

# **MARIETTA COLLEGE**

## **MASTER OF ARTS IN PSYCHOLOGY**

### **GRADUATE STUDENT HANDBOOK**

2023-2024

**MARIETTA COLLEGE**  
DEPARTMENT OF PSYCHOLOGY



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## **Welcome to the Master of Arts in Psychology Program**

As you begin your graduate education in psychology, please remember that faculty in the department want you to succeed, but will also be maintaining high academic expectations of your learning and performance. Take responsibility for your education! Your educational experience with graduate school is, for the most part, what you make of it. Be engaged in the life of the psychology department. Get to know your fellow graduate students and the psychology faculty. Become involved in research and maintain the highest level of professionalism as you complete your applied experiential internships. Your future, whether it will be going on to a doctoral program or entering a career in a field related to psychology, begins today - start planning for it now. So, welcome, and please remember the ancient Chinese proverb: ***“A good teacher opens the door of knowledge for the student, but it is the student who must walk through it”.***

This handbook provides important program information, and some helpful hints about successfully completing the Master of Arts in Psychology (MAP) graduate program. **Please keep and read this handbook.** Of course if you have additional questions, then please feel free to contact the MAP Director at any time. For information about college policies and psychology program requirements, you should also see the MAP section of the college graduate catalogue for the academic year in which you started the program. Other useful information can also be found at the Psychology Department website that can be linked from the Marietta College homepage.

*MAP Faculty*

## **Overview of the Master of Arts in Psychology Program**

The Master of Arts in Psychology (MAP) Program began at Marietta College in 2003. The program offers a rigorous academic curriculum in general psychology that covers the major subfields of psychology, in addition to offering students the opportunity to obtain research and applied experience in psychology. The goal of the program is to prepare students to pursue further education in psychology at the doctoral level or to prepare students to seek employment at the master's level in a psychology-related field. The MAP program has two completion tracks:

### **MA Track**

The MA track is a full-time track (typically three graduate courses a semester) designed to be completed in two academic years, although some students choose to take an extra semester or two to finish their thesis research.

### **BA/MA Track**

The second track is the dual BA/MA track and is only available to full-time MC undergraduate psychology majors. Students apply in their junior year and must meet the same admission criteria of the full MA track. Accepted students in the BA/MA track complete their undergraduate degree requirements while taking some (usually two) graduate MAP courses during their senior year. BA/MA students usually complete both degrees in five years; however, some students take extra semesters to complete their thesis research.

Both MAP tracks require thirty-six hours of graduate courses composed of:

1. A twenty-four (24) credit-hour core of traditional academically oriented graduate content courses in psychology
2. Six (6) credit-hours of experiential applied electives related to a professional experience in psychology.
3. Six (6) credit-hours of empirical thesis research that must conclude with a successful oral thesis defense in front of a thesis committee.

## **Psychology Department**

The MAP program is located on the 4<sup>th</sup> floor (department office, graduate office, research lab) and the 5<sup>th</sup> floor of Mills Hall (graduate seminar room, classrooms, student lounge). All psychology department facilities are available for graduate student use including:

- a. A human research lab that includes one way observation windows for both individual and group research, and individual research cubicles with PCs and research software.
- b. A computer lab/classroom with specialized software including SPSS, Excel, etc.
- c. Classroom and seminar conference rooms.
- d. Graduate office space, graduate mailboxes, and student lounge/reading room.

## Psychology Faculty

### **Mark Sibicky, Ph.D.**

#### **McCoy & Plankey Professor of Psychology**

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[sibickym@marietta.edu](mailto:sibickym@marietta.edu)

Mills Hall 404

Degrees: Ph.D. in General Experimental Psychology (Social-Personality Concentration), University of Arkansas (1990); MA in Counseling, Colgate University (1984); BA in Psychology, University of Connecticut (1980)

Dr. Sibicky is an experimental psychologist concentrating in the areas of social and personality psychology. His research interests are in the areas of social cognition, person perception, stigma, pro-social behavior and social motivation. He has published articles in the *Journal of Experimental Social Psychology*, *Personality and Social Psychology Bulletin*, *Basic and Applied Social Psychology*, *Journal of Counseling*, *Psychological Reports*, *Journal of Teaching of Psychology* and the *Common Review*. He has published book chapters on decision making in social dilemmas, and the social psychology of leadership. Dr. Sibicky also developed instructor test banks for textbooks in the areas of statistics and history and systems of psychology. He enjoys teaching introductory psychology, social and personality psychology, and the history of psychology. He also teaches special topics courses on the psychology of love and happiness and the psychology of good and evil. He joined the Marietta College faculty in 1990 and has been awarded the McCoy Professorship Award for Teaching Excellence, the Douglas Putnam Award for Service to the College, the Community Leadership Award and a Marietta College Innovative Teaching award.

### **Ryan K. May, Ph.D.**

#### **McCoy Professor of Psychology**

(740) 376-4767

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Mills Hall 401

Degrees: Ph.D. in Clinical Psychology, University of Memphis (2002); MS in Clinical Psychology, University of Memphis (1999); BA in Psychology, Anderson University (1996)

Dr. May is a clinical psychologist interested in adult psychological disorders, health psychology, and the Psychology of Support. Dr. May has particular expertise in the assessment and treatment of addictive behaviors. Dr. May teaches classes in psychopathology, introduction to clinical psychology, research methods, professional ethics, health psychology and sport psychology. His research has been published in such journals as *American Journal on Addictions*, *Addictive Disorders and their Treatment*, *Journal of Physician Assistant Education*, *International Gambling Studies*, *Journal of Gambling Studies*, and *Psychology of Addictive Behaviors*. Dr. May is licensed psychologist in the state of Ohio, and is on the medical staffs at Marietta Memorial and Selby General Hospitals.

**Alicia Doerflinger, Ph.D.**  
**Professor of Psychology**

(740) 376-4975

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Mills Hall 405

Degrees: Ph.D. in Psychobiology, Purdue University (2005); MS in Psychobiology, Purdue University (2002); BA in Psychology, Niagara University (1999)

Dr. Doerflinger is a biological psychologist interested in the behavioral and physiological mechanisms of feeding behavior. She is particularly interested in how young mammals learn about the foods in their environment, and thus learn to regulate both food intake and body weight. Dr. Doerflinger began teaching at Marietta College in the fall of 2007. Dr. Doerflinger teaches introductory psychology, physiological psychology, learning, eating behavior, and human sexuality. Her research interests are in the area of eating behavior and she has published work in scientific journals such as *Brain, Behavior, Developmental Psychobiology, and Brain, Behavior, & Immunity*. Dr. Doerflinger is also the Director of the Investigative Studies undergraduate research program at Marietta College.

**Charles Doan, Ph.D.**  
**Plankey Associate Professor of Psychology**

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Mills Hall 406

Degrees: Ph.D. in Experimental Psychology (Cognitive Neuroscience Concentration), Ohio University (2018); MA in Cognitive Psychology, Ohio University (2015); BS in Psychology, Miami University of Ohio (2011)

Dr. Doan's primary areas of research interest include topics related to perception, conception, and decision-making. More specifically, he is interested in how minds extract, represent, transform, store, and utilize environmental regularities to solve complex problems, reason, and make everyday decisions. He is a research associate of the SCOPE Laboratory at Ohio University, regularly attending and presenting novel research findings with students at conferences. These include events affiliated with the Society of Mathematical Psychology, Midwest Cognitive Science Society, and Midwestern Psychological Association.

**Kristi A. Barnes, Ph.D.**  
**Associate Professor of Psychology**

(740) 376-4508

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Mills Hall 402

Degrees: Ph.D. in Lifespan Developmental Psychology, West Virginia University (2003); MA in Developmental Psychology, West Virginia University (2000); BA in Psychology, Marietta College (1998)

Dr. Barnes is a lifespan developmental psychologist who focuses primarily on development across the period of adulthood. As a lifelong resident of Appalachia, many of her research studies have examined contextual factors related to place of residence. Dr. Barnes has studied the dynamics of family relationships among informal caregivers and couples in long-term marriages, with a particular emphasis on the influence of gender and social support. She continues to have an interest in interpersonal relationships, influences on relationship quality, and how these are connected to indicators of psychological and physical well-being. More recently, Dr. Barnes expanded her research to include factors linked to student success.

## MAP Program Curriculum and Description of Courses

### MAP Program Course Audit Sheet

Requirements for graduation in the Master of Arts in Psychology Program.

\* Use this sheet to mark your progress toward completing the program.

Course	Hours	Hours Completed & Grade	Hours in Progress	Hours Needed
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#### CORE REQUIREMENT

PSYC 620	3			
PSYC 685	3			
PSYC 686	3			

#### EXPERIENTIAL REQUIREMENT: **Two** courses chosen from PSYC 671, 672, 673

	3			
	3			

#### ELECTIVES: **15 HOURS** chosen from PSYC 600, 606, 610, 611, 612, 613, 650

	3			
	3			
	3			
	3			
	3			

#### THESIS REQUIREMENT

PSYC 691	3			
PSYC 692	3			

Minimum hours required	<b>36</b>			
Minimum GPA	<b>3.00</b>			

**NOTE: A minimum grade of "B" is required in each course.**

**\*PSYC 600 may be taken twice with director and chair permission.**

Requirement	Substitution	MAP Director signature and date (Required)



## Description of Courses

### **PSYC 601 Selected Topics in Psychology**

An in-depth examination of the research and theory behind a specific topic, debate or question in the field of psychology. Topics are chosen by the instructor and will vary from semester to semester. May be taken twice for credit with consent of the graduate program director and department chair. *Credit: 3 Hours*

### **PSYC 606 Developmental Psychology**

Advanced examination of theory and research in the area of human development. Includes areas of cognitive and social emotional development with emphasis on the development of infants and children. *Credit: 3 Hours*

### **PSYC 610 Attachment and Family Relations**

This course focuses on an advanced review of the major theories and current research in the area of attachment and family relations. Topics include attachment theory and measurement, infant-parent attachment, adult attachment, and marital satisfaction. Emphasis placed on an in-depth understanding of research methodology and current social conditions which influence the family. *Credit: 3 Hours*

### **PSYC 611 Cognitive Psychology**

This course focuses on advanced review and critique of the major theories and research findings in the area of cognitive psychology. Topics include perception, attention, memory, problem-solving, reasoning and decision-making, and psycholinguistics. Emphasis is placed on the integration of topics into a model of information processing in the human mind. *Credit: 3 Hours*

### **PSYC 612 Seminar in Social Psychology**

This course provides students with advanced coverage of theories and research in the areas of social cognition, the self, attitude change, prosocial behavior, aggression, prejudice, cultural psychology and diversity. Also covered is the social psychology of health, leadership, love and new advances in the area of social neuroscience and social evolution. Emphasis is placed on understanding and conducting research in social psychology. *Credit: 3 Hours*

### **PSY 613 Seminar in theories of Learning and Behavior**

This course will start with a review of basic concepts in operant and classical conditioning and then proceed to modern empirical and theoretical developments. Topics to be discussed include choice, behavioral economics, self-control/impulsivity, behavioral momentum, reinforcement of variability/creativity, language, and forgetting. We will also discuss implications of learning theories for the modification of behavior in general, and examine their application to specific areas like food intake and drug abuse. Students will be expected to examine the implications of these empirical and theoretical developments for issues in their specific field of interest. *Credit: 3 hours.*

### **PSYC 620 Professional Ethics**

Ethical guidelines for conducting psychological research with humans as well as codes of conduct in professional psychology are covered. Students are expected to engage in critical reflection concerning the nature of ethical inquiry using selected major philosophers as a foundation. Students will use case studies to explore ways of ethical thinking among researchers and practitioners of psychology. *Credit: 3 Hours.*

### **PSYC 650 Psychopathology**

In depth analysis of the etiology, diagnosis, and treatment of psychological disorders from varying theoretical perspectives. Emphasis is placed on an empirical approach to the diagnosis and treatment of psychological disorders. *Credit: 3 Hours*

### **PSYC 671 Practicum in the Teaching of Psychology**

This course provides students with knowledge and experience in the teaching of psychology at the college level. The course reviews the theory and research behind effective teaching methods and assessment, as well as covering potential problems and issues that may arise in teaching psychology (e.g., class management, multicultural issues). Students will assist the instructor in all aspects of undergraduate course instruction including tutoring undergraduate students. Students are required to prepare and present several class lectures and/or demonstrations under the supervision of the instructor. *Credit: 3 Hours*

### **PSYC 672 Practicum in Directed Research**

Students electing this course are expected to be significantly involved in a research project beyond the research that is required as a part of their thesis requirement. This research can be student initiated or can involve assisting in a faculty member's research. *Credit: 3 Hours.*

### **PSYC 673 Practicum in Applied Psychology**

Students electing this course will be exposed to and involved in the professional practice of psychology in an applied setting. Students will be required to complete a supervised internship experience at a program approved practicum site. The applied experience can involve any area of general psychology but the site and experience must be approved and supervised by a MAP faculty member. *Credit: 3 Hours*

### **PSYC 685 Statistics**

This course provides both a conceptual and practical understanding of basic and advanced statistical methods of data analysis in the area of psychology. Topics include exploratory data analysis, multifactor between-subjects and repeated-measures analysis of variance, analysis of covariance, partial correlation, and multiple regression. Emphasis is placed on the analysis and interpretation of data using SPSS and students have the option of being IBM SPSS statistics certified. *Credit: 3 Hours*

### **PSYC 686 Research Design and Methods**

Advanced study and discussion of the research process in psychology. Involves a critical evaluation of research methods used in the major areas of psychology, including limitations, advantages and problems with various research methods. Topics covered include case studies, naturalistic observation, correlational research, within and between experimental designs, factorial research, and quasi-experimental methods. Students will also explore the design and research methodology needed for their thesis research. *Credit: 3 Hours*

### **PSYC 691 Thesis I**

Student conducts a review of the literature and designs an original empirical study to investigate a research question. Involves the student successfully writing a thesis proposal and passing an oral thesis proposal meeting in front of a thesis committee. *Credit: 3 Hours.*

**Note:** Students are required to submit a written copy of their thesis proposal to all members of their thesis committee at least **two weeks** in advance of their scheduled thesis proposal meeting.

### **PSYC 692 Thesis II.**

The completion of original research conducted under the direction of a member of the graduate psychology program leading to the written completion and oral defense of a Master's thesis. Includes a successfully oral defense of student's thesis in front of a thesis committee and the final uploading of their approved written thesis to Ohio Link. *Credit: 3 Hours.*

**Note:** Students are required to submit a written copy of their thesis to all members of their thesis committee at least **two weeks** in advance of their scheduled oral thesis defense meeting.

## Important MAP Program Information

1. The Grade Point Requirement: Marietta College uses a 4.0 grading system where A = 4 quality points, B = 3, etc. with no +/- used. Each student must earn a grade point average of 3.0 or better. A student enrolled in the MAP program who receives a grade of “C” or below in PSYC 620, PSYC 685, or PSYC 686 must repeat the course and receive a grade of “B” or better. A student enrolled in the MAP program who receives a grade of “C” or below in any experiential or elective course must repeat the course and receive a grade of “B” or better, or take a different experiential or elective course and receive a grade of “B” or better. A student who receives a grade of “C” or below in any course will be placed on academic probation. A student who receives two or more grades of “C” or below in any graduate course in the program will be dismissed. The thesis courses are graded Satisfactory/Unsatisfactory and are not included in the calculation of the grade point average; however, a grade of Unsatisfactory in a thesis course will count as a failing grade, and will count toward the two or more grades of “C” or below that result in dismissal. Students engaged in unethical or unprofessional conduct may also be dismissed from the MAP program. Students may appeal these decisions to Graduate Council (see MC graduate program catalog).
2. Program Completion Time: Once students matriculate into the MAP program, the “3-year clock” begins and students are expected to complete all program requirements within three academic years. Students experiencing special circumstance (e.g., a medical or family emergency) may apply to the MAP Director for an extension. Students not completing program requirements after 3 academic years, and who have not been granted an extension for cause, will be dismissed from the program.
3. Academic Advising: The Director of the MAP program serves as the academic advisor for all graduate students. It is important that all graduate students make an advising appoint and meet with the director of the MAP program each semester before they register for graduate classes on line. Scheduling issues, administrative demands, research sabbaticals, etc. sometimes result in the psychology department not being able to offer the same rotation of elective courses. Please check the online course schedule and talk to the MAP director to see which courses will be offered each semester.
4. Full-time Status: MA track students are considered full-time when carrying 9 or more graduate credit-hours each semester. BA/MA track students usually carry 6 credits-hours in addition to their undergraduate credits. During the second full year of the program, BA/MA track students carry a full load (9 credit-hours or more) of graduate credits.
5. Document Reading Time: Faculty thesis committees should be given at least **two weeks** to read and comment on a thesis document (proposal and defense documents) before the scheduled proposal/defense meeting. Faculty will typically read the document in the first week of this period, and will notify the student in the case they find anything in or missing from the document that would prevent a successful outcome for the upcoming proposal/defense meeting.
6. Participating in Graduation: A MAP student is allowed to participate in the Marietta College Commencement ceremony only if the student has completed all MAP program requirements, or all requirements except Thesis II by the end of the term, with Thesis I completed by Spring Break (or Fall Break) of the semester in which the student wishes to participate in Commencement (that means that the thesis has been successfully proposed). Satisfactory progress in the thesis will be confirmed with the program director, in consultation with the thesis advisor, to determine eligibility. Diplomas are mailed to students upon successful completion of all program requirements.
7. Thesis Continuation Credit: Students that have not yet completed Thesis II must enroll in a one-credit thesis continuation course each semester in order to continue to be enrolled at Marietta College.
8. Grades of PR: Grades of Progress (PR) (like an incomplete) for graduate classes can only be given by instructors for special circumstances, such as an illness or family emergency, or if the work involved in the course carries over the period of more than one semester. If the instructor believes a grade of PR in

a course is warranted, then it is the student's responsibility to meet with the faculty member and arrange a deadline for completing all course requirements. Once the faculty member agrees to the deadline, the faculty member enters a PR during online submission of semester grades. If the course is not completed by the deadline listed at the time the grade of PR is entered, the PR grade automatically turns to a failing grade. To receive a grade of PR for PSYC 691 and/or PSYC 692, progress throughout the semester must be shown to the thesis advisor.

9. Graduate Assistants: The psychology department has a limited number of paid graduate assistant stipends to award each academic year. Stipends are awarded on a competitive basis but all students are encouraged to apply. Graduate Assistant (GA) responsibilities and tasks are diverse, but are primarily focused on helping faculty complete the educational and research mission of the department of psychology. All GA students report to the MAP director and must be prepared to work in the department up to 15 hours each week. GA students must have flexible work schedules and meet the conduct/work rules of employees of Marietta College. Students not full-filling their assigned duties and/or are absent/tardy may lose their assistantship and funding at any time.

## **Example Timetable for Program Completion**

### **Year One, Fall Semester**

Entering MA track students take PSYC 686 (Research Design) and two additional elective PSYC courses. BA/MA students usually take PSYC 686 and one additional elective course.

ADVICE: Become involved in psychology department functions and research, in addition to keeping up with all of your coursework. Begin researching thesis ideas - it is recommended that students talk to other graduate students and MAP program faculty members about their research interests. Students should leave PSYC 686 with a well-developed thesis project idea, at the very least. Get involved in a project if possible, perhaps one that could be presented at a conference in the Spring semester. Students should use the winter break wisely - take a nice break from schoolwork, but realize that it is a great time to work on research work while courses aren't in session.

### **Year One, Spring Semester**

Students take PSYC 685 (Graduate Statistics) and two additional elective courses. If PSYC 620 (Professional Ethics) is offered, students must take it (in place of an elective). BA/MA students usually take PSYC 685 and one additional elective course (or PSYC 620 if offered).

ADVICE: Students should have their thesis research topic firmly chosen, and have asked a MAP faculty member to chair their thesis and at least one other faculty member to serve as a reader. Students should make progress on their thesis proposal document. Though students do not typically enroll in thesis courses until the second year, it is often extremely beneficial to students to propose their thesis by the end of the Spring semester (includes a completed proposal document and a successful proposal meeting). Students should try to attend (or even better, present at) a research conference. At the end of the spring semester, all students will complete an annual evaluation to receive feedback from faculty about their progress in the program. Again, students should use the summer break wisely – work on research and thesis work while courses aren't in session. If students are not able to propose during the Spring semester, they should make sure to work on (or complete) your proposal document throughout the summer. Students should plan out with their advisor what kinds of applied experiences will be useful to them in the upcoming year, and apply for a graduate assistantship if interested.

### **Year Two, Fall Semester**

MA track students usually take PSYC 691 (Thesis I), one elective and one Experiential Requirement course from PSYC 671, 672, 673. BA/MA track students typically take the same courses and an additional elective.

ADVICE: If students have yet to propose their thesis, they should schedule their meeting for early in the semester. After a successful proposal, students should collect data for their thesis projects. Students wishing to apply to doctoral programs for the next year should prepare their applications and line up letter writers by mid-semester. Submission of a project that they have been involved in for a conference presentation/poster would be very helpful to students, especially if they haven't done so yet. Regardless of track, students spend less time in the classroom during their second year – this means more time should be spent on the thesis project, other research, and applied experiences.

## **Year Two, Spring Semester**

MA track students usually take PSYC 691 (Thesis I), one elective and one Experiential Requirement course from PSYC 671, 672, 673. BA/MA track students typically take the same courses and an additional elective.

**ADVICE:** Students should be well into the last stages of their thesis project. Students should complete data collection if needed, then analyze data and spend time working on drafts of the thesis document with the thesis advisor. It is also useful to plan a timeline for the completion of the project with the thesis advisor, and when the thesis document is ready, send it out to the committee and schedule a defense meeting. At the end of the spring semester, all students will complete an annual evaluation to receive feedback from faculty about their progress in the program. Students should also apply for graduation at the beginning of the semester, and follow instructions given by the Marietta College Registrar's Office regarding preparation for Commencement.

## The Master's Thesis

Every student is required to complete and defend an original empirical research thesis. Completing and orally defending an empirical thesis provides students with the opportunity to conduct in-depth research and to make a scholarly contribution to a specific area of psychology. Working on your thesis will allow you to work closely with a faculty member and your thesis committee members. The experience of successfully completing a thesis will:

- a. Enhance your research, statistical, and writing skills.
- b. Make you more attractive to doctoral programs if you intend to continue your training.
- c. Give you the experience in critical thinking, and communications that many employers valued in employees.
- d. Give you the opportunity to work collaboratively with a faculty member on an area of advanced research that interests you, which is an experience common to all scientists.
- e. Have an opportunity to present research at a professional conference or increase the likelihood of a scholarly publication.
- f. Partake in the intellectual life of professional scientists by applying the skills, knowledge and training you have acquired thus far in your educational life.

**Thesis Process Outline:** While the general thesis project process, from beginning to end, is outlined below, more information on the major parts of the process follows the outline. Here are the 15 steps to completing your thesis:

1. Develop research topic & research question, write initial proposal during PSYC 686
2. Approach a faculty member to ask them to serve as chair of your thesis committee and be your thesis project advisor
3. Work on building more literature review into the proposal document. Refine the proposed methods with your thesis advisor. Cultivate the thesis proposal document through drafts, comments, and edits with your thesis advisor.
4. After a discussion with your thesis advisor, approach another faculty member to ask them to serve as a reader on your thesis project.
5. Finalize your thesis proposal document and ready it to send out to your thesis committee (the thesis advisor and the reader). Schedule a thesis proposal meeting with them for a day at least two weeks from when you send them the final proposal document.
  - 5.1. It is suggested that you provide hard copies of the thesis proposal document to your committee. To that end, please have the department academic coordinator prepare copies using the department comb-binder (you'll need to provide the department coordinator with an electronic copy), and then distribute the copies to the committee. Please have one prepared copy placed on the main department office desk, with a note of the proposal meeting date/time/location.
  - 5.2. Have the department academic coordinator reserve a room location for the scheduled proposal meeting date/time.
6. Prepare a thesis proposal presentation with advice from your thesis advisor. It is recommended that you use some form of visual presentation software (Powerpoint, Keynote, etc.) during the meeting, and you should plan on a presentation that lasts around 12-15 minutes. Practice your talk, and read over your document before the meeting.
7. During the proposal meeting, after you make your presentation, you'll be asked questions about your proposed project, and likely be asked to make changes to the design or paper. After the question and answer session, the committee will ask you (and any other audience members) to leave the room while they discuss your project and answers to the questions. They will either vote to pass or fail your thesis proposal meeting. If they vote to pass, then you may proceed to the next step. If they vote to

fail, then you will be asked to do some more work on the project design/document and reschedule the proposal meeting afterwards.

8. After making any required changes to the thesis project design, you will need to complete an application to use human research participants with the Marietta College Human Subjects Committee (HSC). You must receive approval from the HSC for your project before any data collection can begin.
9. If using the PSYC 101 research participant pool (SONA Systems), see Dr. Doan for getting an account setup for your project. Collect data for the number of participants agreed upon in your proposal. Any issues in data collection should be brought to the attention of the thesis advisor.
10. Once data collection is complete, you should organize and analyze your data according to the measures proposed in your proposal, as well as any exploratory analyses. This is a good time to schedule a meeting with your thesis advisor, so that you can discuss the results together before writing begins.
11. Write-up the results and discussion sections and add to your proposal document. You'll likely need to add to the literature review section of the paper as well. Again, you'll go through multiple drafts with your thesis advisor until the entire thesis document is completed and ready for the defense.
12. Once the thesis document is ready, send it out to your thesis committee (the thesis advisor and the reader). Schedule a thesis defense meeting with them for a no less than day two weeks from when you send them the final document.
  - 12.1. It is suggested that you provide hard copies of the thesis document to your committee. To that end, please have the department academic coordinator prepare copies using the department comb-binder (you'll need to provide the department coordinator with an electronic copy), and then distribute the copies to the committee. Please have one prepared copy placed on the main department office desk, with a note of the defense date/time/location.
  - 12.2. Have the department academic coordinator reserve a room location for the scheduled defense date/time.
13. Prepare a thesis defense presentation with advice from your thesis advisor. It is recommended that you use some form of visual presentation software (Powerpoint, Keynote, etc.) during the meeting, and you should plan on a presentation that lasts around 15-20 minutes. Practice your talk, and read over your document before the meeting.
14. During the defense meeting, after you make your presentation, you'll be asked questions about your project, and likely be asked to make changes to the paper. After the question and answer session, the committee will ask you (and any other audience members) to leave the room while they discuss your project and answers to the questions. They will either vote to pass or fail your thesis defense meeting. If they vote to pass, then you may proceed to the next step. If they vote to fail, then you will be asked to do some more work on the project and reschedule the defense meeting afterwards.
15. After making any required changes to the thesis document, you will need to get signatures on the signature page of the thesis document from the thesis committee members. This page should be scanned in electronically and placed into the thesis document in PDF form. The thesis document (PDF with signed signature pages) should then be uploaded to the OhioLINK thesis repository (instructions sent via email). A copy should also be placed on a Thumb Drive with a copy of the data file(s) and given to the MAP Director.
  - 15.1. Your thesis advisor will enter a grade of Satisfactory (S) upon a successful defense, uploading of the document to OhioLINK, and turning in a copy of the thesis and a copy of the project data to the MAP Director.

**Thesis Committee Composition:** A thesis committee consists of a minimum of two full-time Psychology faculty members (one thesis chair, one thesis committee reader). If a student desires, one additional member of the thesis committee may be a person from outside the psychology department. The



outside member may be a faculty member from another discipline or a doctoral level psychologist from the community who has some expertise to share with the student about the thesis topic. *All outside thesis members must first be approved by the Director of the MAP program before being asked to serve on the student's thesis committee.* Typically, a student initiates the process in the first semester or early in the second semester of the first year of the MAP program. Faculty members then usually request a brief written summary of the project and a meeting to discuss the student's research idea before deciding to chair the thesis. The thesis advisor is both a research and professional mentor. Pick someone who you feel you can work with and is interested in your thesis topic.

Note: Faculty members are discouraged from chairing more than three thesis projects per academic year. Moreover, some faculty members have administrative commitments or undergraduate research responsibilities and may honestly not be able to take on new students. If a faculty member declines the offer to chair your thesis, please do not take it personally. Often, other faculty will be happy to work with you. Don't be afraid to ask them. Once you have a chair of your thesis committee, you need to ask and secure another faculty member to be a committee member. This faculty member will not work with you as closely as your thesis chair, but can still give advice and suggestions. They will also give you feedback on the written thesis manuscript as well as ask challenging questions at your thesis oral defense. It is a good idea to meet with your thesis chair and set a work schedule, with specific dates for work to be done. Students need to find the time and the personal resources to work independently and to stick to a designated timeline.

**Thesis Writing:** When it comes to writing your thesis, write every day. Be prepared to go through multiple drafts with your thesis committee. Expect many rewrites, and sometimes reanalysis of the data. In terms of a thesis format, the psychology department requires the APA format outlined in the latest edition of the *Publication Manual of the American Psychological Association*. Students should purchase a copy of the APA publication manual. However, students should also consult with their thesis chair about the proper thesis format. It is also recommended that students look at department copies of completed student MAP theses, on display on the 5<sup>th</sup> floor of Mills Hall. **Your thesis committee cannot write your thesis for you; they can only make suggestions. Do not expect that they will correct every single little mistake.**

**Thesis Proposal Meeting:** Before you can begin collecting your thesis research data, you must propose it to your thesis committee. This consists of an APA style paper that is similar in format to your final thesis (e.g. introduction, methods, and references). Once the chair of your thesis committee approves, you should schedule a proposal meeting (usually one hour) with your thesis committee members. Please have the department academic coordinator prepare copies using the department comb-binder (you'll need to provide the department coordinator with an electronic copy), and then distribute the copies to the committee. Please have one prepared copy placed on the main department office desk, with a note of the proposal meeting date/time/location. Have the department academic coordinator reserve a room location for the scheduled proposal meeting date/time. Faculty thesis committees should be given at least **two weeks** to read and comment on a thesis document before the scheduled proposal meeting. Faculty will typically read the document in the first week of this period, and will notify the student in the case they find anything in or missing from the document that would prevent a successful outcome for the upcoming proposal meeting. Students usually present a power point presentation at the proposal meeting that summarizes the relevant literature, presents a research question/hypothesis, proposes a research design, and outlines the statistically analysis of the data. The thesis committee asks questions and makes recommendations for changes to your project. **Thesis proposal meetings should take place no later than the end of fall semester of the second year of the MAP program.**

The proposal meeting usually consists of a 12-15-minute presentation by the student summarizing their thesis idea, followed by a question and answer period. The goal of the thesis proposal meeting is to explain the goals of your research, the methods you plan to use, and your planned analysis of your data. It's a chance for them to give you important feedback and to suggest changes to your research project before you begin your research.

**Thesis Defense Meeting:** When your committee chair believes you are ready, he or she will ask you to schedule an oral defense of your thesis. At least **two weeks** before your defense, you will need to get clean, hard copies of your written thesis to all your committee members. Please have the department academic coordinator prepare copies using the department comb-binder (you'll need to provide the department coordinator with an electronic copy), and then distribute the copies to the committee. Please have one prepared copy placed on the main department office desk, with a note of the proposal meeting date/time/location. Have the department academic coordinator reserve a room location for the scheduled proposal meeting date/time. Your thesis chair will give you specific information about the oral thesis defense. However, traditionally a thesis defense is a 1-2-hour session in which students give a 15-20-minute summary of their research. After you present an overview of your research, your thesis committee members will ask you several questions and you should be prepared to "defend" your answers. Remember the following:

- Relax - although the oral defense is stressful and at times seems adversarial, (that's why it's called a defense) just remember that you know more about your work than anyone else does (or at least by this time you should).
- Faculty members need to ask challenging questions in order for you to demonstrate your abilities, as well as your limitations. If you are stuck on an answer, ask for a minute to collect your thoughts. If you don't understand a question, ask the faculty member to restate it in a different way. When a thesis committee asks a challenging question don't take it personally, they are not trying to embarrass you rather its part of a professional process of evaluation. (Remember, they too had to go through a similar process).
- You are not expected to know all the answers to every question, but you are expected to be able to engage in an intellectual exchange in which you can demonstrate:
  - that you have mastered the literature
  - you understand the goals of your research, and the methodology you used to test your hypothesis - this includes the pros and cons of your research methods
  - you understand the statistics you used and what the findings demonstrate
  - you understand your conclusions and how your findings fit into the larger body of literature on the subject
  - your ability to communicate and to give a professional presentation
- Although it sounds stressful, a thesis defense often turns into an interesting and intellectually engaging discussion between all the parties in the room.

At the conclusion of the oral defense, you will be asked to leave the room, so the thesis committee members can evaluate your performance. If by some chance you do NOT pass your oral defense, it is not the end of the world. In some cases, you may be asked to fix one or more problems, review a specific body of knowledge your committee feels you should know, or practice your presentation style. Your thesis committee chair will advise you, but in some cases students are allowed to try again and can reschedule another defense. (Nevertheless, all students must pass the oral defense to graduate from the MAP program). In most cases, even students who pass the thesis defense will still be required to make corrections or changes to the thesis document.

**Please note that proposal and defense meetings should be held by finals week of the semester in which they are completed. These meetings should not be planned during Winter or Summer Breaks.**

**Final Thesis Document:** After making any required changes to the thesis document, you will need to get signatures on the signature page of the thesis document from the thesis committee members. This page should be scanned in electronically and placed into the thesis document in PDF form. The thesis document (PDF with signed signature pages) should then be uploaded to the OhioLINK thesis repository (instructions sent via email). Your thesis will then be available to patrons at hundreds of college and university libraries on OhioLINK, including our library at MC. A copy should also be placed on a Thumb Drive with a copy of the data file(s) and given to the MAP Director. You will need to pay a \$25 binding fee to help cover the cost of having the thesis document bound as the departmental copy.

### **Helpful Tips for Completing a Master's Thesis**

- Choosing a thesis problem is a gradual process, not usually a discrete event; don't feel like you have to sit down and immediately think of one.
- Most research ideas come from discussion a topic with others. Talk to your fellow graduate students and faculty about possible research ideas.
- Your topic should be one you are passionate about investigating. Nothing less will keep you going.
- One common problem for MAP students is they think they have a great thesis question but fail to research the literature on the topic. Before you try and find a faculty chair for your thesis, "Get thee to the Library!". Unfortunately, as is often the case in life, if you have a great idea, chances are that someone else before you did too. Research the literature on the topic first and then develop the next research idea. If you read the literature on a topic and understand it, you should be able to generate research questions that can become good thesis ideas. The "further work" sections of journal articles are good sources of thesis topics.
- Once you have a thesis topic, even when it's a bit vague, you should be able to answer the question "what's the question your thesis research is trying to answer?" What are you trying to show and why is it important? You should have a 1-2 paragraph answer ready to tell your would-be committee chair.
- No one expects your thesis to win you a Noble prize (if it does we expect a nice check back to the Psychology Department). However, by definition a thesis must generate some new knowledge. Keep things in balance - you want a valuable idea, but also a project that is doable and can be completed in a reasonable amount of time.
- Try to break down the thesis into manageable tasks, and set deadlines for each part. Great examples of "thesis avoidance" are well known; talk to other students about strategies to stay focused. WORK on your thesis every day. When you are in the writing phase, try to write every day. WRITE FIRST then do what you have to do each day.
- Thesis writing is a multiple-draft process. Your first draft will not be pretty - that's okay. You have to start somewhere. Don't let the blank screen get the best of you. Also, give plenty of time for your thesis chair to read and give you comments. They have a lot to do, too, so it will take some time for them to get you comments on each new draft. Proof read your draft before you give it to your thesis chair: Nothing gets a faculty member more upset than correcting the same mistakes more than once, simple typos, or other mistakes that you could have easily corrected.

## Conducting Research at Marietta College

**The Human Subjects Committee (HSC):** All research (including surveys) involving human subjects must be reviewed by the Human Subjects Committee (HSC) (sometimes known as the Internal Review Board, or IRB) before any contact with human subjects occurs. Failure to receive prior approval is a serious violation of research ethics. The duty of the HSC is to protect the welfare of subjects participating in projects and to ensure that research is conducted in an ethical and responsible manner. The purpose of this review process is not to judge the scientific legitimacy of the project design; however, the scholarly and educational outcomes of the research must be considered in balance with the risks to participants.

**Submission Procedure:** Proposals should be sent to the HSC *at least two weeks prior to initiation of data collection*. It is the investigators' responsibility to have submitted the appropriate review form with enough lead time to allow for the review process. Although the HSC strives to review Short Forms within one week and Long Forms within two weeks, this time frame is not guaranteed. The completed, typed proposal, as well as an electronic copy must be sent to the current chair of the Human Subjects Committee. Proposals from student investigators must be reviewed and signed by a faculty mentor before submission. For electronic submissions, the HSC prefers to receive as few files as possible. Thus, to the extent possible, investigators should append relevant documents (e.g., consent form, questionnaires) to the end of the Review Form using copy and paste functions in word processing programs. Label each section of these appendices.

**Evaluation:** HSC members use a standardized proposal evaluation form to guide their evaluations of proposed research studies. Although this form is to be completed by HSC members, investigators may use it as a guide for submission of materials. Once the approval decision has been made, investigators (and faculty supervisors, where appropriate) will receive an electronic copy of the form that summarizes (and explains) the committee members' decision. If a proposal has been denied, investigators should re-submit the entire revised HSC packet for a second review. Data collection may begin only after receiving notification of approval. If information provided in the proposal is not complete, or is insufficient in the opinion of the HSC reviewers, then approval of the project may be delayed. The HSC reserves the right to request other information not explicitly requested on the review form that it regards as necessary to judge the safety of the proposed research.

If investigators need to update an approved research protocol or extend the timeline for data collection, revisions to the existing proposal should be sent to the HSC. Substantial changes to research protocol, or the need for renewal of a project for more than one semester, will necessitate the re-submission of the entire review form. Investigators will be notified as to the acceptance or denial of these changes. For additional information and submission forms go to: [http://w3.marietta.edu/Faculty\\_Staff/human\\_subjects/index.html](http://w3.marietta.edu/Faculty_Staff/human_subjects/index.html)

**Psychology Department Research Participant Pool:** All PSYC 101 courses include research participation as a requirement. Participating in research not only helps MC students and faculty, but can also be insightful, fun, and interesting. All department-sponsored research follows the guidelines of the American Psychological Association for the ethical treatment of human subjects and must pass MC's Internal Review Board criteria. Researchers and students at Marietta College utilize an online research participation system, found at <http://marietta.sona-systems.com/>. Contact Dr. Doan with questions about using the subject pool for your research.

## Applied Experience Practicum Requirements

**The Practicum Requirement:** This requirement provides students with valuable experience related to professional psychology. Each student must complete six credit hours (2 courses) selected from the following three:

**PSYC 671 Practicum in the Teaching of Psychology:** This course provides students with knowledge and experience in the teaching of psychology at the college level. Students will assist the instructor in all aspects of undergraduate course instruction, including preparing and presenting a class lecture and/or class demonstration. Students interested in careers in teaching at a college level or interested in being a teaching assistant in a doctoral program are advised to consider this practicum.

**PSYC 672 Practicum in Directed Research:** Students electing this course are expected to be significantly involved in an active research project of their own design and/or in a significant research collaboration with faculty research. Although the directed research project can be related to the student's thesis research, it should also be distinct from it. Students interested in doctoral-level graduate programs and/or research-related careers should consider this practicum experience.

**PSYC 673 Practicum in Applied Psychology:** Students electing this course will be exposed to and involved in the professional practice of psychology in an applied setting. Students will be required to complete supervised internship experience at an approved practicum site. The internship site must be pre-approved by a MAP program faculty member. Furthermore, there must be an arrangement with an on-site supervisor who will help evaluate the student's performance. Examples, of applied sites may include, are business organizations, hospitals and mental health centers, the college family-child center, and the county public defenders law office.

## Important Program Information and Policies

**Experiential Courses:** Graduate students must contact faculty members the semester before registering for experiential internship courses (PSYV 671, 672, 673) so the faculty member can arrange placement at the internship site. See the MAP Director for information about which faculty member to meet with for internships.

**Academic Dishonesty:** Per the Marietta College Graduate Catalog, "Academic dishonesty within the academic community is a very serious matter, because dishonesty destroys the basic trust necessary for a healthy education environment. Academic dishonesty is any treatment or representation of work as if one were fully responsible for it, when it is in fact the work of another person. Academic dishonesty includes cheating, plagiarism, theft, or improper manipulation of laboratory or research data or theft of services. A substantiated case of academic dishonesty may result in disciplinary action, including a failing grade on the project, a failing grade in the course, or expulsion from the College." The MAP Director also reserves the right to re-administer any exam, quiz or other assignment if he or she suspects academic dishonesty has occurred. The faculty at Marietta College has defined plagiarism in the following terms:

- **Plagiarism:** Plagiarism occurs when a student represents someone else's work as his or her own; it includes:
  - Copying another person's paper
  - Copying another person's words or ideas without putting quotation marks around them or citing them as a source
  - Copying entire sentences and paragraphs from a print or electronic source without providing proper documentation and credit
  - Allowing another person to write your paper and make revisions to your work

Any student who plagiarizes, whether from published material (such as a web site, book, or magazine) or from unpublished material (such as another student's writing), will receive an F on the assignment and, depending on the extent of cheating, an F for the course. Learn more about plagiarism, both in the Student Handbook under "Academic Dishonesty" and on the Campus Writing Center's web site ([www.marietta.edu/~mcwrite](http://www.marietta.edu/~mcwrite)).

**Note:** All work produced in a course is considered "public" and is used for the purposes of teaching and evaluation. This likely includes the use of your work as a model for future students/courses and the submission of your work to an online plagiarism detection service. For example, turnitin.com may be used to check your paper or sources for plagiarism.

**Dismissals:** A student enrolled in the graduate psychology program who receives two or more grades of "C" or below will be dismissed from the program. Students may also be dismissed from a graduate program if, in the opinion of the Provost of the College and the director of the program, the student has engaged in behavior inconsistent with the values or mission of the program or the College. The MAP faculty review the progress of every MAP student each year. Students not making progress toward graduation or are in danger of not being in good academic standing will be asked to meet with the MAP director for an advising session.

**Academic Grievances:** Marietta College is committed to the highest principles of academic and personal integrity and a sensitive regard for the rights of others. Essential to these rights are the individual responsibilities of faculty and students. Faculty are responsible for clearly communicating their grading policies, testing procedures, and expectations of student performance at the beginning of each course, as described in the *Faculty Manual*. Students are responsible for following these policies and fulfilling those expectations.

Although students have the right to their opinions about course content and delivery, they remain responsible for learning the content of the course, and for fulfilling all degree requirements.

MAP students with a grievance or problem are encouraged to talk to the course instructor first, and then the MAP program director or Dept. Chair. If the problem is still not solved to the student's satisfaction, the student should file a grievance with The Graduate Council. The procedure for filing a formal complaint or grievance to Graduate Council can be found by contacting the current chair of Graduate Council.

**Second Degrees and Transfer of Credit:** See the graduate college catalogue for details on second degrees and transfer of course credits.

**Participation in Commencement (Walking at Graduation):** Only two groups of MAP students are allowed to participate in the commencement ceremony at Marietta College:

1. **Completed students.** These students have completed all MAP program requirements including passing their oral thesis defense and delivering copies to the appropriate bodies (OhioLINK, MAP Director).
2. **Students wishing to walk in the ceremony but have not yet finished their thesis.** A MAP student is allowed to participate in the Marietta College Commencement ceremony only if the student has completed all MAP program requirements, or all requirements except Thesis II by the end of the term, with Thesis I completed by Spring Break (or Fall Break) of the semester in which the student wishes to participate in Commencement (that means that the thesis has been successfully proposed). Satisfactory progress in the thesis will be confirmed with the program director, in consultation with the thesis advisor, to determine eligibility. Diplomas are mailed to students upon successful completion of all program requirements.

All MAP students wishing to participate in the graduation ceremony must notify both the records office and the MAP director at beginning of the semester in which they plan to do so. Once cleared by the MAP Director and records office, students may purchase their own master level robes for the graduation ceremony. The Psychology department will order and pay for the students Master of Arts in Psychology Hood that is part of the MC "hooding ceremony" at graduation. Graduating MAP students wear a unique Masters robe and are hooded with a Psychology hood (yellow for psychology, blue and white for MC) on stage by the MAP program director). It is the student's responsibility to apply for graduation at the records office and order a Masters level cap and gown from the book store. The psychology department will purchase a master degree hood and have it available on the stage for the hooding portion of the graduation ceremony.

**One credit graduate thesis continuation:** Students who do not complete the program by the end of their second academic year of full-time enrollment must register and pay for one credit of graduate continuation credit with the college. This one credit allows the graduate student to continue to use all college facilities and resources; however, the student should check with the college financial aid office to see how it impacts their financial aid status. Failure to complete the requirements at the end of the third year will result in dismissal from the program.

**Student Activity Reports:** Each spring, graduate students must complete a Student Activity Report and turn in to the MAP Director. The faculty will meet and discuss each student's progress in the program, and give written feedback to the student. This process is designed to give students useful feedback toward pursuing individual student goals for after graduation, and is a typical part of academic life. It is also useful as motivation throughout the year to keep track of your accomplishments and successful work.

## Resources on Campus for Graduate Students

**The College Library:** The MC library provides a variety of useful services to graduate students. Some of the resources are:

- **M.C. CAT:** The online catalog to the library's resources is called M.C. CAT. Dawes Memorial Library uses the Innovative Interfaces, Inc. system to organize and manage its collection of almost 250,000 books, journals, government documents, and media. Library patrons may search by author, title, author/title, subject, call number, journal title, or keyword. Students can check class reserves in M.C. Cat also. Any patron may View their Patron Record to see how many books they have checked out and when they are due.
- **OhioLINK:** The Ohio Library and Information Network (OhioLINK) is a consortium of 83 Ohio College & university libraries and the State Library of Ohio. OhioLINK membership includes access to a central catalog of institutional holdings, selected online indexes, full-text databases, reference tools, eBooks, & image collections. OhioLINK provides user-initiated online borrowing through its statewide catalog. Your Marietta College ID is required for patron authentication to borrow materials through OhioLINK. Books may be borrowed for 21 days plus four 21-day renewals (as long as another user has not requested the item) and media (AV & microforms), for 7 days, no renewal. Materials are usually received in 3-5 days. In addition, you can search more than 100 online indexed & full-text databases through OhioLINK. On the library home page or from the Library Resources menu. The OhioLINK Library catalog is available on its home page or directly through M.C. CAT.

If you want more information about the MC library, feel free to contact:

**Thayer, Peter**

Reference and Access Services Librarian

(740) 376-4361

[thayerp@marietta.edu](mailto:thayerp@marietta.edu)

**Straw, Joe**

Reference and Instruction Librarian

(740) 376-4541

[joe.straw@marietta.edu](mailto:joe.straw@marietta.edu)

**Campus Police:** Located 127 ½ North 7<sup>th</sup> Street. For Non-emergency or assistance, call (740) 376-3333. For emergencies dial 911. For instructions about obtaining your college ID and Parking permit go to the campus police web site: [http://www.marietta.edu/departments/College\\_Police/index.html](http://www.marietta.edu/departments/College_Police/index.html)

**College Records Office:** Handles transcripts requests, PR forms, scheduling and registrations questions etc. Irvine Administration Building, Phone: (740)376-4723, Fax: (740)376-4729, Email: [records@marietta.edu](mailto:records@marietta.edu), Hours: Monday through Friday 9am - 4:30 pm.

**College Admissions Offices:** Admissions House on Putnam St., Office of Admission 800-331-7896, Contact: Scott McVicar, Email: [admit@marietta.edu](mailto:admit@marietta.edu).

**Financial Aid:** Irvine Administration building, Office of Financial Aid 800-331-2709, Email: [finaid@m](mailto:finaid@m).

**Services for Students with Disabilities:** Academic Resource Center (ARC), Andrews Hall-Third Floor; (740) 376-4467. All services for students with disabilities are coordinated through the Academic Resource Center (ARC). Recent documentation of a student's disability from a licensed



psychologist, psychiatrist, or physician must be provided to the ARC to establish accommodations. In addition to reviewing documentation to facilitate arrangements for specific classroom accommodations, ongoing individualized guidance is available from the ARC's Disabilities Specialist to include referrals to outside agencies for testing and assessment as necessary. Other services available include tutoring, study skills assistance, access to adaptive technology and personalized services based upon documented needs. Students needing assistance with disability-related issues should contact the ARC (Andrews Hall, 376-4700, arc@marietta). In addition, students are strongly encouraged to discuss individual class-specific needs with each faculty member at the outset of each academic semester.

**Health and Counseling Services:** The Michael J. Harding Health Center, Located in Harrison Hall, (740) 376-4477. Health and Counseling services are available to all students at no charge. Services are provided and/or supervised by health professional as well as a counseling professional (clinical psychologist or counselor). All are licensed to practice in Ohio. All providers adhere to state and federal guidelines governing provision of health/mental health and/or counseling services to college-age students. As such, the services are confidential in accordance with state and federal guidelines.

## Odds and Ends

### The Most Important Things to Remember about the MAP Graduate Program (In descending order)

- Read this Handbook. This handbook is filled with useful and important information. If you don't know something ask, chances are the faculty, staff and students will be happy to help you.
- Become involved in the Psychology Department. Many faculty call this "face time". In other words, it's important for graduate students to "show their face around the psychology department". Graduate school is the first step in your professional career, so make use of every opportunity! Develop good relationships with faculty and get to know your fellow graduate students. The MAP program is intentionally kept small to foster mentoring relationships between faculty and graduate students. Attend psychology department functions. Whenever possible, attend professional psychology conferences and when possible present a conference paper.
- Be professional. Strive to create and promote an environment of respect and trust. Take pride in your actions, and act in a respectable, professional and ethical manner. Be mindful that your behavior is a reflection upon the department of psychology, Marietta College, and the discipline of psychology. Also be a mentor and role model to our undergraduate psychology students. Help them learn whenever you get a chance.
- Balance graduate school with your other responsibilities. All graduate students need to balance graduate school with jobs, families and other important obligations. Handling these diverse responsibilities is not easy; nonetheless, the MAP program must be a priority. We will help when we can, but remember your future begins here!
- Learn to be organized, learn to work independently, and learn to stay on task. Unlike your undergraduate experience, graduate school is largely about independent learning. Graduate faculty will not give you the same detailed instructions, detailed feedback, or in some cases extra time you received as an undergraduate. It is expected that you will come to class knowing the assigned readings and are fully prepared to discuss the material.
- Don't be afraid to ask questions, however, there are times when graduate students are expected to know basic levels of knowledge. If you don't know something, it is expected that you will be motivated to learn or re-learn basic material. In this way, graduate students should be able to participate in more abstract and critical discussions of course material.
- Please remember the evaluation system in graduate school is more demanding than at the undergraduate level. Essentially there are only three grades in the MAP program: A= exceptional, B=good and meets expectations, C=does not meet expectations (failing). (Don't be upset if you receive a grade of B in graduate course (most students' do).
- Start your thesis research early and work on it a little every day! The number one reason graduate students do not finish the MAP program on time, or at all, is the thesis requirement. Start your thesis early by talking to faculty (and other graduate students) about research that interests you. Read the literature and sketch out your ideas before you go and find a potential faculty member to serve as your thesis chair. (You will also need another faculty member to serve on your committee as a reader). Become involved in RESEARCH, either your own or get involved in the reach of someone else. Research experience is like money, it has value. Both potential employers and Doctoral programs want people with research experience.

## Characteristics of Graduate School Superstars

Admission to the MAP program is selective. Every MAP student in the program was selected because they have the potential to succeed in the program and graduate. Nonetheless, why not consider becoming a graduate student *superstar*? Here is some research on what makes some graduate students “superstars”. The following is adapted from Appleby, D.C. (1990). *A Handbook of the Marian College Psychology Department*. Indianapolis, IN:

*Graduate school can be a traumatic experience. Some graduate students spend their time complaining about a heavy work load, uncaring attitudes of faculty, or constant pressure of being evaluated. These students quickly begin to devalue their graduate education, deny its relevance, and develop strategies that help them to "beat the system" (i.e., merely satisfying degree requirements without engaging in any actual learning). Graduate school for these people is an unpleasant experience to be endured, survived, and forgotten as quickly as possible. Another group seems to thrive on their graduate education. According to Bloom and Bell (1979): "These are the few who proceed through the program with the minimum amount of difficulty and a maximum amount of quality performance. They are respected by the faculty, they receive the best financial assistance, they receive accolades, and as a group, they end up with the best employment" (p.231). These are the graduate school superstars. But what makes them so successful? Bloom and Bell identified four factors which were named most often by graduate school faculty to identify superstars they had known:*

- **Visibility:** The most often mentioned behavioral characteristic was visibility. Superstars were observed to be physically present in the department, during and often after working hours.
- **Willingness to Work Hard:** The next most often mentioned quality was that they were hard working. It is important to point out that the superstars were perceived as hard working because faculty actually saw them working hard. Other students may have worked harder, but because they were working hard at home or in the library, they were not perceived to be as hard working as the superstars.
- **Reflection of Program Values:** A consistently mentioned quality was the faculty's perceptions of their professional values. These values were concordant with program values of research and scholarly excellence. Superstars also recognized the value of having contact with broad areas of psychology, even though their own programs might be highly specialized.
- **True Interest in Research:** Many students preparing for graduate school in clinical psychology may assume that clinical and counseling skills will be much more valuable to them in graduate school than their ability to perform research. However, potential clinicians should work equally as hard to develop their research skills in courses such as research methods, statistics, experimental lab courses, and directed research, as they do to develop their clinical and counseling skills. Superstars were engaged in ongoing research projects in addition to their MA and PhD theses. (Non-superstars did research because it was a degree requirement.) Superstars viewed research as an integral part of their discipline and a desirable and worthwhile activity for any professional psychologist. They were curious enough about a problem to want to see data on it.
- **Development of Relationship with a Mentor:** From the time they entered graduate school almost all superstars attached themselves to one or two faculty members with whom they continued to work during the course of their training. Faculty reported that they "were easy to teach," "picked up things quickly," "could receive and use feedback well," "were not constant complainers," and "were able to grow into colleague status without taking advantage." In essence, the superstars listened, learned, grew, and produced through close working relationships with faculty.

Note that the above characteristics do not include intelligence, excellent grades, or writing ability. The lesson to be learned from these findings is that success in graduate school is due to more than just raw brain power. It is also strongly affected by dedication, hard work, seriousness of commitment, clarity.



## **APPENDICES**

# MARIETTA COLLEGE

## MASTER OF ARTS IN PSYCHOLOGY

### **Student Activity Report**

Student Name:

Thesis Advisor:

Year in Program:

Expected Degree Completion Date:

Honors/Awards Received (including graduate assistantship):

### **Academic Requirements**

Courses Taken w/ Grades:

Coursework Remaining:

Degree/Thesis Milestones Achieved:

Description of Applied Experience(s) Taken (or you like to do next year):

### **Research Activities**

Presentations/Publications:

Conferences Attended:

Research Work in Progress:

Professional Memberships:

**Service**

List any Service Activities (e.g., journal reviews, recruiting events, committees, volunteer efforts, etc.):

**Forward-Looking**

Initial Post-Graduate Objectives (e.g., doctoral program, teaching position, research position, etc.):

Goals for the Coming Year (include timetable):

**Reflection**

Student Comments on Progress in Past 12 Months

(Provide your own self-evaluation of your performance in the research, teaching, and service areas. Are there any specific areas or concerns that you would like to discuss with your advisor?):

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Important MAP Program Policy Contract**

*This form needs to be signed and initialed and turned into the Psychology Department office.*

Instructions: This form acknowledges that you have read the MAP Graduate Student Handbook and you are aware of some of the important program policies, requirements and procedures listed below. (See the College graduate catalogue for additional information and policies) Please sign and date the form below and then sign your initials near the number of each policy indicating that you are aware of the MAP program policy. This form will be kept on record in the psychology department office.

I (print name) \_\_\_\_\_ acknowledge that I am aware of the MAP policies listed below. My initials indicate I am aware of the policy.

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_.

- \_\_\_\_\_ 1. The Grade Point Requirement: Marietta College uses a 4.0 grading system where A = 4 quality points, B = 3, etc. with no +/- used. Each student must earn a grade point average of 3.0 or better. A student enrolled in the MAP program who receives a grade of "C" or below in PSYC 620, PSYC 685, or PSYC 686 must repeat the course and receive a grade of "B" or better. A student enrolled in the MAP program who receives a grade of "C" or below in any experiential or elective course must repeat the course and receive a grade of "B" or better, or take a different experiential or elective course and receive a grade of "B" or better. A student who receives a grade of "C" or below in any course will be placed on academic probation. A student who receives two or more grades of "C" or below in any graduate course in the program will be dismissed. The thesis courses are graded Satisfactory/Unsatisfactory and are not included in the calculation of the grade point average; however, a grade of Unsatisfactory in a thesis course will count as a failing grade, and will count toward the two or more grades of "C" or below that result in dismissal. Students engaged in unethical or unprofessional conduct may also be dismissed from the MAP program. Students may appeal these decisions to Graduate Council (see MC graduate program catalog).
- \_\_\_\_\_ 2. Program Completion Time: Once students matriculate into the MAP program, the "3-year clock begins" and students are expected to complete all program requirements within three academic years. Students experiencing special circumstance, for example, medical or family emergency may apply to the MAP program director for an extension. Students not completing program requirements after 3 academic years, and have not been granted an extension for cause, will be dismissed from the program.
- \_\_\_\_\_ 3. Academic Advising: The Director of the MAP program serves as the academic advisor for all graduate students. It is important that all graduate students make an advising appoint and meet with the director of the MAP program each semester before they register for graduate classes on line. Scheduling issues, administrative demands, research sabbaticals, etc. sometimes result in the psychology department not being able to offer the same rotation of elective courses. Please check the online course schedule and talk to the MAP director to see which courses will be offered each semester.
- \_\_\_\_\_ 4. Full-time Status: MA track students are considered full-time when carrying 9 or more graduate credit-hours each semester. BA/MA track students usually carry 6 credits-hours in addition to their undergraduate credits. During the second full year of the program, BA/MA track students carry a full load (9 credit-hours or more) of graduate credits.
- \_\_\_\_\_ 5. Document Reading Time: Faculty thesis committees should be given at least **two weeks** to read and comment on a thesis document (proposal and defense documents) before the scheduled



proposal/defense meeting. Faculty will typically read the document in the first week of this period, and will notify the student in the case they find anything in or missing from the document that would prevent a successful outcome for the upcoming proposal/defense meeting. *Proposal/Defense Meetings should be held prior to the completion of finals week in the semester that they are to be completed. Proposal/Defense meetings should not be held during Winter or Summer Breaks.*

- \_\_\_\_\_ 6. Participating in Graduation: A MAP student is allowed to participate in the Marietta College Commencement ceremony only if the student has completed all MAP program requirements, or all requirements except Thesis II by the end of the term, with Thesis I completed by Spring Break (or Fall Break) of the semester in which the student wishes to participate in Commencement (that means that the thesis has been successfully proposed). Satisfactory progress in the thesis will be confirmed with the program director, in consultation with the thesis advisor, to determine eligibility. Diplomas are mailed to students upon successful completion of all program requirements.
- \_\_\_\_\_ 7. Thesis Continuation Credit: Students that have not yet completed Thesis II must enroll in a one-credit thesis continuation course each semester in order to continue to be enrolled at Marietta College.
- \_\_\_\_\_ 8. Grades of PR: Grades of Progress (PR) (like an incomplete) for graduate classes can only be given by instructors for special circumstances, such as an illness or family emergency, or if the work involved in the course carries over the period of more than one semester. If the instructor believes a grade of PR in a course is warranted, then it is the student's responsibility to meet with the faculty member and arrange a deadline for completing all course requirements. Once the faculty member agrees to the deadline, the faculty member enters a PR during online submission of semester grades. If the course is not completed by the deadline listed at the time the grade of PR is entered, the PR grade automatically turns to a failing grade. To receive a grade of PR for PSYC 691 and/or PSYC 692, progress throughout the semester must be shown to the thesis advisor.
- \_\_\_\_\_ 9. Graduate Assistants: The psychology department has a limited number of paid graduate assistant stipends to award each academic year. Stipends are awarded on a competitive basis but all students are encouraged to apply. Graduate Assistant (GA) responsibilities and tasks are diverse, but are primarily focused on helping faculty complete the educational and research mission of the department of psychology. All GA students report to the MAP director and must be prepared to work in the department up to 15 hours each week. GA students must have flexible work schedules and meet the conduct/work rules of employees of Marietta College. Students not full-filling their assigned duties and/or are absent/tardy may lose their assistantship and funding at any time.