

A Manual on How to Write Your Thesis for the BA Psychology Programme

Requirements for content	
The purpose of the thesis	The thesis is a <i>portfolio</i> which consists of the four research papers from each of the fields of psychology (Developmental Psychology, Cognitive/Affective Psychology, Personality Psychology, and Social Psychology). The purpose of the research papers is to show the way students can apply their theoretical knowledge and methodological skills, which they have acquired in the relevant field of psychology.
Content of the thesis	<p>The portfolio contains the following parts:</p> <ol style="list-style-type: none"> 1. <i>Full research paper</i>: the full research paper should be a written study of an empirical research (an experiment, a survey, an observation, a case study, a meta-analysis, in justified cases a systematic reference analysis etc.). The full research paper as part of the portfolio must be prepared from one of completed research (together with an additional research, if necessary) within the Thesis Seminar subject. The full research paper is completed by the summary of the experience gained during working on the study giving the opportunity for self-reflection. 2. <i>Written evaluation of supervisor</i> about the full research paper. 3. <i>Three summaries about the other three research-field practices</i>: all research-field practices must be finished with a written summary about a completed research task. These summaries are completed by the experience gained during the working on research tasks giving the opportunity for self-reflection and by the outputs of the research (if there is any). 4. <i>Self-reflection</i>: the self-reflection on the individual professional work of the student (in the space of 1200-2000 words) should contain a comprehensive self-evaluation related to all study and to each research and their interrelationship. The purpose is to review the professional development, the strengths, the skills to be developed and the possible weaknesses. This element allows possibility for tracking the process of how to become a behaviour analyst and for recording students' reflection on the process (see Appendix 2). 5. <i>The draft of presentation of the full research paper</i>: The purpose of the presentation is to show students' capabilities to summarize and to communicate in professional way the results of the full research.
Required structural text units of the portfolio	
Title page (Cover of the binding)	See under <i>Requirements for form, Binding</i> . (see Appendix 3)
Inner title page	The name of the institute, the name of the faculty and the name of the programme should appear at the top of the inner title page. The title of the "behaviour analyst portfolio" should be under them. The name of the student should be on the left side of the lower third of the page, the name and post of supervisors of each research paper

	should be on the right side. The year should be centred in the middle of the bottom of the page. (Appendix 3)
Declaration of originality	The page after the inner title page should contain the student's declaration of originality (which has fixed form and content) which states that the work is their own intellectual product, and it should be signed by the student. The declaration can be downloaded from here: https://ppk.elte.hu/en/student_administration/forms . The thesis is the student's independent work, which should comply with the rules for references and citations. If the author is suspected of plagiarism, based on the Academic Regulations for Students (HKR) and institutional rules a disciplinary proceeding can be initiated against them.
Index/Table of contents, page numbering	The thesis should be submitted with a continuous numbering of the pages, with one table of contents, which should list the full research papers (at least one), the summaries (reports) related to the research skill development, the outline of the presentation of the full research papers (in a maximum of 8-10 slides), and the experiences and self-reflection related to them as separate chapters. The table of contents should be completed with a list of the diagrams and the tables.
The structure of the study, chapters	<p><i>Preface:</i> an introduction to the problem, the overall purpose of the study, and the motivation of the researcher briefly.</p> <p><i>Introduction/Theory:</i> introduction to the research topic, the relevant theories, a summary and evaluation of the relevant theories and research and conceptualizing the relations to be examined.</p> <p><i>Objectives, Hypothesis:</i> theoretically based statements about the studied phenomenon and relations, which can be verified or falsified empirically.</p> <p><i>Method:</i> introduction of the stages of the research, especially the participants in the study, the applied research instruments, and the procedure of collecting of the empirical data. The number of cases processed (i.e., database) should be sufficient for examining the hypothesis with the chosen method. The method chapter should also show how the research complied with the requirements of research ethics (e.g. informed consent, the option for withdrawal, confidentiality, etc.).</p> <p><i>Results:</i> quantitative (or qualitative) introduction of the empirical data, which responds to the used methodology which starts with descriptive analysis (characteristics of the participants on the study, distribution of measured variables), and ends with a statistical (or other) testing of the hypothesis. If the processing of the data is not common (e.g. analysis of content, scale preparation, significant data transformation), then it should be introduced in a separate subchapter.</p> <p><i>Discussion, Conclusions:</i> the interpretation of the results, which should include how they relate to previous research, the questions which were answered, the new problems raised by the study, and an evaluation of the completed study and its strengths and weaknesses.</p> <p>See the recommendations in the Appendix 1.</p>
Notes, references	Whenever using a statement in the text, which was taken from another source, you should indicate the source. You only need to give a reference to the source work in the text (name of author(s) and year

	of publishing); its exact data should be given in the reference list.
Reference list	The in-text references and the reference list should be written according to the publication rules of the current APA (www.apastyle.org), which can be viewed in the detailed manual below. Only source works which were referenced in the text can appear on the reference list as well.
Preparation and submitting	
Choosing and submitting a topic	The research paper supervisors announce the research papers as courses on the relevant course list. The topics of the research papers are divided according to the fields of psychology and are adjusted to current research at the institute and to the research topics of the supervisors. The students receive information about with which supervisor, on what topics and with what methods they can do their research paper at the time of course announcement and can choose a supervisor according to that.
Supervisor	The supervisor may schedule the research paper in the form of a class in which everyone participates, or in the form of individual meetings, or both. The supervisor will inform the students about the detailed requirements at the beginning of the semester. The research paper is individual work, so in case of a research done by a team, the work done by each student should be well defined/separated in the paper.
Consultation	Regular (at least once a month) consultation or weekly group meetings with the supervisor help preparing the research paper.
Submission	The thesis should be submitted by the student electronically in PDF form, as specified by the Academic Committee, at the Student Affairs and Registrar's Office before the exam period when the student would like to have their final exam. Deadline for thesis submission: <ul style="list-style-type: none"> - in the autumn semester: January 2nd - in the spring semester: June 2nd
Evaluation	
Evaluators, evaluating process	The research papers are evaluated by the relevant supervisors, the presentation (the presentation of the full research papers and an oral summary of the self-reflection) is evaluated by the final exam committee. The full research papers receive a short, written evaluation by the supervisor, which the student should receive in writing or in email by the first week of the exam period at the latest. This evaluation should be attached to the research papers within the portfolio.
Points of evaluation of the research paper/portfolio	<ul style="list-style-type: none"> - the chosen topic and a justification of the paper's goal; - the presentation of the referenced literature, the level of analysis-interpretation- application; - the justification and novelty of the examined question, the accurate statement of the hypothesis (hypotheses); - the choice of relevant research method(s) and statistical procedure(s) for verifying the hypothesis, and a clear presentation of their application;

	<ul style="list-style-type: none"> - the presentation of the results in a transparent and justified way from statistical methodological and professional point of view ; - the placing of one's own results within the research topic and reflection on the strengths and weaknesses of the study.
Points of evaluation of the oral presentation	<ul style="list-style-type: none"> - the presentation of the research and its relations to earlier research on the topic through communication during the oral examination which should be open, consistent in its arguments, effective, and paying attention to the time, form and thematic limits; - the presentation of the self-reflection on the whole work in connection with the written evaluations of the full research papers and the feedback related to the partial research papers.

Requirements for form	
Length	The length of the thesis should be the following: in case of the full research papers at least 5000 and up to a maximum of 8000 words, in case of a research paper the summary should be at least 800 and up to a maximum of 4000 words by each research paper, in case of the self-reflection at least 1200 and up to a maximum of 2000 words without the draft presentation, the reference list, graphs and tables and without the annexes.
Font, font size, distance between the lines	Times Roman, 12pt, 1.0 spacing between the lines.
Margins	On all sides 2.5 cm margin.
Language	The research papers can be written in English (or in any other language if the supervisor gives their permission).
Electronic form	The thesis should be uploaded in the Neptun in PDF format in a form specified by the Educational Board Committee. On the cover's top there should be the name of the institute, the name of the faculty and the name of the programme. Under that there should be „Thesis” as title. On the cover's lower third, on the left side there should be the name of the student. At the bottom of the cover, in the middle there should be the year (see Appendix 3).

BA in Psychology (Behaviour Analyst) Thesis

Detailed requirements, manual on how to prepare your research papers

About the theoretical introduction in detail

It is important to complete the related-to-the-topic theoretical summary with the presentation of the question examined by the researcher and with the conceptualization of the researched phenomenon. The goal is to show proper in-depth knowledge of the referenced literature based on the theoretical research as carried on in the relevant field, which evaluates earlier results and helps forming own professional position, as well as to present the theoretical support for the validity of the researched topic. Your own topic as presented in the paper is the focus of the literature summary, so the related literature should be presented in the light of this. Usually, the theoretical introduction should gradually be narrowed down from the more general theoretical starting points and concept clarifications to the researched phenomenon.

About the hypotheses in detail

The hypothesis contains the researcher's idea about the variables of the researched question, about their relationship to one another, contributes to the more profound understanding of the examined phenomenon. The hypothesis may stem from practical experience or from the critical evaluation of theoretical topics. The result of a professionally formulated hypothesis: its explanatory power, its formulation as a clear, unambiguous, compact opinion, the possibility of verification (possibility of falsifying), the methodological possibility of realization. The hypotheses may depend on one another and can even be organized in a hierarchical order.

About the method in detail

The description of the method is the detailed documentation of how the research plan was carried out, which should serve as a “user's guide” not only for reproducing the research or for its further development, but also for critical analysis of the results. In order to keep the description easy to follow, it is recommended to divide it into the following subchapters: *Participants in the experiment/research*; *Measurement tools* (i.e., scales, setup, stimulus material), *Procedure*. Besides these typical subchapters any other subchapters may be added.

Participants in the experiment/research

This subchapter contains the definitions and characterizations of the population of the research, of the unit of research/observation (average age, age range, sexes' proportion and anything else which is important in view of the specific research). It describes the manner of choosing the sample as well as the criteria. It is recommended to get data from a number of participants for the research paper which corresponds to the minimum requirements of the examined hypotheses and the applied statistical procedures, as well as to the specific circumstances of the chosen empirical method (even working together with other students, teachers, researchers). If the recorded sample's size is not sufficient for checking the formulated hypotheses, the hypotheses' testing will lose partially from its value.

Measurement tools (scales, setups, stimulus materials)

This subchapter contains the detailed description of the applied measurement tools, setups, stimulus materials. In case that a measurement tool (e.g. test, attitude scale) which is not related to the specific setup is used, the literature references related to how it was created have to be indicated in order for the reader to be able to obtain the same test or scale. If the setup which was used is in the commercial trade, the name of the manufacturer and the model's type number must be given (e.g. computer programmes). In the case of stimulus materials, it is recommended to give their parameters (e.g. the parameters of the projected film parts or of the music serving as a stimulus material).

The tests and the surveys whose source can be stated (e.g., it is linked to copyright) do not have to be included in the appendices, referencing the source is sufficient. Only tests and surveys whose source is unknown must be presented in the appendix. If the tool was created especially for the research, then a detailed description must be given or in the case of a complicated tool it is recommended to attach a drawing or a photo. It is also recommended to include the stimulus material (pl. pictures) in the appendix.

Procedure

This subchapter contains the instructions given to the participants and/or the stimulus conditions and the way in which the registered reactions and data were recorded. An easy-to follow and to-the-point description of how the experiment/research was conducted. In the case of a survey this is where you have to present the reliability and validity of the method applied.

In case of a qualitative research (e.g. study of a focus group, in-depth interview), or when presenting in detail the course of the procedure, the method of obtaining the data must be thoroughly described (what projective techniques, visual stimuli, narrative analysis techniques, symbols, fantasy pictures etc. the researcher worked with). If possible, they should be included in the appendix.

Statistical methods

Here you should present the method of data analysis of each hypothesis (in the case of computer data processing the name and version number of the used statistical programme, statistical tests). If the data processing is not trivial (e.g., content analysis; computing new variables from the measured data), you must describe that too. You do not have to describe the formula of the statistical test or the null hypothesis, but you must justify the choice of the particular test. Do not give personal data of the participants or raw data!

About presenting the results in detail

You should start the presentation of the results of the statistical processing with the descriptive statistics (e.g., average, standard deviation), and after that continue with the statistical tests for verifying your hypotheses. Beside the results described in the text (e.g. “thus the field dependent group showed slower orientation in the environment than the field-independent group.”) or depicted on a chart or in a table, you should also indicate the value, the degree of freedom, and the significance level used as criterion in the statistical test for verifying the hypotheses (e.g. $t = 2.2$; degree of freedom 42; $p < 0.05$ or: $t(42) = 2.2$; $p < 0.05$). You do not need to elaborate on effects which are not significant – in this case it is sufficient to list, for example, which variables showed no statistically significant difference between the groups. You do not have to justify

the choice of statistical tests here as well. You do not have to include the original statistical outputs (e.g. SPSS correlational tables) either in the text or the appendix.

You should depict quantifiable data on a chart or present it as a table. In this case the chart's/table's title should show what data is depicted on/in it. The charts and the tables should be numbered in the order of their appearance (they should be referred to in the text according to this) and if there are too many, then it is a good idea to summarize them in a table or an index after the paper's index of content.

This chapter of the paper serves exclusively for presenting, describing the data and the results partially in numerical, partially in text format. Their interpretation should be in the *Discussion, Conclusions* chapter.

About the discussion and conclusions in detail

The goal of the discussion is to interpret and evaluate the results in such a way that the primary emphasis falls on the relationship between the presumption of the study and the results of the study. It is recommended to start with a summary of the results, which is followed by their interpretation and their integration in the theoretical-approach frame of the earlier research as referenced to in the theoretical introduction.

Here you should also discuss the strengths and weaknesses of the study. Only those specific errors should be discussed which significantly influence results. The negative results should be accepted and interpreted as negative results; you should avoid the methodological mistake of explaining them as conclusions, except in case this is justified.

About the in-text references and the reference list in detail (based on the rules of the Hungarian Psychological Review (Magyar Pszichológiai Szemle))

In the case of in-text references you have to indicate either the year of publishing in brackets after the surname of the author, or the surname of the author or the year of publishing in brackets, separated by a coma as well as the page number(s). If there was more than one paper published in the same year by the same author(s), they should be distinguished by writing an a,b,c after the year both in the text and in the reference list. The coordination of the in-text references and the reference list is worth special attention. All references which appear in the text should be found in the reference list, which on the other hand should not contain any other references.

In the case of co-authors when referring to their work within the text, you should write the surname of all the authors (e.g. Sekuler and Blake, 2000), but in case you refer to a paper of more than two authors more than once, it is sufficient to refer only to the first author by name (e.g. Atkinson et al., 1995) at the second reference. Naturally, in the reference list all of the authors' names should be listed in the same order as they appear on the paper.

In case that the in-text reference is related to more than one source works at the same time, it is recommended to list the referenced papers or books based on the year of publishing or the surname of the first author and separate them with a semicolon [e.g. „Numerous excellent summaries have been published on this topic (Norman and Nielsen, 1912; Loósz and Katona, 1904; Kovács,1917).”].

If you summarize more than one of the works of the same author, the years of publishing should be given separated by a coma: “According to some researchers (Malter, 1987, 1989, 1996)”

In case of using a direct reference, the use of quotation marks is compulsory and in the text, beside the surname of the referenced author and the year of publishing of the work, you should give the page number of the quoted text. For example: “The sucking rate of six-month old infants increase if the sounds which come after one another can be found as two separate phonemes in any two languages...” (Atkinson et al., 1995, p. 261).

In case of a reference from a secondary source (if the writer of the paper has not read the article, book etc., to which they refer, but has read a reference by another author) within the text, after the data of the reference you have to write in brackets in which work of which author the reference can be found (as cited in X, year). For example: „According to Liberman’s (1982, as cited in Moore, 1997) theory...” In this case the most elegant solution is to write both works’ data in the reference list accurately, as separate items, and to indicate in brackets after the referenced work in whose work the reference can be found. E.g.:

Liberman, A. M. (1982). On finding that speech is special. *American Psychologist*, 37, 148–167. (as cited in Moore, 1997)

Moore, B. C. J. (1997). *An Introduction to the Psychology of Hearing*. Academic Press, San Diego.

It is also acceptable to give only the work which appears as a source work for the secondary source reference (in the example above Moore’s book) in the reference list.

The form of the reference from a secondary source may differ from the ones above, if the exact reference cannot be found. In this case you can write „n.d.” (no date) after the author’s name in the brackets: “Liberman’s (n.d., as cited in Moore, 1997) theory ...”. In this case you should only include the reference’s source in the reference list (in the example above Moore’s book).

You should give all of the bibliographical data very accurately in the reference list. The source works in the reference list should be listed in a precise alphabetical order according to the name of the first author. If more than one work by the same author can be found on the reference list, then they should be listed in chronological order. If you used as in-text references more than one works by the same author which were also published in the same year, then you should use an a, b, c etc. after the year of publication and list them in alphabetical order according to this.

In a Hungarian reference there is no comma after the surname of the author. If the reference is in any other language, there should be a comma after the surname. Academic degrees (e.g. Dr., PhD) should not appear in the in-text references or in the reference list.

The location of the written works should be written in *Italics*: a “location” can be a book or a journal. In a case of a lecture you do not need to give a place.

One reference should be one paragraph and the paragraph’s type should be “hanging.”

• In the case of journals:

The surname and the first letter(s) of the author(s) (year of publication). The title of the article. *The title of the journal, volume(number)*, the pages of the referenced article from-to.

Eq.: Compton, W.C., Smith, M.L., Cornish, K.A. and Qualls, D.L. (1996) Factor Structure of Mental Health Measures. *Journal of Personality and Social Psychology*, 71(2), 406–413.

• **In the case of books:**

The surname and the first letter(s) of the author(s) (year of publication). *The title of the book.*
Publisher: Place of publication.
E.g.: Endler, N. S., Magnusson, D. (1976a) *Interactional psychology and personality.*
Washington: Hemisphere.

• **In the case of a collection of works:**

Von Bertalanffy, L. (1952) Theoretical models in biology and psychology. In Krech, D., Klein, G. S. (eds) *Theoretical models and personality theory.* 155–170. Duke University Press, Durham.

• **In the case of on-line references:**

On-line journals

The surname and the first letter(s) of the author(s) (year of publication). The title of the article.

The title of the journal, volume(number), retrieved: date month year. full URL or DOI.

Online documents

The surname and the first letter(s) of the author(s) (year of publication). The title of the article.
full URL or DOI. (retrieved: date month year).

Mead, G. H. (1913) The Social Self. URL: <http://psychclassics.yorku.ca/Mead/socialself.htm>
(retrieved: 9th March 2008)

• **In the case of conference or university lectures:**

The surname and the first letter(s) of the author(s) (year of holding the lecture). The title of the lecture. The precise name of the conference or event, its place, date (date month year).

Kállai J. (2010) Társas kapcsolatok kognitív idegtudományi alapmechanizmusai. Lecture at the 19th State Science Congress of the Hungarian Psychological Association. Pécs, 27th-29th May 2010.

Bányai É. (2010) Affective Psychology. Lecture from the BA in Psychology programme. Eötvös Loránd University. autumn semester 2010.

Appendix 2.

Aspects on how to prepare your self-reflection

- Regarding the completed studies what skills and abilities have developed during the process; what strengths and areas for self-development can be identified;
- Compared to the requirements included in GENERAL OUTPUT DESCRIPTIONS AND COMPETENCES OF ACADEMIC QUALIFICATIONS (see below) and compared to his / her own professional aims, student interprets the role of completing the BA programme and preparing the portfolio. Describe:
 - what goals did you have when you have started the BA programme, how much they have changed, how well the goals have been achieved
 - how the completion of studies included in the portfolio help you to meet the expectations related to the behavioral analyst role
- The student formulates those professional questions that arise during the completion of each study, which posed a serious dilemma or challenge.

GENERAL OUTPUT DESCRIPTIONS AND COMPETENCES OF ACADEMIC QUALIFICATIONS RELATED TO A HUMAN BEHAVIOUR ANALYST

Acquirable Professional Competences

a) as for their knowledge,

- knows the introductory theories of the history of philosophy, social issues, communications, information technology, library and information science and preparatory theoretical subjects such as Introduction to Psychology, Main Fields of Psychology; Biological Background to Psychology.
- knows the main phenomena and terms of social psychology (social cognition, structure of attitudes, cognitive style, personal and social belief systems, social behaviour, helping and aggressive behaviour, social roles, social identity) and the essential texts and contexts of the development of European identity.
- knows the written and oral, scientific and public, popularizing genres of psychology and their application conventions.
- has got an overview on the usual procedures of the integration of cultural phenomena, the perception of texts and the professionally accepted contexts of interpretation.
- has got the relevant knowledge in the analytical and interpretational fields of the main typical research topics of psychology.
- is aware of the work possibilities with their human behaviour analyst skills and of the valid rules and regulations related to the relevant scope of activities.
- has got the knowledge of minimum one foreign language on an appropriate level needed in their field with special focus on terminology.
- Is aware of the fact this qualification enables them to attend to the tasks of a psychology assistant.

b) as for their skills,

- is able to interpret psychological phenomena and knows the historical integration of the science of psychology.
- is able to think in a logical way, to realize the cause and effect correlations, and to prepare complex analyses.
- is capable of differentiated perception of human behaviour and effective situation awareness.

- is able to do and analyse simple tests under professional guidance.
- is able to apply modern presentation techniques and make individual presentations in the different programme specific fields.
- is able to recognize the tasks within their professional competence and does not exceed it.

c) as for their attitude,

- is capable of cooperative collaboration and carrying out group work.
- shows interest and is sensitive to noticing psychological phenomena and problems.
- has got the skills for effective communications and problem solving.
- ethical and human behaviour is typical for them in their human relationships.
- is empathic, tolerant, flexible and creative during applying their knowledge.
- has realistic self-knowledge, self-evaluation and is success oriented in their individual work.
- accepts and follows a health promotive attitude and lifestyle.

d) as for their autonomy and responsibility,

- has got the skills for professional and interprofessional cooperation.
- has got the skills for professional development and the need for continuous personality development.
- has got the skills of initiating and of both individual and social decision making.
- has got individual and social sense of responsibility and is willing to take it.
- takes responsibility for their work completed and is aware of the possible consequences.
- consciously represents the methods and knowledge of community coordination and appreciates the different methodological features of other fields of science.
- takes responsibility in the field of the development activity of groups and communities they are entrusted with.
- represents consciously and with responsibility that does not exceed their competences or not take on tasks outside their qualification.

Appendix 3.

Title page and Inner title page of the thesis for the BA Psychology Programme

**EÖTVÖS LORÁND UNIVERSITY
FACULTY OF EDUCATION AND PSYCHOLOGY
INSTITUTE OF PSYCHOLOGY**

THESIS

<Surname First name>

<year>

THE TITLE OF THE PORTFOLIO

Supervisors:

<Surname First name>

<position>

<Surname First name>

<position>

<Surname First name>

<Surname First name>

<position>

<Surname First name>

<position>

Budapest, <year>