

# **GUIDELINES FOR THE APPLIED PSYCHOLOGY PORTFOLIO**

Bachelor of Science (B.S.) in Applied Psychology

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## **APPLIED PSYCHOLOGY STUDENT PORTFOLIO**

### **Rationale**

The development of a professional portfolio has been an accepted practice for many years in diverse professions. Portfolios provide students with an opportunity to organize and effectively display evidence of their learning and professional growth. By organizing and constructing this portfolio, students will summarize and demonstrate academic and professional achievements in the area of Applied Psychology. The portfolio will provide evidence of students' academic and professional commitment throughout their education at Robert Morris University. In addition, the portfolio may be thought of as a "living document" that students can modify and add to throughout their careers.

### **Developing Your Portfolio**

A portfolio is a collection of information that serves to demonstrate students' professional growth and abilities. Some of the skills that are developed from developing a portfolio may include: creative thinking, self-reflection, organization, and critical thinking.

This portfolio is intended to be a collection of documents that will serve as a resource for students to use for obtaining future employment as well as for graduate school applications. Consequently, students must organize, present, and submit their portfolios electronically. (An example of an electronic portfolio may be obtained from your academic advisor.) The advantages of an electronic portfolio exceed those of the older loose-leaf binder formats, and include:

- Electronic presentation provides some emphasis of the student's expertise in technology.
- Physical storage space and portability are both improved.
- Students can more easily (and less expensively) produce multiple copies of all or portions of their portfolios.

Materials should be indexed and organized logically. A main or title page should be included as well as a table of contents. Portfolio components should be clearly identified by labeling each component with an appropriate title.

## **GOALS FOR THE APPLIED PSYCHOLOGY PORTFOLIO**

The successful completion of the Applied Psychology Portfolio will provide concrete evidence that the student has:

1. Demonstrated the ability to relate the minor or concentration to applied psychology and to the student's career plans.
2. Demonstrated the ability to effectively utilize reference works leading to the collection, evaluation, and presentation of data based on an approved research project appropriate to the students' major area of interest in psychology.
3. Demonstrated applied psychology content knowledge to members of the academic and professional communities.
4. Demonstrated a professional commitment in psychology as evidenced by membership in professional organizations, attendance at academic conferences, professional presentations, or publications.
5. Demonstrated an ability to work effectively in an applied psychology work setting.
6. Reflected upon and summarized his or her path to academic success as well as aspirations regarding career plans and goals.

## **PORTFOLIO COMPONENTS**

## PORTFOLIO COMPONENT 1

### PERSONAL/PROFESSIONAL STATEMENT

The student should compose a 3-5 page autobiographical statement that focuses on his or her education path, both up to graduation and beyond.

This section might be particularly helpful to those who plan to apply to graduate school. Most, if not all, graduate applications require a written statement from the applicant. Below are some examples of the sorts of essay questions asked by graduate programs. These are provided only as possible suggestions for how to organize and frame your statement.

- Provide a clear statement describing your short-term and long-term goals including a discussion of how a graduate degree will help you to meet them. (*When it comes time to adapt this information to a graduate school application, be sure to identify specific aspects of the graduate program that mesh with your statement – be sure to mention them explicitly.*)
- Describe your areas of research and professional interest in terms of how these areas will be explored in a graduate program or work environment to which you might apply.
- Develop clear reasons why you are interested in a particular field. (*This will later be developed to include a defense of why you have chosen to apply to a particular school or position.*)
- Describe past experiences that are relevant to your choice of graduate study or career path.
- What is valuable about the perspective you bring to the field, department, or workplace?
- Describe your reasons for wanting to (work/apply/etc.) here.

Note that there are many online resources for writing application essays. However, it should go without saying that plagiarizing an application essay is not a smart move. Applicants caught “cheating” on their essay will obviously not be accepted to the program. In addition, schools can permanently ban any future graduate school applications from those caught plagiarizing.

It is recommended that you write your statement and have others read it to provide feedback before making it part of your final portfolio. Consider getting feedback from some of your professors and both your academic advisor and academic counselor.

## PORTFOLIO COMPONENT 2

### C2.1 CURRICULUM VITA (CV)

Students are to prepare this section along the lines of a professional vita that may include some or all of the elements listed below.

Note that these items are provided only as suggestions. There may be additional sections not listed here that the student could consider adding. Ultimately, each student should think carefully about what components would best serve his or her academic and professional goals. It is also important to think carefully about the most effective organization scheme to present the relevant information. The order in which the sections are listed below is only one of many possible configurations.

1. Basic Applicant Information: Name and contact information: Mail addresses (work, home, and other); Email (work, home, and other); and Telephone numbers (work, home, mobile, and fax if possible).
2. Education: This is where you summarize your degree information in reverse chronological order. Include all post-secondary degrees. The first line should be your degree, major, year, institution, e.g., BS Applied Psychology, 2009, Robert Morris University, Pittsburgh, PA. You should then list your concentration and minor(s), the corresponding GPAs, as well as your progress (e.g., Junior, Senior) and name of thesis or dissertation.
3. Certifications and Training: If you have earned or received any pertinent certifications or special training, this should be listed here.
4. Experience: In reverse chronological order, list any jobs held both prior to becoming a student and currently. You might consider adding any work-study or volunteer positions held.
5. Awards, Scholarships, Fellowships, Prizes, and Grants: Students should provide relevant information (dates, descriptions, etc.) of any awards, honors, or special recognitions achieved while earning the degree. Be sure to describe the awards in enough detail that people can understand for what you were being recognized.
6. Leadership Position: It is especially worthwhile to cite any officer positions held in any school organizations or clubs; instances in which you served as a student representative on a departmental committee; etc. You may also include any volunteer activities, school organizations, clubs, or athletics in which you were involved.
7. Skills (Technical, Languages, etc.): In this section you could include summaries of any special training or education you have received that might set you apart from competitors or that might be appealing to graduate programs. For example, programming skills, assessment training or experience, fluency in a second (or multiple) foreign language, etc.

8. Professional Affiliations: Students are encouraged to acquire membership to appropriate professional organizations. Examples include: the American Psychological Association (APA), the Ergonomics Society, and the International Association of Applied Psychology. A more comprehensive list is provided in the appendix (List of Applied Psychology Professional Associations). Note that many organizations have a student-membership option at reduced (or sometimes no) cost.
9. Publications: Students are strongly encouraged to participate in research activities and should include information about any publications they authored or coauthored (even if they have been submitted but not yet accepted).
10. Professional Presentations: This section should include professional presentations (e.g., conference papers or posters) or invited talks (special presentations).
11. Conferences/Professional Meetings Attended: Students can demonstrate active interest in psychology by attending annual meetings, conferences, and workshops of professional associations. Those should be listed here.
12. References: It is important that students secure commitments from professionals who can provide strong letters of endorsement whether for graduate school or employment. In this section, the student may include reference information (names and contact information of individuals who have agreed to provide references) as well as actual letters of support (if available). An ideal number to strive for is four references: Two academic references (from faculty who know you well), as well as two personal or professional references (such as from employers, supervisors, coaches, etc.).
13. Transcript Summaries: Students may append copies of both their RMU check-sheet and their student engagement transcript (SET) to summarize the courses they have taken, grades earned, and accomplishments achieved while at RMU.



## C2.2 RESUMÉ

The resume presents some of the information found in the Curriculum Vita but it is focused on obtaining a job. It would ideally be 1 page long with a typeface that is easily machine readable.

1. Basic Applicant Information: Name and contact information: Mail addresses (Clearly indicate dates they can reach you at which address.); Email address (Make it be professional sounding and something you check daily.); and Telephone numbers (Identify one as the primary number and anything else as an alternative number. Do not make them guess where to call you. Also, if you are not available to receive their call, be sure that any answering machine or voice-mail messages they reach sound professional.).
2. Objective (Professional, Vocational, or Research): This should be a one sentence summary of the information you presented in Component One (Personal/Professional Statement). Note that for a job application, this statement should be tailored for the position to which you are applying. You should not have a vague objective like, "I want to help humanity." It should state that your objective is exactly what the company is looking for. If you are handing out the same resume to many companies at a job fair, for example, it is best to leave off the objective.
3. Education: Reverse chronological order. Same as in CV. You might add high school if you have not completed your degree.
4. Experience: Reverse chronological order. Same as in CV. For each job, describe what were your main job duties and skills utilized. Employers are looking for a continuous history here. You can include volunteer positions if relevant especially if they fill in a gap during which there is no employment record.
5. Honors, Awards, and Leadership: Combine these sections from the CV.
6. Professional Activities: Same as in the CV. For each job, describe what were your main job duties and skills utilized.
7. References Available on Request: Just make this statement. Do not actually list them. Of course this also means that you have obtained commitments from individuals to serve as your references. In the event that you are asked for a list of references, be sure to have a nicely formatted handout that contains all of the relevant contact information for each of your references. It is worthwhile to have copies of these available during interviews.

## **PORTFOLIO COMPONENT 3**

### **PSYCHOLOGY PRACTICUM PROJECT**

1. Students should include a brief (2-3 pages) reflection explaining why they selected the site for the practicum.
2. Students should include a copy of the final paper that they completed for the course. This paper should compare and contrast their experiences in the Practicum with the theories and information that was included in the coursework completed at RMU.
3. Students should include a copy of the journal that they maintained during the Practicum, including both daily entries and weekly reflections. These reflections should identify ways in which the Practicum experiences are consistent with or different from the content learned in psychology courses at RMU. They should also discuss how their understanding of Applied Psychology evolved during the Practicum.
4. Students should include a copy of the evaluation/recommendation completed by their supervisor during the Practicum.
5. Students should include a copy of the evaluation completed by their faculty mentor.
6. Students should include their recommendations for future Applied Psychology students about selecting and completing their required Practicum experience.

## **PORTFOLIO COMPONENT 4**

### **PSYCHOLOGY THESIS PROJECT**

1. Students should include a copy of their completed research paper.
2. Students should include the completed Psychology Thesis Paper Evaluation Form.
3. Depending on the type of presentation given by the student (a or b, below), additional evidence should be provided.
  - a. If the student completed an oral presentation to class, the student should include the PowerPoint slides and oral presentation evaluation form.
  - b. If the project was presented at a professional conference, or, submitted for publication, students should include the presentation, acceptance letter, or other appropriate and relevant documentation.

## **PORTFOLIO COMPONENT 5**

### **MINOR/CONCENTRATION STATEMENT**

1. Include a succinct description of the coursework that comprised the minor/concentration.
2. Include a written reflection which summarizes what the student learned in these courses, how the information related to Applied Psychology, as well as how the information is expected to be useful for and applicable to the student's education and career goals.
3. It would be appropriate to include samples of representative coursework that document the student's growing expertise.

## **APPENDICES**

**PSYCHOLOGY PRACTICUM**  
**DEPARTMENTAL SYLLABUS**  
**PSYC 4813**

**ROBERT MORRIS UNIVERSITY**

## Psychology Practicum Application

The purpose of the Psychology Practicum (PSYC4813) is to provide Applied Psychology majors with a relevant career learning experience and enable them to combine academic study and practical experience for academic credit. Students interested in registering for the Practicum must submit a completed application and a current resume to the Department Head.

**Please print or type clearly.**

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
(Last) (First) (Middle Initial)

Student ID: \_\_\_\_\_ Email Address: \_\_\_\_\_

Address: \_\_\_\_\_  
 \_\_\_\_\_

Telephone: \_\_\_\_\_

Cumulative Grade Point Average: \_\_\_\_\_ Number of Credits Completed: \_\_\_\_\_

Anticipated Graduation Date: \_\_\_\_\_ Term you plan to do the Practicum: \_\_\_\_\_

Please summarize your career plans and describe the Practicum placement that you believe would benefit you the most.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

***Practicum Placement Information:***

\_\_\_\_\_ Approved Site

Comments: \_\_\_\_\_

I understand my responsibilities for the Practicum as described in the Psychology Practicum Syllabus and agree to comply with them.

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date



Approve

Disapprove

\_\_\_\_\_  
 Academic Department Head Signature

\_\_\_\_\_  
 Date

## **PSYCHOLOGY PRACTICUM COURSE DESCRIPTION**

### **PSYC4813**

PSYC4813 Under the guidance of a psychology faculty member, the student will complete 120 hours of documented internship experience at a university-approved site. The student's experience may be a volunteer or paid position that is directly related to the field of applied psychology. Participation in professional activities allows students to experience the work environment in their chosen field, make informed career choices, and enhance their employment credentials. These experiences reinforce the connection between professional and liberal learning through the application of classroom theories to actual occupational problems. This course requires 120 hours on site, as well as the completion of the academic requirements established by the Department of Social Sciences.

3 credits

Prerequisite: 90 credits and departmental approval.

### **COURSE OBJECTIVES/GOALS**

Upon successful completion of this course, each student will have the ability to:

1. acquire specialized information, both theoretical and practical, about topics of particular interest to applied psychologists.
2. apply knowledge gained in the classroom to diverse social responsibilities and situations.
3. develop an awareness of and appreciation for the diverse and multiple employment opportunities provided by an Applied Psychology major.
4. develop a professional network.
5. apply principles of psychology to solve a personal, organizational, social, research, or industry problem.

### **COURSE POLICIES**

#### **Attendance Policy:**

Students are required to complete 120 hours of documented experience in a departmentally approved volunteer or paid position. Students must establish a schedule with their site supervisor and report to the site on EVERY agreed-upon day. Students are to maintain a record of completed hours by filling out the Psychology Practicum Timesheet(s). In the event of illness or emergency, it is the responsibility of the student to notify the Site Supervisor and the faculty advisor. It is also the responsibility of the student, in consultation with the Site Supervisor, to schedule additional visits to fulfill the 120 hours required for the Practicum.

#### **Academic Integrity**

Academic integrity is valued at Robert Morris University. All students are expected to understand and adhere to the standards of Academic Integrity as stated in the RMU Academic Integrity Policy, which can be found on the RMU website at [www.rmu.edu/academicintegrity](http://www.rmu.edu/academicintegrity). Any student who violates the Academic Integrity Policy is subject to possible judicial proceedings that may result in sanctions as outlined in the Policy. Depending upon the severity of the violation, sanctions may range from receiving a zero on an assignment to being dismissed from the university. If you have any questions about the policy, please consult your course instructor.



## Special Learning or Physical Accommodations Policy

Students who may be eligible to receive learning support or physical accommodations must contact the Center for Student Success at 412-397-4349 to schedule an appointment with a counselor and to learn more about accommodation procedures. To receive accommodations in this course, arrangements must be made through the Center for Student Success.

### Methods of Assessment:

1. **Faulty-Student Conferences.** (One of these conferences MAY be completed during a site visit by the faculty advisor.)  
At least three times during the semester, the student will confer with his or her faculty advisor to discuss topics including, but not limited to, the following:
  - i. Review of journal entries to date.
  - ii. Review of drafts of final paper.
2. **Journal Requirements**
  - i. Daily Entries: For each day, list the number of hours worked, a description of daily responsibilities and duties, and a brief paragraph reflecting on that day's experiences.
  - ii. Weekly Reflections: How are your experiences consistent with or different from the content you learned in your course work? How has your understanding of applied psychology evolved/changed/been supported by your experiences? How have you grown professionally through this experience?
  - iii. Student Evaluation of Practicum Experience: The student will complete the Student Evaluation of Practicum Experience form. The student will make recommendations for future students who may consider completing a Practicum at the same site.
3. **Final Paper**  
Compare and contrast your experience in the Practicum with the theories and information that you learned in relevant course work. The paper must be a minimum of 10 pages written using APA Style guidelines and, if appropriate, a list of citations.
4. Students will make an oral presentation describing their practicum experience. The presentation will be arranged and evaluated by the faculty advisor.

### Grading:

10%	Required Conferences with Faculty Supervisor.
15%	Site Supervisor's Evaluation.
25%	Completed Journal.
40%	Final Paper.
10%	Final Presentation





**Robert Morris University**  
**Department of Social Sciences**  
**Student Evaluation of Psychology Practicum Experience**

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Site: \_\_\_\_\_

Division/Department: \_\_\_\_\_

Internship Position Title: \_\_\_\_\_

This questionnaire is designed to provide you with an opportunity to evaluate the effectiveness of your Practicum experience at this organization. We believe that students who participate in the Practicum are the most qualified to provide us with feedback about the value of the experience. Your candid responses to these questions are greatly appreciated.

Please rate the program based on the following criteria and check one under each category.

**RELATIONSHIP WITH SUPERVISOR**

- Greatly exceeded expectations
- Exceeded expectations
- Met expectations
- Below expectations

**OPPORTUNITY TO LEARN NEW SKILLS**

- Greatly exceeded expectations
- Exceeded expectations
- Met expectations
- Below expectations

**INTERACTIONS WITH COLLEAGUES**

- Greatly exceeded expectations
- Exceeded expectations
- Met expectations
- Below expectations

**LEARNING ENVIRONMENT (SETTING)**

- Greatly exceeded expectations
- Exceeded expectations
- Met expectations
- Below expectations

**ACADEMIC INTERNSHIP PROGRAM – OVERALL RATING**

- Very Satisfied       Satisfied       Somewhat Satisfied       Not Satisfied

Would you recommend this Practicum position to other students?       Yes       No

What advice would you give to students considering a Practicum with this organization?

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**Robert Morris University  
Psychology Practicum  
Supervisor's Evaluation of Student**

Student: \_\_\_\_\_

Site: \_\_\_\_\_

Supervisor Name & Title: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

**Site Supervisor:** Please evaluate the participation of our student in your organization. Because the evaluation is an essential component in our assessment of the student, we would appreciate your completion and return of this form no later than \_\_\_\_\_.

**ATTITUDE/APPLICATION TO LEARNING**

- Outstanding and extremely enthusiastic
- Interested and industrious
- Average
- Indifferent

**ABILITY TO LEARN**

- Learns very quickly
- Above average in learning
- Average
- Below average

**DEPENDABILITY**

- Completely dependable
- Above average in dependability
- Usually dependable
- Lacks dependability

**WRITING ABILITY**

- Consistently clear and organized
- Reasonably clear and organized
- Has some gaps in writing ability
- Lacks clarity in writing skills

**QUALITY OF WORK CONTRIBUTIONS**

- Excellent
- Very Good
- Average
- Below Average

**RELATIONS WITH OTHERS**

- Gets along with others exceptionally
- Works well with others
- Gets along satisfactorily
- Some difficulty working with others

**JUDGMENT/DECISION-MAKING**

- Exceptionally mature/good decisions
- Above average maturity/decisions
- Usually makes good decisions
- Often demonstrates poor judgment

**COMMUNICATIONS ABILITY**

- Consistently articulate and coherent
- Reasonably articulate and coherent
- Has some gaps in speaking ability
- Lacks clarity in communication skills



**PSYCHOLOGY PRACTICUM**  
**MENTOR EVALUATION OF STUDENT AT SITE FORM**

STUDENT \_\_\_\_\_

SUPERVISOR NAME \_\_\_\_\_

SITE \_\_\_\_\_

ADDRESS \_\_\_\_\_

ADVISOR/MENTOR \_\_\_\_\_

DATE \_\_\_\_\_

Briefly summarize the activities expected of the student.

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Briefly summarize the quality of the student's performance at the site.

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Are there any skills required which are not demonstrated by the student? How do you think the deficiency could be eliminated?

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Additional Comments:

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## Psychology Practicum Paper Evaluation Form

STUDENT: \_\_\_\_\_ Grade: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_

CRITERIA	EXEMPLARY 3	PROFICIENT 2	MARGINAL 1	UNACCEPTABLE 0		
<b>CONTENT</b>	Excellent	Good	Adequate; Some concepts missing	Inadequate; Important concepts missing	x4=	
<b>QUALITY AND DEVELOPMENT OF IDEAS</b>	Good ideas; Strong support	Good ideas; Adequate support	Few ideas; Weak support	Some ideas stated but mostly unsupported	x3=	
<b>ORGANIZATION</b>	Excellent; Ideas flow well	Acceptable; Not outstanding	Some organizational problems	Unorganized	x3=	
<b>PROPER CITATIONS AND REFERENCING</b>	Properly cited and referenced throughout the text	Less serious omissions	Quotation marks omitted; Pages missing; Misquotes; Poor paraphrasing	No consistent use of accepted referencing standards	x1=	
<b>STYLE</b>	Generally good	Awkward	Ambiguous or vague	No logical flow of ideas	x1=	
<b>REFERENCES</b>	Follows APA style with minor exceptions	Some consistent errors	More than a third of the entries contain errors	Incomplete or missing reference page	x1=	
<b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b>	Good	Adequate	Poor	Unacceptable	x1=	

**TOTAL POINTS (out of 42 possible)** \_\_\_\_\_

Grading Scale:

A	36-42	B	28-31	C	17-22
A-	34-35	B-	26-27	D	9-16
B+	32-33	C+	23-25	F	0-8

**PSYCHOLOGY THESIS**  
**DEPARTMENTAL SYLLABUS**  
**PSYC 4823**

**ROBERT MORRIS UNIVERSITY**

**PSYCHOLOGY THESIS  
PSYC4823**

**COURSE DESCRIPTION**

In this course, students develop a research project in applied psychology, collect and analyze data, and write a research paper presenting the results. The student will present his or her research results as an APA style research report.

3 credits

Prerequisites: 90 credits and departmental approval.

**COURSE OBJECTIVES/GOALS**

Upon successful completion of this course, each student will have the ability to do the following:

1. Demonstrate knowledge of reference works in applied psychology.
2. Critically collect, examine, and organize data about an approved research topic. Emphasis will be placed on the intensive collection of relevant print and electronic source material.
3. Evaluate existing work in a discipline of study and prepare an effective written analysis of that work. The students' analyses will define relevant concepts, summarize critical variations, present a detailed evaluation of current conditions, and use standard written, edited American English.
4. Prepare and deliver an effective oral presentation of individual research to faculty members and students. The students' presentations will utilize appropriate computer software and other media to create effective support materials for the presentation and will show command of standard spoken and written American English.
5. Submit an Applied Psychology Portfolio organized in compliance with the Guidelines for the Applied Psychology Portfolio booklet.

**COURSE POLICIES**

**Academic Integrity Policy:**

Academic Integrity is valued at Robert Morris University. All students are expected to understand and adhere to the standards of Academic Integrity as stated in the RMU Academic Integrity Policy, which can be found on the RMU website at [www.rmu.edu/academicintegrity](http://www.rmu.edu/academicintegrity). Any student who violates the Academic Integrity Policy is subject to possible judicial proceedings which may result in sanctions as outlined in the Policy. Depending upon the severity of the violation, sanctions may range from receiving a zero on an assignment to being dismissed from the university. If you have any questions about the policy, please consult your course instructor.

**Departmental Plagiarism Policy:**

Students are expected to do their own work. Plagiarism is defined as using someone else's work, ideas, or words without giving the author credit for your use of them. This can mean anything from downloading papers from the internet, to using a friend's paper, to inaccurately quoting or paraphrasing ideas or words from a text source. In the academic community, people earn their living through the use of their original work, ideas, and words. Their reputations are built, in part, by others using their ideas and giving public credit to them. Therefore, your responsibility, both legal and ethically, is to cite others' efforts properly. Plagiarism is a major offence in the academic community of which you are a part. Students found to have committed blatant acts of plagiarism will fail the course and may be required to present a defense of their actions in order to be allowed to take additional courses in the department.

**Special Learning or Physical Accommodations Policy:**

Students who may be eligible to receive learning support or physical accommodations must contact the Center for Student Success at 412-397-4349 to schedule an appointment with a counselor and to learn more about accommodation procedures. To receive accommodations in this course, arrangements must be made through the Center for Student Success.

**Attendance Policy:**

Students should expect to meet with their faculty mentor or the seminar director at least once a week during the course of the normal semester. However, in compliance with Department of Social Sciences policies, each instructor has the right to establish attendance requirements appropriate for each course he or she is teaching. It is the responsibility of the faculty member to notify students early in the semester concerning the attendance policy and to inform students of the importance of regular attendance with their mentor for successful completion of the course.

**Class Preparation:**

Students are expected to be fully prepared when they meet with their faculty mentor, having completed all assigned readings and work. Students must also be prepared to participate in all discussions during the sessions when students present their research.

### **Organization and Procedures:**

1. Students will select a faculty mentor who will approve their research topic and guide them through the research process
2. Students will prepare a written paper based on their research:
  - a) The research paper will be prepared on a word processor following APA style.
  - b) The research paper will be evaluated according to the criteria established by the Department of Social Sciences (see Psychology Thesis Paper Evaluation Form).
  - c) With the approval of the Department Head, an extension of up to six weeks will be granted to petitioning students to complete the written assignments.
3. During the final weeks, students will deliver an oral presentation of their research project.
  - a) Students are required to deliver the presentation even if they have been granted an extension to complete their final document.
  - b) Each student will deliver his/her presentation at a class session of the thesis. Class sessions in weeks 12 through 14 will be attended by all students registered for the thesis and all faculty mentors working with the thesis during the semester; whenever possible: Also, other faculty and psychology students will be encouraged to attend. Each presentation will be graded on the basis of content, presentation methods, and adherence to conventions of standard spoken and written American English.
  - c) Each presentation will be graded according to criteria established by the Department of Social Sciences (see the Psychology Thesis Oral Presentation Evaluation Form).
  - d) In week 15, students will submit their completed Applied Psychology Portfolio to their academic advisor or to the department head.

### **Methods of Assessment:**

Research Paper:	50% of final course grade
Presentation of the Research Paper:	25% of final course grade
Applied Psychology Portfolio:	25% of final course grade

**Robert Morris University Department of Social Sciences  
Psychology Thesis Research Paper Format**

All research papers must meet the following guidelines:

Title Page

Table of Contents

List of Tables and/or Graphs

Section I. Abstract (Summary of research; maximum of 150 words)

Section II. Introduction

A. Rationale

B. Statement of the Problem/Hypothesis

C. Definition of terms

Section III. Review of the Literature

Section IV. Research Methodology

A. Research Design and Procedures

B. Subject Selection and Characteristics

C. Measurement Instruments

Section V. Data Analysis/Findings

A. Statistical/Quantitative Analysis or Qualitative Analysis

B. Data Tables

Section VI. Discussion, Conclusions, Recommendations for Further Research

Section VII. Bibliography

Section VIII. Appendices

A. Raw Data

B. Survey Instruments

C. Informed Consent Forms

D. IRB Approval Documentation

## Psychology Thesis Oral Presentation Evaluation Form

STUDENT: \_\_\_\_\_

REVIEWER: \_\_\_\_\_

CRITERIA	EXEMPLARY 3	PROFICIENT 2	MARGINAL 1	UNACCEPTABLE 0		
<b>CONTENT AND SUBJECT KNOWLEDGE</b>	Demonstrates full knowledge; Answers questions with explanations and elaborations.	Answers all questions but fails to elaborate.	Not well-prepared; Able to answer only simple questions.	Does not understand the material; Cannot answer questions about the subject.	<b>x3=</b>	
<b>ORGANIZATION OF PRESENTATION</b>	Presents information in a very logical and interesting sequence that the audience can follow.	Presents information in a fairly logical sequence that the audience can follow.	Presents information in an illogical sequence and the audience has difficulty following the presentation.	Audience cannot understand the presentation because there is no logical sequence of information.	<b>x2=</b>	
<b>DELIVERY</b>	Poised; Consistently enunciates clearly; Uses effective volume and pacing.	Poised; Generally enunciates clearly; Uses effective volume and pacing.	Sometimes difficult to hear and/or understand.	Frequent pauses; Nervous and repetitive behaviors that are distracting.	<b>x1=</b>	
<b>USE OF TECHNOLOGY</b>	Technology is used in a professional manner and enhances the presentation.	Technology is used professionally, although it does not enhance the presentation.	Technology is poorly or inappropriately used.	No technology is used or the technology detracts from the presentation.	<b>x1=</b>	
<b>LANGUAGE SKILLS</b>	Sentences are complete and grammatically correct; Words are chosen for their precise meaning.	Sentences often complete and grammatical; Words often chosen for their precise meaning.	Grammatical errors; Many instances of inappropriate language and/or "fillers" such as "um" or "like" but listeners can follow the presentation.	Listeners have difficulty focusing on the ideas presented because of the speaker's difficulty with grammar and appropriate vocabulary.	<b>x1=</b>	

**TOTAL POINTS (out of 24 possible)** \_\_\_\_\_

Grading Scale:

A	21-24	B	16-18	C	10-13
A-	20	B-	15	D	5-9
B+	19	C+	14	F	0-4

## Psychology Thesis Research Paper Evaluation Form

STUDENT: \_\_\_\_\_ Grade: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_

CRITERIA	EXEMPLARY 3	PROFICIENT 2	MARGINAL 1	UNACCEPTABLE 0		
<b>CONTENT</b>	Excellent	Good	Adequate; Some concepts missing	Inadequate; Important concepts missing	x4=	
<b>QUALITY AND DEVELOPMENT OF IDEAS</b>	Good ideas; Strong support	Good ideas; Adequate support	Few ideas; Weak support	Some ideas stated but mostly unsupported	x3=	
<b>ORGANIZATION</b>	Excellent; Ideas flow well	Acceptable; Not outstanding	Some organizational problems	Unorganized	x3=	
<b>PROPER CITATIONS AND REFERENCING</b>	Properly cited and referenced throughout the text	Less serious omissions	Quotation marks omitted; Pages missing; Misquotes; Poor paraphrasing	No consistent use of accepted referencing standards	x1=	
<b>STYLE</b>	Generally good	Awkward	Ambiguous or vague	No logical flow of ideas	x1=	
<b>REFERENCES</b>	Follows APA style with minor exceptions	Some consistent errors	More than a third of the entries contain errors	Incomplete or missing reference page	x1=	
<b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b>	Good	Adequate	Poor	Unacceptable	x1=	

**TOTAL POINTS (out of 42 possible)** \_\_\_\_\_

Grading Scale:

A	36-42	B	28-31	C	17-22
A-	34-35	B-	26-27	D	9-16
B+	32-33	C+	23-25	F	0-8



## APPLIED PSYCHOLOGY PROFESSIONAL ASSOCIATIONS

Academy of Management (<http://www.aomonline.org/>)  
American Academy of Forensic Psychology (<http://www.abfp.com/academy.asp/>)  
American Board of Forensic Psychology (<http://www.abfp.com/>)  
American Psychological Association (<http://www.apa.org/>)  
American Psychological Society (<http://www.psychologicalscience.org/>)  
Association for Behavior Analysis (<http://www.abainternational.org/>)  
Association for Research in Vision and Ophthalmology (<http://www.arvo.org/>)  
Canadian Psychological Association (<http://www.cpa.ca/>)  
Cognitive Neuroscience Society (<http://www.cogneurosociety.org/>)  
Ergonomics Society (<http://www.ergonomics.org.uk/>)  
European Health Psychology Society (<http://www.ehps.net/>)  
Federation of Behavioral, Psychological and Cognitive Sciences  
Human Factors and Ergonomics Society (<http://www.hfes.org/>)  
International Association of Applied Psychology (<http://www.iaapsy.org/>)  
International Ergonomics Association (<http://www.iea.cc/>)  
International Society of Political Psychology (<http://www.ispp.org/>)  
Society for Computers in Psychology (<http://www.scip.ws/main.html/>)  
Society for Consumer Psychology (<http://www.apa.org/about/division/div23.html/>)  
Society for Human Resource Management (<http://www.shrm.org/>)  
Society for Industrial & Organizational Psychology (<http://www.siop.org/>)  
Society for Mathematical Psychology (<http://www.aris.ss.uci.edu/smp/>)  
Society for Neuroscience (<http://www.sfn.org/>)  
Society for Personality and Social Psychology (<http://www.spsp.org/>)  
Society for Police and Criminal Psychology (<http://www.cep.jmu.edu/spcp/>)  
Society for Psychophysiological Research (<http://www.wlu.edu/~pr/>)  
Society for Research in Child Development (<http://www.srcd.org/>)  
Society for Research in Adult Development (<http://www.adultdevelopment.org/>)  
Society for the Quantitative Analyses of Behavior (<http://www.sqab.psychology.org/>)  
Society of Clinical Psychology (<http://www.apa.org/divisions/div12/homepage.shlml/>)  
Society of Experimental Social Psychology (<http://www.sesp.org/>)  
Work and Organizational Psychology (<http://www.allserv.rug.ac.be/~pcoets/div/home.htm/>)

## APPLIED PSYCHOLOGY PORTFOLIO EVALUATION

Portfolio of: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Year: \_\_\_\_\_ Semester: \_\_\_\_\_

<b>Grade Categories</b>	<b>Possible Points</b>	<b>Points Earned</b>
<b>Component 1 Personal/Professional Statement</b>	<b>10</b>	
<b>Component 2 Curriculum Vita</b>	<b>20</b>	
<b>Component 3 Psychology Practicum Project</b>	<b>20</b>	
<b>Component 4 Psychology Thesis Project</b>	<b>20</b>	
<b>Component 5 Minor/Concentration Statement</b>	<b>10</b>	
<b>Portfolio Design Organization; Appearance; Effective use of technology.</b>	<b>20</b>	
<b>Total Points:</b>	<b>100</b>	