



Clinical and Developmental Psychopathology (MScRes)

Vrije Universiteit Amsterdam - Faculteit der Psychologie en Pedagogiek - RM Clinical and Developmental Psychopath - 2013-2014

The Research Master program in Clinical and Developmental Psychopathology is part of the William James Graduate School. It is a two year program of total 120 ECTS, 60 ECTS a year.

Goals of the Program

After completion of the programme, graduates will be qualified to work as competent psychological researchers with an independent work attitude. They will be capable of successfully completing a PhD programme, or working in a research institution, tackling multidisciplinary and interdisciplinary questions at the intersection of clinical psychology, developmental psychology, and educational sciences, with an emphasis on translational research, translating theoretical insights into clinical applications and/or clinical experiences into theoretical insights.

[Course program 2013-2014 Research Master Clinical and Developmental Psychopathology](#)
[Academic calendar 2013-2014](#)

Inhoudsopgave

Research master Clinical and developmental psychopathology, year 1	1
Research master Clinical and developmental psychopathology, year 1, Compulsory courses	1
Research master Clinical and developmental psychopathology, year 1, Elective courses	1
Research master Clinical and developmental psychopathology, year 2	1
Research master Clinical and developmental psychopathology, year 2, Compulsory courses	2
MSc2 Clinical and developmentl ps E	2
Other information	2
Transition rules	2
Subscription terms	3
Vak: Aging and Mental Health (Periode 1)	3
Vak: Autism and Developmental Disorders (Periode 1)	3
Vak: Brain, Cognition, and Mental Health (Periode 1)	4
Vak: Cognitive Behaviour Therapy (Periode 4)	5
Vak: Epidemiological Research in Clinical and Developmental Psychopathology (Periode 1)	6
Vak: Juvenile Delinquency and Antisocial Development (Periode 4)	7
Vak: Master's Thesis (Ac. Jaar (september))	8
Vak: Parenting and Mental Health (Periode 4)	8
Vak: Practical I: Skills for Clinical Research (Periode 2)	10
Vak: Practical II: Initiating and Performing (Periode 2)	10
Vak: Practical III: Advanced Research Methods in Clinical and Developmental Psychopathology (Periode 3)	11
Vak: Psychopathology (Periode 1+2)	11
Vak: Randomized Controlled Trials of Psycholo (Periode 3)	12
Vak: Research Project (Periode 5+6)	13
Vak: Scientific Writing and Presenting (CDP) (Periode 2)	13
Vak: Systematic Reviews and Meta-analyses of Psychological Interventions (Periode 4)	14
Vak: Theory of Therapeutic and Preventive Intervention (Periode 5)	15
Vak: Trends in Brain and Behaviour (Periode 1)	17

Research master Clinical and developmental psychopathology, year 1

First year Research Master Clinical and Developmental Psychopathology consists of compulsory and elective courses.

Opleidingsdelen:

- [Research master Clinical and developmental psychopathology, year 1, Compulsory courses](#)
- [Research master Clinical and developmental psychopathology, year 1, Elective courses](#)

Research master Clinical and developmental psychopathology, year 1, Compulsory courses

Below the first year compulsory courses.

Vakken:

Naam	Periode	Credits	Code
Epidemiological Research in Clinical and Developmental Psychopathology	Periode 1	6.0	P_MEPIDRE
Psychopathology	Periode 1+2	12.0	P_MPSYPAT
Randomized Controlled Trials of Psycholo	Periode 3	6.0	P_MRANCON
Research Project	Periode 5+6	12.0	P_MRPRCDP
Scientific Writing and Presenting (CDP)	Periode 2	6.0	P_MSWPCDP
Systematic Reviews and Meta-analyses of Psychological Interventions	Periode 4	6.0	P_MSYSREV
Theory of Therapeutic and Preventive Intervention	Periode 5	6.0	P_MTHEOTH

Research master Clinical and developmental psychopathology, year 1, Elective courses

Courses:

Name	Period	Credits	Code
Cognitive Behaviour Therapy	Period 4	6.0	P_MCOBETH
Juvenile Delinquency and Antisocial Development	Period 4	6.0	P_MJUVEL
Parenting and Mental Health	Period 4	6.0	P_MPARMEN

Research master Clinical and developmental psychopathology, year 2

Programme components:

- [Research master Clinical and developmental psychopathology, year 2, Compulsory courses](#)
- [Research master Clinical and developmental psychopathology, year 2, Elective courses](#)

Research master Clinical and developmental psychopathology, year 2, Compulsory courses

Below the second year compulsory courses.

Vakken:

Naam	Periode	Credits	Code
Master's Thesis	Ac. Jaar (september)	30.0	P_MTHECDP
Practical I: Skills for Clinical Research	Periode 2	6.0	P_MPRACT1
Practical II: Initiating and Performing	Periode 2	6.0	P_MPRACT2
Practical III: Advanced Research Methods in Clinical and Developmental Psychopathology	Periode 3	6.0	P_MPRACT3
Trends in Brain and Behaviour	Periode 1	6.0	P_MTRBRBE

MSc2 Clinical and developmentl ps E

Courses:

Name	Period	Credits	Code
Aging and Mental Health	Period 1	6.0	P_MAGMENT
Brain, Cognition, and Mental Health	Period 1	6.0	P_MBRCOGM

Other information

Opleidingsdelen:

- [Transition rules](#)
- [Subscription terms](#)

Transition rules

Courses:

Name	Period	Credits	Code
Autism and Developmental Disorders	Period 1	6.0	P_MAUTDEV

Subscription terms

Aging and Mental Health

Vakcode	P_MAGMENT ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Docent(en)	prof. dr. A.M. Pot
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

In this course, students will learn the psychological problems of older people and what is known about the effectiveness of psychological interventions.

Inhoud vak

The number of people 65 years or older in the Netherlands is increasing from 2,4 million now to 3,6 million in 2025. Psychological problems in later life need their own psychological interventions to reduce or prevent them. In this course, students will learn about the psychological problems of older people and what is known about the effectiveness of psychological interventions. These interventions are partly developed for younger adults and adapted for seniors, and partly specifically developed for problems in later life, such as providing family care and coping with losses, chronic diseases and disabilities. Because older adults form a heterogeneous and multiform group, scientific research on the effectiveness of interventions has its own problems. In this course, these problems and the challenges and threats of intra-individual techniques will be discussed. Students will participate in the ongoing research on the effectiveness of psychological interventions for older adults (RCT or N=1) affiliated to the Chair Geropsychology and write a paper based on the data.

Onderwijsvorm

Visit to long-term care Facility, lectures and active involvement of students.

Toetsvorm

Written exam, oral presentation, paper, and research proposal.

Literatuur

Journal articles and book chapters, specific references can be found on Blackboard.

Autism and Developmental Disorders

Vakcode	P_MAUTDEV ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	dr. S.M. Begeer
Docent(en)	dr. S.M. Begeer
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

This course will offer a critical overview of recent research on phenotype, cause, prevalence, co-morbidity, assessment and treatment of autism spectrum disorders. Students will also be informed about the most recent assessment and treatment methods available in the Netherlands.

Inhoud vak

Autism Spectrum Disorders are complex neurobiological disorders that last throughout an individual's lifetime. With a prevalence of 1 in 150, they are more common than pediatric cancer, diabetes, and AIDS combined. However, few disorders seem more confusing than autism. Common stereotypes, of the withdrawn, mute child with repetitive activities, do no justice to the wide variety of individuals with an autism spectrum diagnosis. To date, there is no single treatment protocol for all children with autism spectrum disorders. More importantly, the information about the effectiveness of treatments is very limited. While the main focus will be on autism, several other disorders with overlapping problem domains will also be discussed.

Onderwijsvorm

Lectures and presentation meetings.

Toetsvorm

Written exam, oral presentation and research proposal.

Literatuur

Recent research papers provided through BlackBoard.

Overige informatie

This course is taught every other year. The course will not be taught in 2013-14, but will be taught in 2014-15. Students who started the course in 2012-13, but did not complete the course, can still finish the course in 2013-14. For this they need to contact Prof.dr. J.M. Koot

Brain, Cognition, and Mental Health

Vakcode	P_MBRCOGM ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	dr. M. Huizinga

Docent(en)	dr. N.C. Lee, dr. M. Huizinga
Lesmethode(n)	Hoorcollege, Werkcollege
Niveau	400

Doel vak

This integrated series of lectures and tutorials will address research in applied and basic neuroscience, which aims to elucidate the mechanisms of mental functioning both in healthy individuals and patient populations. The course aims to provide students with background knowledge on both brain development and the research methods commonly used in neuroscience research, as well as current trends related to mental health.

Inhoud vak

The neuroscience approach to mental health focuses on the relationship between the brain and behaviour. Brain-behaviour relationships can be studied in diverse populations ranging from children to adults and patient populations to healthy controls. This course revolves around the view that mental health and mental dysfunction are the consequence of the dynamic interplay of biological factors, psychological factors and socio-cultural factors. The course will start by providing students with an introduction to brain anatomy as well as the most common methods used in the neuroscience research. During subsequent sessions distinguished lecturers will present the most recent trends in their field of research, covering the stages of normal and abnormal development from childhood to adulthood. Students will be encouraged to actively engage with the invited speakers as well as discuss the presented material in more detail during the weekly tutorial group meetings.

Onderwijsvorm

Lectures and tutorials

Toetsvorm

To pass this course students will need to:

- Complete a quiz on blackboard each week to assess their prior knowledge on the topics covered in that week's lecture.
- Actively participate in both the lectures and tutorial groups (attendance is mandatory).
- Pass the final exam by achieving a mark of 5,5 or higher (the exam will consist of open-ended questions)

Literatuur

Research articles and book chapters will be provided via blackboard.

Cognitive Behaviour Therapy

Vakcode	P_MCOBETH ()
Periode	Periode 4
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	prof. dr. W.J.M.J. Cuijpers
Docent(en)	prof. dr. W.J.M.J. Cuijpers, prof. dr. M. van der Gaag
Lesmethode(n)	Hoorcollege

Niveau	400
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Doel vak

The students will have an overview of the state of the art in research on cognitive behaviour therapy; they will critically evaluate the scientific status of the research in the field; they will design research studies in a group session as well as in an individual presentation.

Inhoud vak

Cognitive behaviour therapy is by far the best examined psychotherapy, which has been applied in many target groups and in a range of mental health and general medical conditions. Cognitive behaviour therapy is the best intervention to use as an example of how research on psychotherapy can be conducted. In this course we focus on the core elements of what cognitive behaviour therapy is, in which target groups it can be used and how it can be adapted for using it in different target groups. We will also focus on the cognitive theories of mental disorders. It can also be used very well to explain the problems of examining how therapies work (mediators and moderators). Furthermore, we will focus on how to design studies using this type of therapy.

Onderwijsvorm

Lectures

Toetsvorm

2 written exams and an oral presentation.

Literatuur

Dobson & Dobson (2009) Evidence-based Practice of Cognitive Behavioral Therapy; New York, Guildford Press
- a reader with recent papers.

Epidemiological Research in Clinical and Developmental Psychopathology

Vakcode	P_MEPIDRE ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	prof. dr. J.M. Koot
Docent(en)	prof. dr. P.A.C. van Lier, prof. dr. J.M. Koot, prof. dr. A. van Straten
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

In this course the students learn the methods and principles of epidemiological research in clinical and developmental psychopathology.

Inhoud vak

Students will learn what the contribution of epidemiological research has been to our knowledge about etiology, diagnostics, prognosis, prevention, and treatment of mental disorders in children, adolescents

and adults. The students will learn the most basic skills in conducting epidemiological research and to judge the quality of epidemiological research from other researchers. We will also focus on the principles and criteria for causality, internal and external validity, different types of errors, confounding, and effect modification. Furthermore, we will teach students the specific methods of conducting prospective research in developmental and clinical psychopathology.

Onderwijsvorm

Lectures as well as seminars.

Toetsvorm

Writing a paper, written exam.

Literatuur

- Mandatory reading provided through BlackBoard
- Optional reading provided through BlackBoard
- Book: Field, A. (2009). Discovering statistics using SPSS (3rd Ed.). London: Sage. ISBN 978-1-84787-907-3.

Juvenile Delinquency and Antisocial Development

Vakcode	P_MJUVDEL ()
Periode	Periode 4
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	dr. T. Olthof
Docent(en)	prof. dr. P.A.C. van Lier
Lesmethode(n)	Hoorcollege, Werkcollege
Niveau	400

Doel vak

The goal of this course is to make students acquainted with the development of antisocial behaviour.

Inhoud vak

Of all children, approximately 20-30% will eventually engage in some form of antisocial behaviour or delinquent acts. A minority of those will engage in persistent antisocial behaviour from childhood onwards. In this course the influence of social relational en environmental risks throughout the childhood and adolescent years is discussed. Focus is on biosocial and genetic influences, and their interplay with environmental and social relational risk variables. These factors are presented using a developmental approach. That is, we focus is on how personal endowments, and social, behavioural and relational risk factors influence the stable high levels, but also increases and decreases in antisocial behaviour over the period of childhood and adolescence.

Onderwijsvorm

Lectures and presentation meetings.

Toetsvorm

Oral presentation and research proposal.

Master's Thesis

Vakcode	P_MTHECDP ()
Periode	Ac. Jaar (september)
Credits	30.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	prof. dr. W.J.M.J. Cuijpers
Niveau	500

Doel vak

The aim of the Master's Thesis is to integrate the knowledge and skills acquired during the Research Master, and to apply this knowledge and skills in research.

Inhoud vak

The Master's Thesis will be developed and conducted within the research program of one of the participating departments. During this period, the student will be member of a research group, and will be involved in all phases of the scientific cycle. The quality of the Thesis will be guaranteed by a 'go-no go' decision, which will be made by a senior staff member based on a written research plan, including the research question, field research or experimental protocol, statistical design and feasibility. In principle, the student will contribute with his or her work to an ongoing research project. Daily coaching will be the responsibility of the principal investigator of the project. As part of the Master's Thesis the student will log all major phases of conducting research (protocol design, data collection, data management, data analysis) as well as reporting (writing a manuscript fulfilling the APA requirements for a journal article; revising the manuscript based on anonymous reviewer feedback; presenting a research paper at a symposium). The Master's Thesis is written in the form of an article, which, as a rule, will be submitted for publication to an international, peer-reviewed journal.

Onderwijsvorm

Individual trajectory within one of the participating research groups.

Toetsvorm

Paper, research log, oral presentation.

Vereiste voorkennis

Research Project I

Overige informatie

The Master's thesis will be lectured by prof. dr. W.J.M.J. Cuijpers, prof. dr. J.M. Koot and prof. dr. C. Schuengel.

Parenting and Mental Health

Vakcode	P_MPARMEN ()
Periode	Periode 4
Credits	6.0

Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	prof. dr. C. Schuengel
Docent(en)	prof. dr. C. Schuengel, dr. M. Oosterman
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

To gain theoretical insight in the models that connect parenting to the development of psychopathology, either as a risk or a resilience factor, most prominently attachment theory and emotional security theory. To scrutinize the assumptions of current research that examines environmentally mediated linkages between parenting and development and models of intergenerational transmission of attachment and psychopathology. To learn how to avoid common confounds in parenting-mental health research. To become proficient in analyzing theoretical propositions in terms of causal models, including mediating and moderating mechanisms. To critically examine evidence for theoretical models of attachment and emotional security.

Inhoud vak

From the perspective of developmental psychopathology, the role of parenting at different system levels is highlighted. This includes an in-depth theoretical treatment of parent-child relationships, as well as parental behaviour and socialization practices, the exposure of children to conflicts between parents, and child maltreatment. Particular attention is paid to research that links parenting to child outcomes on the psychophysiological level, and to research into the buffer that parenting may provide against risk factors for the development of psychopathology, including chronic disease, physical and intellectual disabilities, bullying, and instable family arrangements. This course also pays attention to the methodological challenges in distinguishing environmental family effects from biological effects, including the use of interventions as well as experiments of nature such as adoption or foster care. Developmental psychopathology offers different theoretical tools to analyse the interactions of factors at different systems levels. A common thread in the course will be training in analysis of theoretical models, using mediating and moderating mechanisms as theoretical tools, and learning how evidence for mediating and moderating effects can be derived from quantitative research data.

Onderwijsvorm

Lectures and seminars.

Toetsvorm

Written exam and paper. Both count for 50% of the grade.

Literatuur

Cummings, E.M., Davies, P.T. (2010). Marital conflict and children: An emotional security perspective. New York: Guilford. Ch 1 t/m 8
- Sroufe, L.A., Egeland, B., Carlson, E.A., & Collins, W.A. (2005). The development of the person. New York: Guilford. Ch 1 t/m 14
- Holmbeck, G. N. (1997). Toward Terminological, Conceptual, and Statistical Clarity in the Study of Mediators and Moderators: Examples From the Child-Clinical and Pediatric Psychology Literatures. *Journal of Consulting & Clinical Psychology*, 65, 599-610.

- Graham-Bermann, S. A., Lynch, S., Banyard, V., Devoe, E. R., & Halabu, H. (2007). Community-based intervention for children exposed to intimate partner violence: An efficacy trial. *Journal of Consulting and Clinical Psychology*, 75(2), 199-209. Retrieved from WOS:000245394600001
- Oppenheim, D., Koren-Karie, N., & Sagi-Schwartz, A. (2007). Emotion dialogues between mothers and children at 4.5 and 7.5 years: Relations with children's attachment at 1 year. *Child Development*, 78(1), 38-52.
- Bakermans-Kranenburg, M. J., & Van IJzendoorn, M. H. (2009). The first 10,000 Adult Attachment Interviews: Distributions of adult attachment representations in clinical and non-clinical groups. *Attachment & Human Development*, 11(3), 223-263. Retrieved from ISI:000266203900001
- Willemsen, A. M., Schuengel, C., & Koot, H. M. (2009). Physiological regulation of stress in referred adolescents: the role of the parent-adolescent relationship. *Journal of Child Psychology and Psychiatry*, 50(4), 482-490. Retrieved from ISI:000264564500013

Practical I: Skills for Clinical Research

Vakcode	P_MPRACT1 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	dr. F.A. Goossens
Docent(en)	prof. dr. C. Schuengel, prof. dr. A. van Straten, dr. M. Oosterman, A.M. Scheeren, dr. F.A. Goossens, S.C. Plukaard MSc, C.E. Stevenson
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

Within this module, students acquire specific techniques and expertise for conducting research with clients.

Inhoud vak

Clinical and developmental psychopathology is an interdisciplinary field, in which a broad array of research techniques and paradigms are used. Students can choose to learn three specific (non-generic) skills or techniques, under intensive tutoring by experts in these methods.

Onderwijsvorm

Small groups of students are tutored and trained in three research techniques by expert researchers.

Toetsvorm

Assignments and/or a paper, dependent on the technique. Students should pass all three techniques. When students fail one or two techniques the positive results will remain valid for the year they have been obtained and the following (academic) year.

Literatuur

Depends on the specific subject.

Practical II: Initiating and Performing

Vakcode	P_MPRACT2 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	prof. dr. J.M. Koot
Docent(en)	prof. dr. J.M. Koot
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

The aim of this course is to learn how to obtain funding, initiate, and successfully conduct clinical research.

Practical III: Advanced Research Methods in Clinical and Developmental Psychopathology

Vakcode	P_MPRACT3 ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	dr. J.B. Hoeksma
Docent(en)	dr. J.B. Hoeksma
Lesmethode(n)	Hoorcollege, Computerpracticum

Doel vak

To learn to analyse data.

Inhoud vak

The focus will be on practical data analysis. Theory and practice alternate. Students will be invited to bring in their own data sets during the practicals. By the end of the course students will be able to prepare the data analysis for their Master theses. Students are invited to propose topics of their choice for the lectures practicals. (See the book by Andy Field below) Each lecture is followed by a practical, and each practical is followed by analyzing a data set and writing a short paper. Papers comprise a short introduction, a method section, results section and conclusion. Computer programme to be used is SPSS.

Onderwijsvorm

Lectures and practicals.

Toetsvorm

A paper and MC-exam (paper and exam 50% each).

Literatuur

Andy Field: Discovering Statistics Using SPSS, Third Edition. Sage Publications.

Psychopathology

Vakcode	P_MPSYPAT ()
Periode	Periode 1+2
Credits	12.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	prof. dr. J.M. Koot
Docent(en)	prof. dr. C. Schuengel, prof. dr. J.M. Koot, prof. dr. A.C. Krabbendam, prof. dr. A.C. Huizink, dr. D.J. Zevalkink, prof. dr. M. van der Gaag
Lesmethode(n)	Hoorcollege, Werkcollege, Overig, Bijeenkomst
Niveau	400

Doel vak

The aim of this course is to integrate clinical and developmental perspectives of psychopathology, to achieve a thorough theoretical understanding of the developmental origins of mental health, and the clinical presentation of disorders. This course aims to build a firm theoretical foundation for the program components to follow, to provide an orientation on a variety of approaches, and to stimulate the process of integrating different perspectives.

Inhoud vak

Topics covered address physiological, genetic, cognitive, social-emotional, ecological, and relational factors as these relate to risks as well as protective factors for the development of mental health problems. Based on this broad showcase of perspectives, specific issues are addressed for the field of clinical and developmental psychopathology, namely the different approaches towards classification, etiology, and treatment.

Onderwijsvorm

Lectures as well as seminars.

Toetsvorm

Exam 1 (25%), Exam 2 (25%), Paper presentation (50%). There is one re-exam for all components together

Randomized Controlled Trials of Psycholo

Vakcode	P_MRANCON ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	prof. dr. A. van Straten
Docent(en)	prof. dr. A. van Straten, dr. A.M. Kleiboer
Lesmethode(n)	Hoorcollege, Practicum
Niveau	400

Toetsvorm

Paper (25%) and written exam (75%). To pass the course, both the exam and the paper have to be sufficient.

Literatuur

Everitt B.S. & Wessely S. (2008) Clinical trials in psychiatry. New York Oxford University press and journal papers.

Research Project

Vakcode	P_MRPRCDP ()
Periode	Periode 5+6
Credits	12.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	dr. A.M. Kleiboer
Niveau	400

Doel vak

The aim of the Year 1 Research Project is to integrate the skills and knowledge of the first year of the Research Master, after the students have taken their first step towards differentiation within the field of clinical and developmental psychopathology.

Inhoud vak

During this part of the Research Master, the students will develop a research plan which is in line with the Elective Course the student has chosen. This research plan will be tutored by one of the senior researchers from the participating research groups. The plan will consist of several sections, including a description of the problem which will be examined, a research question, with specific hypothesis, and a methods section which contains all the components of the methods, such as the research population, procedures, data collection, measurement instruments, and the proposed analyses.

Onderwijsvorm

Individual trajectory within one of the participating research groups.

Toetsvorm

Development of plan, oral presentation.

Overige informatie

The course will be lectured by prof. dr. W.J.M.J. Cuijpers, prof. dr. J.M. Koot and prof. dr. C. Schuengel.

Scientific Writing and Presenting (CDP)

Vakcode	P_MSWPDP ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	prof. dr. J.M. Koot
Docent(en)	C.J. Ester
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

This module aims to develop two important academic skills: scientific writing, and presenting. It is intended for research master's students. Students will learn to write an article in English for a peer-reviewed academic journal, and present with confidence in English for an academic audience.

Inhoud vak

In course part on writing a top down approach is used with successive focus on the structure of a research report, its paragraphs and sentences. During this part gradual improvement of the text is aimed for by writing and truning in the introduction, the methods and results section, and finally the discussion. During the course part on presenting the student learns to present information in English clearly, structured and in a correct way. The focus will be on writing an empirical article, although attention is also given to the writing of a literature review or a theoretical article. The course addresses key problem areas in written English and APA guidelines. Students will learn to present empirical research for international audiences (e.g., oral presentation). The module addresses issues such as structuring a presentation, responding to questions, and the use media of facilities. Specifically, the course includes the following topics:

Writing: Focus is on main parts of a scientific paper, structure and coherence at the paragraph and sentence level. Further, grammar and punctuation, the use of active and passive sentences, phrasing, academic vocabulary, readability, correction and referencing will be taught.

Presenting: Focus will be on preparation and performance of PowerPoint and poster-presentations. Further, attention will be given to use of vocabulary and idiom in presentations in English, verbal fluency, build-up of presentations, pronunciation and sentence production, use of grammar and body language.

Onderwijsvorm

Lectures, workshops, and writing assignments.

Toetsvorm

Writing a paper, oral presentation.

Literatuur

- Reader.
- Students are advised to acquire the APA manual.

Overige informatie

This course is taught by a teacher from the Taalcentrum VU (www.taalcentrum.vu.nl)

Systematic Reviews and Meta-analyses of Psychological Interventions

Vakcode	P_MSYSREV ()
Periode	Periode 4
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	prof. dr. W.J.M.J. Cuijpers
Examinator	prof. dr. W.J.M.J. Cuijpers

Docent(en)	prof. dr. W.J.M.J. Cuijpers, prof. dr. A. van Straten
Lesmethode(n)	Hoorcollege, Practicum
Niveau	400

Doel vak

In this course, the students learn how to conduct systematic reviews and meta-analyses of randomized controlled studies in psychological and educational sciences. We focus especially on systematic reviews of psychological interventions for mental health problems. However, we also teach students how to conduct meta-analyses of observational and diagnostic studies.

Inhoud vak

First, students will learn how to formulate an adequate research question for a meta-analysis. Then, we will teach them how to conduct literature searches in major bibliographical databases (PsycINFO, PubMed, Embase, Cochrane database), the process of selecting studies, and data extraction. The different methods of calculating effect sizes will be explained, as well as random and fixed effects models in pooling available effect sizes. We will also explain how to conduct subgroup analyses, univariate and multivariate meta-regression analyses, and tests for publication bias. The different software packages will be illustrated. Each student will conduct a (small) meta-analysis as part of this course.

Onderwijsvorm

Lectures as well as seminars.

Toetsvorm

Paper, written exam.

Literatuur

Higgins, J.P.T., Green, S., (EDs). Cochrane Handbook for Systematic Reviews of Interventions. Wiley, 2011. Available free online:

<http://www.cochrane-handbook.org>.

Theory of Therapeutic and Preventive Intervention

Vakcode	P_MTHEOTH ()
Periode	Periode 5
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	prof. dr. C. Schuengel
Docent(en)	prof. dr. C. Schuengel, prof. dr. W.J.M.J. Cuijpers
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	400

Doel vak

- Acquire knowledge of and insight into the processes through which interventions reach their effects;
- Acquire knowledge of and insight into the way scientific research may test rationales for particular interventions;
- Develop the habit of scrutinizing the evidence base for particular

therapeutic approaches and intervention protocols;
d. Develop skills for critically analyzing intervention rationales, to judge their empirical support, and to apply theory in designing interventions for specific problems.

Inhoud vak

Interventions to alleviate or prevent psychopathology are expected to be designed and delivered on a rational basis, which means that a particular analysis of the clinical problem at hand has led to a well-considered choice for therapeutic procedures and tools. However, explanations why some therapeutic approaches are more effective than others have remained largely speculative, insofar differences in effectiveness do exist. For some techniques, theoretical explanations have been found after these were applied, such as with EMDR. Nevertheless, theoretical insight in the processes through which interventions reach their effects is necessary for improving interventions, and for drawing consequences from treatment success for scientific theory. The goals of this course are to scrutinize the evidence base for particular therapeutic approaches and intervention protocols, and to learn how scientific research may test rationales for particular interventions.

The framework for the course is set by introducing the debate on design and justification of interventions by discussing the protagonists of the debate, key concepts, and theoretical models. Empirical evidence for the respective schools of thought is examined in a next step. Overviews are presented on psychological theories for specific therapeutic change mechanisms as well as change mechanisms based on common and incidental factors. As a special case in point, research on post hoc explanations of effective interventions will be discussed for Eye Movement Desensitization Therapy (EMDR). The course works towards the application of frameworks that can be used for optimal design of interventions, and the design of empirical tests of their effectiveness.

In seminars, the theoretical and empirical foundation of mechanisms of intervention will be brought to bear on current practices in psychotherapy, in particular psychodynamic therapy and e-health psychotherapy.

Onderwijsvorm

Lectures as well as seminars with researchers and clinical experts.

Toetsvorm

Written exam; oral presentation. Both count for 50% of the grade.

Literatuur

- Wampold, B.E. (2001) The great psychotherapy debate: Models, methods, and findings. Mahwah, N.J.: Lawrence Erlbaum. ISBN 0-8058-3202-5 (or as e-book 1-4106-0480-2);
- Embry DD, Biglan A. Evidence-based kernels: Fundamental units of behavioral influence. Clin Child Fam Psychol Rev (2008) 11:75–113
- Cuijpers P, van Straten A, Donker T, Andersson G (2011). Psychological treatment of depression: Results of a series of meta-analyses. Nordic Journal of Psychiatry, Epub ahead of print.
- Cuijpers et al. (in revision). Do we know how psychotherapies for adult depression work?
- Kazdin, A.E. (2007). Mediators and mechanisms of change in psychotherapy research. Annual Review of Clinical Psychology, 3, 1-27.
- Craig P, Dieppe P, Macintyre S, Mitchie S, Nazareth I, Petticrew M. Developing and evaluating complex interventions: the new Medical Research Council guidance. BMJ 2008;337:a1655

- Medical Research Council. 1 A framework for the development and evaluation of RCTs for complex interventions to improve health. London: MRC, 2000.
- Schuengel, C., Sterkenburg, P. S., Jeczynski, P., Janssen, C. G. C., & Jongbloed, G. (2009). Supporting affect regulation in children with multiple disabilities during psychotherapy: A multiple case design study of therapeutic attachment. *Journal of Consulting and Clinical Psychology*, 77, 291-301.
- Scott, S., & Dadds, M. R. (2009). Practitioner Review: When parent training doesn't work: theory-driven clinical strategies. *Journal of Child Psychology and Psychiatry*, 50(12), 1441-1450.
- Schubert S, Lee CW (2009). Adult PTSD and Its Treatment With EMDR: A Review of Controversies, Evidence, and Theoretical Knowledge. *Journal of EMDR Practice and Research*, 3, 117-132.
- Bakermans-Kranenburg, M. J., Van IJzendoorn, M. H., & Juffer, F. (2003). Less is more: Meta-analyses of sensitivity and attachment interventions in early childhood. *Psychological Bulletin*, 129(2), 195-215.

Trends in Brain and Behaviour

Vakcode	P_MTRBRBE ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Psychologie en Pedagogiek
Coördinator	dr. M. Huizinga
Docent(en)	dr. M. van der Schoot, dr. N.C. Lee, dr. M. Huizinga, dr. N.M. van Atteveldt
Lesmethode(n)	Hoorcollege, Werkcollege
Niveau	500

Doel vak

This course will integrate different disciplines in the neuro- and cognitive sciences, and offers training in integrative thinking and critical evaluation of the value of integrating the different approaches. Lecturers will bridge disciplinary boundaries. Students will work on a research proposal focusing on a key question in a new and exciting interdisciplinary field of research, namely the field of educational neuroscience, and compare viewpoints from these disciplines and establish promising cross-links.

Inhoud vak

Both neuro-and cognitive sciences have witnessed impressive breakthroughs since the second half of the 20th century. As a result of scientific and technological revolutions like the development of neuroimaging techniques, the specification of the human genome and conceptual and technological advances in neurobiology and cognition research, the partial or full integration of these research fields has become within reach. It is becoming increasingly clear that in the future innovative insights will depend on integrated studies of brain and cognition.

This course will focus on educational neuroscience. The field adopts an interdisciplinary view, in which psychological, biological, clinical,

social and cultural factors are taken into consideration - and thus utilises a diverse range of quantitative and qualitative research methodologies. The present course aims to acquaint students with the process of dividing one very global research problem into several smaller research questions, while at the same time keeping track of the way that these separate questions and their answers can be integrated.

During the first half of this course students will become acquainted with the field of educational neuroscience. Topics discussed will include mathematics and reading, the role of executive functions in learning and the development of social cognition. The lecturers will focus on normal and abnormal developmental trajectories. During the second half of the course students will learn how to write an interdisciplinary research proposal for a grant application focused on educational neuroscience, such as the NWO TopTalent grant. Students will receive extensive feedback on their proposal from others in the group. During the masterclass in the final week of the course students will present and defend their proposals in front of a panel of experts.

Onderwijsvorm

Lectures and tutorials

Toetsvorm

To pass this course students will need to:

- Write an integrative research proposal.
- Give an oral presentation in which they defend the content of their research proposal.
- Actively participate in giving feedback to fellow students on their research proposals.

Literatuur

Research articles and book chapters provided via blackboard.