



Cognitive Neuropsychology (MScRes)

Vrije Universiteit Amsterdam - Fac. der Gedrags- en Bewegingswetensch. - RM Cognitive Neuropsychology - 2017-2018

The Research Master Cognitive neuropsychology is embedded in the Graduate School of the Faculty of Behavioural and Movement Sciences. The curriculum consists of obligatory courses and elective courses. It is a two year program of total 120 ECTS, 60 ECTS a year.

The main goal of the Research Master Cognitive Neuropsychology is to educate students to become competent, knowledgeable, skillful, and critical researchers, who are able to apply their knowledge and rigorous methods of investigation in cognitive neuropsychological research environments, evidence-based clinical practice, and related areas. The curriculum consists of multiple courses in cognitive psychology, clinical neuropsychology, neuroscience, and general academic skills concerning methodology, programming, writing, and modern brain imaging techniques.

[Course program 2018-2019 Research Master Cognitive Neuropsychology](#)

[Teaching and Examination Regulations Master Programmes](#)

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Research master Cognitive neuropsychology, year 1

First year Research Master Cognitive Neuropsychology consists of compulsory and elective courses.

Opleidingsdelen:

- [Research master Cognitive neuropsychology, year 1, Compulsory courses](#)
- [Research master Cognitive neuropsychology, year 1, Elective courses 1](#)
- [Practical electives](#)

Research master Cognitive neuropsychology, year 1, Compulsory courses

Below the first year compulsory courses.

Vakken:

Naam	Periode	Credits	Code
Advanced Data Analysis	Periode 1	6.0	P_MADV DAT
Aging and Dementia	Periode 2+3	6.0	P_MAGINGD
Brain Imaging	Periode 4	6.0	P_MBRIMAG
Medical Neuroscience and Neuroanatomy	Periode 1+2	6.0	P_MMEDINN
Programming for Psychologists	Periode 1	6.0	P_MPPOPSY

Research master Cognitive neuropsychology, year 1, Elective courses 1

Students choose either one of the courses out of the Electives Pool, or (only once during their programme) the Review Paper.

Opleidingsdelen:

- [research masters FGB Graduate School Electives Pool](#)

Vakken:

Naam	Periode	Credits	Code
Review Paper	Ac. Jaar (september)	6.0	P_MREVPAP

research masters FGB Graduate School Electives Pool

students choose max. 1 course from the Electives pool in each year.
Some of the courses will taught every other year.

Vakken:

Naam	Periode	Credits	Code
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Clinical Environmental Psychology	Periode 2	6.0	P_MCLENVPS
Cognitive Behaviour Therapy	Periode 2	6.0	P_MCOBETH
Juvenile Delinquency and Antisocial Development	Periode 2	6.0	P_MJUVDL
Leadership and Organisations	Periode 2	6.0	P_MLEAORG
Neural Models of Cognitive Processes	Periode 2	6.0	P_MNEUMOD
Parenting and Mental Health	Periode 2	6.0	P_MPARMEN
Perception	Periode 2	6.0	P_MPERCEP
Personality at Work	Periode 2+3	6.0	P_MPERWOR
Research in Education: Causal Inference	Periode 2	6.0	P_MRESED
The Psychology of Emotion Regulation: From Basic Principles to Clinical Applications	Periode 2	6.0	P_MPEMREG

Practical electives

Choose one of two Practical Electives.

Elective package contains 2 compulsory courses. Elective package 2 contains a clinical internship. Only students that fulfill the requirements for the clinical internship can choose package 2.

Opleidingsdelen:

- [RM CNP: Elective Package 1](#)
- [RM CNP: Elective Package 2](#)

RM CNP: Elective Package 1

Vakken:

Naam	Periode	Credits	Code
Practical Skills for Researchers	Periode 4+5+6	18.0	P_MPRACSK
Seminar Attention	Periode 5	6.0	P_MSEMATT

RM CNP: Elective Package 2

Elective package 2 contains a clinical internship and several workshops. Both are lectured in the Dutch language.

Vakken:

Naam	Periode	Credits	Code
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Clinical Internship RM Cognitive Neuropsychology	Ac. Jaar (september)	24.0	P_MKSRMCNP
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Research master Cognitive neuropsychology, year 2

Second year Research Master Cognitive Neuropsychology consists of compulsory and elective courses.

Opleidingsdelen:

- [Research master Cognitive neuropsychology, year 2, Compulsory courses](#)
- [Research master Cognitive neuropsychology, year 2, Elective courses 3](#)

Research master Cognitive neuropsychology, year 2, Compulsory courses

Below the second year compulsory courses.

Vakken:

Naam	Periode	Credits	Code
Master's Thesis Clinical and Cognitive Neuropsychology	Ac. Jaar (september)	30.0	P_MTHCCNP
Neuropsychological Dysfunctioning in Psychiatric Disorders	Periode 1	6.0	P_MNDPD
Seminar Cognitive Neuroscience	Periode 1	6.0	P_MSEMCNS
Thesis Proposal RMCNP	Periode 3	6.0	P_MTHPROP

Research master Cognitive neuropsychology, year 2, Elective courses 3

Students choose either two of the courses out of the Electives Pool, or ((only once during their programme) the Review Paper, and one course out of the electives pool (so 12 EC in total).

Opleidingsdelen:

- [research masters FGB Graduate School Electives Pool](#)

Vakken:

Naam	Periode	Credits	Code
Cognitive Electrophysiology: EEG and time series analysis	Periode 2	6.0	P_MCOGEPH
Review Paper	Ac. Jaar (september)	6.0	P_MREVPAP

research masters FGB Graduate School Electives Pool

students choose max. 1 course from the Electives pool in each year.
Some of the courses will be taught every other year.

Vakken:

Naam	Periode	Credits	Code
Clinical Environmental Psychology	Periode 2	6.0	P_MCLENVPS
Cognitive Behaviour Therapy	Periode 2	6.0	P_MCOBETH
Juvenile Delinquency and Antisocial Development	Periode 2	6.0	P_MJUVEL
Leadership and Organisations	Periode 2	6.0	P_MLEAORG
Neural Models of Cognitive Processes	Periode 2	6.0	P_MNEUMOD
Parenting and Mental Health	Periode 2	6.0	P_MPARMEN
Perception	Periode 2	6.0	P_MPERCEP
Personality at Work	Periode 2+3	6.0	P_MPERWOR
Research in Education: Causal Inference	Periode 2	6.0	P_MRESED
The Psychology of Emotion Regulation: From Basic Principles to Clinical Applications	Periode 2	6.0	P_MPEMREG

Other information

Opleidingsdelen:

- [Research master Cognitive neuropsychology - Transition rules](#)
- [Subscription terms](#)

Research master Cognitive neuropsychology - Transition rules

For courses that will not be lectured anymore from 2013/14, the student is granted two opportunities to succeed the course.

For courses that are lectured only once every two years and will not be lectured in 2013/14, the student is granted one opportunity to succeed the course.

Below the courses to which a transition rule is applied.

Vakken:

Naam	Periode	Credits	Code
Memory and Memory Disorders		6.0	P_MMEMORY

Neuroscience and Education		6.0	P_MNEURED
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Subscription terms

1. For the following of classes and/or for taking an exam, the student has to register via the Student portal. When a student has registered himself for the classes of a course, the student is automatically also registered for the first upcoming exam of the course. When a student is not registered for the courses of a course (e.g. in case of a resit), the student registers for the exam only. The student needs to verify that the registration was successful. The student should timely de-register himself when he decides not to follow a course, or take an exam.

2. The student needs to register ultimately four weeks before the start of the period the course is scheduled for. Registration for an exam is possible till two weeks before the date of the exam. Late registration will result in administration costs.

3. De-registering for a course is possible via the Student portal till four weeks before the start of the period a course is scheduled for. De-registering for an exam is possible via the Student portal till two weeks before the date of the exam. In case of circumstances beyond one's control it is possible to de-register after the official de-registration deadlines at the programme secretariat for a course or exam.

4. Registration for courses and exams after the deadline is still possible if you pay 25 euro administration fee; calculated per course. The administration fee is maximized at 50 euro's a time. In the case the student thinks to have a justified reason for a late registration, the student can ask the Faculty board for release of these costs. The decision of the Faculty board is binding in this case.

5. When a student does not appear at the exam, without de-registering, the result will be booked as 'no show'.

Advanced Data Analysis

Vakcode	P_MADV DAT (815033)
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Coördinator	dr. J.W. van Prooijen
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

This course provides a theoretical overview and detailed practical knowledge concerning statistical analyses of psychological data.

Inhoud vak

After an introduction of the general linear model, with emphasis on estimation of effect sizes and hypothesis testing, the course

concentrates on applications of the model, such as analysis of variance, regression analysis, path analysis, and logistic regression. Along with these techniques, issues such as mediation, moderation, and hypothesis testing are considered. The aim of the course is to enable students to plan, execute, and interpret appropriate statistical analyses for applied and experimental research data. Because the application of advanced statistical techniques is central to the course, students will have several assignments to analyze existing data sets, and interpret the results.

Onderwijsvorm

Lectures and tutorials.

Toetsvorm

Exam and assignments.

Literatuur

- Cohen, J., Cohen, P., West, S.G., & Aiken, L.S. (2003), Applied Multiple regression / correlation; analysis for the behavioural sciences (3rd ed.) Hillsdale, NJ: Erlbaum
- Additional material provided during the course.

Aging and Dementia

Vakcode	P_MAGINGD (815181)
Periode	Periode 2+3
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	prof. dr. E.J.A. Scherder
Examinator	prof. dr. E.J.A. Scherder
Docent(en)	prof. dr. E.J.A. Scherder
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

Provide an advanced course on the neuropathological, cognitive and behavioural consequences of aging and age- related neurodegenerative diseases, in particular dementia.

Inhoud vak

The neuropathology characteristic for aging and various subtypes of dementia will be related to specific functional neuronal circuits. Based on these functional neuronal circuits the clinical outcome in terms of cognitive and behavioural disorders will be explained. Specific attention will be given to the relationship between dementia and motor activity and between dementia and pain experience.

Onderwijsvorm

Plenary lectures, with an emphasis on interaction with the students.

Toetsvorm

Open-end questions or mc questions

Literatuur

E. Scherder. Aging and Dementia. Neuropsychology, motor skills and pain.
VU Uitgeverij.

Brain Imaging

Vakcode	P_MBRIMAG (815103)
Periode	Periode 4
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. T.H.J. Knapen
Examinator	dr. T.H.J. Knapen
Docent(en)	dr. T.H.J. Knapen, D.M. van Es MSc
Lesmethode(n)	Hoorcollege, Werkcollege
Niveau	400

Doel vak

Students will learn to analyse and interpret imaging data from different modalities, such as fMRI and EEG. Emphasis will be placed on the analysis of imaging data as time series, and practical examples will focus on fMRI.

Inhoud vak

Treatment of the mathematical and physical concepts of the different recording techniques, among which basic linear algebra, Fourier analysis and GLM.

Students will learn to programmatically analyse data using Python. Standard GLM analysis for fMRI is conducted using FSL. Half of the course will be practicals in which students will gain hands-on experience with EEG and fMRI data analysis using open-source tools. Each student will be required to write a research proposal at the end of the course.

Onderwijsvorm

Class teaching, Practicals, Research proposal

Toetsvorm

Final Exam, open-end questions 40%
Practical assignments 40%
Research Proposal 20%

Literatuur

Handbook of Functional MRI Data Analysis, Poldrack et al, Cambridge press.

Overige informatie

Prior knowledge of Python programming and statistics is recommended.

Clinical Environmental Psychology

Vakcode	P_MCLENVPS ()
Periode	Periode 2
Credits	6.0

Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. K. Tanja-Dijkstra
Examinator	dr. K. Tanja-Dijkstra
Docent(en)	dr. J. Maas, dr. K. Tanja-Dijkstra
Lesmethode(n)	Hoorcollege, Werkcollege

Doel vak

This course provides an advanced overview of clinical environmental psychology, a newly emerging and rapidly expanding field that focuses on how people's mental health and well-being is influenced by their physical surroundings. Students will acquire knowledge of and insight into theories in the field and they will learn of the main research methods in this domain. Students will also learn how to apply insights from clinical environmental psychology research to address clinical-psychological problems and they will develop a research proposal to study this relationship. During the course, students will further practice their oral and written presentation skills to communicate effectively with both the scientific community and practicing clinical psychologists.

Inhoud vak

The living environment continually shapes how people think, feel, and act. Consequently, the quality of people's environment (or lack thereof) contributes to the onset of mental health problems such as depression, anxiety, and mental fatigue. Moreover, there is a growing awareness among mental health professionals that improving the quality of the environment can play a key role in treating mental disorders and improving mental health. For instance, so-called restorative environments are increasingly being used as an important and integral component of many psychotherapies, such as mental coaching during nature walks. In this course, we will start by introducing the main theories and recent empirical findings in the emerging field of clinical environmental psychology. Next, we will relate these insights to both the development and treatment of mental health problems. We will conclude by exploring clinical applications of environmental psychology research, covering topics such as healthcare design, restorative environments, and nature-based therapeutic interventions.

Onderwijsvorm

lectures, workshops

Toetsvorm

assignment 1 (insight exercise; 25%); assignment 2 (vlog; 25%); written exam (50%)

Literatuur

To be announced.

Clinical Internship RM Cognitive Neuropsychology

Vakcode	P_MKSRMCNP ()
Periode	Ac. Jaar (september)
Credits	24.0
Voertaal	Nederlands

Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	S.R. van Eck MSc
Examinator	S.R. van Eck MSc
Niveau	400

Doel vak

De stage Klinische Neuropsychologie dient ter oriëntatie op het werk van een neuropsycholoog binnen een klinische setting (zoals een bijvoorbeeld een verpleeghuis, revalidatiecentrum, algemeen ziekenhuis/medisch centrum of psychiatrische instelling). De stagiair leert met name het psychodiagnostisch proces in toenemende mate zelfstandig uitvoeren en wordt waar mogelijk betrokken bij behandeling/advisering.

Inhoud vak

Oefenen van klinische vaardigheden.

Onderwijsvorm

Kennis onder begeleiding toepassen in de praktijk. De stageperiode neemt minimaal 560 uur in beslag (een halfjaar of meer) en vraagt een ruime tijdsinvestering. De afdeling ondersteunt naar vermogen het vinden van een stageplaats, maar de student heeft een eigen verantwoordelijkheid in het welslagen van het zoekproces. De plaats moet voldoen aan de door de afdeling gestelde eisen. Neem dus altijd contact op met de stagecoördinator. Bij aanvang van de master zal aan de RM-studenten met interesse in het klinisch traject voorlichting worden gegeven over de klinische stage.

Naast de stage dienen de volgende stagebijeenkomsten gevolgd te worden:

- 4 bijeenkomsten Intervisie
- 4 bijeenkomsten Gesprekstechnieken

Tevens zijn de hoorcolleges horende bij het vak Research Mastervak 'Practical Skills voor Researchers' (vakcode: P_MPRACSK) verplicht (contactpersoon Sander Los).

Meer informatie is te vinden op Canvas.

Toetsvorm

- Stagebeoordeling geschiedt zoals omschreven in de stagehandleiding, verkrijgbaar bij Susanne van Eck.
- Class Assignments horende bij het vak 'Practical Skills for Researchers'

Vereiste voorkennis

Voor toelating tot het klinisch traject (en daarmee de klinische stage) gelden strikte richtlijnen, te vinden op de website:

http://www.vu.nl/en/Images/Voorwaarden_klinisch_traject_CN Px_V032414_tcm12-314881.pdf

Overige informatie

Dit vak is basis voor de Basisaantekening Psychodiagnostiek.

Voor de aanvraag van de BAPD moeten drie casussen worden beschreven volgens de richtlijnen van het NIP (zie ook op Canvas),

Cognitive Behaviour Therapy

Vakcode	P_MCOBETH ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	M.L. Veeger MSc
Examinator	M.L. Veeger MSc
Docent(en)	prof. dr. W.J.M.J. Cuijpers, prof. dr. M. van der Gaag
Lesmethode(n)	Hoorcollege
Niveau	400

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.

Overige informatie

This course is taught every two years. It is taught in 2017-18, but not in 2018-19

Cognitive Electrophysiology: EEG and time series analysis

Vakcode	P_MCOGEPH ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.

Coördinator	dr. J.J. Fahrenfort
Examinator	dr. J.J. Fahrenfort
Lesmethode(n)	Hoorcollege, Computerpracticum

Doel vak

This elective will give students a first introduction to "Cognitive Electrophysiology", in which electrophysiology is used to measure and understand cognitive functions such as visual perception, attention, working memory and language in terms of brain processes. The course will provide students with a rudimentary theoretical and methodological background in electroencephalography (EEG) and to some extent magnetoencephalography (MEG), enabling them to better understand and interpret currently cutting-edge analysis techniques that are increasingly being applied to EEG, MEG, and other electrophysiological signals in cognitive neuroscience.

At the end of the course, students:

- Know the historical and theoretical background of cognitive electrophysiological signals such as EEG: where does EEG come from and what neural processes does it capture? What are its strengths, what are its weaknesses?
- Understand the basic steps involved in setting up an EEG experiment
- Have obtained a first hands on introduction to EEG acquisition and know the steps involved in acquiring EEG
- Are able to perform rudimentary EEG analyses, including pre-processing and computing an ERP
- Are able to understand and interpret most basic and some advanced EEG analyses

Inhoud vak

- The neurophysiological basis of EEG and MEG: history, relationship with neural activity, source localization, the inverse problem
- Preprocessing of electrophysiological signals: what is a 'signal'? re-referencing, filtering, artifact rejection
- Basic analyses: Event Related Potentials (ERPs), the multiple comparison problem
- Important classical findings using ERPs in the context of cognitive functioning: ERP components involved in visual and/or language processing such as the C1, P1, N2, P3, N400, P600; lateralized components involved in action selection, attention and memory such as the LRP, N2Pc, CDA. The functional meaning of ERP components, and how to set up EEG experiment.
- Rudimentary time-frequency analysis: Time-frequency decomposition using fourier and wavelets, relationship between ERPs and the time-frequency domain, total power versus induced power
- Multivariate statistics: brain reading by obtaining classification accuracy through decoding methodology, train-test analysis approaches, investigating cortical stability through Generalization Across Time matrices.
- Building forward encoding models that specify the relationship between cortical activity and some continuous cognitive variable, allowing one to predict cognitive contents or cortical activations maps for 'new' conditions for which no data exists

Onderwijsvorm

Lectures, computer practicals and lab demos.

Toetsvorm

Every lecture starts with a mini-exam.

The final exam consists of 10 open questions.

The final grade consists of:

75% Final exam

15% participation in practicals (percentage finished practicals, attendance obligatory)

10% Average of the mini-exams that are given at the start of every lecture

Lecturers and practicals are obligatory. If you miss more than two practicals, you will not get a grade for the course.

Literatuur

Selected parts from (tentative, including but not limited to, a full list will be provided at the start of the course):

- Cohen, M. X. (2017). Where Does EEG Come From and What Does It Mean? Trends in Neurosciences.
- Woodman GF (2010) A Brief Introduction to the Use of Event-Related Potentials (ERPs) in Studies of Perception and Attention. Attention Perception & Psychophysics 72(8):2031–2046.
- Luck SJ (2014) An Introduction to the Event-Related Potential Technique (MIT Press).
- Fahrenfort, J. J., Scholte, H. S., & Lamme, V. A. F. (2007). Masking disrupts reentrant processing in human visual cortex. Journal of Cognitive Neuroscience, 19(9), 1488–1497.
<http://doi.org/10.1162/jocn.2007.19.9.1488>
- Cohen MX (2014) Analyzing Neural Time Series Data (MIT Press) (analyses).
- Grootswagers T, Wardle SG, Carlson TA (2016) Decoding dynamic brain patterns from evoked responses: A tutorial on multivariate pattern analysis applied to time-series neuroimaging data. arXiv.
- King JR, Dehaene S (2014) Characterizing the dynamics of mental representations: the temporal generalization method. Trends Cogn Sci 18 (4):203–210.
- Fahrenfort, J. J., Grubert, A., Olivers, C. N. L., & Eimer, M. (2016). Multivariate EEG analyses support high-resolution tracking of feature-based attentional selection. bioRxiv.

Vereiste voorkennis

Successful completion of the course Brain imaging (1st yr course)

Overige informatie

This course is only available for students who have successfully completed the course "Brain Imaging".

Juvenile Delinquency and Antisocial Development

Vakcode	P_MJUVDL ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. T. Olthof
Examinator	dr. T. Olthof
Docent(en)	dr. T. Olthof

Lesmethode(n)	Hoorcollege, Werkcollege
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Doel vak

You learn to describe and relate environmental and child-personal factors involved in the development of antisocial behavior and to explain why some children develop antisocial behaviors.

Inhoud vak

Juvenile Delinquency and Antisocial Behavior is focused on the etiology, course and consequences of behavioral problems that may ultimately result in the development of antisocial behavior. Central to this course are environmental factors, such as parent-child and peer relationships, and child-personal factors, such as genetic and neurocognitive influences. Each week, we will focus on a specific factor that potentially underlies the development of antisocial behavior. Using case material, you will focus on how that particular factor may play a role in children's antisocial development. In addition, we will consider and discuss potential interventions for antisocial behavior problems.

Onderwijsvorm

Lectures, seminars and group work.

Toetsvorm

Written exam; assignment

Literatuur

To be announced.

Overige informatie

This course is taught every two years. It is taught in 2017-18, but not in 2018-19.

Leadership and Organisations

Vakcode	P_MLEAORG ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Coördinator	dr. K. Fousiani
Examinator	dr. K. Fousiani
Docent(en)	dr. K. Fousiani
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

Leaders must be able to manage information, diagnose problems, and make effective decisions, as well as coordinate and motivate the human and social capital of their organizational members. This course aims to prepare you to understand and meet these goals by familiarizing you with leadership theory, and providing you with practical experiences through case studies and experiential activities.

Inhoud vak

This course uses insights from psychology and management science to inform students about leadership theory and practice. In addition to formal lectures, we will use a combination of case studies and practical exercises to help students develop their decision-making skills, their powers of persuasion and influence, and their ability to negotiate more effectively with others.

Onderwijsvorm

Lectures

Toetsvorm

Course contribution (10%); Group project (25%); Final exam (65%).
Partial grades are only valid during the study year in which the grade has been achieved.

Literatuur

Course packet including articles, chapters, and cases

Master's Thesis Clinical and Cognitive Neuropsychology

Vakcode	P_MTHCCNP (815105)
Periode	Ac. Jaar (september)
Credits	30.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. R.J. Godijn
Examinator	dr. R.J. Godijn
Niveau	500

Doel vak

To actively conduct experimental research in cognitive (neuro)psychology and report the results of this independent study in the master's thesis.

Inhoud vak

Students choose a topic in line with their personal interests in cognitive (neuro)psychology. Research for the master thesis can be conducted at the departments of Cognitive Psychology of Clinical Neuropsychology, an external research organization (eg., TNO), a company, or an (international) university other than the VU University.

A specific research question, hypotheses and testable predictions are formulated and reported to the department. Approval of this research proposal by the internal supervisor is required prior to the start of the study. The internal supervisor is a person from the academic staff of the departments of Cognitive Psychology of Clinical Neuropsychology who may be accompanied by an external supervisor if the research is performed outside the department.

The research performed by the students provides the basis for the master's thesis. The master's thesis is written in journal article style and should be written at a level appropriate for submission to an academic journal.

Toetsvorm

The thesis is evaluated on the basis of the quality of the student's master thesis and the quality of student's performance during the research. Students are expected to present their project in the style of a conference talk to the staff or at a formal conference. The internal supervisor and the head of the department grades the thesis according to eight generally acknowledged scientific criteria.

Literatuur

Not applicable.

Overige informatie

Students are expected to have attended at least 10 colloquia before they can receive their thesis grade. They have to hand in the filled out colloquium card to the coordinator of the William James Graduate School.

Medical Neuroscience and Neuroanatomy

Vakcode	P_MMEDINN (815124)
Periode	Periode 1+2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	prof. dr. E.J.A. Scherder
Examinator	prof. dr. E.J.A. Scherder
Docent(en)	prof. dr. E.J.A. Scherder
Lesmethode(n)	Hoorcollege, Practicum
Niveau	400

Doel vak

This course provides the medical background in neurology and anatomy for clinical applications of neuroscience. Key fields covered by this course are the structure, functions and dysfunctions of:

- the human brain, with special focus on
- the central versus the peripheral nervous system
- the brainstem, the spinal cord
- vasculature, blood flow and cerebrospinal fluid circulation
- autonomic, neuroendocrine, and regulatory functions
- higher neural functions

After completing the course the student is supposed to have the knowledge and the skills to examine the functions and diagnose dysfunctions in the central and peripheral nervous system.

Onderwijsvorm

Lectures and practical assignments

Toetsvorm

Acquired knowledge and skills of the student will be tested by means of:

- Exam (open questions plus multiple choice questions)
- Satisfactory completion of the practical anatomical sessions.

Partial grades are only valid during the study year in which the grade has been achieved.

Literatuur

Memory and Memory Disorders

Vakcode	P_MMEMORY (815102)
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. R.J. Godijn
Examinator	dr. R.J. Godijn
Docent(en)	dr. R.J. Godijn
Lesmethode(n)	Hoorcollege
Niveau	400

Literatuur

Various papers, to be announced via Canvas.

Neural Models of Cognitive Processes

Vakcode	P_MNEUMOD (815051)
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. W. Kruijne
Examinator	dr. W. Kruijne
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

Computational modeling is an important tool for cognitive neuroscience, but the majority of modeling work requires quite some background knowledge on the core principles being applied.

The course is intended to offer insight(s) into what different types of models exist in cognitive neuroscience, how they can be (and are) used to enrich the field, and it explores what questions arise when evaluating modeling work in this field.

Of note, even though the course offers practical sessions where you work with some models implemented with Python code, this course is explicitly not intended as a programming class intended to test your programming skills.

Inhoud vak

Computational models are an important tool in cognitive neuroscience. A large branch of research focuses on an experimental approach, testing predictions by means of carefully designed experiments. Models, on the other hand, can integrate experimental results into complete and detailed theories that produce testable predictions. As such, they form a critical step in the empirical cycle by generating predictions for future experiments.

When used appropriately, a model allows for the integration of findings from a wide range of experiments. Rather than merely verbal theories, computational models are rich in detail and allow for a mechanistic view on how the brain produces its behavior.

An old adage from statistics is that "all models are wrong, but some models are useful". They are wrong because a model by definition is a simplification of reality, but they are useful when they generate testable predictions. However, it can be difficult to assess whether a model is too much of a simplification, and whether its predictions actually are useful. What makes a model good or bad? To what extent do models need to fit the data? And if multiple models fit the data, how do we choose which is the 'better one'?

In addition, modeling papers can at times seem rather enigmatic, and for the untrained reader it is all too easy to get lost in the mathematical equations that make up computational models.

This course takes a learn-by-example approach to give an overview of different modeling approaches that are common in neuroscience. We will start at a high level of abstraction, with models that are used to mathematically describe experimental data, with relatively little regard for their implementation in the brain. Throughout the course, we will work our way 'down' towards models of individual spiking neurons. By means of practical sessions, you will get hands-on experience with some of these models and see how they are implemented. By means of 'debates', you will learn how to assess different models in terms of their strengths and weaknesses.

Onderwijsvorm

Lectures and discussion, computer tutorial and practicals.

Toetsvorm

Grades are based on a weighted average of performance on a final exam (65%), the practical sessions (25%), and class participation in the debate sessions (10%)

Literatuur

A large part of the course uses chapters from the book Fundamentals of Computational Neuroscience, Thomas P. Trappenberg (2002).

Additional literature (articles, tutorials) will be provided through Canvas.

Vereiste voorkennis

There is no explicit required knowledge. However, as the practicals have you work with Python code, it might be useful to familiarize oneself with the language. The 'programming for psychologists' course should suffice, and <https://www.codecademy.com/learn/python> offers a wonderful free online tutorial

Overige informatie

This course is taught every two years. It is taught in 2017-18, not in 2018-19.

Neuropsychological Dysfunctioning in Psychiatric Disorders

Vakcode	P_MNDPD ()
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Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. H. van Ewijk
Examinator	dr. H. van Ewijk
Docent(en)	dr. H. van Ewijk
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

- Understanding potential factors underlying neuropsychological dysfunctioning in different psychiatric disorders by looking at the neuroanatomical, neuroendocrine, and/or neuropharmacological basis.
- Obtaining knowledge of neuroscientific and behavioural interventions restoring psychological functioning.

Inhoud vak

The objective of this course is to bridge the gap between neuroscience and clinical psychiatry, by understanding potential neurobiological factors underlying different psychiatric disorders. The course will cover the neuroanatomical, neuroendocrine, neuropsychological and/or neuropharmacological basis of different psychiatric disorders, as well as knowledge of neuroscientific and behavioural interventions that may influence or restore neuropsychological or clinical symptoms in patients. Students will learn to understand common psychiatric disorders from a broad perspective and will be able to not only understand the neurobiological and behavioural level of these disorders, but also to understand how these two are related and how one might explain or influence the other.

The course consists of a series of lectures, in which each lecture covers a specific psychiatric disorder (such as eating disorders, schizophrenia, or ADHD) from a neuroscience perspective. Each lecture will cover current knowledge about the disorder from different angles, such as neuropsychology, neuroimaging, neurophysiology and/or neuropharmacology. Furthermore, connections will be made between these different angles (e.g. 'is there a specific brain network implicated in the pathophysiology of this disorder', or 'how is the neurophysiology connected to the behavioural symptoms?').

Onderwijsvorm

(Guest) Lectures and student presentations

Toetsvorm

Exam, writing assignment

Literatuur

Scientific papers (will be provided during the course)

Vereiste voorkennis

Basic knowledge of psychiatric disorders, cognitive neuropsychology and neuropharmacology is required.

Overige informatie

Basic knowledge of psychiatric disorders, cognitive neuropsychology and neuropharmacology is required.

Neuroscience and Education

Vakcode	P_MNEURED ()
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. N.M. van Atteveldt
Examinator	dr. N.M. van Atteveldt
Docent(en)	prof. dr. A.C. Krabbendam, dr. N.M. van Atteveldt
Lesmethode(n)	Hoorcollege

Doel vak

The aim of the course Neuroscience and Education is to provide students with the knowledge and skills necessary to evaluate and conduct research at the interface between neuroscience and education.

Inhoud vak

Many scientists, policymakers and teachers share the belief that knowledge of the brain is relevant to educational practice. Yet, implementing neuroscientific findings in the classroom is by no means straightforward. This course will focus on the interdisciplinary knowledge and skills needed to integrate neuroscientific and educational approaches and to translate neuroscientific research to educational practice. Students will learn how to integrate diverse methodological approaches, ranging from the highly controlled laboratory experiments typical to the cognitive neuroscience approach, to the approaches used in educational sciences. During the whole course, students are encouraged to critically reflect on the current enthusiasm for a brain-based education. In this context, the course will specifically discuss the proliferation of neuromyths and the ethical issues arising from the neuroeducational approach.

Onderwijsvorm

Lectures and tutorials

Toetsvorm

Written exam with open-end questions (50%); research proposal (50%).

Literatuur

A selection of relevant articles, to be announced.

Overige informatie

This course is taught every two years. It is not taught in 2017-18 will be taught again in 2018-19.

Students who took the course in 2016-17, but did not pass it, have the right to one resit in 2017-18. Please contact the course coordinator in that case.

Parenting and Mental Health

Vakcode	P_MPARMEN ()
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Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	prof. dr. C. Schuengel
Examinator	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. 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, we focus in this course on parenting and parent-child relationships. This includes in-depth theorizing on attachment, as well as parental behaviour and socialization practices, the exposure of children to conflicts between parents, and child maltreatment. Particular attention is paid to the interplay between parenting, parent-child relationships, and biological processes. This course also pays attention to the methodology of research on parenting and parent-child relationships, 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. Furthermore, students will be exposed to tools used in research on parenting and parent-child relationships (e.g., Adult Attachment Interview, Strange Situation Procedure, Three Boxes Procedure).

Onderwijsvorm

Lectures and seminars with small-group discussions and assignments.

Toetsvorm

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

Literatuur

- Sroufe, L.A., Egeland, B., Carlson, E.A., & Collins, W.A. (2005 or 2009). The development of the person. New York: Guilford. Ch 1 t/m 14
- additional literature to be announce through DLO

Overige informatie

This course is taught every two years. It is taught in 2017-18, but not in 2018-19.

Perception

Vakcode	P_MPERCEP ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	A.M. van Loon
Examinator	A.M. van Loon
Docent(en)	A.M. van Loon
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

To familiarize students with the theories and methods of the scientific study of perception mostly visual perception.

Inhoud vak

Advanced topics of perception, including:

- Representation
- Feature extraction
- Perceptual construction
- Object, face, and scene recognition
- Visual memory
- Dynamics of perception
- Neuropsychology of perception
- Neurochemistry of perception
- Multisensory perception
- Conscious vs. subconscious perception

Onderwijsvorm

Lectures and literature study. Lectures will consist of one part relevant background, one part discussion of specific (classic and recent) research articles.

Toetsvorm

1 written examinations on classic and recent research articles with a mixture of multiple choice and open end questions.

Literatuur

- List of research papers (provided during the course)
- Background reading for those unfamiliar with the basics of perception: Goldstein, E.B. Sensation and Perception. 8th Edition or higher. London: Wadsworth/Cengage.

Aanbevolen voorkennis

Introductory knowledge of perception is assumed (things like basic physiology of the eye, ear and of neurons, rods vs. cones, center-surround, Gestalt principles, what versus where processing). The above-mentioned book by Goldstein is a good reference for reading beforehand or for looking up things.

Doelgroep

The course is a more in depth version of the Sensation and Perception course given as a 3rd year Bachelor course. If you have followed this course already there is quite some overlap so I do not recommend to follow this Perception course.

Overige informatie

This course is taught every two years. It is taught in 2017-18, but will not be taught in 2018-19

Personality at Work

Vakcode	P_MPERWOR ()
Periode	Periode 2+3
Credits	6.0
Voertaal	Engels
Coördinator	dr. R.E. de Vries
Examinator	dr. R.E. de Vries
Docent(en)	dr. R.E. de Vries
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

The aim of this course is to provide insight in the role of personality at work. During the course, students will learn about the methods and instruments used to assess personality in the work context and they will learn about the effects of personality on several organizational, team, and individual outcomes.

Inhoud vak

During the course, the relevance of personality for several aspects related to work will be assessed, i.e., career and organizational choice, selection, assessment, training, cooperation, motivation, performance, and turnover. A number of topics will be discussed, such as: the structure of personality and the interpersonal circumplex, the role of each separate personality dimension in the work context, personality and professional interests, personality in teams, personality-organization fit, the dark side of personality, and the role of intelligence and emotional intelligence in the workplace. Students will conduct a personality and interests assessment of a fellow student and will use the assessment to write a formal job suitability report.

Onderwijsvorm

Lectures and guest lectures provided by practitioners.
Group presentation and individual assessment assignment.

Toetsvorm

Exam with 30 MC and 5 open questions.
Assignment: job suitability report based on personality assessment.

Literatuur

Literature will become available through Canvas

Aanbevolen voorkennis

Recommended prior knowledge: Meten & Diagnostiek 3.

Practical Skills for Researchers

Vakcode	P_MPRACSK ()
Periode	Periode 4+5+6
Credits	18.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. S.A. Los
Examinator	dr. S.A. Los
Docent(en)	dr. S.A. Los, dr. M.V. Milders
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

To provide students with necessary practical skills to design, carry out and present an individual research project in cognitive neuropsychology, clinical neuropsychology or cognitive neuroscience.

Inhoud vak

Each student is allocated to an individual research project, proposed and supervised by a member of the department of Clinical Neuropsychology or Cognitive Psychology. Alongside this project there are twelve meetings to familiarize students with a variety of practical issues related to research in cognitive neuropsychology, such as ethics, writing, presenting, the factorial design, psychophysics, and neuropsychological assessment. During the course, students complete three class assignments, hand in two writing samples (an abstract, and a brief research report on their research project) and deliver two oral presentations (a 5-minutes research proposal and a 10-minutes presentation of completed research in a final symposium).

Onderwijsvorm

Lectures and research internship

Toetsvorm

Three class assignments (pass / fail); research internship (20%); writing samples: abstract (10%), research report (50%); presentations: research proposal (pass / fail); 10-minutes presentation (20%).

Literatuur

Literature is directly related to the student's research project. Some articles will be provided by the supervisor at the beginning of the project, further articles are found by the students themselves as the project unfolds. Class assignments can be completed on the basis of the slides presented during the meetings.

Programming for Psychologists

Vakcode	P_MPROPSY (815120)
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. ing. E. van der Burg
Examinator	dr. ing. E. van der Burg
Docent(en)	dr. ing. E. van der Burg
Lesmethode(n)	Hoorcollege, Practicum
Niveau	400

Doel vak

Acquire programming skills and use them to build your own experiments.
Learn the intricacies of experimental design.

Inhoud vak

You will learn how to design psychological experiments and how to implement these using the OpenSesame software package and the Python programming language. Although you will mainly be working with OpenSesame, which is specifically designed for constructing experiments, this course will also address general programming principles that will facilitate the learning of other programming languages in the future. We will furthermore look at how to efficiently design behavioral experiments, with the focus on randomization procedures, how to present visual and auditory stimuli, and on how to record responses of participants.

Onderwijsvorm

7 x 1.5 hour lecture, 14 x 4 hours practicals (compulsory), assignments (twice a week).

Toetsvorm

Of the 13 assignments, at least 9 need to be marked 6 or higher. At the end there will be an exam consisting of programming assignments. You are allowed to bring your book and any other material.

Literatuur

Online documentation.

Research in Education: Causal Inference

Vakcode	P_MRESED ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. C.P.B.J. van Klaveren
Examinator	dr. C.P.B.J. van Klaveren
Docent(en)	dr. C.P.B.J. van Klaveren, dr. I. Cornelisz

Doel vak

This elective will introduce students to the possibilities and challenges of doing research in real-world settings, using education as the case in point. At the end of the course, students

- Can distinguish between the available different (quasi-) experimental methods.
- Understand the strengths and weaknesses of these methods.
- Can empirically estimate (quasi-)experimental regression models.
- Can evaluate if studies provide sufficient evidence to allow conclusions about causality
- Can form an opinion about a number of key debates in the educational sciences

Inhoud vak

Estimating the causal effects of innovations in the real world is truly important, and truly difficult: Once one leaves the confines of the lab, it becomes much more difficult to distinguish causal relations from mere correlational ones. A case in point is education. A change in an educational program rarely occurs in isolation, and its consequences are thus hard to assess.

In the course, you will learn a number of techniques developed to identify causal effects in educational settings, such as RCTs, Difference-in-Difference designs, Regression-discontinuity approaches, natural experiments and statistical matching techniques. These techniques can also be applied outside of educational sciences, but the examples given will concern education.

This course provides you with the knowledge and empirical skills necessary to identify whether educational programs are effective. Moreover, you will apply these skills in some of the more prominent debates in educational science to evaluate the evidence presented by both sides.

Onderwijsvorm

Lectures, Seminars

Toetsvorm

Presentations, paper

Literatuur

R.J. Murnane & J.B. Willett (2011) *Methods matter – Improving causal inference in educational and social science research*. Oxford University Press ISBN: 978-0-19-975386-4.

Van Klaveren, C. & De Wolf, I. (2015). *Systematic Reviews In Education Research: When Do Effect Studies Provide Evidence?* In: De Witte, K. ed. *Contemporary education issues from an economic perspective*, Leuven University Press. pp. 1-26

Review Paper

Vakcode	P_MREVPAP ()
Periode	Ac. Jaar (september)
Credits	6.0

Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. W. Donk
Examinator	dr. W. Donk
Niveau	500

Doel vak

To write a current literature review that covers an open issue in clinical or cognitive (neuro)psychology

Inhoud vak

The review paper is a literature review written by the student under supervision of a member of the department of Clinical Neuropsychology or the department of Cognitive Psychology. Students may write a review on the basis of a self-selected topic provided that they find a member of the department willing to supervise the writing of the paper. The topic must be narrow enough for the students to cover the literature within the designed period, but must be broad enough so that something is gained from writing a review, and must be of current interest in the literature. The review must be written at such level that it could be published in an academic journal.

Onderwijsvorm

Students will be individually monitored and instructed by their supervisor in writing a literature review. Further guidelines will be given on Canvas.

Toetsvorm

The literature review is evaluated on the basis of the quality of paper and is graded by the supervisor.

Literatuur

The literature depends on the specific topic chosen.

Overige informatie

The supervisor for the review paper cannot also be a thesis supervisor. The topic of the review may not be the same as the topic in PSR.

Seminar Attention

Vakcode	P_MSEMATT (815100)
Periode	Periode 5
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	prof. dr. J.L. Theeuwes
Examinator	prof. dr. J.L. Theeuwes
Docent(en)	prof. dr. J.L. Theeuwes
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

To learn how to interpret and analyze theories and findings on attention and eye-movements. Learn how to set up experiments. Learn how to present and to write an essay.

Inhoud vak

The format of the seminar will be a discussion of one or two target articles, and student presentations, each week. Target articles for each week will be "classic" articles representing early and/or important studies on a specific topic or recent new papers in attention and eye movements. For the presentations, each student has to present the main findings of the target article for that week. Students have to prepare a 15 minute oral presentation in Microsoft Powerpoint. The rest of the class will be spent discussing the target articles. The presentation will determine 30% of the course grade for each student. The target papers will be available via Canvas. Each student will also submit a review paper on one of the topics covered in class. The paper will be worth 50%. At the start of each class there will be a short quiz on the papers that will be discussed during class (20 % of the grade).

Onderwijsvorm

Lectures, discussions and presentations

Toetsvorm

Student presentation (30%), paper (50%) and quizzes (20%).

Students are allowed to miss only one class.

Literatuur

Articles (Canvas)

Seminar Cognitive Neuroscience

Vakcode	P_MSEMCNS (815098)
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. A.V. Belopolskiy
Examinator	dr. A.V. Belopolskiy
Docent(en)	dr. A.V. Belopolskiy
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

To extend students' knowledge in the field of cognitive and clinical neuroscience.

Inhoud vak

This is an advanced course on the current topics in cognitive neuroscience. After this course the students will have a firm understanding of the current state of affairs in the area of Cognitive Neuroscience, the current directions of the field and the contemporary methods that are used. Students will be able to present a summarized research article, critically evaluate it and discuss it with peers.

Students will be prepared for choosing a topic for the future research project, internship or a thesis. Over the last two decennia, scientific

research in the field of cognitive neuroscience has led to fundamental new insights in the relation between brain function and behavior. Research is ongoing, and in many cases, the latest insights have not yet traversed their ways down into the regular textbooks. This seminar offers students the possibility to discuss state of the art research. The latest insights into topics such as consciousness, default network, working memory, multisensory perception, and the mirror neuron system will be covered. The seminar will also cover important questions regarding legal and ethical aspects of cognitive and clinical neuroscience research.

Onderwijsvorm

Lectures, literature study, oral presentations and discussions.

Toetsvorm

Oral presentation, contribution to discussion, and open-end exam

Literatuur

The list of research papers will be announced

Vereiste voorkennis

The requirement to participate is the completion of the basic Cognitive Neuroscience and Neuropsychology course. Alternatively, students may study the required literature by self- study. You need to contact the professor of Seminar Cognitive Neuroscience beforehand.

The Psychology of Emotion Regulation: From Basic Principles to Clinical Applications

Vakcode	P_MPEMREG ()
Periode	Periode 2
Credits	6.0
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. S.L. Koole
Examinator	dr. S.L. Koole
Docent(en)	dr. S.L. Koole
Lesmethode(n)	Werkcollege
Niveau	400

Doel vak

- a. Acquire knowledge of and insight into modern theories of, and research on, emotion regulation.
- b. Learn to generate and discuss new questions that may advance emotion regulation research.
- c. Learn to develop a proposal for original theory-driven empirical research in the area of emotion regulation.
- d. Learn how to apply insights from emotion regulation research to address clinical problems.
- e. Develop oral and written presentation skills to communicate effectively within the scientific forum.

Inhoud vak

Unwanted emotions are implicated in virtually all forms of psychopathology throughout the lifespan. It is therefore vital for

clinical and developmental psychologists to understand what causes people to fail or succeed at emotion regulation, and how people can be taught to regulate their emotions more effectively.

Over the past twenty years, research on emotion regulation has developed into a vibrant and productive scientific discipline. The sheer volume of emotion regulation research is overwhelming, with more than 18,000 articles appearing annually on this topic. Furthermore, the study of emotion regulation is inherently interdisciplinary, and involves vital contributions from developmental psychology, clinical psychology, social and personality psychology, psychophysiology and social-cognitive and affective neuroscience.

In this course, we want to help students to get a grasp of the large and complex literature on the science of emotion regulation. In the first part of the course, we address basic issues in emotion regulation theory, including its development across the lifespan, biological foundations, emotion regulation strategies, implicit emotion regulation and social emotion regulation. During the second part of the course, we relate emotion regulation processes to psychopathology and consider the role of emotion regulation in psychotherapy. Finally, in the third part of the course, we consider specific clinical applications of emotion regulation research, covering such topics as anger management, restorative environments, and language as an emotion regulation tool.

Onderwijsvorm

The format of this course is highly interactive, and includes the following activities:

- Thought questions: For each class, the students will formulate one or more thought questions based on the required readings for that day. This ensures that everyone has thought actively about the readings. During the class, these questions will provide the basis a discussion and lecture.
- Article presentation: Each student will prepare a presentation on a selected article in the area of emotion regulation. The goal of this presentation is to provide a more in-depth examination of emotion regulation research and its major findings.
- Research proposal: At the end of the course, each student will write an innovative research proposal on a topic that is relevant to emotion regulation science. This proposal will receive extensive feedback from the other students and the lecturer,

Toetsvorm

Thought questions (handed in before each class), oral presentations (one per student for the whole course), and written research proposal.

Literatuur

Selected readings. The selection will be announced two weeks before the start of the course, so that we can include the very latest work in the area. Students who wish to get a sense of the contents of the course may pick up the following paper: Koole, S. L., & Aldao, A. (2016). The self-regulation of emotion: Theoretical and empirical advances. In K. D. Vohs & R. F. Baumeister (Eds.), *Handbook of self-regulation* (3rd edition, pp. 101-112). New York: Guilford. This article can be downloaded for free via this link:

https://www.researchgate.net/publication/277711749_The_Self-Regulation_o
(you have to join ResearchGate for the download).

Aanbevolen voorkennis

Because the course builds on a basic understanding of psychopathology and its developmental origins, background knowledge in clinical and development psychology is recommended. However, this background is not strictly compulsory.

Doelgroep

This course is an elective course within the Research Master Clinical and Developmental Psychology. However, emotion regulation is a major topic in many other areas, including social and personality psychology and cognitive neuroscience. The course is hence open to all research masters students. PhD students may enlist after consultation with the coordinator.

Uitleg in Blackboard/Canvas

This course is about the new science of emotion regulation, which studies why people fail or succeed at managing their emotions, and how people can be taught to control their emotions more effectively. This elective course uses a highly interactive format that invites active participation and discussion. It is open to all research masters students.

Intekenprocedure

With apologies, but due to unforeseen circumstances, this course will not be taught in 2017-18. 2nd Year students who planned to take this course can contact Dr. Sander Koole, and do an individual project on the same subject. 1st Year students can take the course next year.

Thesis Proposal RMCNP

Vakcode	P_MTHPROP ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. R.J. Godijn
Examinator	dr. R.J. Godijn
Docent(en)	dr. R.J. Godijn
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

To learn to write a grant proposal, to learn to defend it in public

Inhoud vak

Students write up a proposal for their thesis research, in the format of a grant proposal (an NWO grant will be used as template). They defend this proposal in front of a "committee" consisting of staff members.

Onderwijsvorm

2 plenary lectures on "how to" and to check progress, individual mentorship by future internal thesis supervisor.

Toetsvorm

70% written proposal, 30% oral defense.