



## Clinical and Developmental Psychopathology (MScRes)

Vrije Universiteit Amsterdam - Fac. der Gedrags- en Bewegingswetensch. - RM Clinical and Developmental Psychopath - 2017-2018

The Research Master program in Clinical and Developmental Psychopathology is a two year program of total 120 ECTS, 60 ECTS a year.

### **Goals of the Program**

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

[Course program 2016-2017 Research Master Clinical and Developmental Psychopathology](#)

[Teaching and Examination Regulations Master Programmes](#)

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## Research master Clinical and developmental psychopathology, year 1

research master Clinical and Developmental Psychopathology, 1st year.  
Next to the compulsory courses, students choose one course from the Electives Pool.

Opleidingsdelen:

- [RM Clinical and developmental psychopathology, year 1, Compulsory courses](#)
- [R\m Clinical and developmental psychopathology, year 1, Elective courses](#)

### RM Clinical and developmental psychopathology, year 1, Compulsory courses

Below the first year compulsory courses.

Vakken:

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

### R\m Clinical and developmental psychopathology, year 1, Elective courses

Electives Pool WJGS. Students choose one of these courses.

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

## 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

## Research master Clinical and developmental psychopathology, year 2

research master Clinical and Developmental Psychopathology, 2nd year.  
Next to the compulsory courses, students choose one elective from the Electives Pool.

Opleidingsdelen:

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

## RM Clinical and developmental psychopathology, year 2, Compulsory courses

Below the second year compulsory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Master's Thesis</a>	Ac. Jaar (september)	30.0	P_MTHECDP
<a href="#">Practical I: Skills for Clinical Research</a>	Periode 1	6.0	P_MPRACT1

Practical II: Initiating and Performing Academic-Clinical Research	Periode 2	6.0	P_MPRACT2
Practical III: Advanced Research methods in clinical	Periode 3	6.0	P_MPRACT3
Trends in Brain and Behaviour	Periode 1	6.0	P_MTRBRBE

## RM Clinical and developmental psychopathology, year 2, Elective courses

Electives Pool WKGS. Students choose one of these courses.

Opleidingsdelen:

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

Vakken:

Naam	Periode	Credits	Code
Advanced Research Training	Ac. Jaar (september)	6.0	P_MADVRT

## 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_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

## Other information

Opleidingsdelen:

- [Research master Clinical and developmental psychopathology - Transition rules](#)
- [Subscription terms](#)

## Research master Clinical and developmental psychopathology - Transition rules

For courses that are lectured only once every two years and will not be lectured in 2016/17 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
<a href="#">Autism and Developmental Disorders</a>		6.0	P_MAUTDEV

## 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 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.

## Autism and Developmental Disorders

<b>Vakcode</b>	P_MAUTDEV ()
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.

<b>Coördinator</b>	dr. S.M. Begeer
<b>Examinator</b>	dr. S.M. Begeer
<b>Docent(en)</b>	dr. S.M. Begeer
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

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

### Inhoud vak

Autism Spectrum Disorders are complex neurobiological disorders that last throughout an individual's lifetime. With a prevalence of 1 in 68, they are more common than pediatric cancer, diabetes, and AIDS combined. However, few disorders seem more confusing than autism. Common stereotypes, of the withdrawn, mute child with repetitive activities, do no justice to the wide variety of individuals with an autism spectrum diagnosis. To date, there is no single treatment protocol for all children with autism spectrum disorders. More importantly, the information about the effectiveness of treatments is very limited. While the main focus will be on autism, several other disorders with overlapping problem domains will also be discussed.

### Onderwijsvorm

Lectures and presentation meetings.

### Toetsvorm

Oral presentation and research proposal.

### Literatuur

Recent research papers provided through BlackBoard.

### Overige informatie

This course is taught every two years. It is not taught in 2017-18, but 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 2015-16. Please contact the course coordinator in that case.

## 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

## Epidemiological Research in Clinical and Developmental Psychopathology

<b>Vakcode</b>	P_MEPIDRE ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. A.C. Huizink
<b>Examinator</b>	prof. dr. A.C. Huizink
<b>Docent(en)</b>	dr. A.M. Willemen, prof. dr. A.C. Huizink
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

**Doel vak**

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

### **Inhoud vak**

Students will learn what the contribution of epidemiological research has been to our knowledge about etiology, diagnostics, prognosis, prevention, and treatment of mental disorders in children, adolescents and adults. The students will learn the most basic skills in conducting epidemiological research and to judge the quality of epidemiological research from other researchers. We will also focus on the principles and criteria for causality, internal and external validity, different types of errors, confounding, and effect modification. Furthermore, we will teach students the specific methods of conducting prospective research in developmental and clinical psychopathology.

### **Onderwijsvorm**

Lectures  
Seminars

### **Toetsvorm**

Written exam on methods and statistical skills; writing the methods section of a paper.

### **Literatuur**

Mandatory reading includes: Stewart, A. (2016). Basic Statistics and Epidemiology: A Practical Guide, Fourth Edition. CRC Press, Taylor & Francis Group (FL, USA).

Additional mandatory reading is provided through BlackBoard; this varies per lecture

Optional reading also provided through BlackBoard.

Students can use Field, A. (2013). Discovering Statistics Using IBM SPSS Statistics (4th Ed.). London: Sage.

ISBN 978-1-446249185 or a newer edition if they have limited SPSS skills

### **Overige informatie**

Main lecturer: Prof. dr. Anja C. Huizink with some guest lecturers

## **Juvenile Delinquency and Antisocial Development**

<b>Vakcode</b>	P_MJUVDL ()
<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

## Master's Thesis

<b>Vakcode</b>	P_MTHECDP ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	30.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. W.J.M.J. Cuijpers
<b>Examinator</b>	prof. dr. W.J.M.J. Cuijpers
<b>Niveau</b>	500

### Doel vak

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

### Inhoud vak

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

### Onderwijsvorm

Individual trajectory within one of the participating research groups.

### Toetsvorm

Paper, research log, oral presentation.

### Vereiste voorkennis

Research Project I

### Overige informatie

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

# 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 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, 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.

## Practical I: Skills for Clinical Research

<b>Vakcode</b>	P_MPRACT1 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. A. van Straten
<b>Examinator</b>	prof. dr. A. van Straten
<b>Docent(en)</b>	prof. dr. C. Schuengel, prof. dr. A. van Straten, dr. M. Oosterman
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Inhoud vak

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

## Practical II: Initiating and Performing Academic-Clinical Research

<b>Vakcode</b>	P_MPRACT2 ()
<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. A.C. Huizink
<b>Examinator</b>	prof. dr. A.C. Huizink
<b>Docent(en)</b>	prof. dr. A.C. Huizink
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	500

### Doel vak

This course provides information and skills needed to cover the process aspects of an academic-clinical study. It addresses the process from idea development, the generation of financial resources, expertise, and study samples to the execution of relevant procedures, and illustrates the ways studies can profit from collaboration among academics, and between academics and clinicians.

### Inhoud vak

Students will attend presentations on aspects of research practice from the idea to the scientific reporting of results. They will practice the development of research proposals that include all elements required by funding agencies, including METC requirements.

### Onderwijsvorm

Lectures, seminars and individual feedback session with Prof. Huizink

### Toetsvorm

Writing a research proposal including a background section, a design and other requirements as discussed and outlined during the course. Oral presentation of the proposal. Grades are based on the quality of the research proposal (90%) and the oral presentation (10%).

### Literatuur

- Recent research papers, proposals and protocols, including Chapters from Sternberg R.J. (2006). Reviewing Scientific Works in Psychology.
- EMGO+ Quality Handbook ( <http://www.emgo.nl/kc/> )

### Vereiste voorkennis

This is one of the basic methodological courses of the RMCDP in which students acquire and practice with skills to design and write a research grant proposal. There are no additional entrance requirements for admitted RMCDP students after completing the Epidemiological Research course in Year 1.

### Overige informatie

This course is taught by Prof. Dr. Anja Huizink and some other guest lecturers

## Practical III: Advanced Res meth in clin

<b>Vakcode</b>	P_MPRACT3 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. J.W.R. Twisk
<b>Examinator</b>	prof. dr. J.W.R. Twisk
<b>Docent(en)</b>	prof. dr. J.W.R. Twisk
<b>Lesmethode(n)</b>	Hoorcollege, Computerpracticum

### Doel vak

Learning to prepare data analysis for research projects

## Psychopathology

<b>Vakcode</b>	P_MPSPAT ()
<b>Periode</b>	Periode 1+2
<b>Credits</b>	12.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. S.M. Begeer
<b>Examinator</b>	dr. S.M. Begeer
<b>Docent(en)</b>	prof. dr. C. Schuengel, dr. S.M. Begeer, prof. dr. A.C. Krabbendam, prof. dr. A.C. Huizink, prof. dr. M. van der Gaag
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Overig, Bijeenkomst
<b>Niveau</b>	400

### Doel vak

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

### Inhoud vak

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

etiology, and treatment.

### Onderwijsvorm

Lectures as well as seminars.

### Toetsvorm

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

### Literatuur

- Mandatory and optional reading will be provided through BlackBoard.

## Randomized Controlled Trials of Psychological Interventions

<b>Vakcode</b>	P_MRANCON ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. A. van Straten
<b>Examinator</b>	prof. dr. A. van Straten
<b>Docent(en)</b>	prof. dr. A. van Straten, dr. A.M. Kleiboer
<b>Lesmethode(n)</b>	Hoorcollege, Practicum
<b>Niveau</b>	400

### Doel vak

The aim of this course is to have an understanding of the major methodological issues in designing a randomized controlled trial (RCT) of a psychological intervention in mental health care. Students should be able to identify strengths and weaknesses of the designs of published trials and be able to design a trial themselves.

### Inhoud vak

The course focuses on: the research questions which can be answered by a RCT, types of RCTs, design of a RCT according to the CONSORT statement (e.g. phrasing of the research question, choice of control group, blinding, randomization, power analysis, in- and exclusion criteria, measuring outcomes, treatment integrity), analyzing and presenting data (including how to deal with missing data), and economical analyses. Furthermore, we discuss medical ethical issues in performing a trial as well as practical aspects of carrying out a RCT.

### Onderwijsvorm

(almost) every meeting consists of 45 minutes of theory and 45 minutes of practical (e.g. critically reviewing a paper; designing part of a trial, presentations of PhD students running a RCT).

### Toetsvorm

There is an exam with open-end questions. Students also have to write a research proposal of a RCT (pre-specified format). The exam weighs 2/3 and the paper 1/3 of the final grade. Both the exam and the paper have to be sufficient (6 or higher).

## Literatuur

Everitt B.S. & Wessely S. (2008; 2nd edition) Clinical trials in psychiatry. New York Oxford University press; journal papers (handed out in class).

## 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**

<b>Vakcode</b>	P_MRPRCDP ()
<b>Periode</b>	Periode 5+6
<b>Credits</b>	12.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. A.M. Kleiboer
<b>Examinator</b>	dr. A.M. Kleiboer
<b>Niveau</b>	400

**Doel vak**

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

**Inhoud vak**

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

**Onderwijsvorm**

Individual trajectory within one of the participating research groups.

**Toetsvorm**

Development of plan, oral presentation.

**Scientific Writing and Presenting (CDP)**

<b>Vakcode</b>	P_MSWPDP ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.

<b>Coördinator</b>	prof. dr. M.J.H. Huibers
<b>Examinator</b>	prof. dr. M.J.H. Huibers
<b>Docent(en)</b>	prof. dr. M.J.H. Huibers
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

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

### Inhoud vak

This course will be a practice-based learning experience. Instead of tedious lectures on theoretical underpinnings of writing and presenting, students will actively learn how to write and present by doing it, guided by an experienced teaching staff. For the first and last time in their lives, they will produce fake data from a non-existent study. They will learn how to write their paper around these data, and learn how to design, structure and streamline the introduction, methods, results and discussion sections to bring across their message in the best possible way. Prime examples of good writing are discussed, and students will give constant feedback on each other's work. They will then learn how to optimize their research presentation in front of an international academic audience, and will hear about the do's and the don'ts when attending a scientific conference.

### Onderwijsvorm

Workshops, and (in-session) writing assignments.

### Toetsvorm

Writing a paper and giving an oral presentation.

### Literatuur

To be announced.

## Systematic Reviews and Meta-analyses of Psychological Interventions

<b>Vakcode</b>	P_MSYSREV ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. W.J.M.J. Cuijpers
<b>Examinator</b>	prof. dr. W.J.M.J. Cuijpers
<b>Docent(en)</b>	prof. dr. W.J.M.J. Cuijpers, prof. dr. A. van Straten, E. Karyotaki
<b>Lesmethode(n)</b>	Hoorcollege, Practicum
<b>Niveau</b>	400

### Doel vak

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

**Inhoud vak**

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

**Onderwijsvorm**

Lectures as well as seminars.

**Toetsvorm**

Paper, written exam.

**Literatuur**

Higgins, J.P.T., Green, S., (EDs). Cochrane Handbook for Systematic Reviews of Interventions. Wiley, 2011. Available free online: <http://www.cochrane-handbook.org>.

**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.

## **Theory of Therapeutic and Preventive Intervention**

<b>Vakcode</b>	P_MTHEOTH ()
<b>Periode</b>	Periode 3
<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, prof. dr. W.J.M.J. Cuijpers
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### **Doel vak**

- To understand in general terms how psychological science tries to understand processes through which preventive and therapeutic interventions reach their effects, and to find some initial research orientation in this field;
- To critically discuss medical model versus contextual model of psychotherapy effectiveness;

- c. To develop the habit of scrutinizing the evidence base for particular therapeutic approaches and intervention protocols;
- d. To develop skills for critically analyzing intervention rationales, to judge their empirical support, and to apply theory in designing interventions for specific problems.

### **Inhoud vak**

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

The framework for the course is set by introducing the debate on design and justification of interventions by discussing the protagonists of the debate, key concepts, and theoretical models. We will make it clear that different schools of thought and research are possible, and that it is not only important to know and understand those divergent ways of thinking, but also to actively participate and contribute to this debate with arguments and relevant evidence. Empirical evidence for the respective schools of thought is examined in a next step. Overviews are presented on psychological theories for specific therapeutic change mechanisms as well as change mechanisms based on common and incidental factors. As a special case in point, research on post hoc explanations of effective interventions will be discussed for Eye Movement Desensitization Therapy (EMDR). The course works towards the application of frameworks that can be used for optimal design of interventions, and the design of empirical tests of their effectiveness.

Seminars will focus on challenging the current state of the art in psychotherapy practice and research, and will contain both an introduction by experts as well as group discussion.

### **Onderwijsvorm**

Lectures as well as seminars with researchers and clinical experts.

### **Toetsvorm**

Written exam; oral presentation. 60/40 weight

### **Literatuur**

Wampold, B.E. & Imel, Z.E. (2015). The great psychotherapy debate: The evidence for what makes psychotherapy work (2nd Ed.). New York and London: Routledge. ISBN 978-0-8058-5709-2 (or as e-book 978-0-203-58201-5)

List of additional required reading will be announced on DLO

## **Trends in Brain and Behaviour**

<b>Vakcode</b>	P_MTRBRBE ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. N.C. Lee
<b>Examinator</b>	dr. N.C. Lee
<b>Docent(en)</b>	dr. N.C. Lee, dr. M. Huizinga, dr. N.M. van Atteveldt
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	500

### Doel vak

This course will address research in applied and basic neuroscience, which aims to elucidate the mechanisms of mental functioning both in healthy individuals and patient populations. The course aims to provide students with background knowledge on the research methods commonly used in neuroscience and neuropsychological research, as well as current trends related to mental health. It will also cover the integration of these research methods with other disciplines in the cognitive sciences in order to give students insight into the multidimensional nature of many conditions. It offers training in integrative thinking and critical evaluation of the value of integrating different scientific methods. Students will work on a research proposal using methods from neuropsychology and neuroscience, and focusing how methods in these fields can be utilized to increase our understanding of psychopathology.

### Inhoud vak

This course will focus on using neuropsychology and neuroscience to understand psychopathology. It builds on the theoretical background in psychopathology which students have developed during the first year of the RMCDP programme. This course focuses on extending this knowledge by examining psychopathology using a brain and behaviour approach. Brain-behaviour relationships can be studied in diverse populations ranging from children to adults and patient populations to healthy controls. It is becoming increasingly clear that in the future innovative insights can greatly benefit from integrated studies of brain and cognition.

During the first part of the course students will become acquainted with neuropsychological and neuroscientific research methods, and the ways in which these methods can be combined with those used in clinical, developmental and cognitive research to further understanding of mental disorders. These methods will subsequently be discussed relation to three dominant areas of neuroscience research within the field of psychopathology. The first, developmental neuroscience, examines normal and abnormal developmental trajectories. Childhood and adolescence are pivotal periods in shaping future mental health, and the origins of many disorders can be found during this period. Therefore, a thorough understanding of the mechanisms of neural development is essential to facilitate positive outcomes. The second area is affective neuroscience, a field of research which aims to elucidate the neural mechanisms of emotion processing, an ability which is often disturbed in those with mental health disorders. The third area, neuroeconomics, is a relatively new approach which combines paradigms from behavioural economics with neuroscience techniques. This relatively new field has already provided

insights into the etiology of a diverse range of disorders, ranging from psychosis to bipolar disorder.

During the second part of the course students will learn how to use these approaches to write a research proposal incorporating neuropsychological and/or neuroscientific methods. As well as writing the proposal, students will be encouraged to practice critically reflecting on their own work, and identifying strengths and weaknesses. Students will receive feedback on their proposal from lecturers and fellow students and be expected to use this to improve their work.

### **Onderwijsvorm**

Lectures and tutorials

### **Toetsvorm**

To pass this course students will need to:

- Pass the final exam consisting of open-ended questions (50% of final grade)
- Write an integrative research proposal (50% of final grade)
- Actively participate in giving feedback to fellow students on their research questions and research proposals  
(Graded as pass/fail)

### **Literatuur**

Research articles and book chapters provided via Canvas.