

# GUIDELINES FOR THESIS AND FIELD STUDY

Graduate School

Fort Hays State University

600 Park Street

Hays, KS 67601

(785) 628-4236

Spring 2019

## TABLE OF CONTENTS

	Page
GUIDELINES FOR THESIS AND FIELD STUDY .....	3
THESIS/FIELD STUDY LICENSE AGREEMENT.....	6
DIFFICULTIES MOST FREQUENTLY ENCOUNTERED DURING THESE	
VETTING .....	7
BINDING FEES .....	10
INSTRUCTIONS FOR TABS, MARGINS, PAGE NUMBERING-MS WORD (2010)	11
EXAMPLE OF TITLE PAGE .....	12
EXAMPLE OF ABSTRACT PAGE .....	13
EXAMPLE OF ACKNOWLEDGMENTS PAGE.....	14
EXAMPLE OF TABLE OF CONTENTS PAGE .....	15
EXAMPLE OF LIST OF TABLES PAGE .....	16
EXAMPLE OF LIST OF FIGURES PAGE.....	17
EXAMPLE OF LIST OF APPENDIXES PAGE.....	18
EXAMPLE OF INTRODUCTION PAGE.....	19
EXAMPLE OF PAGE NUMBER TWO.....	20

## GUIDELINES FOR THESIS AND FIELD STUDY

- The thesis or field study advisor and the departmental thesis committee have full responsibility for the **content** of the student's work on the thesis or field study and on the final copies.
- In the following guidelines, the term "thesis" will represent both theses and field studies. The term "advisor" represents the thesis or field study advisor.
- Each thesis must be carefully proofread for typographical errors, grammar, style, citation/reference accuracy, and format by the student, advisor and committee before turning in the vetting copy to the Graduate School. Older copies of theses in Forsyth Library or departments may not comply with current guidelines.
- The original and reproduced copies of the thesis must be printed on a minimum of 20-lb. 25% white cotton bond paper, using a good quality laser or inkjet printer, in the form prescribed by the Graduate School and by the departmental graduate committee of the major department. Arrangements for reproducing the thesis may be made with Printing Services, FHSU, Room 108, Brooks Building, 600 Park Street, Hays, KS 67601, or the reproduction may be done on a copy machine that accommodates the 20-lb. 25% white cotton bond paper.
- The thesis must be double-spaced with a minimum of 1.5-inch left margin and a minimum of 1.0 inch margins on the top, bottom, and right sides of the page, using 12 point font size and black ink. See your style manual and advisor about spacing for block quotations and references. Font style is to be Times New Roman.
- The page number for the introductory pages (TABLE OF CONTENTS, ACKNOWLEDGMENTS, etc.) is placed at the bottom center using small Roman numerals one inch from the bottom margin. The page number for the beginning of each chapter is placed at the bottom center. The page numbers throughout the thesis are placed in the upper right-hand corner, one inch from the top and right margins. All pages should be numbered.
- A copy of the title page, all the introductory pages, and several pages of text (see examples), must be submitted to the Graduate School for review and approval by the date specified in the Graduate School deadlines for the semester of intended graduation. See <http://www.fhsu.edu/academic/gradschl/deadlines/> for details.
- The title on the title page should be in an inverted pyramid style.
- The margins for the title page are: 1.5-inch left, 1.5-inches top and bottom, and 1 inch right.
- A short abstract of the thesis must be included in each copy.

- Titles of major sections of the thesis should be in all caps (e.g., ABSTRACT, ACKNOWLEDGMENTS, TABLE OF CONTENTS, LIST OF TABLES, LIST OF FIGURES, LIST OF APPENDIXES, etc.). Bolding of the major section titles is not encouraged but may be used, depending upon departmental requirements. Each of these major sections of the thesis should start on a separate page.
- The TABLE OF CONTENTS page should include a listing of all introductory pages with small Roman numerals. Single or double spacing between dots is acceptable on this page. Page numbers should be right justified in the TABLE OF CONTENTS, LIST OF TABLES, LIST OF FIGURES AND LIST OF APPENDIXES.
- The title page and committee page (if included), must be signed in black or blue ink.
- The department may require a minimum of two copies of the thesis. The original and second copies are for the thesis chair and department. The student's copy or copies will be in addition to the minimum number required by the Graduate School and the department.
- A binding fee of \$15.00 for each of the first two required copies (\$30.00 total), and \$25.00 for each additional copy must be paid by the student before the thesis can be accepted by the Graduate School.
- The thesis is due in the Graduate School two weeks before the end of the semester in the fall and spring semesters, and one week before the end of the summer term. The specific date is listed in the class schedule for the semester or term and in the Graduate School deadlines.
- After successfully defending the thesis and making all the changes suggested by the thesis committee, one final copy of the thesis, correctly formatted, must be submitted to the Graduate School for vetting. The thesis must be approved by the advisor and, if applicable, the committee. The Graduate Dean will mark corrections or changes, if any, on the digital copy. Once the vetting process has been completed, the digital copy will be returned to the student, thesis chair, and/or the department chair.
- The thesis must be vetted and accepted by the Graduate Dean before the thesis requirement is met and before a grade is given for the thesis. Any changes resulting from the vetting will be the responsibility of the student and must be completed before the thesis is accepted. The length of time it takes to vet and process each thesis must be considered by the student when planning deadlines. The Graduate Dean will begin vetting theses and field studies in the order received on the deadline each semester. Please allow at least two weeks for this process. Theses and field studies received at the beginning of an academic

semester will take longer to vet due to conflicting time demands upon Graduate School staff due to enrollment periods. Credit for the thesis is deferred until the thesis is completed and is accepted by the Graduate Dean.

- The original and each final copy of the thesis, all printed on a minimum of 20 lb. 25% white cotton bond paper, should be placed in a separate large envelope. The student's name should be written on each envelope along with the designation of Original, 2, 3, etc.
- The oral examination report over the thesis or field study is due in the Graduate School within 48 hours of the thesis defense.
- Once all requirements for graduation have been met, including final acceptance of the thesis, the Graduate School will notify Registrar's Office that the degree can be awarded.
- The Graduate School will submit copies of the thesis to the library for binding and filing at the end of the semester or summer term. It will take four to six weeks to get the theses back from the bindery. The Graduate School will deliver copies to the department and the advisor, and will mail copies to students not living in Hays.
- The following items must be submitted to the Graduate School after the thesis/field study has been vetted and final copies printed:
  - Completion and signature of the electronic thesis/field study license agreement.
  - Completed Thesis with signatures, and a signed license agreement that has been uploaded to the library webpage ([https://scholars.fhsu.edu/submit\\_research.html](https://scholars.fhsu.edu/submit_research.html)).
  - Payment of Binding Fees
- If you have any questions concerning these guidelines, please contact the Graduate School at (785) 628-4236.

**Fort Hays State University  
FHSU Scholars Repository  
Non-Exclusive License Author Agreement**

I hereby grant Fort Hays State University an irrevocable, non-exclusive, perpetual license to include my thesis ("the Thesis") in *FHSU Scholars Repository*, FHSU's institutional repository ("the Repository").

I hold the copyright to this document and agree to permit this document to be posted in the Repository, and made available to the public in any format in perpetuity.

I warrant that the posting of the Thesis does not infringe any copyright, nor violate any proprietary rights, nor contains any libelous matter, nor invade the privacy of any person or third party, nor otherwise violate FHSU Scholars Repository policies.

I agree that Fort Hays State University may translate the Thesis to any medium or format for the purpose of preservation and access. In addition, I agree that Fort Hays State University may keep more than one copy of the Thesis for purposes of security, back-up, and preservation.

I agree that authorized readers of the Thesis have the right to use the Thesis for non-commercial, academic purposes, as defined by the "fair use" doctrine of U.S. copyright law, so long as all attributions and copyright statements are retained.

To the fullest extent permitted by law, both during and after the term of this Agreement, I agree to indemnify, defend, and hold harmless Fort Hays State University and its directors, officers, faculty, employees, affiliates, and agents, past or present, against all losses, claims, demands, actions, causes of action, suits, liabilities, damages, expenses, fees and costs (including but not limited to reasonable attorney's fees) arising out of or relating to any actual or alleged misrepresentation or breach of any warranty contained in this Agreement, or any infringement of the Thesis on any third party's patent, trademark, copyright or trade secret.

I understand that once deposited in the Repository, the Thesis may not be removed.

Thesis:

---

Author:

---

Signature:

---

Date:

---

## DIFFICULTIES MOST FREQUENTLY ENCOUNTERED DURING THESES VETTING

**Suggestion: Invest in your discipline’s style manual and use it. It will be useful to you in your career. Also, get a good general style manual and use it - several are listed below. You might also visit the Writing Center at Fort Hays State University, Forsyth Library #20, (785) 628-4106.**

**The comments below are related to items that present frequent difficulties. Some comments may not be applicable to all theses because of differences in discipline style.**

1. Confusion in the use of *that*, *which*, *who*, and *what*. *That* clauses are restrictive and essential to the meaning of the sentence. *Which* clauses can be nonrestrictive and merely add information or a *which* clause can be restrictive and add meaning essential to the sentence. Most sources (APA specifically) reserve *which* for nonrestrictive clauses and set these clauses off by commas. *That* clauses are not set off by commas.

*That* refers to animals, things, and is used to introduce restrictive clauses. *Which* refers to lower animals, things, and ideas and is used to introduce nonrestrictive clauses. *Who* (and *whose*, *whom*, *whoever*, *whomever*) refers to persons.

2. Avoid word choices that imply bias against persons on the basis of gender, sexual orientation, racial or ethnic group, religion, disability, or age. Scientific writing should be free of implied or irrelevant evaluation of the group or groups being studied.
3. The word *data* is plural and needs a plural verb (e.g., The data *are* arranged in tabular form.).
4. Use the symbol for percent (%) only when it is preceded by a number. Be cautious in the use of the words, *percent* and *percentage*.
5. The pronoun *This/this* needs a referent (e.g., This *procedure* resulted in tremendous damage to the participant.) for clarity and precision in writing, especially if there is a complicated sentence directly before *This/this*.
6. Use of *its* and *it’s*. *Its* is possessive, and *it’s* is a contraction of it is.
7. “By being consistent in the use of verb tenses, you can help ensure smooth expression. Past tense (e.g., “Smith *showed*”) or present perfect tense (e.g., “researchers *have shown*”) is appropriate for the literature review and the description of the procedure if the discussion is of past events. Stay within the chosen tense. Use past tense (e.g., “anxiety *decreased* significantly”) to describe the results. Use the present tense (e.g., “the results of Experiment 2 *indicate*”) to discuss the results and to

- present the conclusions.” (*APA Manual*, p. 33)
8. In general, use figures to express numbers 10 and above and words to express numbers below 10.
  9. The headings in the Table of Contents, including wording, punctuation, font, style, etc., should match exactly the headings in the text. The page numbers should also match.
  10. In the Table of Contents, List of Tables, etc., the numbers on the right-hand side of the page should be right justified (i.e., line up on the right).
  11. The order of the authors’ names in reference citations in the text should match exactly the name citations in the References. In multiple author citations, do not change the order of authors’ names.
  12. The dates and the spelling of all authors’ names in the text and in the References should be identical.
  13. All authors should be listed the first time (with exceptions noted in your style manual) they are mentioned, and then, Author et al. (Notice the lack of a comma after the *First Author*, the lack of a period after *et*, the period after *al.*, and that *et al.* is not italicized) in subsequent citations. If *et al.* is used outside of parentheses, there is no comma before the date [e.g., Smith et al. (1989)], if *et al.* is used inside of parentheses, there is a comma before the date [e.g., (Smith et al., 1989)].
  14. Quotations should be exactly as stated in the source, even if incorrect (*[sic]* can be used immediately after an error in a quotation). The author, year, and specific page number(s) should be provided, along with a complete citation in the reference list.
  15. Place a period or comma before rather than after closing quotation marks. Put other punctuation marks outside quotation marks unless they are part of the quoted material.
  16. Use a comma between elements, and before *and* and *or* in a series of three or more items.
  18. Use an & within parentheses and use *and* outside of parentheses (for APA Style only).
  19. Use proper weight paper - 20 lb., 25% white cotton bond paper for printed theses.
  20. Using a spell checker is obvious, but make sure the correct words are being used in a sentence (e.g., affect vs. effect).
  21. Use the proper tense, and do not change tense randomly.

22. The general convention is that a page does not end or begin with one typed line. These lines are sometimes called orphans and widows.
23. When reporting statistics, use the convention of your discipline's style manual.
24. Spell out all abbreviations the first time they are used followed by the abbreviations in parentheses [e.g. Minnesota Multiphasic Personality Inventory (MMPI)]. The abbreviation should be used throughout the manuscript after its first introduction.
25. In individual tables, the numbers in columns should line up on the decimal point.
26. Tables and figures should be referenced in the text, using the appropriate style for the discipline.

**BINDING FEES**

\$15.00 PER COPY FOR Two REQUIRED COPIES (\$30.00):

(Department 1)  
(Advisor 1)

PLUS

\$25.00 EACH FOR PERSONAL COPIES, OR ANY ADDITIONAL COPIES FOR COMMITTEE MEMBERS, FAMILY MEMBERS, ETC.

**PLEASE NOTE: Any copying or printing charges are in addition to the binding fees. It is the student's responsibility to make arrangements for copying, payment of the binding fees, and submitting the final thesis to the Graduate School.**

---

<u>NO. OF COPIES</u>	<u>FEES OWED</u>
2	\$ 30.00
3	55.00
4	80.00
5	105.00
6	130.00
7	155.00
8	180.00
9	205.00
10	230.00
11	255.00
12	280.00
13	305.00
14	330.00
15	355.00

## **INSTRUCTIONS FOR TABS WITH DOT LEADERS**

### **IN MS WORD (2010)**

(TABLE OF CONTENTS, LIST OF TABLES, LIST OF FIGURES,  
LIST OF APPENDIXES)

- Click show paragraph Dialog Box
- Click Tabs at the bottom
  - Clear all tabs
  - Set tab stop at 6"
  - Set right tab in alignment
  - Select leader 2 or 3
  - Click OK

### **SETTING MARGINS 1" IN MS WORD**

- Click Page Layout tab located at the top of the screen
- Click Margins
- Select Normal

### **PAGE NUMBERING IN MS WORD**

- Go to Insert
  - Page Number
    - Select Position (Top, Bottom) and choose which format to use  
(Plain Number 1, Plain Number 2, etc.)

*1.5" Even Top and Bottom Margins*

FAMILY STRUCTURE, FAMILY HAPPINESS, SELF  
CONCEPT, AND ACADEMIC ACHIEVEMENT  
IN MIDDLE CLASS FAMILIES

being

**Title should be  
Inverted  
Pyramid style**

A Thesis Presented to the Graduate Faculty  
of Fort Hays State University in  
Partial Fulfillment of the Requirements for  
the Degree of Master of Science

by

Alex Smith

**Center text  
between margins**

B.S., Fort Hays State University

Date \_\_\_\_\_

Approved \_\_\_\_\_  
Major Professor

Approved \_\_\_\_\_  
Dean of the Graduate School

*1 1/2" Left  
Margin*

*1" Right  
Margin*

*1.5" Even Top and Bottom Margins*

## ABSTRACT

In previous studies regarding betrayal, the primary focus has been on motivations behind the betrayal, the effect of the betrayal on the relationship, and individual differences in betrayal. However, there seems to be little research regarding the different ways in which people cope with betrayal along with the effectiveness of those strategies. Recent studies performed by Rupp (1999) and Hickel (2000) examined the effectiveness of different coping strategies by utilizing a model for the resolution of unfinished business. This model, proposed by Greenberg and Foerster (1996), was based on a task analysis that examined the processes individuals actually used to perform specified tasks and resolve unfinished business during therapy.

Rupp (1999) and Hickel (2000) obtained similar results regarding the model for the resolution of unfinished business. Both concluded that the model has potential for identifying effective ways of coping with betrayal outside of psychotherapy contexts.

In addition to the use of the model for the resolution of unfinished business, Hickel (2000) examined the areas of coping with loss and making sense of and finding benefit in betrayals, processes that were not specified by the model, as ways of coping with betrayal. Her findings suggested that these strategies may assist in coping with betrayal. Although both Rupp (1999) and Hickel's (2000) findings contribute to the knowledge about how people cope with betrayal, they involve certain limitations. Both studies explore how persons cope with betrayal, however they are constrained by preconceptions based on the model of unfinished business, or ideas based on bereavement literature. An additional constraining factor is included in Rupp's (1999) study.

## ACKNOWLEDGMENTS

This thesis was made possible through the help, advice and support of many individuals. A very special thanks to Dr. Robert Smith, my advisor, who had the expertise to guide me through many difficult situations. Thanks also to the members of my graduate committee, Dr. Ann Jones, Dr. Daniel Evans, and Dr. Chris Henderson, for reviewing my thesis and making recommendations along the way.

Also, thanks to my parents, John and Eleanor, and my brother, Ron, for always being there for me. You will never know how much I appreciate your love and support!

## TABLE OF CONTENTS

	Page
ABSTRACT.....	i
ACKNOWLEDGMENTS .....	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES.....	iv
LIST OF FIGURES .....	v
LIST OF APPENDIXES.....	vi
INTRODUCTION .....	1
The Concept of Betrayal .....	1
<i>Defining Betrayal</i> .....	1
<i>Types of Relationships</i> .....	2
<i>Types of Betrayal</i> .....	3
Research on Coping with Betrayal .....	4
Summary of the Review of Literature and Statement of the Problems .....	8
METHOD .....	11
Participants.....	11
Measures .....	11
<i>Background Information Sheet</i> .....	12
<i>Betrayal Identification Sheet</i> .....	12
<i>Coping Description Form</i> .....	13
<i>Interrater Reliability</i> .....	14
<i>Unfinished Business Resolution Scale</i> .....	14

## LIST OF TABLES

Table		Page
1	Percent of Usage of Coping Strategies and Percent of Participants Using Each Strategy .....	18
2	Descriptive Statistics for Effectiveness .....	20
3	UBRS Descriptive Statistics .....	22
4	Frequencies and Percentages .....	23

## NOTE:

\*Double space the LIST OF TABLES.

\*Table titles should be typed exactly as they are typed above or below each table.

## LIST OF FIGURES

Figure		Page
1	Adolescent Adaptation to Diabetes Mellitus Model .....	8
2	Central Tendency: Age in Years Upon Diagnosis of IDDM.....	76
3	Central Tendency: Total Number of Years with IDDM.....	78
4	Pie Chart: Average Daily Blood Glucoses.....	86

## NOTE:

\* Double space the LIST OF FIGURES.

\*Figure titles should be typed exactly as they are typed above or below each figure.

## LIST OF APPENDIXES

Appendix	Page
A	Instructions for Data Collection Sessions .....31
B	Informed Consent Form .....33
C	Background Information Sheet .....36
D	Betrayal Identification Sheet.....38
E	Coping Description Form .....40
F	Instruction for Raters .....45
G	Relationship Change Measure .....50
H	Betrayal and Coping Information Sheet .....52
I	Code Book .....54
J	Compute Statements .....57
K	Raw Data.....59

## NOTE:

\*Double space the LIST OF APPENDIXES.

\*Appendix titles should be typed exactly as they are typed on Appendix pages.

## INTRODUCTION

Jones and Burdette (1994) note that “half of one’s most important current relationships involve betrayal, while virtually everyone has betrayed and been betrayed at some point in life” (p. 260). On a similar note, Jones, Couch, and Scott (1997) state that “betrayal is fairly commonplace and is most likely to occur in one’s most important relationships” (p. 480). Even though betrayal seems to be fairly commonplace, the research on it has only just begun (Jones & Burdette, 1994).

There appears to be little research aimed at identifying various ways in which people cope with betrayal, despite its frequent occurrence. Therefore, the purpose of the present study was to examine the various ways in which people cope with betrayal. This chapter provides a background for the description of the method of the study by considering several aspects of the concept of betrayal and by reviewing the research pertaining to coping with betrayal.

### The Concept of Betrayal

#### *Defining Betrayal*

Of the several definitions of betrayal that exist in the literature, the current study uses a definition proposed by Jones et al. (1997). According to Jones et al. (1997), betrayal is any violation of trust and allegiance that occurs within the context of established and ongoing relationships. Couch, Jones, and Moore (1999) have recently considered betrayal in similar terms. Couch et al. (1999) describe betrayal as a serious violation of trust and commitment containing two essential features. First, a relational partner commits a harmful act that hurts the victim in one way or another, and second, the behavior in question is committed by someone whom the victim trusted.

Putnam and Hansen (1972) surveyed a stratified sample of 375 females 16 years of age. The Tennessee Self-Concept Scale and the Vocational Development Inventory (VDI) were utilized. The results of the study indicated that self-concept was useful for predicting vocational maturity in females. Means of VDI indicated that females were lower in vocational maturity than males.

A study by Royalty, Sedlacek, and Johnson (1984) focused of self- esteem and career maturity. The sample, made up of freshmen and seniors, was divided into Homemaking-Oriented, Traditional, and Non-Traditional College females, according to vocational choice expressed on a questionnaire. Traditional consisted of students whose choices were ones in which 50% or more of employees in the occupations were female according to the United States Department of Labor. The Non-Traditional category consisted of those students whose occupational choices were identified as ones in which 10% or fewer of those people employed in the occupations were female. The remaining subjects were identified as Homemaking-Oriented. The Tennessee Self-Concept Scale and the Attitude Scale of the Career Maturity Inventory were used. Analysis of variance indicated seniors' self-esteem and career maturity scores were significantly higher than the freshmen's scores. Among the career-oriented women (traditional and non-traditional), mean self-esteem scores were significantly

1.5''

1''