



## Social Psychology (MScRes)

Vrije Universiteit Amsterdam - Fac. der Gedrags- en Bewegingswetensch. - RM Social Psychology - 2017-2018

The Research Master program in Social Psychology is a two year program of total 120 ECTS, 60 ECTS a year.

### **Goals of the Program**

The teaching program focuses on providing in-depth knowledge of major fields in social psychology by emphasizing general principles underlying social behavior.

The first year consists of 4 theoretical courses (including one elective choice course), one expert workshop, 3 academic skills course, and a Research Project.

The second year consists of 3 theoretical courses (again including one elective choice course), one expert workshop, and two research projects, leading to your Ma-thesis.

[Course program 2017-2018 Research Master Social Psychology \(pdf\)](#)

[Course program 2016-2017 Research Master Social Psychology \(pdf\)](#)

[Teaching and Examination Regulations](#)

[More information about this master](#)

## Inhoudsopgave

Research master Social psychology, year 1	1
Research master's in Social Psychology Electives 1st year	1
research masters FGB Graduate School Electives Pool	1
Research master Social psychology, year 2	2
Research master's in Social Psychology, Electives 2nd year	2
research masters FGB Graduate School Electives Pool	3
Other information	3
Research master Social Psychology, Transition rules	3
Subscription terms	4
Vak: Advanced Data Analysis (Periode 1)	4
Vak: Advanced Research Methods (Periode 4)	5
Vak: Advanced Research Training (Ac. Jaar (september))	6
Vak: Applied Social Psychology (Periode 3)	6
Vak: Bridging Social Psychology (Periode 1)	7
Vak: Clinical Environmental Psychology (Periode 2)	8
Vak: Cognitive Behaviour Therapy (Periode 2)	9
Vak: Evolutionary Principles in group processes and intergroup relations (Periode 2)	10
Vak: Expert Workshop I (Periode 5+6)	10
Vak: Expert Workshop II (Periode 1)	12
Vak: Free Choice Course RM Social Psychology (Ac. Jaar (september))	13
Vak: Interpersonal Processes (Periode 2)	13
Vak: Juvenile Delinquency and Antisocial Development (Periode 2)	14
Vak: Leadership and Organisations (Periode 2)	15
Vak: Motivation and Emotion (Periode 5)	15
Vak: Neural Models of Cognitive Processes (Periode 2)	16
Vak: Parenting and Mental Health (Periode 2)	18
Vak: Perception (Periode 2)	19
Vak: Personality at Work (Periode 2+3)	20
Vak: Research in Education: Causal Inference (Periode 2)	21
Vak: Research Project I (Ac. Jaar (september))	22
Vak: Research Projects II & III (M-thesis) (Ac. Jaar (september))	23
Vak: The Psychology of Emotion Regulation: From Basic Principles to Clinical Applications (Periode 2)	23
Vak: Writing and Presenting (Periode 1)	25

## Research master Social psychology, year 1

Below the first year courses of the Research Master Social Psychology

Opleidingsdelen:

- [Research master's in Social Psychology Electives 1st year](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Data Analysis</a>	Periode 1	6.0	P_MADV DAT
<a href="#">Advanced Research Methods</a>	Periode 4	6.0	P_MADV RES
<a href="#">Applied Social Psychology</a>	Periode 3	6.0	P_MAPPL SP
<a href="#">Expert Workshop I</a>	Periode 5+6	6.0	P_MEXPWRK_1
<a href="#">Interpersonal Processes</a>	Periode 2	6.0	P_MINTPROC
<a href="#">Motivation and Emotion</a>	Periode 5	6.0	P_MMOTEMO
<a href="#">Research Project I</a>	Ac. Jaar (september)	12.0	P_MRESPRJ_1
<a href="#">Writing and Presenting</a>	Periode 1	6.0	P_MWRITPR

## Research master's in Social Psychology Electives 1st year

Students choose either one of the courses from the Electives Pool, or choose (only once during their RM programme) a Free Choice course.

Opleidingsdelen:

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

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Research Training</a>	Ac. Jaar (september)	6.0	P_MADV RT
<a href="#">Free Choice Course RM Social Psychology</a>	Ac. Jaar (september)	6.0	P_MFREECC

## 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
<a href="#">Clinical Environmental Psychology</a>	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

## Research master Social psychology, year 2

Below the second year courses of the Research Master Social Psychology

Opleidingsdelen:

- [Research master's in Social Psychology, Electives 2nd year](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Bridging Social Psychology</a>	Periode 1	6.0	P_MBRIDGI
<a href="#">Evolutionary Principles in group processes and intergroup relations</a>	Periode 2	6.0	P_MEVOPRIN
<a href="#">Expert Workshop II</a>	Periode 1	6.0	P_MEXPWRK_2
<a href="#">Research Projects II &amp; III (M-thesis)</a>	Ac. Jaar (september)	36.0	P_MRESPRJ_23

## Research master's in Social Psychology, Electives 2nd year

Students choose either one of the courses out of the Electives Pool, or (only once during their programme), a Free Choice course

Opleidingsdelen:

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

Vakken:

Naam	Periode	Credits	Code
------	---------	---------	------

<a href="#">Advanced Research Training</a>	Ac. Jaar (september)	6.0	P_MADVRT
<a href="#">Free Choice Course RM Social Psychology</a>	Ac. Jaar (september)	6.0	P_MFREECC

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

## Other information

Opleidingsdelen:

- [Research master Social Psychology, Transition rules](#)
- [Subscription terms](#)

## Research master Social Psychology, 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.

There are no courses to which the transition rule applies in 2013-14.

## 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

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

## Advanced Research Methods

<b>Vakcode</b>	P_MADVRES (815179)
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	dr. J.M. Tybur
<b>Examinator</b>	dr. J.M. Tybur
<b>Docent(en)</b>	dr. J.M. Tybur
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Doel vak

This course is designed to prepare research master students to critically assess methods used in social psychology research, and to prepare students to design their own studies.

### Inhoud vak

The course will cover fundamental issues in social psychology research, including ethics in collecting and reporting data, assumptions underlying the null hypothesis significance testing framework, statistical power, and methods in assessing reliability and validity of instruments and methods. Each student will also research, write a paper on, and give a presentation on a method used in social psychology research.

### Onderwijsvorm

Class will meet 11 times. In each class, we will have a mixture of lecture from the instruction, presentations from students to the class, and class discussion. The instructor will also provide some interactive tutorials using G\*Power and SPSS.

### Toetsvorm

Assessment will include short quizzes on the assigned reading material at the beginning of every class. Students will also be evaluated on a

presentation, a data analysis assignment, and a paper written on a method or instrument.

### Literatuur

Journal articles and chapters will be assigned.

## Advanced Research Training

<b>Vakcode</b>	P_MADVRT ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	dr. J.W. van Prooijen
<b>Examinator</b>	dr. J.W. van Prooijen
<b>Niveau</b>	400

### Doel vak

To gain additional experience in designing and conducting a research study, analyzing the data, and writing a report.

### Inhoud vak

This is a free choice-course that is designed for students who would like to gain more research experience. Students will participate in the research programme by a staff member. In close collaboration with the staff member, the student will design and conduct a research study, and analyze the data. Typically, the supervisor will be a different staff member than the student's supervisor for Research project I, II, or III, unless explicitly approved of by the coordinator of this course. The project will end with a research report written by the student.

### Onderwijsvorm

Individual supervision

### Toetsvorm

Research report, to be graded according to the faculty's evaluation forms.

### Literatuur

Depends on the topic

### Overige informatie

The supervisor for this course should be part of (one of) the department(s) that organise the Research master programme the student is enrolled in.

The supervisor will be assigned depending on availability and on the specific project that the student will work on.

Students can take this course only once, so either in year 1 or in year 2, not in both years.

## Applied Social Psychology

<b>Vakcode</b>	P_MAPPLSP (815128)
<b>Periode</b>	Periode 3

<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	dr. M. Kandrik
<b>Examinator</b>	dr. M. Kandrik
<b>Docent(en)</b>	dr. M. Kandrik
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Literatuur

Selected articles, to be announced via Canvas.

## Bridging Social Psychology

<b>Vakcode</b>	P_MBRIDGI (815041)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	prof. dr. P.A.M. van Lange
<b>Examinator</b>	prof. dr. P.A.M. van Lange
<b>Docent(en)</b>	prof. dr. P.A.M. van Lange
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Doel vak

The central goal of this course is threefold. First, the course provides a comprehensive overview of the various views regarding the benefits of bridging social psychology. Second, the course addresses various theoretical issues and societal problems that call for a transdisciplinary approaches, thereby also illustrating the drawbacks of mono- disciplinary approaches. Third, the course focuses on theoretical, analytical, and methodological skills, using assignments in which students write concise grant proposals on topics that are inherently transdisciplinary.

### Inhoud vak

Social psychology may be regarded as the science of social phenomena, and as such is meaningfully linked to several other fields of psychology and disciplines beyond psychology. Given its breadth and location within the scientific landscape, the potential of social psychology to bridge with other fields and disciplines is increasingly recognized. Such bridging may bring about theoretical benefits (e. g., contributing to an overarching theory), including methodological benefits (e. g., contributing to convergent measurement), and societal benefits (e. g., contributing to knowledge that helps us understand and potentially solve a societal problem). The central goal of this course is threefold. First, the course provides a comprehensive overview of the various views regarding the benefits of bridging social psychology. Second, the course addresses various theoretical issues and societal problems that call for a transdisciplinary approaches, thereby also illustrating the drawbacks of mono- disciplinary approaches. Third, the course focuses on theoretical, analytical, and methodological skills, using assignments in which students write concise grant proposals on topics that are inherently transdisciplinary.

**Onderwijsvorm**

group assignment  
 lecture  
 literature survey  
 Lectures and tutorials

**Toetsvorm**

interim examination  
 Essays and assignments

**Literatuur**

- Van Lange, P.A.M. (Ed., 2006). Bridging Social Psychology: The benefits of transdisciplinary approaches. Mahwah, New Jersey: Erlbaum.  
 - Various articles.

**Clinical Environmental Psychology**

<b>Vakcode</b>	P_MCLENVPS ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. K. Tanja-Dijkstra
<b>Examinator</b>	dr. K. Tanja-Dijkstra
<b>Docent(en)</b>	dr. J. Maas, dr. K. Tanja-Dijkstra
<b>Lesmethode(n)</b>	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.

## Cognitive Behaviour Therapy

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

## Evolutionary Principles in group processes and intergroup relations

<b>Vakcode</b>	P_MEVOPRIN ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	prof. M. van Vugt
<b>Examinator</b>	prof. M. van Vugt
<b>Docent(en)</b>	prof. M. van Vugt
<b>Lesmethode(n)</b>	Werkcollege

## Doel vak

To familiarize students with research in social behavior from an evolutionary perspective.

## Inhoud vak

This course familiarizes students with research on social behavior from an evolutionary perspective. Examples of topics that are covered in the course: family relationships, friendships, choice of partner, jealousy. During the lectures these themes will be approached from an evolutionary viewpoint. To get a more in depth discussion and knowledge of the themes students will give a presentation, conduct research and write two research essays.

## Onderwijsvorm

classical lectures, presentations by peers.

## Toetsvorm

(group) presentations and 2 research essays.

## Literatuur

Articles (will be distributed via Canvas).

## Expert Workshop I

<b>Vakcode</b>	P_MEXPWRK_1 (815039)
<b>Periode</b>	Periode 5+6
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	prof. dr. P.A.M. van Lange
<b>Examinator</b>	prof. dr. P.A.M. van Lange
<b>Docent(en)</b>	prof. dr. P.A.M. van Lange, dr. D.P. Balliet
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

**Doel vak**

The primary objective for Model A is threefold: (a) to get an up-to-date overview of interdependence theory; (b) to link interdependence theory to research examples, and (c) to propose innovative research ideas by applying the logic of interdependence theory to issues of great scientific and/or societal interest.

Module B provides an introduction to contemporary social-psychological research on revenge and forgiveness. In so doing, we will discuss the contributions of an evolutionary approach to social psychology and a realist view on validity and measurement. This module is taught by Michael E. McCullough.

**Inhoud vak**

This workshop consists of two modules. In each module leading international scientists will teach on a topic in their area of expertise. The topics of both modules are specializations in social psychology and their neighboring disciplines.

Module A: Interdependence and Social Interaction. Much of human thought, affect, and behavior is rooted in social interaction experiences. To understand social interaction (i. e., its determinants and consequences), it is essential to analyze the key features of the situation in which an interaction takes place. Interdependence Theory provides the tools for analyzing different situations and how they may influence psychological processes and interaction patterns.

Module B: Revenge and Forgiveness: This module provides an introduction to contemporary social-psychological research on revenge and forgiveness. In so doing, we will discuss the contributions of an evolutionary approach to social psychology and a realist view on validity and measurement. With those conceptual tools under our belts, we will consider specific adaptive scenarios that might have given rise to the evolution of psychological mechanisms for revenge and forgiveness, and we will explore recent design evidence that opens the way for inferences about the existence of psychological adaptations for revenge and forgiveness. We will also review approaches to measuring revenge and forgiveness in the field and in the lab. In addition to faculty lectures and (hopefully) vigorous class discussion, students will (a) prepare and present short summaries and critiques of recent research on these topics, and (b) prepare and group-based proposals for new research of their own.

**Onderwijsvorm**

literature survey  
practical  
working group  
Workshop

**Toetsvorm**

Essays and assignments

**Literatuur**

- Module A: Kelley, H., Holmes, J., Kerr, N., Reis, H., Rusbult, C., & Van Lange, P. (2003). An atlas of interpersonal situations. New York: Cambridge;  
- Module B: Articles - Scientific articles

## Expert Workshop II

<b>Vakcode</b>	P_MEXPWRK_2 (815042)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	dr. J.W. van Prooijen
<b>Examinator</b>	dr. J.W. van Prooijen
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Inhoud vak

This workshop consists of two modules. In each module leading international scientists will teach on a topic in their area of expertise. The topics of both modules are specializations in social psychology and their neighbouring disciplines.

**Module A: Social Acceptance vs Ostracism:** This workshop will cover a range of topics pertaining to social psychological theory and research on acceptance and ostracism (also known as social exclusion and rejection). Lectures will summarize 15 years of research on the topic, and students are required to give lectures to the class on alternative lines of research or theories. Additionally, students will form small groups and design a testable hypothesis regarding ostracism, and present their designs and expected results to the class.

**Module B: Neuroscientific Foundations of Social Behavior:** Social cognition refers broadly to the set of basic psychological mechanisms involved in social perception and decision-making. This workshop will provide an overview of the social cognition literature, with an emphasis on how these processes interact with emotion, goals, and motivation in social contexts. Throughout the course, recent advances in cognitive and affective neuroscience will be integrated into discussions to provide additional insight into social cognitive processes.

### Onderwijsvorm

lecture  
literature survey  
discussion  
practical  
workshop

### Toetsvorm

**Module A:** Presentations (50%) and an assignment (50%). If either the presentations or the assignment are insufficient, the student needs to write an additional paper on a topic to be determined by the teacher.

**Module B:** Participation (50%) and a written assignment (50%). Social media bonus marks are also available for students who go beyond the course content.

### Literatuur

**Module A:**  
- Williams, K.D., Forgas, J.P., & von Hippel, W. (Eds. ) (2005). The social outcast: Ostracism, social exclusion, rejection, and

bullying. New York: Psychology Press;

- Williams, K.D. (in press). Ostracism: Effects of being excluded and ignored In M. Zanna (Ed. ), Advances in Experimental Social Psychology. New York: Academic Press.

- Williams, K.D. (2007). Ostracism. Annual Review of Psychology, 58, 425-452 Several other readings

Module B:

- Ward, J. (2011). The student's guide to social neuroscience. New York: Psychology Press.

- Several additional research articles.

## Free Choice Course RM Social Psychology

<b>Vakcode</b>	P_MFREECC ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	dr. J.W. van Prooijen
<b>Examinator</b>	dr. J.W. van Prooijen
<b>Niveau</b>	400

### Inhoud vak

In this course students have the opportunity to select a free choice course. In order to fulfill the requirements of Free Choice Course 1, students have to attend a course outside the department of Social Psychology (VU). Students can select a course from another department at the VU or at another university. Free Choice selections should be made in consultation with the coordinator of the Research Master's in Social Psychology and approved by both the Research Master committee of the department of Social psychology and the department offering the course. A list of already approved courses will be available from the secretariat.

## Interpersonal Processes

<b>Vakcode</b>	P_MINTPROC ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	dr. F. Righetti
<b>Examinator</b>	dr. F. Righetti
<b>Docent(en)</b>	dr. F. Righetti
<b>Lesmethode(n)</b>	Werkcollege

### Doel vak

This course is designed to help students develop an understanding of the concepts, methods and research findings central to the study of interpersonal processes, with a special focus on close relationships.

### Inhoud vak

This course familiarizes students with the literature on interpersonal processes and close relationships. The course is designed to help

students develop an understanding of the concepts, methods and research findings central to the study of interpersonal processes. The course consists of different forms of tuition (i. e., lectures, class discussions, and peer-based learning) and requires an active participation and preparation of students. Moreover, during the course students will design and propose an empirical study in the area of interpersonal processes.

**Onderwijsvorm**

Small scale lectures, individual presentations, group work.

**Toetsvorm**

Research proposal, work group, presentation and class participation.

**Literatuur**

Approximately four empirical journal articles per lecture. Additional independent research and reading will be required in preparation for the research proposal.

**Juvenile Delinquency and Antisocial Development**

<b>Vakcode</b>	P_MJUVDEL ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. T. Olthof
<b>Examinator</b>	dr. T. Olthof
<b>Docent(en)</b>	dr. T. Olthof
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

**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

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

## Motivation and Emotion

<b>Vakcode</b>	P_MMOTEMO (815177)
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	dr. F. Righetti

<b>Examinator</b>	dr. F. Righetti
<b>Docent(en)</b>	dr. F. Righetti
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

This course is designed to help students develop an understanding of the concepts, methods and research findings central to the study motivation and emotions.

### Inhoud vak

Everyone knows that motivation and emotions are important, but how exactly do they function in human behavior? This course provides a comprehensive overview of both historical and recent developments in (social) psychological research on motivation and emotions. The course is designed to help students develop an understanding of the concepts, methods and research findings central to the study motivation and emotions. The course consists of different forms of tuition (i. e., lectures, class discussions, and peer-based learning) and requires an active participation and preparation of students. Moreover, during the course students will design and propose an empirical study in the area of motivation or emotion.

### Onderwijsvorm

Lectures and discussion.

### Toetsvorm

Research proposal; class discussion questions; individual research presentations.

### Literatuur

Approximately four empirical journal articles per lecture. Additional independent research and reading will be required in preparation for the research proposal.

## Neural Models of Cognitive Processes

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

## Parenting and Mental Health

<b>Vakcode</b>	P_MPARMEN ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. C. Schuengel
<b>Examinator</b>	prof. dr. C. Schuengel
<b>Docent(en)</b>	prof. dr. C. Schuengel, dr. M. Oosterman
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	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

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

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

## Research in Education: Causal Inference

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

### 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

## Research Project I

<b>Vakcode</b>	P_MRESPRJ_1 (815038)
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	12.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	dr. J.W. van Prooijen
<b>Examinator</b>	dr. J.W. van Prooijen
<b>Niveau</b>	400

### Doel vak

To gain research experience under the supervision of a staff member.

### Inhoud vak

Throughout the first year students will conduct a research project. In this course groups of students, under the guidance of a faculty member, will participate in a research project and write a formal report on the research progress. Students will learn how to design and program an experiment or an applied study. This research project is intended to involve students in research and to allow them to apply their acquired theoretical, methodological and statistical knowledge in developing an original research project. In general, it is expected that the research project consists of a series of two empirical studies to be conducted in small student groups. The form and content of first- year projects may vary widely depending on the student's particular area of interest.

### Onderwijsvorm

active participation, practical, tutorials

### Toetsvorm

Research presentation, research paper.

**Literatuur**

Depends on the subject.

**Overige informatie**

The project will be supervised by staff members of the department Social and Organisational Psychology.

This course is a requirement for the course Research Projects II & III (M-thesis).

**Research Projects II & III (M-thesis)**

<b>Vakcode</b>	P_MRESPRJ_23 (815044)
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	36.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	dr. J.W. van Prooijen
<b>Examinator</b>	dr. J.W. van Prooijen
<b>Niveau</b>	500

**Doel vak**

To gain research experience under the supervision of a staff member.

**Inhoud vak**

The second year will be concluded with two extensive research projects.

Students will conduct two original research projects leading to a written report in the style of a journal article. Also, students are expected to present their projects in the style of a conference paper to the staff and fellow students. If the student wishes, and depending on availability, one of these research projects may be conducted during a foreign internship under supervision of a leading expert in the field.

**Onderwijsvorm**

Practical, self-study, tutorials

**Toetsvorm**

Research paper

**Literatuur**

Depends on chosen research subject

**Vereiste voorkennis**

Research Project I

**Overige informatie**

This course starts in period 3 and ends in period 6.

This course will be coordinated by dr. J.W. van Prooijen.

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

<b>Vakcode</b>	P_MPEMREG ()
<b>Periode</b>	Periode 2

<b>Credits</b>	6.0
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. S.L. Koole
<b>Examinator</b>	dr. S.L. Koole
<b>Docent(en)</b>	dr. S.L. Koole
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	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](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.

## **Writing and Presenting**

<b>Vakcode</b>	P_MWRITPR (815034)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Coördinator</b>	dr. K. Mortier
<b>Examinator</b>	dr. K. Mortier
<b>Docent(en)</b>	dr. K. Mortier
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### **Inhoud vak**

In this course students will be trained in two important academic skills: writing, and presenting. Students will be trained in writing an empirical journal article. The focus will be both on key problem areas in written English and on guidelines which are specific to APA- style (e. g., guidelines on writing style, biased language, presentation of statistics). Second, students will be trained in presenting empirical research for international audiences (e. g., oral presentation). The focus will be on how to structure a presentation, responding to questions, and how to use media facilities.

### **Onderwijsvorm**

Lectures and tutorials

### **Toetsvorm**

Midterm and final paper (50%)  
Presentation (50%).

### **Overige informatie**

Jeff Joireman does the training in writing. Karen Mortier does the training in presenting.