



NOVA SOUTHEASTERN
UNIVERSITY

**College of Arts, Humanities,
and Social Sciences**

Department of Family Therapy

APPLIED CLINICAL PROJECT GUIDELINES

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Introduction

The Doctorate in Marriage and Family Therapy (D.M.F.T.) program is a 78-credit hour program with a final capstone project called an Applied Clinical Project (ACP). Each D.M.F.T. student is required to complete all coursework and complete and defend an Applied Clinical Project prior to receiving his or her D.M.F.T. degree. Specifics of the D.M.F.T. program description of the ACP are located in the College of Arts, Humanities, and Social Sciences (CAHSS) Catalog under Student Resources.

The Applied Clinical Project is expected to be a scholarly work that makes a significant contribution to the body of knowledge of the student's discipline. The Applied Clinical Project constitutes an “original” work deemed to demonstrate a level of learning and scholarship commensurate with the awarding of the Doctor of Marriage and Family Therapy degree. As such, the successful completion of the Applied Clinical Project process represents the culmination of the student's formal education and a level of expertise within his or her chosen discipline.

The Applied Clinical Project should take the form either of a community-based intervention addressing an identified need, data based analytic study, or, with approval from the committee supervisor, a theoretical work considered to be an important and unique contribution to the field of study. A completed Applied Clinical Project usually consists of five chapters:

CHAPTER I: INTRODUCTION,

CHAPTER II: REVIEW OF THE LITERATURE,

CHAPTER III: METHODOLOGY,

CHAPTER IV: RESEARCH FINDINGS, and

CHAPTER V: DISCUSSION AND IMPLICATIONS OF THE STUDY.

The number and nature of chapters for a completed theoretical Applied Clinical Project, as well as with some qualitative research approaches, may differ from this format. Any differences are coordinated with the Applied Clinical Project Supervisor.

This document details the procedures for completing the Applied Clinical Project as required by the Department of Family Therapy, College of Arts, Humanities, and Social Sciences at Nova Southeastern University. The Applied Clinical Project **process** entails the following steps which will be addressed in this document in detail:

1. Completion of all pre-Applied Clinical Project requirements.
2. Formation of the Applied Clinical Project committee.
3. Registering for Applied Clinical Project credits.
4. Development and writing of the Applied Clinical Project proposal.
5. Defense of the Applied Clinical Project proposal.
6. Submission to and approval by Institutional Review Board.
7. Conducting the research project: data collection and data analysis.
8. Writing of the Applied Clinical Project.
9. Defense of the final Applied Clinical Project.
10. Binding and submission of the Applied Clinical Project.
11. Registering the Applied Clinical Project with ProQuest/UMI Dissertation

Publishing

In addition, formatting and stylistic policies are discussed. The first 9 steps must be completed prior to the student being allowed to participate in commencement ceremonies. Degree conferral comes after all steps are completed.

After satisfactorily completing the minimum number of graduate hours required by the

individual's department (refer to the catalog under which student entered the program for this information), the student must take and pass all doctoral program portfolios. At that point, the student may register for and formally begin the Applied Clinical Project process and may approach faculty members to discuss supervising and committee membership.

Formation of the Applied Clinical Project Committee

The Applied Clinical Project committee consists, minimally, of the supervisor and one other core member. The supervisor and core committee member work closely with the student in the conceptualization, development, and writing of the proposal and the final Applied Clinical Project. The committee also makes the determination whether or not to accept or to reject the proposal and the Applied Clinical Project.

The ACP committee members must be faculty members from the Department of Family Therapy. If a student wishes to have an outside faculty committee member, that member must have a terminal degree from a regionally accredited university in the student's discipline or in a closely related field of study and be a full time faculty at a regionally accredited university and be in the MFT profession and be approved by the Applied Clinical Project supervisor.

An Applied Clinical Project committee may also include non-voting advisory members, who may contribute to the shape and content of the document. Advisory members must have a terminal degree in their discipline from a regionally accredited university and be approved by the Applied Clinical Project supervisor.

The Applied Clinical Project Supervisor

Only one of the Applied Clinical Project committee members is designated as supervisor. Faculty mentors may be helpful in this selection process, and by the student discussing their ideas and project with DFT faculty. It is essential for a committee supervisor to be supportive of

the student's area of research. To be supportive, a supervisor should have some familiarity with either the student's proposed area of research or contemplated methodology.

After the student has asked a faculty member to be supervisor and the faculty member has accepted, the student and the supervisor sign the College's Applied Clinical Project Supervisor Approval Form (see Appendix). After the student's Program Director, Department Chair, and Dean have signed this document, the original form is given to the Program Coordinator to be filed in the student's permanent file.

Applied Clinical Project Credits

After the Applied Clinical Project Supervisor Approval Form is filed, the student may register for Applied Clinical Project credits. A minimum of three hours of Applied Clinical Project credit must be taken each trimester by the student once the Applied Clinical Project process has begun. By taking three hours of Applied Clinical Project, the student is considered by the College to have full-time status. Students must continue to register for Applied Clinical Project hours until they complete and successfully defend their document. Registration is required for students to work with their supervisor and committee. Students must be registered at all times to work with the supervisor and committee.

If, for some reason, the student cannot continue working on the Applied Clinical Project, a leave of absence for one trimester may be discussed with the supervisor and requested in writing, then presented to the supervisor for signature. The supervisor will present the leave of absence request to the Program Director and Department Chair, who will approve or disapprove the request. Written results of this decision will be forwarded to the student by the supervisor. If the student requests a leave for longer than one trimester, or if a second or third trimester-long leave is requested and approved, it may not be possible for the student to continue with the

supervisor with whom he or she had earlier been working. A student can request no more than three trimesters of leave of absence to remain in the program. A leave of absence does not extend the timeframe for completing the program.

The Applied Clinical Project Committee

The student works with the supervisor to select a committee member. The research topic may determine the membership of the committee. Many faculty members may base their decision to serve on a committee, at least in part, upon the nature of the research. Therefore, prior to asking faculty members to serve on an Applied Clinical Project committee, the student should have a firm idea of the research topic.

The supervisor may provide guidance in honing the Applied Clinical Project topic; however, the student is responsible for the choice of research area. After a general research topic has been chosen and a preliminary literature search has been conducted, the supervisor and the student should begin articulating the domain of the inquiry and composing a researchable question or questions for the Applied Clinical Project.

As the focus of the Applied Clinical Project becomes clearer, the student should begin to approach other faculty members and ask them to serve as core committee members. The committee membership is recommended by the student and must be approved by the Applied Clinical Project Supervisor, Program Director, Department Chair, and Dean. When this process is completed, an Applied Clinical Project Committee Approval Form (see Appendix) must be signed by all relevant parties (i.e., Supervisor, Student, Committee member(s), Program Director, Department Chair, and Dean). This form must be filed with the Program Coordinator.

Any subsequent changes in committee membership must be approved by the committee

supervisor, Program Director, Department Chair, and Dean. Any revised Applied Clinical Project Committee Approval Forms must also be signed and filed with the Program Coordinator.

Content of the Applied Clinical Project Proposal

After the formation of the Applied Clinical Project committee, the student must develop a formal Applied Clinical Project proposal, the first three chapters of the Applied Clinical Project. While individual committees may function in slightly different ways, the student first should discuss the research question for the Applied Clinical Project with the committee supervisor and the committee members. The student should confer with the committee as to how to proceed with the development of the proposal.

In writing the proposal, the student should assume the readers to be intelligent individuals who are knowledgeable in the discipline, but who may not be experts in the particular area addressed by the proposal. Hence, while the proposal should not be written as a primer, sufficient background and definitions should be provided to enable the reader to grasp readily the concepts being addressed.

The proposal should be a well written and a professionally appearing document. In producing the Applied Clinical Project, the student must follow all guidelines detailed in the section of this document entitled "Format and Style of the Applied Clinical Project."

Organization of the Proposal

Applied Clinical Project proposals typically contain at least three major sections: the Introduction, the Literature Review, and the Methodology. These sections, however, may vary with the nature of the Applied Clinical Project. In some qualitative research approaches, the literature section may appear after the Data Analysis chapter or there may be more than one

literature review chapter in the completed work. In any event, the student should clarify the content and organization of the proposal with his or her supervisor in advance of writing it.

All of the components of the proposal are depicted in Table 1.

Table 1: The Components of a Proposal

Preliminary Pages

Title Page

Copyright Page

Table of Contents

List of Tables (if needed)

List of Figures (if needed)

Abstract

Body

Chapter I: Introduction

Chapter II: Review of the Literature

Chapter III: Methodology

References

Appendices

Each section is described briefly below with an example in the Appendices.

Title page. The title page contains the title of the proposal, the name of the student, and other information. The title should describe concisely the proposed study using the appropriate key words. Words which contribute nothing to the description should be omitted. For example, phrases such as "A Study of . . ." contribute nothing and should not be used. The number of words in the title should not exceed 15.

Copyright page. The copyright page contains a copyright designation, the name of the student, and the month and the year of the proposal defense. The month and year is updated after the final submission.

Table of Contents, List of Tables, List of Figures. The Table of Contents, List of Tables, and List of Figures should be prepared similar to those in the front of this document. Please review carefully the example in the appendices.

Abstract. The abstract should tell the reader what the Applied Clinical Project proposal is about. The student should summarize the key points of the document, including the area of inquiry, the research question, and the method. The maximum length for an Applied Clinical Project abstract, as specified by *Dissertation Abstracts International*, is 350 words. This may be less for the proposal phase; more for the final abstract.

Body. The body of the Applied Clinical Project proposal usually consists of three chapters: Introduction, Review of the Literature, and Methodology. The nature and number of these chapters may not be appropriate for all Applied Clinical Project proposals. However, variations from the chapters listed should be cleared in advance with the student's supervisor and committee.

Introduction. The first section of the body of the proposal should provide the introduction to the inquiry domain of the proposal. After presenting this domain, the student should then focus the study by presenting the research question(s) to be addressed by the Applied Clinical Project. In this discussion, the student should cite relevant literature as necessary to define the inquiry domain and to support the pursuit of the research question(s). At the conclusion of the chapter, the reader should have a clear understanding of the area to be addressed in the Applied Clinical Project.

Review of the literature. The review section should be a critical discussion and examination of the literature relevant to the inquiry domain and the Applied Clinical Project and question(s) and should logically flow out of the Introduction. The extent of the review is, in part, determined by the committee, but all relevant research which articulates the inquire domain and bears on the Applied Clinical Project question(s) should be included. Every effort should be made to include the most recent relevant literature. Historic literature should be included only to the extent that it is directly relevant or necessary to place the research question(s) in context.

At the conclusion of the literature review, there should be a section in which the student makes a statement that brings the singular focus of the study to light. This statement should be something to the effect of, "Given the preceding discussion, the question (or questions) addressed by the proposed research is . . ." This statement should be logically related to the inquiry domain (articulated in the Introduction) and to the literature review.

Methodology. While all aspects of the proposal are important, the methodology section is critical, as it presents the details of the project process. Although the exact content of this section will vary as a function of the nature of the particular project? an introduction of the choice of paradigms and methodology should be a clear guide of how you will proceed with your research. Generally the methodology section should include the following topics:

1. Data Collection. Answers to the questions of who, what, why, where, etc. need to be clearly identified. Participants and/or sites: Who or what are they? Where are they located? Why were they selected? How were they chosen? How will access be obtained? What are the ethical concerns regarding access (such as confidentiality)? When and how often will you meet with participants? etc.
2. Self of the Researcher: Include detailed description of what posture(s) you will take as

a researcher, for example, participant-observer, clinical interviewer, researching therapist, etc. Answer such questions as: How do these roles fit with the research questions and theoretical framework?; What is your prior experience, research or otherwise, that affects this study [such as researcher bias]?; etc.

3. Data gathering: Include detailed rationale and descriptions of what will be done, when, how, for how long, why, etc.
4. Procedures or data processing: Give sufficient detail for an independent researcher to replicate the study.
5. Data Analyses: Describe the rationale for, and the various steps of, the proposed analytic process, whether qualitative, graphical, statistical, or other).
6. Trustworthiness of the Method: Discuss issues such as validity, reliability, ethics, and generalizability. Base this information relative to the method used, since the language of each method varies.

References. The references appear after the text. They should be formatted according to the *Publication Manual of the American Psychological Association* (6th ed.), which, along with other relevant style guides, is discussed further in the "Form and Style of the Applied Clinical Project" section in these guidelines. These are very precise guidelines, and it is the student's responsibility to ensure correctness.

Appendices. The need for an Applied Clinical Project to be documented completely so as to permit independent replication usually requires the inclusion of appendices.

Appendices typically contain materials that help to explain what has been done, but that are either too bulky or too tangential to incorporate in the text. The instructions given to the subjects/participants, consent forms, and original instruments or questionnaires are

some of the materials that may appear in appendices. Some committees may require the student to include the raw data, such as transcripts or field notes, in an appendix.

Applied Clinical Project Proposal Defense

Following the completion of the proposal (i.e., the first three chapters plus references and appendices), the student must receive written approval of the Applied Clinical Project text from each Applied Clinical Project committee member. When each committee member has approved the written proposal, the Supervisor will then sign the Proposal Defense Scheduling Form (see Appendix). When these tasks are accomplished, the student is ready to schedule the proposal defense. The Applied Clinical Project proposal must be defended before the members of the Applied Clinical Project committee. In addition, this defense is open to all faculty members, staff, and students of the Department. Since the proposed study involves research, it may be desirable for the student to have run pilot studies, to have conducted preliminary data analysis or, at least, to have tested the method prior to the public defense. In some cases, the committee may *require* a pilot study, some preliminary data analysis, or analysis exemplar. The purpose of these activities is to familiarize the student with the participants, data generation, data collection, data processing, and data analysis and to demonstrate the feasibility of the analysis plan. It is not uncommon for a proposal to be modified after running one of these procedures. If a pilot study is needed, review the IRB requirements and discuss with the supervisor to see if IRB approval is needed.

The following guidelines are to be observed in the proposal defense process:

1. The defense will include all the committee members. It is the student's responsibility to schedule the defense with the supervisor and committee members.
2. The student must produce the proposal in final form and distribute a final copy to the

committee at least TWO weeks prior to the proposal defense.

3. After presenting the signed Proposal Defense Scheduling Form to the Department Assistant, a room, date, and time will be coordinated and the Assistant will prepare an official notice of the proposal defense and distribute it and an abstract of the proposal to all College of Arts, Humanities, and Social Sciences faculty, professional staff, and doctoral students.
4. Three weeks prior to the proposal defense, the student will notify the Department Assistant, along with an approval from their supervisor and a final abstract, that they are ready to set a date for the proposal. The date will be set based on committee and room availability. Due to space constrictions, a date cannot be set until a room and time are available; thus, student and committee may provide more than one available time. The student and committee will be notified as to the Applied Clinical Project proposal defense room and time. The Department Assistant will post the announcement to the DFT list serve inviting only faculty and students to the proposal defense. During this time period it is advisable for the student and the supervisor to meet and to discuss the particulars of the Applied Clinical Project defense proceedings.
5. The supervisor will preside over the proposal defense proceedings.
6. During the proposal defense, the student will make a 30 to 45 minute presentation and will describe the proposal in detail. After the oral presentation, the student should be prepared to answer all relevant questions.
7. The defense must provide an opportunity for the faculty and students to ask questions and to offer constructive feedback.

8. After the presentation and question sections are completed, the student and others will exit the room; the Committee will convene to deliberate. The committee members alone will have the final determination regarding the status of the proposal (i.e., pass or fail) and any modifications and/or revisions to be made to the Applied Clinical Project.
9. The proposal must be unanimously accepted by the committee.
10. After this deliberation, the student is called into the committee meeting and the results of the proposal defense (i.e., pass or fail, modifications, revisions) are discussed.
11. If the proposal and the defense presentation are accepted, a memo from the supervisor is written to the Dean of the College stating that the proposal has been accepted. A copy of this memo should be distributed to the committee members, the student, and a copy placed in the student's permanent file.
12. It is the responsibility of the committee supervisor to see that all modifications and/or revisions agreed upon by the committee are accurately included in the Applied Clinical Project.
13. A file copy of the proposal, with any modifications, should be maintained by the supervisor of the Applied Clinical Project committee.

Once all revisions have been accepted and approved by the committee, the student can then submit a proposal to submit the project to the NSU Institutional Review Board under the guidance of their Supervisor.

Institutional Review Board

The University has set standards for the conduct of research which mandate well-conceived and well-conducted research. To assist in maintaining those standards, an Institutional

Review Board (IRB) has been established, and a Policy and Procedure Manual for Research with Human Subjects has been prepared for distribution to the University community. The manual is online and available from the Office of Grants and Contracts and also online under the administration portion of the NSU homepage, Office of Grants and Contracts, at www.nova.edu. Once you have chosen an Applied Clinical Project supervisor, you and your supervisor should review this manual before deciding on a research topic to make sure your study is not outside the limits of IRB approval; if in doubt, you should consult with the College's IRB Representative. IRB approval is necessary before a research study can begin.

The IRB manual provides detailed information to support institutional initiatives for guaranteeing compliance with federal regulations governing the protection of human subjects and to guide principal investigators in procedures relevant to the development of research protocols that include human subjects. Humans whose physiologic or behavioral characteristics or whose understanding of their lived experiences, and responses are the object of study are referred to as subjects; however, the University in no way intends to demean the humanity and individualism of such persons. Recognizing that regulations and policies and procedures are no guarantee of ethical conduct, it is the responsibility of individual researchers to make ethical considerations central in the conduct of research and to have a clear understanding of their duties to human subjects.

Any research that involves human subjects conducted by NSU faculty or students, whether funded or unfunded, shall be under the jurisdiction of the IRB. The IRB is responsible for determining and assuring that 1) the welfare and rights of human subjects are adequately protected and informed consent given, if necessary; 2) human subjects are not placed at unreasonable physical, mental, or emotional risk as a result of research; 3) the necessity and

importance of the research outweighs the risks to the subjects; and 4) the researcher(s) is/are qualified to conduct research involving human subjects.

Criteria for Approval of Research

In order to approve human subjects for research, the IRB will determine that all of the following requirements are satisfied:

1. Risks to subjects are minimal
2. Risks to subjects are reasonable in relation to anticipated benefits
3. Selection of subjects is reasonable
4. Informed consent will be sought from each prospective subject or the subject's legally authorized representative
5. Informed consent will be appropriately documented
6. When appropriate, the research plan makes adequate provision for monitoring the data collected to ensure the safety of subjects
7. When appropriate, adequate provisions exist to protect the privacy of subjects and to maintain the confidentiality of data
8. Additional safeguards have been included in the study to protect the rights and welfare of vulnerable populations, such as children; prisoners; pregnant women; mentally disabled persons; or, economically or educationally disadvantaged individuals

Protocol

For all research involving human subjects, the principal investigator will be responsible for completing the Submission Form and the Research Protocol.

The IRB protocol is the formal design or plan for the proposed project; specifically, it is the plan submitted to the IRB for review and subsequently, to an agency for research support.

The protocol includes a description of the project design or methodology to be employed, the eligibility requirements for prospective subjects and controls, the treatment regimen(s), and the proposed methods of analysis that will be performed on the collected data. The following format should be used in developing the project protocol.

Description of Study

Purpose and potential benefits. Summarize the background, rationale, nature, and significance of the proposed project.

Location. Identify all sites at which research will be conducted.

Dates of study. Include month/day/year of start and end dates of study.

Subjects/participants. Include estimated number and description of types of subjects (e.g., normal volunteers, pregnant women, and students), age, sex, inclusion and exclusion criteria, and source of subjects (e.g., referral sources).

Methods and procedures. Provide details on subject recruitment, nature and type of evaluation, subject's time commitment, proposed follow-up, debriefings when indicated, and any other information necessary to evaluate the involvement of subjects in the project.

Participant payments or costs. Indicate whether the subjects will be offered an incentive to participate in the project and if so, in what form (e.g., cash, meals, taxi fare, etc.) and in what amount.

Subject confidentiality. Indicate the extent to which confidentiality of records identifying subjects will be maintained. Be specific where the records will be maintained and who will have access to the records.

Potential risks to subjects. Specify any risks (physical, social, psychological, legal), indicate precautions instituted to minimize risks, and describe procedures to be followed in the

event of problems. Specify the results of pilot work or the work of others with similar procedures.

Risk/benefit ratio. Specify the level of risk in relation to anticipated benefits.

Informed consent. A copy of all proposed informed consent forms must be attached to the project protocol. Use the most current consent forms.

The NSU IRB protocol is updated on a continuing basis. Refer to the instructions in the most current version online of the IRB guidelines for ease in completion and submission of the IRB proposal.

Implementation and Writing of the Applied Clinical Project

Following a successful proposal defense and IRB approval, the student may begin his or her project, incorporating any modifications resulting from the proposal defense. It is important that the students follow the proposed procedures. It is advisable that the student maintain frequent contact with the committee supervisor and with the committee member throughout the Applied Clinical Project process in order to obtain ongoing feedback regarding the progress of the study. In the event the student finds it necessary to make modifications in the project, it is important that such changes be cleared with the committee to avoid problems and confusion in the final defense. Modifications may also need to be submitted to and approved by the IRB.

The content of the Applied Clinical Project should be as complete and thorough as is necessary to cover the topic. At the end of the study, the student should be an expert on the topic, perhaps the foremost expert in the field. The writing of the document should reflect that it has been prepared by such an expert. Further, the student should provide sufficient detail to permit the independent replication of the research.

As was the case for the proposal, the Applied Clinical Project, in its final form, should

be a well written and professionally appearing document. In producing the Applied Clinical Project, the student must follow the guidelines detailed in the section of this document entitled "Format and Style of the Applied Clinical Project."

Organization of the Final Applied Clinical Project

The typical Applied Clinical Project consists of a number of components organized as shown in Table 2. Each of these is described briefly below.

Table 2: The Components of an Applied Clinical Project

Preliminary Pages

Title Page

Copyright Page

Approval Page

Acknowledgments

Table of Contents

List of Tables

List of Figures

Abstract

Body

Chapter I: Introduction

Chapter II: Review of the Literature

Chapter III: Methodology

Chapter IV: Data Analysis and Presentation

Chapter V: Discussion and Implications of the Study

References

Appendices

Biographical Sketch

Title Page. The title page contains the title of the Applied Clinical Project, the name of the student, and other information. An example is included in the appendices of this document.

Copyright Page. The copyright page contains a copyright designation, the name of the student, and the month and the year of the final approval. An example is included in the appendices section of this document.

Approval Page. The approval page is the sheet signed by the committee indicating their acceptance of the Applied Clinical Project (an example of an approval page is in the appendix). The approval page should not be in the Applied Clinical Project provided to the committee for the defense, but the student should have an approval page so that the committee can sign their approval. The approval page is inserted into the final Applied Clinical Project and prior to binding copies. The student is responsible for ensuring the final Applied Clinical Project is complete and free of errors prior to submitting it to the binder. The student presents the bound copies to their supervisor and committee for signature on the approval page. Three bound copies are minimal for the department: one for the supervisor, one for the library, and one for the Dean. Students may provide a bound copy for each committee member as well.

Acknowledgments. Acknowledgments in an Applied Clinical Project are traditional but optional. Here the student customarily thanks those individuals who have helped him or her in completing the Applied Clinical Project and perhaps those who have assisted in other ways. Who is thanked is a personal matter for each student. It is not necessary to have the Acknowledgments included in the Applied Clinical Project copies provided to the committee for the defense.

Table of Contents, List of Tables, List of Figures. The Table of Contents and the List of Tables

should be prepared similarly to those in the front of this document. The List of Figures is prepared in the same manner as the List of Tables.

Abstract. The abstract should tell the reader what the Applied Clinical Project is about. The student should summarize the key points of the document, including the area of inquiry, the method, the results, conclusions, and implications. The maximum length for an Applied Clinical Project abstract, as specified by *Dissertation Abstracts International*, is 350 words.

Body. The body of the research Applied Clinical Project usually consists of five chapters: the three chapters from the proposal: (“Introduction,” “Review of the Literature,” and “Methodology”) and the two new chapters, “Data Analysis and Presentation,” and “Discussion and Implications of the Study.” The nature and number of these chapters may not be appropriate for all Applied Clinical Projects. However, variations from the chapters listed should be cleared in advance with the student's supervisor and committee.

Introduction, Review of the Literature, Methodology. These three chapters may appear much as they were written for the proposal, or they may incorporate significant revisions. Rewrites of the proposal chapters may be necessary if new and/or relevant literature was discovered after the proposal was defended. Also, the Methodology chapter may need rewriting if it was decided during the study that the method needed to be changed or altered. Finally, the future tenses of the verbs in the proposal must be changed to past or present tenses in the final version of the Applied Clinical Project to reflect the fact that the study has now been completed.

Data Analysis and Presentation. This chapter is quite often the longest of the Applied Clinical Project. In it, the student presents the results of the study. The chapter begins with an introduction in which the student lays out the organization of the analysis and presentation. The results of the analysis, such as themes, categories, central tendencies, ranges, and/or inferences,

are presented. In quantitative research studies, the data are usually presented in the form of tables, graphs, and figures. In qualitative research studies, considerable amounts of data are presented along with the descriptions, interpretations, and/or explanations offered by the student. This data may consist of excerpts from transcribed interviews or conversations, fleshed-out field notes, and/or historical documents.

Discussion and Implications of the ACP

In the concluding chapter of the Applied Clinical Project, the student reflects upon the completed project and discusses limitations of the project, contributions made to the field, and future directions for consideration in the area of study covered in the Applied Clinical Project. This chapter may also include prescriptive sections in which the student suggests certain policy or behavioral changes based upon the analysis of the data.

References. The references appear after the text. The references should be formatted according to the *Publication Manual of the American Psychological Association* (6th ed.), along with other relevant style guides, and discussed further in the "Form and Style of the Applied Clinical Project" section in these guidelines.

Appendices. The need for an Applied Clinical Project to be documented completely so as to permit independent replication usually requires the inclusion of appendices. Appendices typically contain materials that help to explain what has been done but which are either too bulky or too tangential to incorporate in the text. The instructions given to the subjects, consent forms, and original instruments or questionnaires are some of the materials that may appear in appendices. Some committees may require the student to include raw data, such as transcripts or field notes, in an appendix.

Biographical Sketch. This is a brief, one or two page, biographical sketch of the student. It is written in prose form and not as a curriculum vita. A typical biographical sketch will provide some information about the student's life, educational background, work experiences, research, and publications.

Applied Clinical Project Defense

Following the completion of the project and the preparation of the written Applied Clinical Project (i.e., the complete text, including title page, references, appendices, etc.), the student next must receive written approval on the Applied Clinical Project text from each Applied Clinical Project committee member. When each committee member has approved the written Applied Clinical Project, the Supervisor will then sign the Applied Clinical Project Defense Scheduling Form (see Appendix). When these tasks are accomplished, the student is ready to schedule the Applied Clinical Project defense. The defense is open to all faculty and students. Students may wish to invite family members to the final defense presentation.

All defenses must proceed according to the following guidelines:

1. The defense will include all the committee members. It is the student's responsibility to schedule the defense with the supervisor and committee members.
2. The student must produce the Applied Clinical Project in final form, but not bound, and distribute it to the committee at least two weeks prior to the defense. Normally changes will be made following the defense; therefore, it is not necessary to produce the Applied Clinical Project on bond paper at this time.
3. After presenting the signed Applied Clinical Project Defense Scheduling Form to the Program Coordinator, the student and the Program Coordinator shall prepare an official notice of the Applied Clinical Project defense and distribute it and the

abstract of the Applied Clinical Project to all College of Arts, Humanities, and Social Sciences faculty, professional staff, and doctoral students. The notice must be submitted to the Dean's office for posting two weeks prior to the defense date.

4. Two weeks prior to the defense, the student will give the Program Coordinator a complete copy of the Applied Clinical Project, which will then be placed in the College of Arts, Humanities, and Social Sciences' library for interested persons to read. During this time period it is advisable for the student and the supervisor to meet and to discuss the particulars of the Applied Clinical Project defense proceedings.
5. The supervisor will preside over the defense proceedings.
6. During the defense, the student will make a 30 to 45 minute presentation and will describe the Applied Clinical Project in detail. A majority of this time should be spent detailing the material from Chapters Four and Five. After the oral presentation, the student should be prepared to answer any relevant questions.
7. The defense must provide an opportunity for the faculty and students to ask questions and to offer constructive criticism.
8. After the presentation and question sections, the committee will exit the room and reconvene in the supervisor's office. All others, including the Applied Clinical Project student, may stay in the room. Any decision regarding the status of the Applied Clinical Project (i.e., pass or fail) and any modifications and/or revisions to be made to the text remains with the committee members.
9. It is the responsibility of the committee supervisor to see that any modification and/or revision agreed upon by the committee is accurately recorded.

10. The final proposal must be unanimously accepted by the members of the committee.
11. After this deliberation, the student is called into the committee meeting and the results of the final defense (i.e., pass or fail, modifications, and revisions) are discussed.
12. If the committee accepts both the Applied Clinical Project and the student's defense of it, the student will then make all final revisions and present it to the supervisor. The final approval sheet will be included in the Applied Clinical Project for binding. The approval sheet is dated once the bound copies are submitted by the student (see appendix).
13. When the supervisor of the Applied Clinical Project committee is satisfied that all revisions or modifications (if any) have been made and that the Applied Clinical Project is ready for binding, he or she will submit a memo to the Dean of the College of Arts, Humanities, and Social Sciences indicating that the Applied Clinical Project is completed (see appendix for a sample of this memo).
14. The student shall make any revisions indicated by the committee, preparing the document in its final form. As part of this revision process, the student should check the Reference section and update any "in press" sources and supply the correct publication information, if available. It is advisable that the Applied Clinical Project be reviewed for style and format by the Department Chair prior to submission for binding.
15. The date of the supervisor's final signature approval sheet will constitute the official date of completion of the Applied Clinical Project. Degree conferral will follow at the end of the month in which the Applied Clinical Project and program

requirements are complete.

Post-Defense Responsibilities

After the defense of the Applied Clinical Project, the following tasks must be completed:

Binding

Once the supervisor has signed the final approval, the student should arrange to have three copies of the final version bound (see section on "Submission" below for distribution). The supervisor will submit a memo to the Dean of the College indicating that all aspects of the Applied Clinical Project have been completed (as discussed in #14 above). The following are instructions for the binding process:

1. The College's Applied Clinical Projects are bound at Dobbs and Brodeur, Inc. Book Binders, at 1030 East 14th Street in Hialeah, Florida 33010. Their telephone number is (305) 885-5215, and their fax number is (305) 882-0407.
2. The Applied Clinical Project must be bound in Dark Red (check with the Department).
3. The title and author's name is to be printed on the front of the bound copy.
4. The word "Applied Clinical Project" and the author's name must appear on the spine.

Submission of the Bound Applied Clinical Projects

Three bound copies of the Applied Clinical Project are required. The student delivers three copies to the Program Coordinator: Once the approval page is signed on all bound copies, one copy is presented to the Applied Clinical Project supervisor, one copy goes to the circulation desk at the Nova Southeastern University Library, and one copy goes to the Dean for the College's professional library. The student may make additional bound copies at his or

her discretion, for example, for the Applied Clinical Project committee members.

After the copies are distributed, the Program Coordinator and Department Chair confirm that all program requirements have been met. The Department Chair will then submit paperwork to the Registrar's Office for degree conferral.

Once the bound copies are on file with the Program, students can then register their ACP.

Registering Applied Clinical Projects

The student is responsible for registering his or her Applied Clinical Project with ProQuest/UMI Dissertation Publishing. ProQuest/UMI Dissertation Publishing has been publishing dissertations and theses since 1938, with over 2 million graduate works from graduate schools around the world. They have over 700 active university publishing partners, and publish more than 70,000 new graduate works each year. In addition to publishing, they provide access to graduate works for thousands of libraries around the world. Visit the ProQuest University Microfilms International (UMI) at their Web site: <http://www.etdadmin.com/cgi-bin/home>

UMI will microfilm and publish the Applied Clinical Project, store the negative in the vault, and print the abstract in *Dissertation Abstracts International*. The student should contact UMI and request materials for the individual manuscript service for *Dissertation Abstracts International*.

Registration of the Applied Clinical Project with ProQuest/UMI is a requirement for graduation from the program. There are many advantages for the student in buying this service. This data base is a computerized index containing citations to over one million doctoral dissertations dating back to 1861. By having the Applied Clinical Project listed with *Dissertation Abstracts International*, the student's research will be widely disseminated and other interested

researchers can order copies of the document from ProQuest/UMI.

Another advantage to this service is that ProQuest/UMI offers to register the copyright of your Applied Clinical Project with the Library of Congress Copyright Office. Although you do not have to make any formal notification of copyright in order to be protected under the law, you do gain additional protections when you have your Applied Clinical Project registered, as can be done through ProQuest/UMI or through other such services.

Copyright law involves many complex issues that are relevant to the graduate student both in protecting his or her own work and in referencing the work of others. Discussion of copyright in this publication is not meant to substitute for the legal advice of qualified attorneys.

To submit your Applied Clinical Project to ProQuest, go to the link below and follow directions: <http://www.etdadmin.com/cgi-bin/main/submschools>

Publications from the Applied Clinical Project

The student is strongly encouraged to write papers and to make presentations based upon his or her Applied Clinical Project research. For many beginning researchers, scholars, and faculty, the process of becoming established as a writer begins by turning his or her Applied Clinical Project into a publishable manuscript(s). The *Publication Manual of the American Psychological Association* (6th ed.) presents some very helpful advice on this conversion process.

Publications and presentations arising out of the Applied Clinical Project may or may not include the supervisor and/or committee members as co-authors or co-presenters, depending on the nature of their involvement. If a faculty member's ideas were used extensively in the

development of the project, his or her inclusion as second author or presenter may well be appropriate. Publications or presentations resulting from the Applied Clinical Project should include an acknowledgment of your affiliation (or former affiliation) with Nova Southeastern University, the College, and your Department. For any further questions, the student is directed to consult their Supervisor on the "Faculty/Student Writing Collaborations". The *Publication Manual of the American Psychological Association* (6th ed.) is also a good source for guidance in these areas.

Format and Style of the Applied Clinical Project

The Applied Clinical Project is to be written and produced as a completed document in a specified format. Except for binding, it must be in final form prior to the Applied Clinical Project defense. However, since revisions can be anticipated following the defense, it is not necessary for the Applied Clinical Project to be produced on bond paper at this time.

In preparing the Applied Clinical Project document, the student must adhere to the guidelines in this section. It is advisable for the student to have someone else (e.g., a colleague, spouse, or friend) critically read the proposal and the Applied Clinical Project prior to submitting it to the committee members. Typically, faculty become distracted when a document is poorly written, has typographical errors, spelling mistakes, incorrect grammar, or other style problems.

Style

APA Style. The Applied Clinical Project, including the proposal, must be written in APA style in accordance with the current *Publication Manual of the American Psychological Association* (6th ed.). Many of the guidelines in this document have been adapted from that manual. The APA Manual is usually available at the Nova Southeastern University Bookstore or online.

Although both the above style manuals address some elements of grammar and punctuation, students who are not accomplished writers may find it useful to refer to a standard reference source on grammar and punctuation. The Applied Clinical Project should be well written and adhere to standards of modern English usage.

Electronic Sources. As a complement to the above-mentioned style guides, electronic sources are available for further referencing.

In using the APA style manual, the student should be aware that many of the manuscript preparation guidelines are intended for authors who are submitting articles for publication and are not for the production of a final document, such as the Applied Clinical Project. For example, in an Applied Clinical Project the student should place a table at the appropriate location in the document rather than indicate to the type setter "Insert table 1 about here," as directed in a style manual. There is an appendix in the APA style manual that addresses some of the differences required for final manuscripts.

It is the student's responsibility to see that the Applied Clinical Project is in the proper format. Referring to previous Applied Clinical Projects may be helpful but may also contain errors; thus, the final authorities are these guidelines and style manuals. If the student has questions, consult with the supervisor or program director or department chair.

Figures, Tables, and Footnotes. Tables and figures should be placed as closely as possible to the place in the text where they are first referenced. Short tables and figures look better if they appear on a page with text. Larger tables and figures may have to be placed on a separate page without text. Titles are placed above the tables (see examples in this document). Figure captions are placed below the figures. A review of the APA Manual is best.

Footnotes (not references) to the text are positioned at the bottom of the page on which they are referenced (see APA Manual). Footnotes can be distracting and should be used sparingly, if at all.

Writing Conventions

The student should carefully review the style manuals before producing the Applied Clinical Project document. These guidelines are intended to complement and not replace those manuals. However, this section is included to highlight several writing conventions frequently overlooked or not followed in student documents.

Nonsexist Language. Authors should avoid sexist language in all professional writing. To do so often requires some thought and perhaps some rewrites. The APA manual discusses this issue and provides a set of guidelines.

Writers, attempting to avoid sexist pronouns, sometimes use "he/she" or "s/he." Both uses are incorrect. The use of the slash ("/") implies "and/or" and so "he/she" literally means "he and/or she," which is not what most writers mean to say. If the pronoun cannot be avoided, it is correct to use "he or she" or "his or her."

Tense Agreements: Tenses must be in agreement in each sentence and paragraph.

Plurals. The plural of some nouns, particularly those that end in "a," may appear to be singular. Consequently, some authors use a verb which does not agree with the noun. Common nouns of this type are "data" and "phenomena." It is correct to say, "The data are indicative of a positive trend," and incorrect to say, "The data is indicative of a positive trend."

Commas in a Series. In professional writing, a comma is used before "and" and "or" in a series of three or more items. Hence, correct usage is "red, white, and blue."

Quotation Marks. Quotation marks are placed after punctuation marks such as commas and periods. For example: Jason said, "I went to the laboratory."

Latin Abbreviations. Some Latin abbreviations are misused and misspelled. The following are correct:

<i>i.e.</i> , that is	<i>e.g.</i> , for example
<i>etc.</i> and so forth	<i>vs.</i> versus
<i>et al.</i> and others	<i>viz.</i> , namely

A common mistake is to place a period after *et* which is incorrect because *et* is not an abbreviation. Abbreviations are not used in the running text.

Plagiarism. While the vast majority of doctoral candidates do their own, original work, carefully documenting the use of other people's words and ideas, plagiarism occasionally occurs. As with all student and professional writing, it is imperative that the writer give appropriate credit to the works of others. If the language used is taken from another source, it should be set off in quotation marks and conscientiously referenced. If the ideas used are taken from another source, they also should be conscientiously referenced. Such care is important and required even in rough drafts of the Applied Clinical Project.

Nova Southeastern University and the College of Arts, Humanities, and Social Sciences regard all forms of academic misconduct as serious offenses. In the event a student is guilty of plagiarism, the maximum—and usual—sanction is dismissal from the program and from the University. Also see CAHSS Catalog for additional information on authorship and plagiarism.

Document Production

It is the responsibility of the student to produce and bind the three required copies of the Applied Clinical Project. Any costs incurred with the production are the obligation of the student.

Paper. The Applied Clinical Project should be produced on a high quality, white bond, of standard letter size (8 ½ by 11 inches). Specifically, the final copy of the Applied Clinical Project must be printed on good quality 20 lb. bond paper with at least 25% rag content. Requirements for the rag content and weight of paper are established to provide durable copies of Applied Clinical Projects for the library and the College. Higher rag content is desirable. Erasable bond is not acceptable. The Binder may be able to print on desirable paper.

Margins. The left-hand margin must be 1.5 inches; the top, side, and bottom margins must be 1 inch. The margins of this document must comply with these guidelines. It is necessary that the student carefully adhere to the minimum margin requirements, since some of each margin is trimmed in the binding process.

Pagination. Two sets of page numbers are to be used in the Applied Clinical Project. The preliminary pages (from the title page up to the body of the study) should be numbered with lower case Roman numerals (*i.e.*, i, ii, iii, etc.), centered at the bottom of the page. The second set of numbers, Arabic numbers (*i.e.*, 1, 2, 3, etc.), begins with the first page of Chapter I and continues throughout the document including the References, Appendices, and Biographical Sketch.

Every page of the Applied Clinical Project must be assigned a number even though on some pages the number **will not** appear. In using the Roman numerals, the title, copyright, and approval pages are assigned numbers (i, ii, and iii), but they **do not appear** on the pages. Each of the other preliminary pages must show a number. The small lower case Roman numerals beginning with "iv" are centered and placed one inch from the bottom edge of the paper.

In using Arabic numerals, the first page of any major subdivision (the first page of Chapter I, the first page of Chapter II, III, IV, V, etc.) **does not** have the number on it. The

Arabic numbered pages are numbered consecutively in the **upper right-hand corner**, one inch from the top edge and one inch from the right edge of the paper. Arabic numbers are **never** shown at the bottom of the page.

Spacing. The Applied Clinical Project must be prepared as a double-spaced document. As with double-spacing, there are situations in which single spacing would improve readability. Examples of efficient use of single spacing are in table titles and headings in figure captions, and at times in long quotations (in addition, every line in long quotations should be indented five to seven spaces from each margin).

Paragraphs. In scientific and professional writing, paragraphs should be a minimum of two sentences long. Single-sentence paragraphs are usually seen as too abrupt and perhaps too devoid of content to stand alone. Paragraphs that are too long should also be avoided. Long paragraphs are tiresome to read. In general, a paragraph should never exceed a page in length.

Continuity. In order to maintain continuity and readability in producing the Applied Clinical Project, avoid isolating words or lines at the beginning or end of a page. There always should be at least two lines of a paragraph at the bottom of a page and at least one and a half lines at the top of the following page. Never leave a single line of a paragraph at the bottom or top of a page (i.e., avoid "widows and orphans"). Also, a word should *never* be hyphenated and carried over to the next page. Utilize the format option to handle hyphenation and widow and orphan problems.

Printing and Reproducing

Applied Clinical Projects are writing utilizing Microsoft Word, Times New Roman 12 point font. **Bold fonts** may be used in headings or titles (see Appendices). The printer used must be of letter quality. Laser and laser jet printers are recommended. All dot matrix printers

including those considered to be "near letter quality" are not acceptable.

Figure Preparation. The *Publication Manual of the American Psychological Association* (6th ed.) discusses the preparation of figures. Although the APA guidelines are very useful and thorough, they do not address the preparation of figures using graphics software on computers. If figures are prepared on a computer, the software and the printer used should be of sufficient quality to produce professional looking graphics.

Production of Copies. The copies of the Applied Clinical Project may be produced by photocopying or by printing the required number. Like the original, copies of the Applied Clinical Project should be produced on a top quality 20 lb. bond paper with at least 25% rag content. Photocopies must be sharp and clean in appearance.

Appendices Link

The attached Appendices can be downloaded at <http://shss.nova.edu/Downloads/mft.htm> at Student Resources under D.M.F.T. ACP Information and Forms.

Following are sample pages for review and use in modeling an ACP format.

Communication Between Primary Care Providers and Medical Family Therapists:
Reducing Barriers to Collaborative Care

by

Student Name

An Applied Clinical Project Presented to the
College of Arts, Humanities, and Social Sciences of Nova Southeastern University
In Partial Fulfillment of the Requirements for the Degree of
Doctor of Marriage and Family Therapy

Nova Southeastern University

2017

Copyright

by

Student Name

May 2017

Nova Southeastern University

College of Arts, Humanities, and Social Sciences

This Applied Clinical Project was submitted by **Student Name** under the direction of the Faculty Supervisor and Reviewer of the Applied Clinical Project listed below. It was submitted to the College of Arts, Humanities, and Social Sciences and approved in partial fulfillment of the requirements for the degree of Doctor of Marriage and Family Therapy in the Department of Family Therapy at Nova Southeastern University.

Approved:

Date of Presentation

Faculty Name and Degree
Supervisor

Committee Faculty Name and Degree
Committee Member

Date of Final Approval

Faculty Name and Degree
Supervisor

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Abstract

See information in ACP Guidelines for abstract development.

CHAPTER I: INTRODUCTION

Begin writing the introduction based on the specific project and development of content.

The Introduction will encompass the information identified in the ACP Guidelines sections.