A Manual on the Applied Psychology Part of MA Thesis in the Psychology Programme

Requirements for content	
The purpose of the practical part of the thesis	The purpose of the applied psychology part of the MA thesis is to provide the opportunity to demonstrate practical proficiency in a given field of psychology and the ability to use their skills in a practical issue. The applied psychology part may be a case study, a description of a method implementation, experimental design implementation etc. (see Appendix 1)
Types and topics	Students may choose a practical topic where the supervisor may be different from the supervisor of the research part of the thesis. Consequently, students may the two parts of their thesis supervised by two different supervisors. Students must consult with the supervisor regarding the focus and method of the thesis based on the list of practical fields and topics (see Appendix 1)
Required structural text units of the practical part of the thesis	
Title page (Cover of the binding)	See *Formal requirements* (and Appendix 2).
Inner title page	The name of the institute, the faculty and the programme should be on the top of the inner title page, and the title of applied psychology part of the thesis should be under that. The name of the student should be on the left side of the lower third of the page, the supervisor's name and position should be on the right side of the same. The year should be on the bottom of the page, in the middle. (Appendix 2)
Declaration of originality	The page after the inner title page should contain a declaration of originality, which states that the thesis is the student's own intellectual property. The applied psychology part of the thesis is the student's independent work in which the student is obligated to respect the rules for references and reference lists. If the author of the thesis is suspected of plagiarism, a legal disciplinary action can be brought against them.
Proof of consultation, supervisor's statement	The next page contains the consent of the supervisor for the submission of the applied psychology part of the thesis.
Index/Table of contents, page numbering	The applied psychology part of the thesis should contain a table of contents as well as a list of the figures and tables. The page numbering is continuous. The table of contents should be completed by the list of figures and tables.
Structure, chapters	Structure of the applied psychology part may be vary depending from the type of the selected thesis. The recommended structure of the thesis is the following: 1. *Introduction* Obligatory part: *Problem presentation (and its background):* e.g. interpretation of previous information, presentation of

	circumstances of the experiment (place, framework conditions), objective and subjective (emotions and thoughts) data related to the case/cases, justification of case election, problem presentation, interpretation of the related reference list background. 2. *Method (Problem analysis):* description of experiments, e.g. presentation and summary of interviews, observations, analysis, then related justification and presentation of further analysis and explorations. 3. *Discussion:* e.g. summary analysis of data based on the analysis, formulating questions, composition of possible further analysis plans. Results should refer to the "big picture" in the scientific literature (theories and competing explanations) and refer to Introduction. The novelty of the results should be emphasized. 4. *Summary, conclusions and self-reflexion*. 5. *List of references* (if necessary) This structure should be followed unless specified otherwise by the given programme. Detailed requirements of each type are included in **Appendix 1.**
Notes, references	All statements in the text which are not from the author should be referenced to their sources. In the text the author only needs to refer to the source work (name and year of publishing), whose exact data should be given in the reference list.
Reference list	The references and the reference list should be used according to the publication requirements of APA 6 (*www.apastyle.org*), there is a detailed guide to this in the appendix and also on the E-learning. In the reference list there should be only works which are referenced to in the text of the study.
Preparation and submission	
Choosing and submitting a topic	Topic of the applied psychology part consulted with the supervisor should be submitted in the semester of the planned submission, no later than the end (Friday) of the second week of tuition in the semester. Topic submission contains the title and the type of the topic. The topic submission form (submitted by the student) should be a written and signed statement of the supervisor certifying that they will undertake the supervision. In addition, this document should contain the approval of the Head of the specialization as well the approval of the organisational unit responsible for the programme or of its representative. No data collection or any other research activity may begin before the topic form is submitted.
Supervisor	Supervisor can be a teacher and/or a researcher from the university or an expert who is not an employee of the university (with the equivalent specialization in the given field). The supervisor can guide the preparation of the practical part of the thesis by working in groups or by individual tutoring. The supervisor should inform the student about the frames and conditions of the cooperation at the time of the topic submission. Further possible conditions are regulated by the specialization.
Consultation	The preparation of the applied psychology part of the thesis should be supported by regular consultation (at least once per month) with the supervisor in person or by e-mail (or any other electronic channel).

	Students may submit their thesis for evaluation only with the written permission of the supervisor which includes the dates of consultation.
Submission	Students should submit the applied psychology part of their thesis electronically, according to the guidelines of the Registrar's Office before the exam session of their final examination, if necessary, requesting its encryption. Deadline for the practical part of the thesis submission: - in the autumn semester: 15th December. - in the spring semester: 15th May
Evaluation	
Evaluator, the evaluation process	The Applied Part of the Thesis is evaluated by the supervisor. The evaluation becomes available for students electronically. There are, however, two special cases: If the grade evaluation of the applied part is a fail (*grade 1*), the defence of the applied psychology part of the thesis cannot be pursued. The student should prepare a new applied psychology part after the approval procedure based on the Article 77 of the Academic Regulations for Students (HKR) with the condition that its specified time limitation is not applicable. In case of a repeated thesis the student may apply at the earliest for the next final examination period. The modification of a thesis at least with a passing grade (*grade 2*) is not possible. The Applied Part of the Thesis is a mandatory course to be completed in order to receive an absolutorium. The fulfilment of the course requires the submission of the applied part. The assessment of the Applied Part of the Thesis is based on the grade given by the supervisor. The evaluation review needs to be attached to the thesis. The evaluation can be collected at the relevant department at least two weeks before the date of the final exam. The final evaluation of the Thesis at the Defence is the average of the grades given by the supervisors for both the applied and the research parts and of the Defence of the two parts. The Defence grade is based on the presentation and the answers given for the supervisors' questions at the final examination.
Points of evaluation	- Relevance of the topic, focus of the thesis novelty and originality of the researched question; - Sound theoretical introduction, placement in the broad literature; - Choosing of relevant analysis methods and clear presentation of their application; - Interpretation of findings; - If applicable: professional presentation of personal experiences; - Placement of the outcomes within the scientific literature - Inspiring future research directions;

	- Self-reflection on the limitation and weaknesses of the study.
Oral defence	- A summary of the study focus, presentation of the essential parts and presentation of how the thesis contributes to the development of competencies in the field; - Self-reflection in connection with the completed work by taking into account the evaluations of the thesis (the supervisor and the second reviewer), presenting the strengths and weaknesses of the thesis; If the grade of the defence is fail, students cannot do topic elaboration. The defence and the topic elaboration could be repeated in the next final exam session. Students have the right for further consultation with their supervisor.
Formal requirements	
Length	The length of the applied psychology part of the thesis should be at least 3000 and a maximum of 8000 words without the reference list, figures, tables and appendixes. The applied psychology part can be prepared either in single- sided or duplex printing.
Font, size, line spacing	Times New Roman, 12pt, 1.5 distance between the lines.
Margins	2.5 cm margin, all sides.
Language	The applied psychology part of the thesis can be written in English.
Electronic submission	The applied psychology part of the thesis uploaded in the Neptun in PDF format in a form specified by the Educational Board Committee. The cover should contain the name of the university, faculty and programme at the top. Underneath should be written "Thesis", then an "Applied Psychology part" subtitle. On the left side of the lower third of the page should be the name of the student. At the bottom of the page, in the middle should be the year. (Appendix 2)

Appendix 1

Applied psychology thesis in the field of Developmental and Clinical Child Psychology specialization

Students prepare their practical thesis during the field work.

Concerning the content students may elect between two different fields:

1. **Observation of a child and his/her family - description from a developmental psychological perspective (case description)**

Purpose	The aim of the case description is to get information about the developmental history of a child and to be able to give a description about the environmental effects that might play a role in the child's development. The aim of this work is to observe the child in various situations and contexts and to prepare an interview with the parent and a teacher from the institute that the child is visiting (e.g., kindergarten teacher). For this work students need to collect the necessary information about the child with the appropriate instruments. It is also important that a complex picture of the child should be formed by putting the different experiences based on the received information and observations in order to harmonise them with student's knowledge of developmental psychology (e.g. theoretical frameworks).
Structure	The thesis should start with basic information about the child and family while considering the assurance of the anonymity. It should be followed by the introduction of applied methods of data collection, e.g. with whom and by what questions the interview was prepared, in what kind of context and how the observations were conducted. The next part contains the detailed description of the development and the socialization of the child. This part can be structured along the way of developmental fields. The case description should also mention how the observed characteristics of the child/family are in line with the developmental psychological knowledge of the student (e.g., if the observed behaviour age appropriate). The final part of the thesis is a summary including the reflexions of the student.
Other specifics	The thesis should contain information coming from the anamnesis (which was done with the caregiver) and provide a detailed view about the agents acting main role in the child's socialization. A questionnaire for parents can also be added to the anamnesis (e.g., parental style). Students should observe the child at least in three different contexts, where they should collect information about the home, institutional environment, and the child's behaviour and characteristics. Students may observe the sociability, capabilities and other characteristics of the child in free play and structured play situations (or during tasks) as well. Observation held in the institution should be completed with an interview with a teacher and/or with observation of a sociometric position depending on child's age. Based on the received information and observations students should present the child's development, and family environment and functioning not only in a descriptive way but embedded in theory. In the thesis students should be able to present the family and the child based on the following approaches: family as a system approach, analysing child development along risk factors and protective factors, ecological model perspective, and SWOT-analysis related to the child. By presenting the case, it is important to compare information coming from different sources. It should be emphasised what could be considered as age specific behaviour and which experienced/observed specifics could be interpreted as individual differences. During data collection students should consider strengths and difficulties of the family and the child. In the thesis, students need to express their own reflections, considering the applied methods of data collection (whether they were appropriate to get all the needed information), what kind of limitation(s) they can name, and in an ideal case, what other form of data collection they would use.

2. **Observation** and follow up on the age-specific characteristics of normal development

Purpose	The aim of the thesis is to observe and to follow up on the age-specific characteristics of normal development (e.g., biological rhytms, cognition, emotions, and social interactions) as well as to examine how different environmental, social, and other related factors can influence the course of development. Through the completion of the thesis, students have the opportunity to deepen their knowledge in their fields of interest and to experience the practical relevance and applicability of different developmental theories. Further, being exposed to the significant variability characteristic of normal development helps students distinguish between normal and pathological development and to recognise specific pathologies.
Structure	The thesis should start with a short summary of the field to be examined including (age-specific) developmental characteristics and developmentally relevant social and environmental influences. Next, the student should introduce the institution where the observation/examination of the children took place, followed by the description (i.e., number and age of the children, female/male ratio, basic information about the caregivers/teachers) of the group of children studied. The next section is to describe and analyse the specific observations/examinations made including the analysis of the social/environmental factors with developmentally relevant potential influences. Part of the thesis should involve the presentation of the interview or survey conducted with the parent/caregiver and/or the teacher about the specific developmental field of interest. The closing section of the thesis is a summary of the findings, followed by suggestions for "best practices" including the discussion of the possibilities and the potential consequences of their implementation. Any information provided by the participants should be treated as confidential, and the identities of the participants should not be revealed. Students must show evidence (e.g. signed form of informed consent) proving that their project was conducted in full accordance with the Code of Ethics of the Hungarian Psychological Association.
Other specifics	The development of official cooperation between the specific institutions (i.e., where the study of the children is to take place) and ELTE is necessary for the viability of this project. The student must visit the institution where the observation/examination of the group of children takes place at least 3-4 times in total. This is a necessary prerequisite of the successful completion of the project. The professional supervision of the student is provided by his/her supervisor at ELTE. The institution where the children are observed/examined is solely responsible for making available the infrastructure necessary for the implementation of the study.

3. Presentation of a (child) clinical case (case report)

Purpose	The aim of the case report is to present a detailed description of a psychological diagnostic procedure of a child/adolescent aged between 4-18 years who was referred for psychological/psychiatric assessment/treatment to an institution. The described diagnostic procedure should lead to diagnosis/diagnoses based on the classification systems (DSM, BNO) and to a short therapy plan.
Structure	The case report begins with the *presentation* of the current difficulties, why the child was referred for psychological/psychiatric assessment. In this part students can summarise all previous information on the child. Next part is the presentation of the *first interview*, which begins with the description of the circumstances of the interview followed by the detailed *history* possibly from various sources. It is important to describe at all times every information source. First part of the history includes the assessment of the symptoms (i.e., onset, severity, pervasiveness, persistence, function impairment, earlier treatments, factors which may have a role of the origin, and presence of symptoms). These should be what caused the current difficulties. Next parts of the history should involve information on pregnancy, perinatal events, early childhood temperament, motoric and verbal development, potty training, nursery/kindergarten, development of peer relations, school performance, current diseases, treatments, life events, changes in life circumstances, separation from the carer, and family history (i.e., mental and somatic diseases). An informative part of the case report is the exploration, which is the strict citation (between quotation marks) of the child, the carer and the other person who was present on the interview. The next part of the case report is the detailed *psychological status* and is the case report is the summary of the planned diagnostic procedure. It is followed by the detailed description of the diagnostic procedure. Next part is the short introduction of the instruments (i.e. tests and questionnaires), which were used during the diagnostic procedure. Then students should present and integrate the results of these instruments. This is followed by the detailed description how students set up *the diagnosis/diagnoses based on the classification systems*. Differential diagnostic questions need a separate section in the case report. Based on all above, the next step is to prepare a short *therapy plan*. The final part of the case report is *a summary*. Appendices should contain tests and questionnaires administered with the child/ carer/other person, which are not protected by copy-right.
Other specifics	Before starting the case report, students should inform the child and their carer in oral and written form about the purpose, framework, and outcome(s) of the assessment. In addition, they should obtain written inform consent from the carer and the child older than 14 years.

	Students present the case assuring the anonymity of the child and any other person (e.g. parent) or institution.

Applied psychology thesis in the field of Clinical and Health Psychology specialization

Types of the applied psychology part of the thesis:

1. Case study based on observation of psychotherapy work

Purpose	The purpose is an introduction to therapeutical methods that the students may become aware of during voluntary or field work. The thesis should contain the description of the method application based on individual experiences and the theories and investigations related to the method.
Structure	1. List of contents 2. Theoretical presentation of the therapy method, demonstration of the previous effectiveness research related to the method, and empirical data. 3. Presentation: place, framework conditions, and patients. 4. Demonstration of the process (arc) of the therapy. 5. Detailed description of an elected occasion with emphasis on the effect mechanism of the applied therapy method. 6. Summary 7. Appendix 8. Reference list
Other specifics	It is important to take into account that university students are not allowed to make individually psychodiagnostic and therapy work. Professional-ethical aspects: **1.** Consent based on information: Patient(s) should be informed about the preparation of the case study and they need to consent it. Process and form of providing information (e.g. form of written consent) is the responsibility of the colleague having clinical responsibility (the seminar teacher). Students responsibility is to inform in time the seminar teacher colleague about their intention to write a case study. **2.** Discretion: Thesis should be written in a way that patient(s) could not be recognised which means that any kind of details needs to be covered or changed based on which patient(s) could be identified. In case of this type of thesis encryption needs to be applied for. These types of thesis can be managed only by clinical psychologist or licenced psychotherapist.

2. Diagnostic case study

Purpose	The purpose to write this type of thesis is to present the steps of the diagnostic process in a way that readers could have a view about the steps of the diagnosis creation, the clinical observation, and reasoning of the students for such diagnosis/diagnoses. Final conclusion is the proposed diagnosis which needs to be taken based on BNO. If the diagnosis is unsure, the cause of the insecurity should be set out taking into account the emerging opportunities.
Structure	1. List of contents 2. Theoretical presentation of the diagnostic information related to the patient.

	3. "Prefield[1]" 4. Description and summary of the first interview 5. Anamnestic interview 6. Summary of interviews, formulating clinical questions, and the related composition of test battery. 7. Tests (MMPI, Rorschach, MAWI, occasionally other tests) 8. Summary of test results and their comparison with clinical questions 9. Summary and the proposed diagnosis based on BNO and DSM-5 10. Appendix: test materials, protocols. 11. Reference list
Other specifics	It is important to take into account that university students are not allowed to make individually psychodiagnostic and therapy work. Professional-ethical aspects: **1.** Consent based on information: Patient(s) should be informed about the preparation of the case study and they need to consent it. Process and form of providing information (e.g. form of written consent) is the responsibility of the colleague having clinical responsibility (i.e., the seminar teacher). Students responsibility is to inform in time the seminar teacher colleague about their intention to write a case study. **2.** Discretion: Thesis should be written in a way that patient(s) could not be recognised which means that each detail needs to be covered or changed based on which patient(s) could be identified. In case of this type of thesis encryption needs to be applied for. These types of thesis can be managed only by clinical psychologist or psychiatrist.

1. Psychobiography and psychopathology in clinical research

Purpose	Psychobiography is the systematic application of psychology in the analysis and interpretation of people's significant life history and work. The aim of these researches is to to form a coherent, informative, psychologically relevant and scientifically validated narrative based upon first and third person documents about the person Pathography is a partly different genre; it is a medical, clinical psychological, and psychiatric approach to the same subject. In pathography we are analysing biological vulnerability, development and the symptoms of mental and physical diseases in sociocultural context, in order to evince the effect of these factors on in decision making creative process and behaviour of the individual. In psychobiographic analyses clinical questions can be also relevant, but instead of building arguments upon diagnoses we see these pathologogical conditions as limit situations according to Karl Jaspers.

[1] prefield: the clinician's thoughts, feelings, ideas about the patient (originated in various sources including colleague's description, phonecall, fleeting observation of him in the ward etc.) before actually meeting him/her for the first time in an organized, professional framework called the initial (first) interview.

Structure	Psychobiography analysis begins with the choice of topic based on some basic rules: as it is always a personal choice, ambivalence is the best attitude towards our subject to avoid demonization (e.g. Hitler) ar extreme idealization (like Mother Theresa). Beside clarifying the nature of our relationship with the topic, we always have to take historical, cultural and social context into consideration. The investigation begins with concrete question(s), which determinate the application of relevant first and third person documents categorised by G. W. Allport. We alo have to apply source criticism; in modern psychobiography we have explicit models that help usto get data structured. In interpretation, there are different models of personality psychology (psychodynamic, existentialist, personological or narrative theories) that help us. The process of interpretation is determined by the so calledhermeneutic circle. The narratives that we form have to be evaluated by uisng explicit criteria, which also point out the limitations of the method.
Other specifics	-

2. Neuropsychological case study

Purpose	The purpose is the description, analysis of neuropsychological and development neuropsychological cases including analysis of successfulness of rehabilitation. Here are required clinical cases where in the background of the creation of the psychological problem can be found organic disorders effecting the nervous system in a particular way.
Structure	1. Short presentation of the investigated patient's disease (a) from medical approach (c) summary of neuropsychological knowledge related to the disease (b) health psychological topics frequently occurred in the disease 2. Presentation of the work with the patient a."Prefield" b. Exploration d. Neuropsychological question related to tests c. Relevant neuropsychological tests d. Neuropsychological rehabilitation plan e. Documentation of changes followed rehabilitation (if possible) 7. Appendix 8. Reference list
Other specifics	It is important to take into account that university students are not allowed to make individually psychodiagnostic and therapy work. Professional-ethical aspects: **1.** Consent based on information: Patient(s) should be informed about the preparation of the case study and they need to consent it. Process and form of providing information (e.g. form of written consent) is the responsibility of the colleague having clinical responsibility (the seminar teacher). Students responsibility is to inform in time the seminar teacher colleague about their intention to write a case study. **2.** Discretion: Thesis should be written in a way that patient(s) could not be recognised which means that any kind of details needs to be covered or changed based on which patient(s) could be identified. In case of this type of thesis encryption needs to be applied for. These types of thesis can be managed only by clinical psychologist or neuropsychologst.

5. Clinical health psychology case study

Purpose	**The purpose is** to present a case of a patient diagnosed with chronical somatic disease from biopsychosocial approach
Structure	1. Short presentation of the disease of the studied patient a. from medical approach b. presentation of the disease from biopsychosocial approach c. psychosocial problems frequently occurred in the disease in question 2. Presentation of the work with the patient a."Prefield" b. Exploration c. Relevant questionnaires and tests d. Intervention plan 7. Summary 8. Appendix 9. Reference list
Other specifics	It is important to take into account that university students are not allowed to make individually psychodiagnostic and therapy work. Professional-ethical aspects: **1.** Consent based on information: Patient(s) should be informed about the preparation of the case study and they need to consent it. Process and form of providing information (e.g. form of written consent) is the responsibility of the colleague having clinical responsibility (the seminar teacher). Students responsibility is to inform in time the seminar teacher colleague about their intention to write a case study. **2.** Discretion: Thesis should be written in a way that patient(s) could not be recognised which means that any kind of details needs to be covered or changed based on which patient(s) could be identified. In case of this type of thesis encryption needs to be applied for. These types of thesis can be managed only by clinical psychologist or health psychologist.

6. Presentation of analysis of a health psychology, public health institution from a certain disease group or problem circle

Purpose	The purpose of the thesis is to present the institutional and policy environment which determines the problem solving in a local administrative area (city, district or country).
Structure	Introduction: draft version and presentation of a certain topic field Methodology/presentation of the technique of the information collection Structured description of experiences, description of positive and negative points supported by data Summary and wording of proposals Appendix: instruments applied during information collection (e.g. interview guideline) Reference list
Other specifics	Describing the thesis students may rely on documents publicly accessible or make interviews (up to a maximum of 3) with experts occupied relevant positions. Supervisor should help to elect thematic focus and involved persons.

7. Practical analysis of analytical methods (clinical or health psychology)

Purpose	The purpose of the thesis is to present diagnostic methods, testing instruments which are applied or may be applied in clinical psychology, neuropsychology or in a broader sense in clinical practice. These testing instruments may serve clinical diagnosis and support therapy process or follow-up. Presentation should include the description of the method and the practical utility, difficulties and risks. Work needs to be illustrated with concrete examples. The thesis critically analyses the testing method and presents systematically and based on the empirical reference list the weaknesses of each method (e.g. criticism of Szondi test).
Structure	What is the purpose of the testing method and what are the relevant requirements satisfied by this method? What is the theoretical background of the method? Conditions of application of the method Detailed description of the testing method Presentation of the testing method with examples from the reference list Practical application of the testing method • SWOT analysis • Personal experiences related to the application of the method (if relevant) • Presentation of the method limits and critical analysis of the method Summary Reference list
Other specifics	-

8. Ethical questions of psychologist activity

Purpose	The purpose of the thesis is to analyse the ethical dilemma related to psychologist activity, presenting a real case (with appropriate masking) and exposition of the lessons.
Structure	***Proposed structure and content:*** a. Presentation of the original dilemma (with consent of the owner of the dilemma); b. Documentation of the appropriate handling of encryption (masking, approval for publication, etc.); c. Presentation of the original story in which was born the dilemma; d. Analysis of the dilemma, advantages and disadvantages of the election options (with the related ethical rule(s) or law background); e. Analysis of the decision making process; f. Exposition of the case specification or its general characteristics. Wording of lessons; g. Personal reflexion of the student on the original dilemma and concerning the method of its processing; h. Accurate reference list and regulatory reference framework
Other specifics	-

9. Questions related to the cooperation between the psychologist and the participants in hospital treatment

Purpose	The purpose of the thesis is to analyse the place occupied by the psychologist activity in the care team realised during hospital treatment (e.g. patient in critical state) and the cooperation between the colleagues and the patient and the patient's family.

Structure	***Proposed structure and content:*** a. Presentation of the original case (treatment) background (with consent of the patient or their representative); b. Documentation of the appropriate handling of secrecy (masking, approval for publication, etc.); c. Place of the psychological work in the care team during the treatment; d. Presentation of the type, frameworks and possible difficulties of the cooperation with other professions; e. Presentation of the type, frameworks and possible difficulties of the cooperation with the family; f. Steps and their evaluation towards the treatment of difficulties and problems; g. Possible changes of the above mentioned points during the process; h. Exposition of the case specification or its general characteristics. Wording of lessons; i. Personal reflexion of the student on the original dilemma and concerning the method of its processing; j. Accurate reference list framework
Other specifics	-

Applied psychology thesis in the field of Cognitive Psychology specialization

The thesis supervising is implemented by the Field Work course. It is recommendable to relate the topic of the applied psychology thesis to the research field of the author of the thesis.

Topics of the applied psychology thesis could be the following:

1. Application of theoretical problems and their limits

Purpose	The purpose of the thesis is to sum up the history of the specific research method used in the experimental part of the MA thesis. A historical summary is to present previous applications and implementations of this research method in a way representing the advantages and limits of the applied method by the author of the thesis, the possible changes, the importance of the paradigm change and its theoretical relevance.
Structure	• Setting out a general theoretical framework (needs to put more emphasis on the historical precedents of the method and its theoretical relevance in comparison with the research part of the thesis) • Next part represents the historical precedents by the author of the thesis evaluating the previous realisations and presenting the changes caused by the technological development and/or previous results in the field; in this part the author may present results and lessons of their previous pilot research • Next part sets out the importance of the method chosen by the author of the thesis and its possible specifics • At the end of the thesis the author may set out limits which determine the possible applicability of the given research method
Other specifics	The key of the thesis is the deep theoretical (history of psychology) embedment. There is a plus merit if students are able to present the relationship between their research question and other science fields.

2. Extension, transposition of theoretical problems to applied psychology fields or analysis of the applicability of a methodology

Purpose	The purpose of the thesis is to present a theoretical question of the realised research by the author of the thesis from applied psychology approach
Structure	• Short presentation of the theoretical framework of the research: importance of the analysis, the historical precedents, the options of the examination and the limits of the research question • Setting out in details and systematically the practical relevance of the question: in which applied psychology fields is present this question, for which practical problems is able to answer, structure and comprehend the given method • In the next part the author of the thesis should shortly set out the importance of the selected method and its specifics • At the end of the thesis the author should present the necessary conditions of the applicability of the method (related to instruments, research organization, technique and methodology)
Other specifics	The author of the thesis may choose an applied psychology field and present its results and practical methods in details or may present different fields. In this latter case the focus is on the multiple application of the method.

3. Neuropsychological case study

Purpose	The purpose of the thesis is to present the given organic problem malfunction, the case history and rehabilitation focusing on the theoretical importance of the question.
Structure	• Presence in the scientific literature of the given deficiency; presentation of the theoretical relevance of the question • Comparative description of the status previous and following the appearance of the problem; presentation of the previous status of the patient (if known); and description of the disorder circumstances (mentioning the relevant details) • Next part should be the presentation of the rehabilitation programme proposed and composed based on the previous complex neuropsychological examination, then the analysis its successfulness presenting the general psychological, neuropsychological results of the patient • At the end of the thesis the author should set out a general protocol which could be recommended for examination of similar situations and present the general complicating factors of the successfulness of the rehabilitation
Other specifics	Detailed documentation of neuropsychological case(s) where in the background of the appearance of the psychological problem may be found an organic disorder effected the nervous system. The thesis includes the presentation of rehabilitation options, analysis of its successfulness and limits and the theoretical relevance of the question.

4. Analysis of the circumstances of experiments

Purpose	The purpose of the thesis is to analyse the unusual, interesting, extraordinary "cases" raised in the experimental research study: in this form the "case" character is based upon the analysis of an unexpected circumstance occasionally occurred during routine or standard experiment procedures. This circumstance could be personal (the experimenter suddenly feels badly or: the participant of the experiment suddenly

	expresses unexpected emotions, etc.) or demonstrated in external circumstances (e.g. in case of a blackout, a chair down the person subject of the experiment collapses, etc.).
Structure	• Presentation of the character and background of the original case study; • Presentation of the unexpected event/circumstance; • Description of how happened and how was solved the situation; • Setting out the favourable, optimal, possible solution(s) arising the reflection on the situation; • Ethical aspects of the situation: with an extra focus on the requirement of the protection of the person subject of the research/experiment (do no harm principle) and on the experimental design; • Documentation of the accurate treatment of secrecy (, disguise approval for publication, etc.); • Exposition of the case specification or its general characteristics. Wording of lessons; • Personal reflexion of the student on the original dilemma and concerning the method of its processing; • Accurate reference list framework
Other specifics	-

Applied psychology thesis in the field of Counseling and Educational Psychology specialization

Students prepare their applied psychology thesis in the Counselling and Educational Psychology specialization on seminars and practical courses (educational and school psychology seminar, diagnostics in the field of school psychology and counselling, life management, family, group, career counselling, crisis intervention methodology, elective professional field work, guided research studies and in the frame of continuous field works or in relationship with the theoretical thesis). The thesis could be based on observation or apply individually implemented research methods.

Types of the applied psychology thesis could be the following:

1. Case study under supervision about a child, an adult, a student, a family, an educational group, a class, a complete organization:

Purpose	Assessment of the student capabilities on the following fields: 1. Students' competence in choosing a relevant case related to a given topic; 2. Students' knowledge in a selected topic; 3. Students' competence in placing and interpreting a case in the frame of current theoretical concepts, and 4. Students'competence in presenting the above mentioned issues in a professional, coherent and straightforward way. Students explore, describe and present a practical case investigating phenomena below or their combination in the study: • Presentation of an individual case study, • Career guidance, • Diagnostic: e.g. first interview and assessment using different diagnostic instruments concerning educational, behaviour or integration problems or needs assessment along counselling questions, • Family or couple counselling (supervised by a family therapist),

	• Observation of a counselling process • Development of a learning approach, • Analysis of a case given by a teacher, • Experiences of a survey, study about a class or group • Presenting a development plan of group counselling and/or the realization of the plan • Preventive developmental plan or experiences of a conducted research.
Structure	**Structure is based on the general description with the following criteria:** ***Factors of selecting a concrete case*** The selecting factor of a person or group is whether in the given topic is a - Typical case - Critical case – is able to demonstrate or doubting a theoretical thesis - Unique, rare case - New case ***Method:*** In-depth interview, questionnaire(s), application of investigation procedures (if relevant: text analysis – analysis, observation of written documents related to the case – observation of work place environment of the case). ***Data processing:*** description, processing, analysis and assessment of the data by different methods. Main source of data collection and key point of data processing is the documentation of the case and the interview. The three main factors of the processing are the following: 1. Related to the topic, complex presentation of the status, situation of the person, family, school group or class, the complete organization, personal, situational, organizational and systemic factors, and a detailed exposition of transactions of the above mentioned factors. 2. Interpretation of the above mentioned factors. 3. Placing of the above mentioned factors in the context of theoretical concepts of high frequency. ***Summary:*** Evaluation summary of the case. Highlighting the most important ideas from theoretical approach. Highlighting the most essential points from the applied psychology approach. Proposal for casual intervention on individual or organizational level.
Other specifics	The presented person or group is the unique case representing the given topic: the study is a holistic case study of one case.

2. **Presentation of the practice oriented material resulting from a theoretically founded evidence-based study**

Purpose	Presentation of an interesting cases or recommendations related to the research in counselling or educational psychology: • Presentation of interesting case(s) experienced during the study • Presentation of a recommendation for teachers, students related to a school survey, or a plan of preventive intervention, etc.
Structure	The presentation should be in written form, it is recommendable to complete it with visual materials or devices (organizational organograms, photos, drawings, videos). Formal requirements of the case study should be consulted with the supervisor.
Other specifics	• Self-reflection related to the topic could be part of the thesis. Although it is not included in the thesis, students need to refer to this part during oral presentation.

3. Description of experiences gained in institutional systems:

Purpose	Students should know the functioning of a given organization. They need to understand and critically analize the complete organization or its well defined parts by organizational function method. They should apply known and learned analytical approaches and tendencies for the analysis. Students analize a personally thoroughly known organization in a given topic (organizational culture, identity, values and norms system, communication, satisfaction, organizational commitment, change management, conflict management, etc.) with respect to previously defined analysis approaches or points of view (e.g. humanistic psychology, etc.): • Presentation of an organization in the field of counselling, including the psychologist's activity, reflections related. • Analysis of the organizational characteristics of an educational institution
Structure	**Structure is based on the general description with the following criteria:** ***Factors for electing a concrete case:*** Frameworks, place, short presentation of the organization, context, justification of the case selected (typical, atypical, unique case, new or critical case) ***Summary of scientific literature related to the case:*** presenting the related approaches and briefly summerizing the relevant literature of the topic. ***Method:*** interview, questionnaires, (if relevant: text analysis – analysis, observation of written documents related to the case – observation of work place environment of the case). ***Data processing:*** description, processing, analysis and assessment of the data by different methods. Main source of data collection and key point of data processing is the documentation of the case and the interview. The three main factors of the processing are the following: 1. Related to the topic, presentation of the organization, multiple presentation of the practical relevancies of the analysed topic and its critical analysis 2. Interpretation of the above mentioned issues. 3. Placing of the above mentioned issues in the context of theoretical concepts of high frequency. ***Summary:*** Evaluation summary of the case. Highlighting the most important ideas from theoretical approach. Highlighting the most essential points from the applied psychology approach. Proposal for casual development.
Other specifics	Self-reflection

Applied psychology thesis in the field of Social and Organisational Psychology specialization

Students may prepare their applied psychology thesis connected to their Continuous Field Work.

Students can choose from the following topics:

Topics in Social Psychology

1. **Analysis of a social problem or political event(s) from a social psychological perspective**

Purpose	Assessment of the student's capabilities in the following fields: 1. Appropriate choice of topic, i.e., socially, politically relevant topic 2. Thorough knowledge of the topic 3. Capacity to place and interpret the topic within the framework of current social psychological concepts

	4. Capacity to present the problem in a professional, coherent and straightforward way
Structure	Presentation of the problem Presentation of relevant theories A social psychological analysis of the problem/event, possible comparison with other disciplinary fields Drawing conclusions: formulating possible interventions, and identification of the scope and limit of social psychological interventions
Other specifics	The thesis should contain a critical reflexion on the ideological embeddedness and social responsibility of social psychology related to the problem or political event

2. Writing a policy proposal

Purpose	Assessment of the student's capabilities in the following fields: 1. Appropritate choice of topic– i.e., socially relevant and relevant in the connection with the a policy area 2. Thorough knowledge of the topic, presentation of previous evidence based policies 3. Capacity to place and interpret the topic within the framework of current social psychological concepts 4. Capacity to present the problem in a professional, coherent and straightforward way
Structure	Presentation of the problem Presentation of relevant theories Social psychological analysis of the policy, possible comparison with other disciplinary fields Drawing conclusions: – presentation of strengths, limits and risks of the social policy
Other specifics	The thesis should contain a critical reflexion on the ideological embeddedness and social responsibility of social psychology related to the social policy

3. Presentation of a practical intervention

Purpose	Assessment of the student's capabilities in the following fields: 1. Thorough knowledge of the subject of the intervention 2. Knowledge of scientific - particularly social psychological - research the intervention is based upon 3. Knowledge of the measuring the effectiveness of the intervention Capacity to present the problem in a professional, coherent and straightforward way
Structure	Presentation of the problem Presentation of relevant theories and previous research Social psychological analysis of the subject of the intervention, possible comparison with other disciplinary fields Planning the intervention, the possibilities and limits of impact assessments and follow-ups Presentation of personal experiences gained from the intervention – as a research project or a case study Drawing conclusions: presenting the possibilities, limits and risks of the intervention
Other specifics	The thesis should contain a critical reflexion on the ideological embeddedness and social responsibility of social psychology related to the intervention

4. Methodological summary about a new measure

Purpose	1) Assessing the students' abilities in the field of preparation, translation or adaptation of a measure (including data collection related to the research). 2) Preparation or adaptation of the new measure on a publishable level.
Structure	- Short description of the field in which the measure is to be used - Presentation of the construct(s) to be measured - Presentation of the measure: justification of its usefulness, description of its type and comparison with other, identical or similar measures measuring the same constructs - Description of the preparation of the measure, if it is a new measure, description of its development; if it is an adapted measure, presentation of of the design of the original one, and the most important results related to this measure and the adaptation process - Introduction of own research using the new measure: sample, other measures used (with the purpose of validation) - Statistical analysis of results (typically: factor analysis, reliability, and discriminatory power; and other appropriate data analysis) - Conclusions about the applicability of the measure
Other specifics	In grading the thesis, the quality of content and methodology is evaluated. It is not required that the measure is proved to be functiona: negative results are acceptable, and it is also informative to learn that an old measurement functions differently than expected, or an adapted measure works differently in another national context, or the measure does not live up to the expectations.

Organizational psychology topics

5. Health in the workplace – individual case study

Purpose	Assessment of the student capabilities in the following fields: 1. Convenient topic election – relevant topic in a given field 2. Capability to explore and to know deeply the elected case 3. Students are able to place and interpret the topic in the frame of current concepts 4. Students are able to present the above mentioned parts in a professional, coherent and straightforward way. In the study students explore and present an individual case investigating one or the combination of the following symptoms in a case of a person: - Work-related stress or - Burn out or - workaholism or - Experience of work-related psycho terror (as a victim).
Structure	**Structure is based on the general description with the following criteria:** ***Factors for electing a concrete case:*** Electing the person, the factor is if in the given field it is a - Typical case - Critical case – is able to justify or doubt a theoretical thesis - Particular, rare case - New case ***Method:*** in-depth interview, questionnaires, (if relevant: text analysis – analysis, observation of written documents related to the case – observation of workplace environment of the case).

	Data processing: description, processing, analysis and assessment of the gained data by different methods. Main source of data collection and key point of data processing is the in-depth interview. The three main factors of the processing are the following: 1. Related to the topic, complex presentation of the status, situation, situation evaluation, perception and emotions of the person, exploration rich in detail of personal and situational factors and their transactions. 2. Interpretation of the above mentioned issues. 3. Placing of the above mentioned issues in the context of current theoretical concepts. ***Summary:*** Evaluation summary of the case. Highlighting the most important ideas from theoretical approach. Highlighting the most essential points from the applied psychology approach. Proposal for casual intervention on individual or organizational level.
Other specifics	The presented person is the unique case representing the given topic: the study is a holistic case study of one case.

6. Work-related health policy, health development practices – organisational case study

Purpose	Assessment of the student capabilities in the following fields: 1. Convenient topic selection – relevant topic in the work-related health development field 2. Capability to explore and to know deeply the chosen case 3. Students are able to place and interpret the topic in the frame of current concepts 4. Students are able to present the above mentioned parts in a professional, coherent and straightforward way. Students prepare the case study in an organization with the aim to map the official work-related health policy and health development practices of the organization, to know the real, existing practice and its evaluation.
Structure	**Structure is based on the general description with the following criteria:** ***Factors for selecting a specific case:*** Electing the person, the factor is if in the given field it is a - Typical case - Critical case – is able to justify or doubt a theoretical thesis - Particular, rare case - New case ***Method:*** interview with persons or employees having strategic role in work-related health development questions, questionnaires, (if relevant: text analysis – analysis, observation of written documents related to the case –, observation of health development programmes). ***Data processing:*** description, processing, analysis and assessment of the gained data by different methods. Main source of data collection and key point of data processing is the in-depth interview. The three main factors of the processing are the following: 1. Related to the topic, complex and multiple presentation and critical analysis of the health development policy of the organization. 2. Interpretation of the above mentioned issues. 3. Placing of the above mentioned issues in the context of current theoretical concepts.

	Summary: Evaluation summary of the case. Highlighting the most important ideas from theoretical approach. Highlighting the most essential points from the applied psychology approach. Proposal for casual intervention on organizational level.
Other specifics	The presented person is the unique case representing the given topic: the study is a holistic case study of one case.

7. Work-related health policy, health development practices – presentation of best practices

Purpose	Assessment of the student capabilities in the following fields: 1. Convenient topic selection – relevant topic in the work-related health development field 2. Capability to explore and to know deeply the chosen case 3. Students are able to place and interpret the topic in the frame of current concepts 4. Students are able to present the above mentioned parts in a professional, coherent and straightforward way. Students prepare the case study in an organization with extraordinaire work-related health development practice. Through the case of this organization are demonstrated current work-related health development concepts, their implementation into practice and functional specifics.
Structure	**Structure is based on the general description with the following criteria:** ***Factors for selecting a specific case:*** ***Method:*** interview with persons or employees having strategic role in work-related health development questions, questionnaires, (if relevant: text analysis , observation of written documents related to the case – observation of health development programmes). ***Data processing:*** description, processing, analysis and assessment of the gained data by different methods. Main source of data collection and key point of data processing is the in-depth interview. The three main factors of the processing are the following: 1. Related to the topic, complex and multiple presentation and critical analysis of the health development policy of the organization. 2. Interpretation of the above mentioned issues. 3. Placing of the above mentioned issues in the context of current theoretical concepts. ***Summary:*** Evaluation summary of the case. Highlighting the most important ideas from theoretical approach. Highlighting the most essential points from the applied psychology approach.
Other specifics	It is essential to present the possible transfer of the best practice by the case study.

8. Organizational leadership – individual case study

Purpose	The purpose of the study for students is to practice along the way of the known leadership models in the frame of theoretical subjects the critical analysis of leadership style, leadership decision making process (e.g. analysis from economic psychology approach), to develop their capacities of observation and analysis and to become able to present proposals for development in the light of organizational context. Students analyse the leadership style and work of the leader or even, taking into account the decision making progress of the leader, the specifics of the organization based on determined factors (e.g. economic psychology factors).

	With the aim to set out the topic, students make observations and semi structured interviews, following the consultation with the supervisor they may apply even standards applicable with leaders. Students write their experiences in the form of a case study in accordance with the form and content requirements.
Structure	**Structure is based on the general description with the following criteria:** ***Factors for selecting a specific case:*** Frameworks, place, short presentation of the case, its placing in context, justification of the case election (typical, atypical, unique case, new or critical case) ***Summary of scientific literature related to the case:*** presenting shortly the related leadership models and leadership theories. ***Method:*** in-depth interview, questionnaires, (if relevant: text analysis – analysis, observation of written documents related to the case – observation of work place environment of the case). ***Data processing:*** description, processing, analysis and assessment of the gained data by different methods. Main source of data collection and key point of data processing is the documentation of the case and the in-depth interview. The three main factors of the processing are the following: 1. Related to the topic, multiple presentation and critical analysis of the leadership style, practice. 2. Interpretation of the above mentioned issues. 3. Placing of the above mentioned issues in the context of current theoretical concepts. ***Summary:*** Evaluation summary of the case. Highlighting the most important ideas from theoretical approach. Highlighting the most essential points from the applied psychology approach. Proposal for casual development.
Other specifics	-

9. Organizational diagnosis – organizational case study

Purpose	Students should know the functioning of a given organization. They need to understand and critically analyse the complex organization or its well defined parts by organizational diagnostic methods known through theoretical courses. They should apply known and learned analytical approaches and tendencies for the analysis. Students analyse a several times visited organization based on the selected topic (organizational culture, identity, values and norms system, communication, satisfaction, organizational commitment, change management, conflict management, HRM processes, etc.) along the way of previously consulted analytical factors or points of view (e.g. transactional, psychoanalytical factors, etc.)
Structure	**Structure is based on the general description with the following criteria:** ***Factors for selecting a specific case:*** Frameworks, place, short presentation of the case, its placing in context, justification of the case election (typical, atypical, unique case, new or critical case) ***Summary of scientific literature related to the case:*** presenting the related factors and a short draft presentation of the relevant literature from the selected topic approach. ***Method:*** in-depth interview, questionnaires, (if relevant: text analysis – analysis, observation of written documents related to the case – observation of work place environment of the case).

	Data processing: description, processing, analysis and assessment of the gained data by different methods. Main source of data collection and key point of data processing is the documentation of the case and the in-depth interview. The three main factors of the processing are the following: 1. Related to the topic presentation of the organization, multiple presentation of the practical relevancies of the analysed topic and its critical analysis. 2. Interpretation of the above mentioned issues. 3. Placing of the above mentioned issues in the context of theoretical concepts of high frequency. ***Summary:*** Evaluation summary of the case. Highlighting the most important ideas from theoretical approach. Highlighting the most essential points from the applied psychology approach. Proposal for casual development.
Other specifics	-

10. Organizational innovation and risk taking – case study

Purpose	Purpose: Students should present and practice their capabilities to analyse from practical view the entrepreneurship concept, make proposals to encourage innovation for the organization. Students need to analyse in the frame of an organization the following questions: 1. How does the need for innovation appear in the organization? 2. To what extent are present the prerequisites for innovation? 3. To what extent is characterised the organization by risk taking related to innovation? 4. In different periods of the innovation how do leaders, organizational culture, structure and the established modus operandi support or hinder innovation. 5. How do leaders working on different level and in different fields evaluate successfulness and effectiveness of innovation?
Structure	**Structure is based on the general description with the following criteria:** ***Factors for selecting a specific case:*** Frameworks, place, short presentation of the case, its placing in context, justification of the case election (typical, atypical, unique case, new or critical case) ***Summary of scientific literature related to the case:*** short presentation of the relevant models. ***Method:*** in-depth interview, questionnaires. Students make a half-structured interview to explore the topic, using standards applicable with leaders or employees based on consultation with the supervisor. ***Data processing:*** description, processing, analysis and assessment of the gained data by different methods. Main source of data collection and key point is the in-depth interview. The three main factors of the processing are the following: ***Summary:*** Evaluation summary of the case. Highlighting the most important ideas from practical approach. Proposal for development.
Other specifics	-

11. Analysis of advertisement and marketing psychology and PR processes

Purpose	The purpose of the thesis is to develop students in critical capacities of analysing advertisements, complex advertisement campaigns and PR processes, using cognitive, affective and motivation aspects in the analysis which are involved in determining the preference. Students should use the well-known attitude and behaviour theories, decision making theories and relevancies of psychology of economics for the analysis.
Structure	**Structure is based on the general description with the following criteria:** ***Factors for selecting a specific case:*** Frameworks, place, short presentation of the frames, advertisement (or advertisement campaign, PR process) its placing in context, justification of the case election (typical, atypical, unique case, new or critical case) ***Summary of scientific literature related to the case:*** presenting the relevant approaches, and short draft presentation of topic-related literature. ***Method:*** in-depth interview, questionnaires, (if relevant: text analysis – analysis, observation of written documents related to the case – observation of the case). ***Data processing:*** description, processing, analysis and assessment of the gained data by different methods. Main source of data collection and key point of data processing is the in-depth interview. The three main factors of the processing are the following: 1. Multiple presentation and critical analysis of the selected advertisement, advertisement campaign or PR process 2. Interpretation of the above mentioned issues. ***3.*** Placing of the above mentioned issues in the context of current theoretical concepts. ***Summary:*** Evaluation summary of the case. Highlighting the most important ideas from practical approach. Highlighting the most essential points form the applied psychology approach. Proposal for casual changes.
Other specifics	Analysis of specific advertisements, complex advertisement campaigns or PR processes based on consulted approaches.

Environmental psychology topics

12. Presentation of a specific environmental situation (built, natural or virtual)

Purpose	Presentation and analysis of a specific environmental situation uses transactional approach. Students need to present in accordance with the selected topic the typical and atypical groups of space users, routines of space use, problematical space use, etc. Natural, built or virtual environments, or public spaces or other urbanistic spaces may be selected for the analysis (*e.g., analysis of the building of ELTE in Izabella street from an environmental psychology approach).*
Structure	The presentation and analysis must be written and can be supplemented with visual material (e.g., mental maps, photos, drawings, videos). Students should seek information about the case study format from supervisor beforehand.
Other specifics	• A case study should be conducted using quantitative or qualitative tools (e.g., interview, cognitive map, observation). • A case study may include self-reflection related to the topic. If it is not the case, students should interpret this part during the oral presentation in the final exam.

13. Ecological psychology or ergonomy case study

Purpose	Basic unit of the study is an object-person/group transaction. The purpose of the study is to present along the way of affordances the use of a specific object or group of objects

	from ecological, psychological or ergonomical approach (*e.g., analysis of the entry-exit system of the XY Ltd. from an ecological psychological approach).*
Structure	The presentation and analysis must be written and can be supplemented with visual material (e.g., mental maps, photos, drawings, videos). Students should seek information about the case study format from supervisor beforehand.
Other specifics	• A case study should be conducted using quantitative or qualitative tools (e.g., interview, cognitive map, observation). • A case study may include self-reflection related to the topic. If it is not the case, students should interpret this part during the oral presentation in the final exam. Case study should be made by applying quantitative or qualitative standards (interview, cognitive map, observation). • Case study may include self-reflexion related to the topic. If it is not the case, student should interpret this part during oral presentation.

14. Methodological analysis of a standard or method

Purpose	Presentation of a specific method, procedure or research tool/instrument applied in environmental psychology or other field, and analysis of the experiences gained from their use in environmental psycological context. Students may select as the topic of their case study a method or tool well-known or less known in the literature or an individually developed method or instrument, explaining conditions of its practical utility (e.*g., the use of the cognitive mapping method in the public space analysis).*
Structure	The presentation and analysis must be written and can be supplemented with visual material (e.g., mental maps, photos, drawings, videos). Students should seek information about the case study format from supervisor beforehand.
Other specifics	• A case study should be conducted using quantitative or qualitative tools (e.g., interview, cognitive map, observation). • A case study may include self-reflection related to the topic. If it is not the case, students should interpret this part during the oral presentation in the final exam.

15. Presentation of a specific psychological phenomenon from an environmental psychology approach

Purpose	Presentation of a specific psychological, social phenomenon using an environmental psychology approach. Students present the topic in focus placed in the conceptual frame of environmental psychology, with the help of environmental psychology theories *(e.g., analysis of the migration situation in Budapest in 2015 from environmental psychology approach).*
Structure	The presentation and analysis must be written and can be supplemented with visual material (e.g., mental maps, photos, drawings, videos). Students should seek information about the case study format from supervisor beforehand.
Other specifics	• A case study should be conducted using quantitative or qualitative tools (e.g., interview, cognitive map, observation). • A case study may include self-reflection related to the topic. If it is not the case, students should interpret this part during the oral presentation in the final exam.

16. Presentation of a specific psychologist scope of activities from environmental psychology approach

Purpose	Using an environmental psychological approach presentation and analysis of professional situations, tasks and scenes psychologists encounter in their profession. Students should analyse a psychologist work along the person-environment transactions, elaborating on, for example, experiences gained from the practice,

	frequently asked questions and approaches less explained in the context of formal education *(e.g., presentation of my school psychologist experiences from environmental psychology approach).*
Structure	The presentation and analysis must be written and can be supplemented with visual material (e.g., mental maps, photos, drawings, videos). Students should seek information about the case study format from supervisor beforehand.
Other specifics	• A case study should be conducted using quantitative or qualitative tools (e.g., interview, cognitive map, observation). • A case study may include self-reflection related to the topic. If it is not the case, students should interpret this part during the oral presentation in the final exam.

17. Analysis of a specific environment from ergonomical approach

Purpose	Characteristics of fit between anthropometrical, sensomotoric, cognitive and affective, motivational aspects of a work-related or other environment from point of view of the users of an environment. Students should prepare a critical analysis of an environment established with a certain goal taking into consideration or rethinking specifics of the real or planned tasks, processes and users (*e.g. ergonomical characteristics of the work-related environment in the light of the main production activity).*
Structure	The presentation and analysis must be written and can be supplemented with visual material (e.g., mental maps, photos, drawings, videos). Students should seek information about the case study format from supervisor beforehand.
Other specifics	• A case study should be conducted using quantitative or qualitative tools (e.g., interview, cognitive map, observation). • A case study may include self-reflection related to the topic. If it is not the case, students should interpret this part during the oral presentation in the final exam.

18. Analysis of computer-related, virtual environments from an ergonomical approach

Purpose	In work places using computers analysis of software from an ergonomical approach and analysis of anthropometric, sensomotoric, cognitive or affective, motivational characteristics of virtual environments *(e.g., educational, with aim of entertainment, serious game, gamification etc.)* outside work, in the light of the target group. Students analyse a specific virtual environment using a certain software-ergonomical methodology acquired rules related to information processing and planning directives *(e.g. heuristic analysis, focus group investigation, or software-ergonomical analysis of multimedia resources for education).*
Structure	The presentation and analysis must be written and can be supplemented with visual material (e.g., mental maps, photos, drawings, videos). Students should seek information about the case study format from supervisor beforehand.
Other specifics	• A case study should be conducted using quantitative or qualitative tools (e.g., interview, cognitive map, observation). • A case study may include self-reflection related to the topic. If it is not the case, students should interpret this part during the oral presentation in the final exam.

Appendix 2.

Cover title page and inner title page of the applied psychology part of the thesis

EÖTVÖS LORÁND UNIVERSITY

FACULTY OF EDUCATION AND PSYCHOLOGY

INSTITUTE OF PSYCHOLOGY

THESIS

APPLIED PSYCHOLOGY PART

<Surname First name>

<year>

EÖTVÖS LORÁND UNIVERSITY

FACULTY OF EDUCATION AND PSYCHOLOGY

INSTITUTE OF PSYCHOLOGY

<Title of the applied psychology part of the thesis>

<Surname First name>

Supervisor:

<Surname First name>

<position>

Budapest, <year>