley-Gray
	Suicide Clusters and How to Prevent Them	Poland
FALL 2017	*Assessing, Understanding, and Supporting Students with Autism at School*	
	Knowledge and Attitudes Towards ADHD in Caribbean Immigrant Families, and Impact of School Functioning in Youth	Jones Waguespack
	Postsecondary Transition Planning for Students with Emotional and Behavioral Disorders (EBD)	Caproni Cash
	Best Practice with Children and Adolescents Who Demonstrate Characteristics of Borderline Personality Disorder	Caproni Valley-Gray
	Closing the Achievement Gap	Waguespack Poland
	The Perceived Stigmatization of Emotional Disorders Between American Culture and Chinese Culture	Cash Poland
	The Differences in Children and Adults with Schizophrenia	Valley-Gray Jones

IV. Timeline

FIRST YEAR OF STUDY	
Fall Semester	PSY 8190 Practicum in School Psychology: Foundations I ■ Candidates complete CITI certification
	December 1: Meet with one of more faculty members to discuss area(s) of mutual interest
Winter Semester	PSY 8140 Intermediate Statistics
	February 28: Select a faculty member to be on the Directed Study committee and present the *Prospectus for the Directed Study* form to the Director of the School Psychology Program who will make final determination regarding composition and role of the committee members.
	March 1 – April 30: Schedule a meeting with the library support staff
Summer Semester	May 1 – August 1: Meet on a monthly basis (at minimum) with committee chair to discuss progress on the project and choose second reader (committee member)
SECOND YEAR OF STUDY	
Fall Semester	PSY 8145 Issues & Techniques in Research Design and Program Evaluation
	September 1: Finalize topic
	October 1: Create a detailed outline summarizing the literature on your topic. Formal meeting with chair and second reader.
	December 1: Research and analyze a mutually agreed upon number of articles
Winter Semester	January 1– May 31: Meet regularly with chair and second reader based upon a mutual agreement and degree of progress Attend Saturday "Boot Camp" sessions

THIRD OR FOURTH YEAR OF STUDY (Prior to applying for Doctoral Internship)		
Fall Semester	September 1:	Draft of the Directed Study must be submitted to the chair of the Directed Study Committee
	October 1:	Revised version of the Directed Study must be submitted to both the chair as well as the second reader. Both faculty members must communicate to ensure that the candidate is meeting the project requirements consistent with the appropriate rubric.
	November 1:	Final version of the Directed Study document must be submitted to both the chair as well as the second reader. Document must be submitted to the Canvas Directed Study course under the program director, as well as to **http://turnitin.com**.
	December 1:	Both the chair and the second reader must evaluate the Directed Study using the appropriate rubric. The chair must review both rubrics and communicate collaboratively to the candidate regarding the final score. A copy of the final project, as well as copies of each of the completed rubrics, must be submitted by the chair to the program office.

V. Conducting the Directed Study Research

Getting Started

The total Directed Study process takes approximately two years to complete from the initial exploration of an idea to the successful completion of the project. The following are guidelines that are intended to assist candidates in the planning and completion of their Directed Study:

1. The first step is to begin talking to professors and upper-level candidates regarding possible Directed Study topics. Investigate the research interests of each professor as described above to assist in the generation of ideas. Papers and presentations for courses, as well as practicum experiences, can provide opportunities to explore different areas of interest. In many cases, the Directed Study is an opportunity to develop an area of expertise, which can provide direction for internship or applied experiences.

2. Choosing a chair: Before committing to a Directed Study topic, candidates should select a faculty member to serve on the Directed Study committee. (See *The Directed Study Committee* on page 1 for guidelines)

3. After the Directed Study committee is formed, the candidate will schedule regular meetings with his or her chair and second reader.

Writing the Directed Study

All candidates must complete CITI training (See **http://www.nova.edu/irb/training.html** for guidelines regarding how to complete CITI training). If conducting an empirical study, this must be done prior to submitting the proposal study to the Institutional Research Board for approval. See **http://www.nova.edu/irb/manual/forms.html** for IRB guidelines. The candidate should allow sufficient time for IRB approval before beginning the research.

Following a successful IRB approval, if applicable, the candidate may begin the research. The candidate must write in the style specified by the American Psychological Association (APA) as described in the most current edition of the *Publication Manual of the American Psychological Association*. The candidate should adhere to the following guidelines when typing the Directed Study:

Sections of the Directed Study

1. **Title Page**
   The title of the Directed Study should describe the study and contain the appropriate key words. It is recommended that the length of the title should not exceed 12 words.

2. **Approval Page**

3. **Acknowledgements**
   This section should note anyone who has contributed to the formulation and conduct of the Directed Study, including faculty members and other students. This section is not required.

4. **Table of Contents**
   This section should be used to list, in order, the titles of the sections within the document.

5. **Abstract**
   Abstracts should summarize the problem, method, results, and conclusions. The length of an abstract is between 150 to 250 words.

6. **Directed Study Text**

7. **List of Tables**
   If tables are used, these are to be placed at the appropriate point in the text within the body of the Directed Study (not at the end). Number all tables with Arabic numerals sequentially. Each table must have a clear and concise title. When appropriate, you may use the title to explain an abbreviation parenthetically. Keep headings clear and brief. Short tables may appear on a page with some text. Each long table and each figure are to be placed on a separate page immediately following the first reference to them. Large tables should be typed on larger paper and reduced to the proper size by photocopying. If you are interested in publishing your paper, please refer to the journal's guidelines regarding placement and formatting of tables.

8. **List of Figures**
   If figures are used, these should be placed at the appropriate point in the text within the body of the Directed Study (not at the end). Possible figures include graphs, scatter plots, charts, drawings, and photographs. An appropriate title and caption should be provided for each figure. Figure captions are typed below the figure, or in some cases, on the preceding or facing page (it is preferable to have captions on the same page). Captions serve as a brief, but complete, explanation and serves as the title. If you are interested in publishing your paper, please refer to the journal's guidelines about placement and formatting of figures.

9. **References**
   All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. Reference list entries should be alphabetized by the last name of the first author for each citation. For multiple articles by the same author, or authors listed in the same order, list the entries in chronological order, from earliest to most recent.

10. *Appendices*
    Although space generally limits the use of appendices in journal articles, the need for complete documentation often dictates their inclusion in a Directed Study. The following materials are appropriate for appendices: verbatim instructions to subjects, consent forms, and instruments, scales, or questionnaires developed for the study (not previously published ones). Other materials may be included as necessary to explain the study and to permit independent replications. If possible, merge word-processed files for these documents into the Directed Study; if original materials are used, page numbers must be typed onto them.

General Format of the Directed Study

1. *Margins*
   Paper should be typed on standard-sized paper (8½" x 11") with 1" margins on all sides.

2. *Fonts*
   Do not use script or other unusual font types; these do not reproduce properly. Use Times New Roman, 12-point font. Use italics instead of underlining for book titles, etc. Use bolding for all headings. No corrections are permitted on the printed pages. Any pages requiring corrections must be retyped and reprinted. The final appearance must be clean and professional.

3. *Spacing and Justification*
   According to the *APA Publication Manual* guidelines, double-spacing is required throughout the final document. Use one space after commas, colons, semicolons, periods that separate parts of a reference list citation, and periods that separate initials of a personal name (e.g., S. S. Freud). Use two spaces after periods, or other punctuation, at the end of a sentence. Single-spacing can be used for table titles and headings, figure captions, references (double-spacing is required between references), footnotes, and long quotations.

4. *Title*
   The title should summarize the paper's main idea. It should be centered, positioned in the upper half of the page, and typed in 12-point Times New Roman font. It should not be typed in bold font, underlined, or italicized. The length of the title should not exceed 12 words.

5. *Running Head*
   The running head is a shortened version of the paper's full title, and it is used to help readers identify the titles for published articles (even if your paper is not intended for publication, your paper should include a running head). The running head cannot exceed 50 characters, including spaces and punctuation. The label "Running head:" that precedes the running head on the title page is not included in the 50-character count, since it is not part of the title of the paper. The running head's title should be in capital letters. The running head should be flush left, while page numbers should be flush right. On the title page, the running head should include the words "Running head" followed by a colon. On the subsequent pages, the running head should be repeated in all caps without the label "RUNNING HEAD:" preceding the title.

6. *Pagination*

Two sets of page numbers are to be used in the Directed Study. The preliminary pages (from the title page up to the body of the study) should be numbered with lower case Roman numerals (as is common in books). The second set of numbers begins with the first page of Chapter I and continues throughout the study, references, and appendices. These numbers are Arabic. Every page of the document must be assigned a number, even though that number may be suppressed on some pages. In the set of Roman numerals, the title page is assigned a number, but the numeral does not appear. Thereafter, each preliminary page must show Roman numerals centered at the bottom of the page. In the set of Arabic numerals, no number appears on the Abstract, but each subsequent numeral is printed on all following pages in the upper right corner.

7. *Headings*

There are five levels of headings. A sample is provided below:

Level of Heading	Format (Demonstration Provided in Table)
1	**Centered, Bold, Title Case (Upper and Lowercase)**
2	**Level 2 Headings, Flush Left, Bold, Title Case**
3	**Level 3 Headings, indented, bold, sentence case (the first word is capitalized), ending in a period.**
4	***Level 4 Headings, indented, bold, italicized, sentence case, ending in a period.***
5	*Level 5 Headings, indented, italicized, sentence case, ending in a period.*

8. *Quotations*

If you are directly quoting from a source, you must include the author, year of publication, and the page number for the reference (preceded by "p.").

Example:

According to Jones (2017), "Students often reported having less difficulty using APA style after practicing" (p.199).

Place direct quotes that are less than 40 words in quotation marks. Place direct quotations that are 40 words or longer in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented ½-inch from the left margin (i.e., in the same place you would begin a new paragraph). Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation ½-inch from the new margin. Maintain double-spacing throughout. A parenthetical citation should occur after the closing punctuation mark.

Example:

Jones and colleagues (1998) found the following:

> Students often had difficulty using APA style, particularly when it was their
>
> first time citing sources. This difficulty could be attributed to the fact that
>
> many students failed to purchase a style manual or to ask their teacher for
>
> help (p. 199).

9. *Footnotes*

Footnotes to the text are typed at the bottom of the page on which they are referenced; footnotes should be used sparingly, if at all (see APA *Publication Manual).*

VI.   Completion of the Directed Study

It is advisable that the candidate maintains frequent contact with the committee chairperson and with committee members throughout the completion of the Directed Study. This will allow for ongoing feedback. The completed document must be submitted to the second reader by August 1 of the second year of study. The final document will be due on September 1 at the beginning of the third year of study. The Directed Study will receive a pass/fail grade based on the following rubric criteria:

DIRECTED STUDY (LITERATURE REVIEW) RUBRIC (22 points)			
Rating (0-4) **Note**: To obtain a total percentage, divide total score by 22 and multiple by 100. Minimum level of achievement (MLA) is 80%.			
4	**3**	**2**	**0–1**
Literature Base		The literature review is appropriate and includes no fewer than 35 articles given the context of the review.	The literature review is lacking in significant ways.
Written Structure – Organization		Document is structured in a skillful manner to facilitate accessibility. The heading/ subheading structure provides a sound roadmap.	Document structure is sound but does not feature optimal use of headings, etc.
Methodology		Parameters for review (e.g., types of works included, year range, etc.) are clearly articulated and contextually grounded.	Parameters for review are not clearly articulated or not addressed.
Conceptual grounding	The review is tightly organized according to a relevant conceptual framework (e.g., theoretical models, research paradigms, etc.).	The review is loosely organized according to a relevant conceptual framework (e.g., theoretical models, research paradigms, etc.).	A relevant conceptual framework is not adequately described and/or justified.	There is no explicit conceptual grounding.
Integration	Studies reviewed are critically appraised and integrated along multiple dimensions (e.g., participant populations, methodological shortcomings, etc.).	Studies reviewed are critically appraised in an appropriate manner – but true integration across studies is lacking.	Elements of critical appraisal are lacking.	Critical appraisal is absent altogether or lacking in multiple significant ways.
Conclusions	The review culminates in a series of conclusions and future directions that advance the field of inquiry.	Studies reviewed are critically appraised in an appropriate manner – but true integration across studies is lacking.	Elements of synthesis are lacking in significant ways.	Critical appraisal or synthesis absent altogether or lacking in multiple significant ways.
APA Format		All needed citations are included in the report. End-of- text references match the in-text citations, and all were encoded in APA format. Font, spacing, and APA format are correct.	Citations within the body of the report and a corresponding reference list were presented. Some formatting problems such as font, spacing, and APA format exist.
Written Language Usage		Document is well-written with minimal grammar and spelling errors.	Documents evidenced significant grammar and spelling errors.
TOTAL			

DIRECTED STUDY (EMPIRICAL) RUBRIC (34 points)

Rating (0-4)

Note: To obtain a total percentage, divide total score by 34 and multiple by 100. Minimum level of achievement (MLA) is 80%.
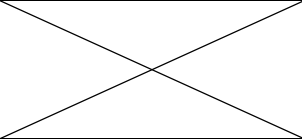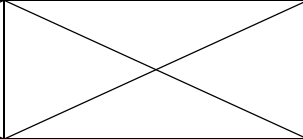
	4	3	2	0–1
Literature review	The information presented was gathered using multiple recent, research-based sources with strong rationale and excellent correspondence to the research questions.	The information presented was gathered using multiple recent sources. Research-based sources are limited but adequate. Good rationale and correspondence to research questions.	The information presented was gathered using a limited number of sources. Lacks adequate depth, rationale, and correspondence with research questions.	The information presented was gathered using a small number of non-peer reviewed articles. Poor depth, poor rationale if included, poor correspondence of literature with research questions.
Written Structure – Organization			Document is structured in a skillful manner to facilitate accessibility. The heading/ subheading structure provides a sound roadmap.	Document structure is sound but does not feature optimal use of headings, etc.
Use of Principal / Primary Readings	Used numerous principal readings in the topic area in an accurate and appropriate fashion.	Used more than 5 principal readings in the topic area, appropriately.	Used 5 or fewer principal readings or inappropriately used principal readings in topic area.	Did not use or inappropriately used principal readings.
Research Question(s)	Formation of question or questions are based on theory and previous research. The topic is highly significant in terms of relevance to the field. Questions are focused, clear, specific, and feasible.	Questions are based on theory and previous research, but support could be better. The topic is significant. The questions could be more focused, specific, or clear, but are adequate.	The questions are not adequate based on prior research. The significance to the field is questionable. The questions lack focus, specificity, and clarity.	The questions are not based of prior research, with poor support in general. Significance to the field is not apparent. The questions may not be worded in an appropriate research form.
Methodology	The scope of the project is commensurate with a research consumer focus. The design is methodologically sound, validity is clear, and data analysis is sophisticated and appropriate.	The design is basically sound with minor weaknesses. Data analysis is appropriate, but may lack sophistication.	The design has basic weaknesses and/or the data analysis is weak. Internal or external validity is weak.	The design is weak and / or the statistical analysis is inappropriate or inaccurate.
Presentation of Results	Data analysis section is written clearly and accurately, with appropriate interpretation. Tables indicating statistical findings are presented accurately and as needed.	Data analysis section is accurately written, but may lack specific or interpretation. Tables are accurately presented to support narrative.	Data analysis section is written; however, errors in interpretation are noted. No tables are presented to support narrative.	Data analysis section lacks accuracy and/or is poorly written.
Discussion	The discussion consists of an excellent summary, with integration of appropriate contextual literature, and clearly states what needs to be further explored. Limitations of the study (e.g., methodology) are clearly identified and discussed in the context of the paper. The candidate was able to make succinct and precise conclusions.	The discussion provides concluding remarks that show a critical analysis and synthesis of ideas took place. The conclusions are not all strongly supported by the results, or may not be a strong integration with the contextual literature, but are adequate. Limitations of the study (e.g., methodology) are mentioned, but the discussion of same lacks depth.	The discussion provides weak concluding remarks that do not help to contextualize the findings with other literature. The conclusions are not supported in the body of the paper. The candidate hints at possible limitations of the study, but does not acknowledge these directly.	The discussion reflects no attempt, or poor attempt, to make conclusions based on the findings. Limitations of the study are not identified or are minimalized with no clear justification.

	4	3	2	0–1
Innovations	The project is reflective of highly innovative or novel theoretical ideas and/or methodological approaches.	The project is reflective of innovative or novel theoretical ideas and/or methodological approaches.	Innovation or novelty is questionable with regard to theoretical ideas and/or methodological approaches.	Innovation or novelty is not apparent in the project.
APA Format			All needed citations are included in the report. End-of- text references match the in-text citations, and all were encoded in APA format. Font, spacing, and APA format are correct.	Citations within the body of the report and a corresponding reference list were presented. Some formatting problems such as font, spacing, and APA format exist.
Written Language Usage			Document is well-written with minimal grammar and spelling errors.	Documents evidenced significant grammar and spelling errors.
TOTAL				

DIRECTED STUDY (CASE STUDY) RUBRIC (38 points)
Rating (0-4)

Note: To obtain a total percentage, divide total score by 38 and multiple by 100. Minimum level of achievement (MLA) is 80%.

	4	3	2	0–1
Case Study Format	The rationale for the case example(s), assessments, and outcome measures, is clearly presented. The paper uses methods for assessing treatment outcomes that are appropriate for the case and conceptual framework.	A rationale for the case example(s), assessments, and outcome measures, is presented but is not a clear as would be optimal. The paper uses methods for assessing treatment outcomes, but other measures may be more appropriate for the case.	The rationale for the case example(s), assessments, and outcome measures is not appropriate or of limited value. The paper uses methods for assessing treatment outcomes that are not appropriate, or this aspect is lacking in methodological rigor.	A rationale for the case example(s), assessments, and outcome measures is not evident. The paper does not attempt to present any assessment of treatment outcomes that are appropriate for the case.
Written Structure – Organization	⨯	⨯	Document is structured in a skillful manner to facilitate accessibility. The heading/ subheading structure provides a sound roadmap.	Document structure is sound but does not feature optimal use of headings, etc.
Literature review	The information presented was gathered using multiple, recent, research-based sources.	The information presented was gathered using multiple recent sources.	The information presented was gathered using a limited, number of sources.	The information presented was gathered using non-peer reviewed articles from three or less sources.
Use of Principal / Primary Readings	Accurately and appropriately used multiple principal readings in the topic area.	Used at least two principal readings in the topic area, appropriately.	Used 2 or fewer principal readings or inappropriately used principal readings in topic area.	Did not use or used inappropriately principal readings.
Synthesis	The case study concludes with a strong summary or closing statement and clearly states what needs to be further explored. The candidate was able to make succinct and precise conclusions based on the study and articles reviewed. Research questions and hypotheses should be included if appropriate.	The case study provides concluding remarks that show that a critical analysis and synthesis of ideas took place. While some of the conclusions were not supported in the body of the report, the research questions and hypotheses were stated.	The case study provides weak remarks that mostly repeat the conclusions reached by the studies reviewed. The candidate presents conclusions not supported in the body of the report. Research questions and hypotheses could be stated in connection to the research problem but are not appropriately supported by the reviewed literature.	There is no attempt to synthesize the information or to make a conclusion based on the case study and literature under review. No research questions, hypotheses, or underlying thesis were evident.
Research Questions	Formation of question or questions are based on theory and previous research and stated in the form of a question or questions; questions are focused, clear, specific, and feasible.	Questions are based on theory and previous research; the questions are focused but not clear and not feasible.	Questions are based on prior research but are not clear.	Questions are not based on prior research and are not feasible.
Conceptual grounding	The review is tightly organized according to a relevant conceptual framework (e.g., theoretical models, research paradigms, etc.).	The review is more loosely organized according to a relevant conceptual framework (e.g., theoretical models, research paradigms, etc.).	A relevant conceptual framework is not adequately described and/or justified.	There is no explicit conceptual grounding.
Integrative	Studies reviewed are critically appraised and integrated along multiple dimensions (e.g., participant populations, methodological shortcomings, etc.).	Studies reviewed are critically appraised in an appropriate manner – but true integration across studies is lacking.	Elements of critical appraisal are lacking.	Critical appraisal is absent altogether or lacking in multiple significant ways.

	4	3	2	1
Methodology	The scope of the project is commensurate with a research consumer focus. The design is methodologically broad and data analysis sophisticated and appropriate. Conclusions are sound.	The design is basically sound and data analysis appropriate. Conclusions are sound.	The design has basic weaknesses and / or the data analysis is weak and / or internal or external validity is weak. Conclusions may be weak.	The design is weak and / or the statistical analysis is inappropriate or inaccurate. Conclusions are not sound.
APA Format			All needed citations are included in the report. End-of- text references match the in-text citations, and all were encoded in APA format. Font, spacing, and APA format are correct.	Citations within the body of the report and a corresponding reference list were presented. Some formatting problems such as font, spacing, and APA format exist.
Written Language Usage			Document is well-written with minimal grammar and spelling errors.	Documents evidenced significant grammar and spelling errors.
TOTAL				

VII.   Directed Study Forms

The following pages contain forms to be used in the Directed Study:

DIRECTED STUDY PROSPECTUS

Candidate **MUST** present this completed form to the School Psychology Program Office by February 28.

NAME: _____ **NSU ID#:**_____

Title: _____

_____

_____

Description: _____

_____

_____

_____

_____

_____

_____

_____

Please indicate project type (by placing a check next to relevant type):

_____Literature review   _____Case study   _____Empirical study

_____Other (please describe):

_____

Note: If you will be the principal investigator of a study involving the participation of human subjects, you must secure IRB approval prior to beginning your study. Check below as needed. See http://www.nova.edu/irb/training.html for guidelines regarding how to complete CITI training and http://www.nova.edu/irb/manual/forms.html for IRB guidelines.

_____   I will be the principal investigator of a study involving human subjects and acknowledge that I am responsible for securing IRB approval by signing below.

_____   _____

SIGNATURE   **DATE**

ACKNOWLEDGEMENT OF DIRECTED STUDY SPECIFICATIONS

NAME: _____ **NSU ID#:**_____

Below is a time-line that can be modified by the faculty chair, i.e., the faculty chair can require that drafts and/or the final document be submitted earlier.

Task	Due date	Faculty approved due date (if different)
Prospectus form completion	**February 28 first year**	
General outline submitted	October 1 second year	
Document submitted to first reader	September 1 third year	
Final document due	**December 1 in third or fourth year** (prior to applying for doctoral internship)	

Please sign below indicating your acknowledgement of the specifications set forth in this prospectus.

Candidate (print)	Signature	Date

Committee chair (print)	Signature	Date

Committee member (print)	Signature	Date

RESEARCH COMPLETION FORM

An abstract of the Directed Study must be attached to this form. A complete copy of the Directed

Study is also required.

Candidate Name: _____
                 (Please print)

Date of Final Approval: _____

has completed:

<div align="center">Psy.D. Directed Study _____</div>

_____   _____

Research Chair (Please print)   Signature

_____   _____

Second reviewer (Please print)   Signature

Please print title of Directed Study below**:**

_____

_____

_____

_____

<div align="center">Return this form with a final copy of the Directed Study to the School Psychology Program
Office in order to receive a final grade.</div>

VIII. Appendix A: Sample Directed Study

The following pages contain a Sample Directed Study demonstrating format to be used:

IX. Appendix B: Evaluation of Literature Review Presentation

The following pages contain the rubric to be using for the literature review presentation:

Presenter: _____   Evaluator: _____

Evaluator's signature including degree: _____

Date: _____

EVALUATION OF LITERATURE REVIEW PRESENTATION

Directions: Circle the choice that best represents your opinion for the following items:

	4 points	**3 points**	**2 points**	**1 point**	**0 points**
1. Critical evaluation of the research	Excellent	Quite good	Good	Fair	Poor
2. Presented clearly the evidence base for the presentation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3. Summarized and synthesized the research results effectively	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4. Discussed the implications of the research for healthcare provider psychology practice effectively	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5. Clearly indicated directions for future research	Stimulated lively discussion among virtually all participants	Stimulated questions and/or discussion from most participants	Stimulated questions and/or discussion, but only from a few participants	Stimulated only limited questioning or discussion	Stimulated virtually no questions or discussion

6. Discussed individual and cultural diversity issues effectively	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7. The presentation was clear and well-organized	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8. The presenter stimulated interest in the subject	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9. Ability to engage participants	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10. The overall quality of this presentation was excellent:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Total Points: _____   **Percentage (Total/40 x 100):** _____

Comments: _____

_____

_____

_____

_____

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