

Counseling Psychology Program: Texas Tech University
PSY 8000 Dissertation Evaluation Form
Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency),
Professionalism (Foundational Competency), and Ethical Legal Standards and Policy (Foundational Competency)

Student's Name

Year in Program

Semester/Year

Project Title:

This form is to be filled out by each committee member when he/she is ready to sign off on the dissertation document. Please use the following scale when evaluating the student.

0 = NA 1 = poor 2 = fair 3 = satisfactory 4 = good 5 = excellent

Fundamental Elements

All 10 of these elements must be rated as satisfactory or better to attain competency on the dissertation.

Student identified an area of study that has relevance to professional psychology and in which a meaningful contribution can be made.

Student placed the study in the context of previous work in the area.

Student made a clear argument for need to conduct research on the proposed topic.

Hypotheses / research questions were appropriate and clearly articulated.

Student described in detail how the study was executed.

Data collection procedures were in accordance with APA's Ethical Principles and Code of Conduct.

Data collection procedures were in accordance with TTU's IRB guidelines.

Research design was appropriate to address hypotheses / research questions.

Data collection procedures were appropriate and clearly articulated.

Student demonstrated an ability to identify existing and current relevant theory, knowledge, and literature in the field as it applies to the research study in the Literature Review.

Additional Elements

80% (26) of the relevant elements must be rated satisfactory or better to attain competency on the dissertation.

Project Scope

Scope of student's research study is appropriate for a PSY 8000-level project.

Student's level of independence in developing the dissertation research project was appropriate (*answered by Chair of committee only*).

Literature Review

Student stated theoretical implications of the study.

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0 = NA 1 = poor 2 = fair 3 = satisfactory 4 = good 5 = excellent

Student provided a concise, focused, well organized, and integrated review of relevant literature (e.g., introduces major and sub- headings that guide the review).

The student demonstrated a thorough understanding of, and critical approach to the literature relevant to the student's area of research.

Student addressed strengths and limitations of existing literature.

The literature review included attention to relevant multicultural issues (when appropriate).

Student cited and referenced works pertinent to the area of study.

Purpose of Study

The purpose of the study was clearly stated.

Supporting literature was provided for hypotheses and research questions

Research Design/Methods

Research design was appropriate to address hypotheses and research questions.

Student demonstrated understanding of relevant constructs and variables to be utilized in the study.

Student recognized that when possible or relevant, a power analysis to estimate sample size was conducted.

Estimated number of participants was appropriate for the study.

Participants were adequately described in the study.

Measures, if utilized, were appropriate for the study (i.e., valid measures of target constructs).

Description of measures used in the study is provided (e.g., dimensional/factorial structure, relevant forms of reliability, validity studies).

Data Collection

Student described materials used to collect data adequately.

Data collection procedures were appropriate and clearly articulated.

Data Analysis

Student identified and adequately described proposed statistical procedures used to analyze data.

Procedures for handling missing data were described (when appropriate).

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Student addressed need to test most important assumptions of proposed statistical tests.

Student clearly communicated significant and non-significant findings.

Discussion Section

Student identified implications of the study (e.g., clinical, training, methodological, (theoretical)).

The student understood and identified the possible pitfalls and limitations of the study.

The student presented alternate approaches or modifications for future research based on the results of his/her/their findings.

Dissertation Document

Student developed accurate tables and figures to summarize and communicate results.

Student adhered to guidelines set forth by the most current APA Publication Manual.

Document was well organized, written in a clear, concise, and grammatically correct manner.

Professionalism

Student conducted himself/herself/themself in a professional manner during the defense.

Student's answers to questions reflected knowledge of the area of study.

Student's answers to questions reflected knowledge of the statistical procedures used in the study.

Yes, student meets or exceeds the minimum level of achievement on competencies for PSY 8000 Dissertation (*100% of fundamental elements present along with at least 80% of relevant additional elements*).

No, student does not meet the minimum level of achievement on competencies for PSY 8000 Dissertation (*one or more fundamental elements inadequate or less than 80% of relevant additional elements adequate*).

Comments:

Signature

Date

Check which applies:

Dissertation Chair

Committee Member