

**PSY 8000 Dissertation Defense Evaluation Form**  
**Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency),**  
**Professionalism (Foundational Competency), and Ethical Legal Standards and Policy (Foundational Competency)**

**Counseling Psychology Program**  
**Texas Tech University**

**Student's Name**

**Year in Program**

**Semester/Year**

**Project Title**

This form is to be filled out by the chair of the committee and each committee member after the student has presented their dissertation.

**Fundamental Elements**

Yes No

*All 10 of these elements must be satisfactorily present to attain competency on the dissertation.*

Student identified an area of study that has relevance to professional psychology and in which an original 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% of the relevant elements must be satisfactorily present to attain competency on the dissertation.*

**Project Scope**

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

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

**Literature Review**

Student stated theoretical implications of the study.

Student provided a concise, 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, the student would conduct a power analysis to estimate sample size.

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 to be used in the study were 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).

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

Student clearly communicated significant and non-significant findings.

### **Discussion Section**

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

Student understood and identified the possible pitfalls and limitations of the study.

Student presented alternate approaches of modifications for future research based on the results of the student's 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 proposal.

Student's answers to questions reflected knowledge of his or her area of study.

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

Student's presentation materials were informative.

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Yes, student meets or exceeds expected level of competency for PSY 6000 Master's Thesis (*100% of fundamental elements present along with at least 80% of relevant additional elements*).

No, student does not meet expected level of competency for PSY 6000 Master's Thesis (*one or more fundamental elements inadequate or less than 80% of relevant additional elements adequate*).

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Comments

Committee Chair	Date	Committee Co-chair	Date
Committee Member	Date	Committee Member	Date
Committee Member	Date	Committee Member	Date