

# Thesis and Dissertation Manual

Department of Psychology

Central Michigan University

Revised Spring 2009



This manual was drafted to create uniformity in the process of completing master's theses and doctoral dissertations. If you have any suggestions regarding this manual or the procedure contained in this manual, please let me know. I wish you success in completing your thesis or dissertation.

Sincerely,

Chairperson  
Department of Psychology

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## CHAPTER I

### WHAT IS THE DIFFERENCE BETWEEN A THESIS AND A DISSERTATION?

One question often asked early on by graduate students is, "What is the thesis?" There are several ways in which this question may be addressed. The *Webster's Unabridged Dictionary* defines the word thesis as "a position that a person (as a candidate for scholastic honors) advances and offers to maintain by argument." This seems an apt description. The expectation is that graduate students are actively involved with their mentor, often a member of their research team, from the day they begin graduate studies within the Department of Psychology. The thesis project usually results from ideas that have been discussed with their mentor. It is common for the thesis to be the first independent research project completed since beginning graduate study. Most faculty view the thesis as a vehicle to demonstrate an understanding of a specific research area, integrate research findings to elucidate an important question, and demonstrate skills required to empirically test a proposed hypothesis.

Questions about the dissertation can be similarly addressed. The same dictionary defines the word dissertation as "an extended, usually written, treatment of a subject submitted for a doctorate." An additional depiction of the dissertation can be found in a report issued by the Council of Graduate Schools in the United States. The Council of Graduate Schools identified three functions of the dissertation experience. First, the document needs to be an original work that makes a contribution to existing knowledge. Second, the process of completing the undertaking should be an educational experience that shows the candidate's mastery of research methods and the tools of the field. Third, the endeavor should address a major intellectual problem and arrive at a successful

conclusion. Most often the dissertation is an outgrowth of the thesis and other research related experiences.

The faculty are in general agreement with the application of all of these descriptions. The Psychology Department does, however, have several additional requirements. First, the theses and dissertations must be “empirical.” Although the faculty generally suggest that students conduct quantitative research, qualitative research designs also are acceptable. Nevertheless, “fishing expeditions” are not acceptable. Theses and dissertations should summarize a body of literature, deduce a series of succinct hypotheses based on the literature review, and test the hypotheses through the use of an appropriate research design. Appendix A provides a list of readings that might help when planning a project. Your faculty advisor will provide you with additional guidance relevant to the completion of thesis and dissertation projects.

## CHAPTER II

### HOW DO I DEVELOP A THESIS OR DISSERTATION IDEA?

Perhaps, the second most commonly asked question by graduate students is, “How do I develop a sound idea?” Ideas can be drawn from a variety of sources including coursework, past experience, and research experiences. Many students find that ideas/topics naturally develop from experiences gleaned through active participation in a research team. Alternately, ideas can develop from areas in which students would like to specialize after graduating from the program. Generally, it is recommended that students look for research topics as soon as they enter the program.

Once students have selected a broad area of interest, they should speak with their faculty advisor about their ideas. If your advisor is not interested in chairing your paper, you might consider either changing the topic or asking your advisor to recommend a psychology department faculty member who has expertise in the area and might be willing to chair the project. If no faculty member in the department of psychology has expertise in the area you have chosen, you should change your topic.

The next step is to read the literature in the chosen area. Students should develop a sense of the important questions associated with the area. Do not obsess about the methodological aspects of the project until you have some solid ideas or hypotheses you are interested in exploring. At the same time, keep in mind the general feasibility of the project. For instance, you want to avoid proposing a large-scale project involving an extremely rare population. After you have decided on the specific questions you would like to study, you can develop the hypotheses and methodology with the assistance of the

committee chairperson. The project must be able to be completed within the scope of the resources available to the student.



## CHAPTER III

### WHAT ROLE DO ETHICS PLAY?

As the primary investigator, the student is responsible for insuring that the research project adheres to the ethical standards adopted by the Central Michigan University Institutional Review Board (IRB). After your committee approves your proposal, the proposal must be formally reviewed by the IRB (if you are using human subjects) or IACUC (if you are using animals). Procedures for obtaining approval for these two have been updated and enforced the spring 2009 semester. Information regarding the procedures for obtaining IRB approval can be obtained from the website <http://www.orsp.cmich.edu/research/step2/IRB.shtml> and for IACUC approval, the procedures are on the following website

<http://www.orsp.cmich.edu/research/step2/IACUC.shtml>.

Another ethical issue that you need to be aware of is plagiarism. Plagiarism is unacceptable in any scholarly endeavor, including the thesis and dissertation. Plagiarism occurs whenever the words, ideas, or opinions of another are presented as one's own without crediting their source. The most blatant form of plagiarism occurs when the words of another are used without noting that someone else wrote them. More subtle forms of plagiarism exist when the author takes a unique idea or conclusion from someone else without assigning proper credit. Unless an idea seems intuitively obvious or is generally accepted in the field, the source for the idea should be referenced. When in doubt, reference it. You can obtain a copy of this policy by going to this link -

<http://www.grad.cmich.edu/pdf/files/plagiarism.PDF>.

## CHAPTER IV

### ARE THERE GENERAL GUIDELINES?

Students often request some general information that can be used to help them understand the process that needs to take place. Below are some general guidelines.

#### Time Limit

Each program has separate time limits set for when projects must be successfully completed and defended. These time limits are set to ensure that students are up-to-date with the current findings at the time they receive their degree. Both the College of Graduate Studies and the specific program define “current with the literature” in a given area of concentration. For instance, the clinical program requires the thesis be completed prior to the qualifying examination that admits students to doctoral candidacy. The qualifying exam is typically completed during the spring semester of the third year of study. Moreover, students must complete all graduation requirements (including the dissertation) within seven years after entering the program. The clinical program will not count courses more than seven years old toward meeting degree requirements. Check with your program handbook and the Graduate Handbook to determine the specific time limits imposed for completing degree requirements.

#### The Committee Chairperson

The Committee Chairperson is typically the student’s advisor, mentor, or major professor. If this is not the case, then the chair of the project should be chosen after consulting with the student’s advisor. Regardless, the chairperson must hold a full-time, tenure track appointment within the Department of Psychology, who also holds full

membership in graduate faculty at the College of Graduate Studies. The expectation is that the chairperson will be a faculty member from your program. Students may petition the director of their program to allow a faculty member from outside of their program to serve as the committee chairperson. The program must approve the petition.

### The Committee

Both theses and dissertations require a committee composed of the chairperson (see the above) and, at least, two additional members (with exception of Experimental program that requires three additional members for the dissertation committee). Putting together an effective committee can be difficult. Students should consult with the committee chairperson prior to soliciting the remaining committee members.

The thesis committee must consist of a minimum of two members from the Psychology Department who hold full, regular, or associate graduate faculty status. One of the Psychology Department members must serve as the Chair. The Chairperson must be a full member of graduate faculty, as indicated above. The third member can be a faculty member from the Psychology Department, a CMU faculty member from another department, or someone from outside CMU who holds Adjunct Faculty status from the Psychology Department. Regardless of whether the third member is a faculty member in the Psychology Department or coming from outside the Department, he/she needs graduate faculty approval from the College of Graduate Studies as well as Adjunct Faculty approval from the Psychology Department.

The dissertation committee consists of two members from a program plus a third from outside the program. As indicated above, the Experimental program requires a four-member committee with three members from the program and the fourth member

from outside the program. If the outside member is a graduate faculty from another department, he/she must have a research doctoral degree. The research doctoral degree is to be determined by the chair of the dissertation committee.

Each potential committee member should receive a summary of the dissertation when he/she is asked to serve on the committee. It is customary to give potential committee members two weeks to either accept or decline. The student is responsible for ensuring that the committee chair completes a *Formation of the Committee Form* notice and that this notice is provided to the Program Director. A copy of this form is contained in Appendix B and you can photocopy additional copies as needed. The program secretary will ensure that this form is placed in your file. If you subsequently decide to change the members of the committee, you should complete a *Change in Committee Form*. The program secretary will ensure that this document is placed in your file. Appendix C contains a copy of this form and you can photocopy additional copies as needed.

#### Registration for Course Credit

Students can register for three thesis credits as soon as the chair of their committee gives approval. Students can then register for additional thesis credits after the committee and Graduate Office have approved the proposal. Students cannot register for dissertation credits until they are admitted to doctoral candidacy. Admission to doctoral candidacy differs for each program (these requirements are listed in the Graduate Bulletin) and your faculty advisor can provide additional information. Once students are admitted to doctoral candidacy, they should meet with the chair of their committee to decide when to register for dissertation credits. Students must register for at least six

credits of *PSY 898 Doctoral Dissertation Design* while they prepare the dissertation proposal. After the proposal is successfully defended, students should register for at least six credits of *PSY 899 Doctoral Dissertation Implementation* while the project is being implemented. **NOTE: The number of credits required may differ from program to program so please make sure you check with your program handbook and your advisor to determine your program requirements.**

### The Proposal

The proposal entails a major part of the thesis or dissertation. The proposal is completed while working closely with the chairperson. Typically, a student submits drafts of the proposal to the chairperson who assess the document for breadth, depth, and clarity. After receiving approval from the chairperson, the student can disseminate copies of the proposal to the other committee members. The proposal contains the following sections: Introduction, Hypotheses, Method, Data Analysis, and References (each program may have their own names for the sections needed in the student's thesis or dissertation – so please double check with your thesis or dissertation chair to see what their requirements may be). The proposal also contains copies of the stimulus materials and measurement tools that will be used when gathering data. If a common procedure or measure is being used, then they do not need to be included. Information should be included if a unique format or application is being proposed.

Each committee member should receive a copy of the proposal at least two weeks before the scheduled proposal defense. It is strongly recommended that you obtain feedback from each committee member after you have submitted the proposal and prior

to the proposal defense. Keeping committee members informed allows the proposal defense to flow smoothly.

### Proposal Defense

The proposal defense must include all committee members unless circumstances make a full committee meeting impractical. In such a situation, the chairperson must have no objection to holding a committee meeting with a member absent, and the absent committee member must have no objection. The proposal defense entails a formal presentation and defense of the proposed research project. The ultimate goal is to ensure that the project is theoretically, methodologically, and ethically sound.

Once the proposal is approved, the student must ensure that the committee chair and the other members sign a *Prospectus for Theses, Doctoral Projects, and Dissertations* form. A copy of this form can be obtained from your program secretary, in the Psychology Department Office, via the web at <http://www.grad.cmich.edu/pdf/Prospectus.pdf> or through the College of Graduate Studies.

It is expected that a student will carry out the project as outlined in the approved proposal. Whereas only one proposal defense is usually necessary for approval, additional meetings can be required. In particular, the committee should require additional meetings if substantive changes are made to the proposed project. Only under extenuating circumstances can committee members be changed after the proposal is approved and signed.

## CHAPTER V

### IS THERE A FORMAT FOR STRUCTURING THE CONTENT OF A THESIS AND A DISSERTATION?

In general, the structure should follow the guidelines of the current *Publication Manual of the American Psychological Association*. There are, however, specific instances in which the format differs from APA style. Some of these deviations are listed below, whereas others are contained in the most recent version of the *Guidelines for the Preparation of Theses, Doctoral Projects, and Dissertations* available from the College of Graduate Studies, in the Psychology Department office or you can download them from following link - <http://www.grad.cmich.edu/2008-09%20Thesis-DP-D%20Guidelines.doc>. Please obtain a copy of these guidelines as they are periodically updated. **NOTE: Make sure you following these guidelines for all of the following items.**

#### Title Page

The title page is the first page of the document and is not numbered, but is assumed to be page Roman numeral one. If two or more lines are needed, they should be in inverted pyramid style, capitalized, and single-spaced.

#### Approval Page

The approval page is signed only after the student has successfully completed the oral defense and the final document is acceptable to all committee members. The approval page is the second page and is numbered with a lower case Roman numeral (i.e., ii). All committee members must sign the approval page: the student can have the committee sign one copy and photocopy additional copies that are needed.

### Frontispiece

This page is *optional*. It may be a quotation, drawing, photograph, or whatever the student considers appropriate.

### Copyright Page

This page is *optional*. If the author intends to apply for copyright, they would include this page.

### Dedication Page

This is your chance to thank whoever played a role in the project. Good taste is recommended; do not get overly effusive.

### Acknowledgement Page

This page is *optional*. Per the College of Graduate Studies, you must add the following – Finally, I wish to acknowledge the support of Central Michigan University in producing this work.

### Abstract

This page is Roman numeral iii or iv (i.e., depending on whether or not you include a Frontispiece Page, Copyright Page, Dedication Page, and/or Acknowledgement Page is used). The abstract should describe the problem, methods, results, and conclusions. Samples of abstracts are provided in Appendix D.

### Table of Contents

Chapter headings, references, and the beginning of the appendices should be included in the table of contents.



## List of Tables

If you are using more than two tables within the manuscript, you will need this page. **IMPORTANT** – the titles must match verbatim as to how you have them titled within the manuscript. A table should be constructed according to APA style. The placement of the table does; however, differ from APA style in that it is placed on the page following the first reference to it in the text. This makes the typical insertion note unnecessary and enhances the readability. As noted in the most recent version of the *Publication Manual of the American Psychological Association*, a table should be thoroughly discussed in the body of the paper. If the project requires an excessive number of tables, the students should consider placing only the most relevant ones in the body of the paper. The remaining tables can be placed in an appendix.

## List of Figures

If you are using more than two figures within the manuscript, you will need this page. **IMPORTANT** - the titles must match verbatim as to how you have them titled within the manuscript. A figure should be constructed according to APA style. The placement of the figure does; however, differ from APA style in that it is placed on the page following the first reference to it in the text. This makes the typical insertion note unnecessary and enhances the readability. As noted in the most recent version of the *Publication Manual of the American Psychological Association*, a figure should be thoroughly discussed in the body of the paper. The figure should be an aid to the discourse, not a replacement. If the project requires an excessive number of figures, the students should consider placing only the most relevant ones in the body of the paper. The remaining figures can be placed in an appendix.

## Keys to Symbols, Abbreviations, or Nonmenclature

If used, follow the procedures for List of Figures and List of Tables.

## Body of the Paper

Following APA Style, there are generally five sections which are sometimes referred to as chapters (i.e., introduction, method, results, discussion, and references). There is, however, some flexibility in the use of sections. For example, if you had a rather lengthy hypothesis section, you might consider making it a separate chapter called "Hypotheses". This section would typically be placed in-between the introduction and method sections. Chapters should be divided into subsections for ease of understanding. There can be as many as five levels of sub-headings in a chapter. Additional descriptive information on the use of headings and sub-headings can be found in the most recent version of the *Publication Manual of the American Psychological Association*.

## Chapter Content

### *Introduction*

The introduction should include a theoretical rationale for the study, a review of the literature, and a critique of the existing literature relevant to the topic. The hypotheses, which flow logically from this critique, complete the introduction.

### *Method*

The method chapter is customarily much shorter than the introduction. Nevertheless, it should thoroughly outline the methodology of the study and discuss relevant methodological issues (e.g., participants and sample size, the reliability and

validity of the measures/materials being used, and the procedures employed). The methods section should be detailed enough to allow a person to duplicate your methods.

### *Results*

The results section should describe the statistical analyses performed, as well as the relevance of these analyses. This section should be succinct and include no more than eight statistical tables and/or figures. Other tables and figures can be placed in an Appendix. It is usually not appropriate to include tables of non-significant results. Detailed commentaries on the results should be left for the discussion section.

### *Discussion*

As a general rule, the discussion includes at least (a) a presentation of the findings, (b) implications of the results for the theoretical issues raised in the introduction, (c) statistical, methodological and/or theoretical explanations for any unexpected findings, (d) an analysis of the methodological weaknesses of the study and how they should be addressed by future research, and (e) suggestions for future research.

### *Appendices*

If there is only one appendix, it is at the top of the page containing the word APPENDIX A, title of the appendix, followed by a brief description of the content. If there are multiple appendices, they are preceded by a page with only the word APPENDICES (capitalized and in the middle of the page). Each of the appendices will have APPENDIX A (or the appropriate letter, capitalized, and centered), followed by a brief description of the contents.

## *References*

The reference section is done in APA style, except that the title Reference at the top of the page is treated as a chapter heading. Spacing of references is discussed in the most recent version of the *Guidelines for the Preparation of Theses, Doctoral Projects, and Dissertations*.

## CHAPTER VI

### ARE THERE ANY TYPING REQUIREMENTS?

There are some agreed upon formats for the typing. The reasons for these formats are many; however, the salient concerns stem from binding and microfilming requirements as set forth by University Microfilms International. Once again the *Guidelines for the Preparation of Theses, Doctoral Projects, and Dissertations* should be used as a guide.

#### Margins

Margins for the text are - top, bottom, and right margins should each be 1 inch; the left-hand margin should be 1 ½ inch. No running head is used.

Margins for the preliminary pages are – top 2 inch; bottom and right should be 1 inch; and the left-hand margin should be 1 ½ inch. If multiple pages, then the second (continuous) pages will have a 1 inch top margin.

#### Pagination

Because of microfilming requirements, page numbers cannot fall within the 1-inch margin at the bottom of the page. Prefatory materials (i.e., anything prior to the first page of the introduction) are numbered using Roman numerals at the bottom center of the page. As previously mentioned, the title page is not numbered, while the approval page is numbered ii. All subsequent prefatory pages are numbered consecutively. Pages of the text are numbered with Arabic numerals starting with the first page of the first chapter.

## Spacing

The entire body of the paper should be double-spaced. The references are to be single-spaced within citations and double-spaced between citations. Refer to the *Guidelines for the Preparation of Theses, Doctoral Projects, and Dissertations* for a complete description of the spacing requirements.

## CHAPTER VII

### WHAT IS AN ORAL DEFENSE?

The chairperson must approve the completed document for distribution to the committee members at least two weeks prior to the schedule of the oral defense. Distributing the document more than two weeks in advance often allows for the opportunity to meet with committee members and receive feedback prior to the oral defense and is highly recommended.

The defense is open to the entire University Community. The College of Graduate Studies is asking that we provide their office with the following form *Thesis/Doctoral Project/Dissertation Oral Defense Submission Form* at least **three weeks** in advance of the defense. This form can be found in the College of Graduate Studies, in the Psychology Department office, or via the web at: [http://www.grad.cmich.edu/Oral\\_DefenseForm.doc](http://www.grad.cmich.edu/Oral_DefenseForm.doc). This will allow the College of Graduate Studies the opportunity to verify that the student has met all the requirements and allows them to widely disseminate the date and location of the defense. The oral defense typically lasts about two hours. The first 30 minutes is often devoted to a formal presentation of the project and the relevant findings. The candidate then fields questions for approximately 75 minutes. Everyone not on the committee leaves the room for the last 15 minutes or so while the committee discusses the candidate's defense. The chair of the committee is responsible for informing the candidate about the results of the committee's deliberations.

To ensure graduation at the end of a given semester, the students should check with the College of Graduate Studies or visit their website

<http://www.grad.cmich.edu/calendars.htm#Graduation> to determine the current deadlines for submitting the final document.



## CHAPTER VIII

### WHEN IS THE THESIS OR DISSERTATION COMPLETED?

The final copies of the project should be typed in letter quality type. White paper of a high quality is required (i.e., at least 25% rag content). You should not, for example, be able to see through the paper to the next page. Once again, the *Guidelines for the Preparation of Theses, Doctoral Projects, and Dissertations* provide guidelines in this area.

Correction fluid is not allowed on final copies because this deteriorates with age. Corrections typically require replacing the whole page. The chair must peruse a copy of the paper, corrected after the oral defense, and sign a form indicating that the paper is complete and in good order. The College of Graduate Studies can provide copies of this form. A final approved and signed original copy of the project must be submitted to the College of Graduate Studies.

When you go to defend your thesis or dissertation, you will need to take with you a *Plan A&B Signoff* form (for thesis) or a *Dissertation Signoff* form (for dissertation). Your committee should sign this form at that time. You will return the form to either the program secretary or the office manager as they will need to obtain the chairperson's signature. Once we have the necessary signatures, we will forward the form to the College of Graduate Studies.

After your committee has approved the thesis or dissertation, you will need to submit a copy along with the following:

- a completed *Thesis/Doctoral Project/Dissertation Contact information* Form that is available at [http://www.grad.cmich.edu/pdf/Contact\\_Info.doc](http://www.grad.cmich.edu/pdf/Contact_Info.doc)

- **original acceptance page** on twenty pound bound paper with 25% fiber content with the original signatures of all committee members, and the *Formatting checklist ~ Thesis/Doctoral Project/Dissertation* ~**signed by both the student and committee chair.**

[http://www.grad.cmich.edu/pdf/Committee%20Chair\\_StudVerif.doc](http://www.grad.cmich.edu/pdf/Committee%20Chair_StudVerif.doc)

The College of Graduate Studies will review your thesis or dissertation and may have you make minor changes to it. Once they are satisfied with it, the dean will sign it and you will be notified as to what you should do next.

You are required by the College of Graduate Studies to have at least two copies of your thesis or dissertation bound. If you want a copy for yourself, you will have to make sure to make an additional copy. Some thesis or dissertation committee members may require a copy for themselves. You will need to make sure you print the correct number of copies you will need to have bound before going to Printing Services.

The Psychology main office needs you to submit the *Thesis, Field Study or Doctoral Project Distribution Form*. This will help when the bound copies are received by our department and need to be distributed. We will have an idea as to who we need to make sure gets one as well as having your address if you need to have your copy sent to you.

After the College of Graduate Studies approves your thesis or dissertation, you will need to do the follow the steps below.

### Thesis

Take the *Thesis, Field Study or Doctoral Project Approval* form that the College of Graduate Studies will provide to you along with the required number of copies (on the good bond paper OR you can pay Printing Services 10 cents a page and they will print it for you) you would like bound to Printing Services, located in the Combined Services

Building. Once you have paid to have the copies bound, Printing Services will sign the pink form and return it to you – they will also provide you with a copy of this form. At that time, you **MUST** take the pink form back to the Graduate Office, Foust 100.

**NOTE: If this form is not returned to the Graduate Office, you will not receive get your degree.** (Cost per copy for binding ranges from \$60 to \$70 each – see the *Guidelines for the Preparation of Theses, Doctoral Projects, and Dissertations.*)

## Dissertation

### *Binding*

Take the *Thesis, Field Study or Doctoral Project Approval* form that the College of Graduate Studies will provide to you along with the required number of copies (on the good bond paper or pay Printing Services 10 cents per page to make your copies for you) you would like to have bound to Printing Services, located in the Combined Services Building. Once you have paid to have the copies bound, Printing Services will sign the pink form and return it to you along with a copy of the signed pink form. At that time, you will have to take the pink form to the Library, Room 407H for microfilming.

### *Microfilming*

Prior to going to the Library to drop off the materials for microfilming, you should go to the Student Service Court and pay the fee (\$82) to have your dissertation microfilmed – the cost may have gone up so check with the Student Service Court to see what the cost will be. Here are the items you will need to make sure you have with you when you go to the Library, Room 407H:

- Receipt from the Student Service Court showing you paid for the microfilming,

- One copy of your dissertation along with an extra copy of the title page, approval page, and abstract page, and the pink form – titled - *Thesis, Field Study or Doctoral Project Approval* form

The Administrative Aide for Technical Services at Park Library is responsible for helping you with this process. Once the administrative aide has signed this pink form, they will return it to you. At that time, you **MUST** take the pink *Thesis, Field Study or Doctoral Project Approval* form back to Foust 100. The College of Graduate Studies will normally make you a copy of the form for your records. If they do not, just ask them. **IMPORTANT – If this pink form is not returned to the College of Graduate Studies, you will not receive your degree.**

## APPENDICES

## APPENDIX A

### SOME RELATED BOOKS AVAILABLE IN PARK LIBRARY

- American Psychological Association (2001). *Publication Manual of the American Psychological Association*, fifth edition. Washington, DC: Author.
- Cone, J. D., & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.
- Davis, G. B. (1979). *Writing the doctoral dissertation: A systematic approach*. New York, NY: Barron's Educational Service.
- Long, T. B. (1985). *Completing dissertations in the behavioral sciences and education*. San Francisco, CA: Jossey Bass.
- Malsen, D. (1992). *Successful dissertation and theses: A guide to graduate student research from proposal to completion*. San Francisco, CA: Jossey-Bass Publishers.
- Martin, R. (1980). *Writing and defending a thesis or dissertation in psychology and education*. Chicago, IL: Charles C. Thomas Publishers.
- Yates, B. T. (1982). *Doing the dissertation: The nuts and bolts of psychological research*. Chicago, Ill: Charles C. Thomas Publishers.

APPENDIX B

FORMATION OF THE COMMITTEE FORM

The following have agreed to serve as the (circle one) **thesis** or **dissertation** committee for \_\_\_\_\_, candidate for a graduate degree in the Department of Psychology. There must be at least three committee members, all of who have earned a doctoral degree and hold faculty appointments at Central Michigan University. The Chairperson and at least one of the additional members must be a full-time faculty member in the Department of Psychology. Every committee must have at least one member who is not a core faculty member in the student's program (i.e., clinical, experimental, industrial/organization, or school).

1. Name of Chair \_\_\_\_\_

Degree \_\_\_\_\_ Program \_\_\_\_\_

2. Name of Member \_\_\_\_\_

Degree \_\_\_\_\_ Program \_\_\_\_\_

3. Name of Member \_\_\_\_\_

Degree \_\_\_\_\_ Program \_\_\_\_\_

4. Name of Member \_\_\_\_\_

Degree \_\_\_\_\_ Program \_\_\_\_\_

5. Name of Additional (nonrequired) Member(s)

Name: \_\_\_\_\_ Degree \_\_\_\_\_

Name: \_\_\_\_\_ Degree \_\_\_\_\_

\_\_\_\_\_  
Committee Chairperson

\_\_\_\_\_  
Date

APPENDIX C

CHANGE IN COMMITTEE FORM

The following required member is no longer serving on the (circle one) **thesis** or **dissertation** committee for \_\_\_\_\_, a candidate for a graduate degree in the Department of Psychology.

Name of Member

\_\_\_\_\_

Position on Committee (chair, within or outside program)

\_\_\_\_\_

The following has been added as a committee member:

Name of Member

\_\_\_\_\_

Position on Committee (chair, within or outside program)

\_\_\_\_\_

\_\_\_\_\_  
Committee Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date



APPENDIX D  
SAMPLE ABSTRACTS

# REMEDICATION OF AFFECT RECOGNITION DEFICITS AMONG ALEXITHEMICS

by Marie Van Tubbergen

The goal of the study was to examine the efficacy of an intervention designed to increase affective awareness and recognition among a population that has demonstrated deficits in these domains. Externally oriented thinking and difficulty in differentiating, identifying, and expressing affective material are the chief elements in the cluster of features that describe alexithymia. People high in alexithymia have related deficits in poor recognition of facial expression (Parker, Taylor, and Bagby, 1993). This project was designed to determine if a psychoeducational intervention designed to increase emotional recognition skills could ameliorate emotional recognition deficits among alexithymics.

Forty-one undergraduate students high in alexithymia participated in the psychoeducational treatment group, a medication comparison treatment group, or a control group. After treatment, those in the psychoeducational treatment group demonstrated a slightly greater increase in affect recognition skills than members or comparison groups. Emotional recognition training did not help decrease level of alexithymia or other psychological indicators correlated with alexithymia, which remained stable across all groups.

# EXPLAINING THE RELATIONSHIP BETWEEN POLITICS PERCEPTIONS AND ORGANIZATIONAL CITIZENSHIP BEHAVIORS: A DIMENSIONAL APPROACH

by Larissa Linton

Employees' perceptions of organizational politics have a detrimental effect on many individual and organizational outcomes. Previous research on the relationship between politics perceptions and organizational citizenship behaviors (OCB's) has been limited and has yielded inconsistent findings. The present study investigated the relationship between politics perceptions and OCB's by focusing on congruent dimensions of each construct. Two hundred thirty employees of different organizations who were enrolled in the extended learning program of a medium-sized midwestern university participated in this study. Participants completed a survey indicating their perceptions of politics, justice, and support within their organization, their performance of OCB's, and their motivations for performing OCB's. Participants were also asked to provide contact information for their supervisor and one coworker to obtain supervisor and coworker reports of OCB's. Politics perceptions and OCB's were negatively related across rating sources. Politics had a strong negative relationship with organization-focused OCB's than individual-focused OCB's. Organizational support mediated the politics-OCB relationship across rating sources. Partial support was obtained for the mediated role of perceptions of justice. Organizational concern and impression management motives did not affect the politics-OCB relationship, whereas prosocial value motives moderated the overall relationship between politics perceptions and coworker ratings of OCB's. In order to prevent the reduction of OCB's, organizational leaders must develop strategies to

minimize the performance and perceptions of politics. By doing so, organizations will foster perceptions of justice and support and, ultimately, the performance of OCB's.

## INFANT SLEEP AND FEEDING: A TELEPHONE SURVEY OF HISPANIC AMERICANS

by Margaret Borkowski

The purpose of this investigation was to determine the sleep and feeding patterns of Hispanic American infants and the practices their mothers typically used to soothe their infants. The design was a prospective longitudinal telephone survey. The national sample (n=237) was called when their infants were 2-, 4-, 8-, and 12 months-old.

Hispanic infants' sleep and feeding patterns, and their mothers' corresponding child care practices changed over the first year. Fifteen to 21% of infants had a problem awakening during the night; 23-40% had a problem settling. These infants were more likely to be soothed to sleep by their mother. More parents were aware of the American Academy of Pediatrics recommendations for sleep position than were aware of the feeding recommendations. Less than half of mothers breastfed at 2 months. Few parents placed their infant to sleep on the stomachs, however, this increased with age. Parents preferred the back or side positions for sleep for their infants at all ages. Scheduled feeds, scheduled bedtimes, scheduled naptimes, white noise, and cosleeping were commonly employed procedures. Medications and scheduled awakenings were uncommon. Other moderately used techniques included: feeding or nursing to sleep, shortening or eliminating naps, toys, blankets, and pacifiers, extinction, and graduated extinction.

Except for higher rates of cosleeping, less prone sleeping, and fewer parents who liked the prone sleeping position for their infants, the patterns and practices of Hispanic infants and mothers were similar to those of Black and White infants and mothers from previous investigations.

## THE PREVALENCE OF DEVELOPMENTAL DELAY IN CHARGE SYNDROME

by Nancy S. Hartshorne

The "R" in the mnemonic "CHARGE" has historically stood for "Retardation of Growth and Development". Early medical reports describing mental retardation in CHARGE Syndrome have not used convincing means to assess this attribute. This project was an attempt to define the range of developmental ability and related factors in individuals with CHARGE. Parents of 100 individuals with CHARGE Syndrome were surveyed to obtain adaptive behavior information and specific CHARGE characteristics. Correlation and regression analyses revealed negative relationships between (a) degree of deaf-blindness, (b) age at walking, (c) degree of hearing impairment, and (d) medical involvement variables and the dependent variable, adaptive behavior. These four factors [(a) - (d)] accounted for 17 percent of the variance found in adaptive behavior scores, with age at walking being the best predictor of scores. Adaptive behavior scores also revealed a much broader and high-reaching range of ability for this population than has been previously reported in the literature. Medical, sensory, and vestibular difficulties likely contribute to developmental delay. Caution is recommended when predicting outcomes for infants born with CHARGE. Professionals are urged not only to educate both themselves and caregivers/families of individuals with CHARGE about the variability of outcomes possible, but also to keep high expectations.

APPENDIX E

SAMPLE OF TABLES

Table 1. Test-retest Reliabilities for Total Sounds

Fluency Probe	ANWF 1	RWF 1	CF1	HFF 1
ANWF 2	.84**			
RWF 2		.88**		
CF 2			.84**	
HFF 2				.82**

Note. ANWF = Advanced Nonsense Word Fluency probe; RW = Real Word Fluency probe, CP = Combined Fluency probe; HF = High Frequency Fluency probe; \*\* $p < .001$ .

Table 2. Descriptive Statistics for Decision-Making, Cognitive Ability, Working Memory, and Trait Impulsivity Measures

	Control		WM Load		<i>F</i>	<i>(p)</i>
	Mean	SD	Mean	SD		
Go – 12.5%	.56	.29	.64	.23	1.32	(.26)
Go – 100%	.37	.24	.42	.21	0.91	(.34)
WTAR	100.3	13.0	102.2	12.7	0.42	(.52)
Digit Span	10.0	2.7	9.9	2.3	0.02	(.89)
LNS	10.3	2.5	10.3	2.1	>0.01	(.97)
DII Functional	5.5	2.7	5.4	3.1	0.05	(.82)
DII Dysfunctional	3.2	2.7	3.9	3.2	1.13	(.29)
BIS Attention	19.3	2.8	19.4	3.3	0.04	(.85)
BIS Motor	23.1	4.2	22.7	4.0	0.14	(.71)
BIS Planning	24.9	5.2	24.5	5.4	0.10	(.75)
BIS Total	67.2	9.8	66.6	10.6	0.07	(.80)

Note:  $N = 71$ ;  $n = 36$  for Control,  $n = 35$  for WM Load; Go-12.5% = proportion of go responses in the 12.5% probability of loss condition; Go-100% = proportion of go responses in the 100% probability of loss condition; DII = Dickman Impulsivity Inventory; BIS = Barratt Impulsiveness Scale.

Table 3. Correlations Among Eleven Main Variables

Variables	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. Creative Pursuits	<b>0.81</b>	--	--	--	--	--	--	--	--	--	--
2. Figural Creativity	0.09*	<b>0.73</b>	--	--	--	--	--	--	--	--	--
3. Verbal Creativity	0.16**	0.22**	<b>0.88</b>	--	--	--	--	--	--	--	--
4. Schizotypy	0.22**	-0.01	0.15**	<b>0.91</b>	--	--	--	--	--	--	--
5. Neuroticism	0.17**	0.04	0.01	0.52**	<b>0.89</b>	--	--	--	--	--	--
6. Extraversion	0.07	0.13**	0.02	-0.29**	-0.33**	<b>0.89</b>	--	--	--	--	--
7. Openness	0.38**	0.05	0.19**	0.11*	-0.01	0.24**	<b>0.85</b>	--	--	--	--
8. Agreeableness	0.00	-0.04	-0.03	-0.25**	-0.24**	0.25**	0.18**	<b>0.87</b>	--	--	--
9. Conscientiousness	-0.06	-0.02	0.02	-0.21**	-0.32**	0.23**	-0.06	0.26**	<b>0.90</b>	--	--
10. Distress	0.21**	0.05	0.06	0.58**	0.72**	-0.36**	0.04	-0.24**	-0.30**	<b>0.91</b>	--
11. Self-Actualization	0.15**	0.02	0.10*	-0.13**	-0.38**	0.36**	0.32**	0.06	0.11*	-0.29**	<b>0.60</b>

Note: *N* ranges from 469 to 479. Internal consistency estimates using Cronbach's alpha are in bold on the main diagonal. Creative Pursuits is a standardized composite score. \*  $p < .05$  \*\*  $p < .01$ .



APPENDIX F

SAMPLE OF FIGURES

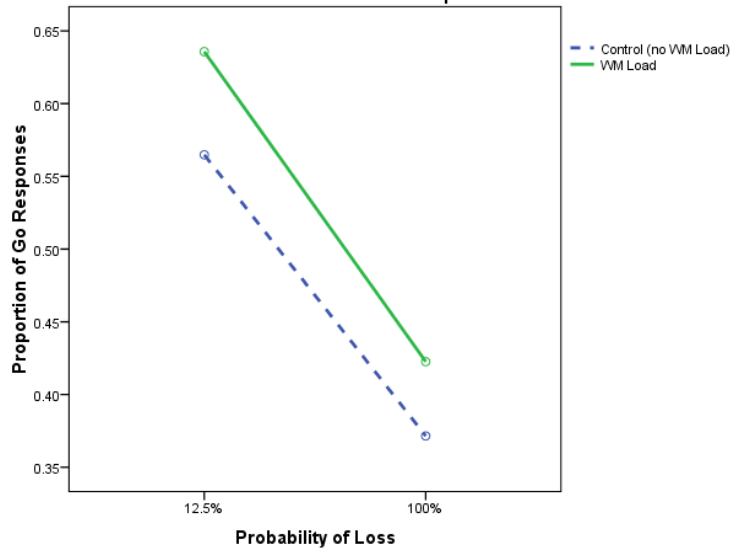


Figure 1. Proportion of Go Responses by Probability of Loss Condition for Working Memory Load and Control Participants

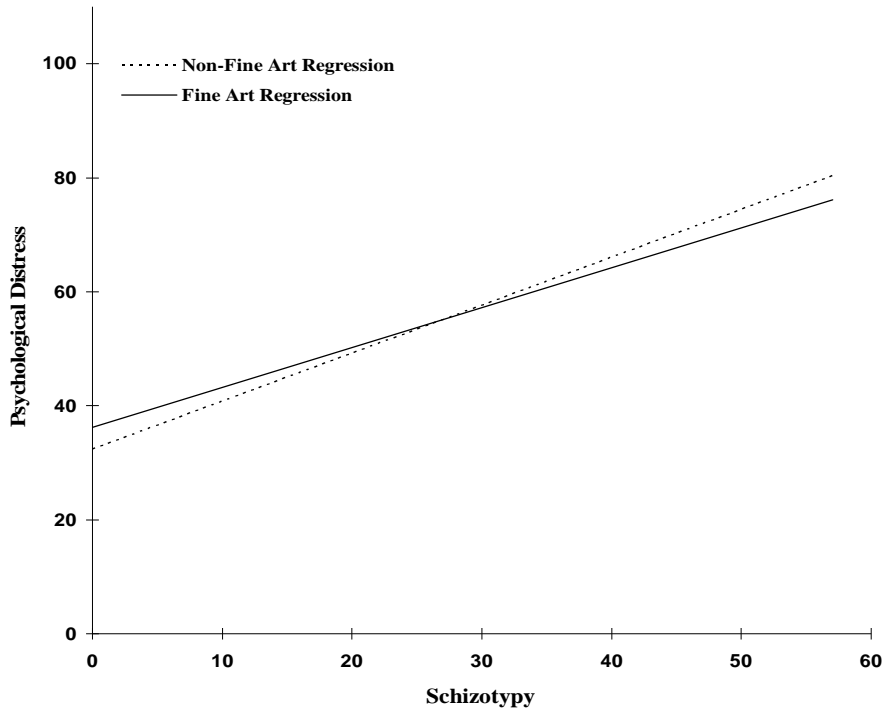


Figure 2. Regressions of psychological distress on schizotypy for n = 21 fine art students and n = 448 non-fine art students.

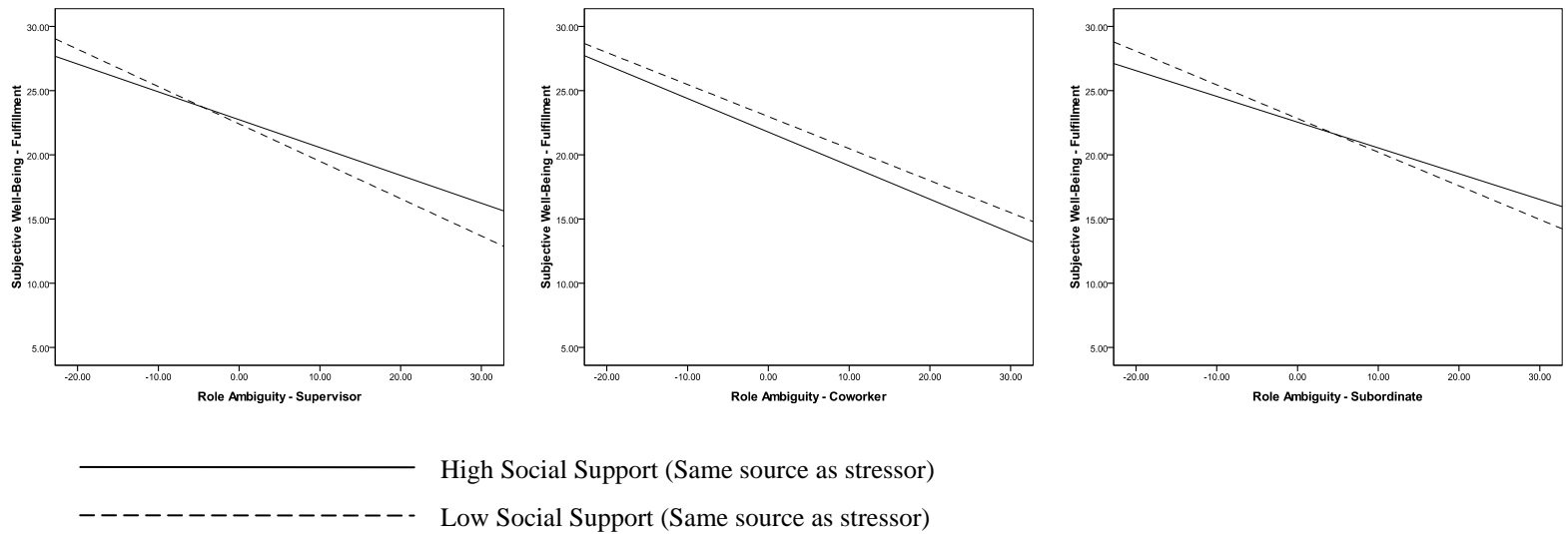


Figure 3. Graphs of the moderating effect of social support on the role ambiguity and fulfillment relationship when the source is equal to, or lesser than, one's self in the organizational hierarchy, and the source of stressor and support is congruent (related to Hypothesis 6d; relationship involving subordinate role ambiguity are not significant).