course catalogue 2013/2014
behavioural and social sciences
research master programme
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Staff and contact information

**Director and Staff**

Programme Director  
Prof. N.W. Van Yperen

Graduate School Coordinators  
Dr M.J.P.W. van der Vlugt (contact person)  
Dr S.A. Sprenger (on maternity leave until end of March 2014)  
A.G. Regts MSc (interim coordinator)

Graduate School Secretary  
Mrs J.S. van Bachum

Academic Advisor  
Drs J.A.M. Evers

Board of Examiners  
Prof. E.G. Harskamp  
Dr R.J.C. Huntjens  
Prof. R.R. Meijer  
Prof. M.C. Mills  
Prof. S. Otten

**Graduate School Office**

The Research Master’s Programme is managed by the Graduate School of the Faculty of Behavioural and Social Sciences. You can reach us at the following address:

Research Master’s Programme in Behavioural and Social Sciences  
Grote Kruisstraat 2/1  
Room 457, Heymans building (4th floor)  
9712 TS Groningen  
The Netherlands

Website: www.rug.nl/gmw/rema  
E-mail: gradschool.gmw@rug.nl  
secr.gradschool.gmw@rug.nl  
J.A.M.Evers@rug.nl  
Phone: +31-(0)50-363 6531 (Dr M.J.P.W. (Maike) van der Vlugt & Dr S.A. (Simone) Sprenger)  
+31-(0)50-363 6179 (Mrs J.S. (Jenny) van Bachum)  
+31-(0)50-363 6480 (Drs J.A.M. (Coby) Evers)
Office days Dr Van der Vlugt: Tuesdays, Wednesdays and Thursdays
Walk-in hours Dr Van der Vlugt: Tuesdays and Thursdays, 11:00-12:00
Office days Dr Sprenger (on maternity leave until end of March 2014): Mondays
Office days Mrs Regts: Thursdays
Office days Mrs Van Bachum: Mondays, Tuesdays, Thursdays, Fridays – all mornings

Drs Evers is the Academic Advisor. For more information, please refer to the section on Practical Issues. There, you can also find the addresses of additional support institutions.
<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Dr C.J. Albers</td>
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<td>Dr N. Barban</td>
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<td>Prof. C.L.H. Bockting</td>
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<td>Dr A.A. de Boer</td>
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<td>Dr M. Derksen</td>
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<tr>
<td>Prof. A. Dijkstra</td>
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<tr>
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<td>Dr K.E. Keizer</td>
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<td>Prof. H.A.L. Kiers</td>
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<td>Prof. E.J. Knorth</td>
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<td>Dr N.P. Leander</td>
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<td>Prof. R.R. Meijer</td>
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<td>Dr R.D. Morey</td>
<td>363 7021</td>
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<td>Dr M.H. Nauta</td>
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<td>Dr M.C.J.L. Opdenakker</td>
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<td>Dr B.D. Ostafin</td>
<td>363 4722</td>
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<td>Prof. S. Otten</td>
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<tr>
<td>Dr G.H.M. Pijnenborg</td>
<td>363 4637</td>
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<tr>
<td>Dr W.J. Post</td>
<td>363 6566</td>
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<td>Prof. T. Postmes</td>
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<td>Dr E.F. Rietzschel</td>
<td>363 6357</td>
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<tr>
<td>Dr M. aan het Rot</td>
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Staff and contact information

Prof. A.J.J.M. Ruijssenaars 363 6565
Dr X. Sanchez 363 7904
Dr S. Scheibe 363 6316
Dr S. Schleim 363 6244
Prof. T.A.B. Snijders 363 6188
Prof. R. Spears 363 9355
Prof. E.M. Steg 363 6482
Dr A.W. Stegeman 363 6193
Dr C.E.G. Steglich 363 6189
Dr K.E. Stroebe 363 6509
Dr P.J. Tellegen 363 6353
Dr J.N. Tendeiro 363 6953
Dr M.E. Timmerman 363 6255
Prof. D.R. Veenstra 363 6240
Prof. M.P.C. van der Werf 363 6657
Dr J.P. Wessel 363 7617
Dr R.J.J. Wielers 363 7257
Prof. B.M. Wisse 363 7405
Prof. R.P.M. Wittek 363 6282
Prof. N.W. Van Yperen 363 6332
Dr M. van Zomeren 363 6511

For contact via email: initials.etc.lastname@rug.nl, e.g. M.van.Zomeren@rug.nl
Academic year calendar 2013-2014

Semester 1: 2 September 2013 – 31 January 2014

Block 1a: 2 September 2013 – 6 September 2013 Start week
9 September 2013 – 25 October 2013 Lectures
28 October 2013 – 8 November 2013 Exams

Block 1b: 11 November 2013 – 29 November 2013 Lectures
2 December 2013 – 6 December 2013 Re-sits
9 December 2013 – 17 January 2014 Lectures
20 January 2014 – 31 January 2014 Exams

Semester 2: 3 February 2014 – 20 June 2014

Block 2a: 3 February 2014 – 21 February 2014 Lectures
24 February 2014 – 24 February 2014 Re-sits
3 March 2014 – 28 March 2014 Lectures
31 March 2014 – 11 April 2014 Exams

Block 2b: 14 April 2014 – 2 May 2014 Lectures
6 May 2014 – 9 May 2014 Re-sits
12 May 2014 – 6 June 2014 Lectures
10 June 2014 – 20 June 2014 Exams
30 June 2014 – 11 July 2014 Re-sits

In 2013-2014 no lectures or examinations will be held on the following dates:
23 December 2013 – 3 January 2014 Winter break
Friday 18 April Good Friday
Monday 21 April Easter Monday
Monday 5 May Liberation Day
Thursday 29 May Ascension Day
Monday 9 June Whit Monday
Overview of the programme

The scientific approach followed in this programme focuses on theory-guided empirical data analysis and generalizable explanations of human behaviour and social phenomena. The programme aims to impart knowledge, skills and understanding in the field of social and behavioural sciences in such a way that the student is capable of performing scientific research in this area.

The degree programme prepares students for a PhD position and is therefore part of the Graduate School for Behavioural and Social Sciences. It builds upon a long-standing collaboration within the faculty between a number of research groups in Sociology, Psychology, and Educational Sciences with a shared interest in the social behaviour of individuals in institutional and cultural contexts. They all focus on methodologically and theoretically advanced research on applied problems. Typical research topics include, for example, motivation, solidarity behaviour, or commitment.

Within the programme, each student chooses a specialization that is associated with one of the participating research programmes:

- Social and Organizational Psychology
- Clinical Psychology
- Psychometrics and Statistics
- Sociology
- Education and Development

Programme elements

Regardless the specialization, the programme takes two years (4 semesters) in total, with a total study load of 120 EC. It is composed of six parts:

1. Compulsory general and methodological modules (27.5 EC)
2. Compulsory specialization-specific modules and optional modules (25 EC)
3. Seminars (5 EC)
4. Literature studies (12.5 EC)
5. Traineeship (15 EC)
6. Master’s thesis project (35 EC)

Supervision

The content of the programme is highly individualized, with some compulsory and some optional modules. Students compose and monitor their personal study plans in close cooperation with a supervisor (i.e., a member from the staff of the research group in which the student plans to specialize). The supervisor is assigned to each student around week 8 of the programme. Soon after this, a detailed study plan is formulated by the student and the supervisor together and submitted for approval to the Board of Examiners. The student may choose
another supervisor for the Master’s thesis, who will take over the role of ‘general’ supervisor in the second year.

**Electives**

All modules within the Research Master’s programme Behavioural and Social Sciences can be chosen as electives in all specializations. However, for practical modules specific background knowledge may be required, as indicated by the module information in the study guide.

Upon request, the Board of Examiners may permit the student to select one or more modules from the Master’s degree programme of the same faculty, another faculty or another university as elective.

For more detailed information on the specializations and modules, please refer to the corresponding sections.
## Course overview 2013-2014

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<td>GMTPGE01</td>
<td>Behavioural and Social Sciences: An Introduction</td>
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<td>GMTPGE02</td>
<td>Reflecting on Science</td>
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<td><strong>Social and Organizational Psychology</strong></td>
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<td>Controversies in Social Psychology</td>
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<td>Experimental Techniques in Interpersonal Behaviour</td>
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<td>GMMSGE25</td>
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<td>Advanced Topics in Intergroup Relations</td>
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<td>Diagnostic and Intervention Skills for Clinical Psychological Practice</td>
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<td>Organizations</td>
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<td>GMCSS002</td>
<td>Research Practical, Integration between Organization Studies and Statistical Methods</td>
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<td>GMCSS003</td>
<td>Networks and Social Capital <em>(Utrecht)</em></td>
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<td>Integration of Theory and Methods in the field of Networks and Social Capital</td>
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<td>GMCSS005</td>
<td>Stratification and Households <em>(Utrecht)</em></td>
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<td>GMMSGE21</td>
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<td>Capita Selecta Advanced Statistics</td>
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Social and Organizational Psychology

Specialization coordinator: Prof. S. (Sabine) Otten

General introduction and objectives
The Social and Organizational Psychology programme focuses on intrapersonal, interpersonal and intergroup perceptions and comparisons, i.e. on how individuals and groups perceive themselves in relation to their own standards, in relation to other individuals, and in relation to other groups. Specifically, the modules deal with topics such as social comparison, social exchange, negotiation, aggression, stereotyping and meta-stereotyping, achievement goals, pro-social behaviour, motivation, perfectionism, conflict, health behaviour, discrimination, and integration as well as their consequences in terms of, for example, self-evaluation, emotions, well-being, creativity, and performance.

Furthermore, the modules in this specialization emphasize the integration of fundamental and applied research. This implies an emphasis on experimental paradigms with considerable ecological validity, and on applied research that has the potential to contribute to theory development. The underlying philosophy is that basic research needs to have relevance to phenomena in society, and that applied research needs to be directly theoretically relevant.

Due to this integrative focus, the specialization provides an excellent preparation for subsequent PhD positions in a broad range of fields.

Programme setup and rules
The Social and Organizational Psychology programme starts with the general compulsory module ‘Behavioural and Social Sciences: An Introduction’ and the module ‘Controversies in Social Psychology’ in which contemporary issues in the field will be discussed.

In addition, in the first year, students follow the module ‘Experimental Techniques in Interpersonal Behaviour’, and two statistical data analysis modules. Throughout years 1 and 2, students attend seminars in which on-going research on interpersonal behaviour will be presented and discussed.

In consultation with the supervisor, an individual programme will be composed including the optional modules, literature study, traineeship, and Master’s thesis. Students are encouraged to compose a programme that will introduce them to a variety of teachers, topics, and research methodologies.

Compulsory modules for the Social and Organizational Psychology specialization
1. Behavioural and Social Sciences: An Introduction  (5 EC)
2. Reflecting on Science  (5 EC)
3. Applied Statistics  (7.5 EC)
4. Controversies in Social Psychology  (5 EC)
5. Experimental Techniques in Interpersonal Behaviour  (5 EC)
6. Multivariate Models or Repeated Measures  (5 EC)
**Additional compulsory modules**

7. Electives (20 EC)
8. Seminar (5 EC)
9. Two literature studies (12.5 EC)
10. Traineeship (15 EC)
11. Master’s thesis (35 EC)

**Programme**

### Year 1

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### Year 2

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Clinical Psychology

Specialization coordinator: Dr R.J.C. (Rafaele) Huntjens

General introduction and objectives

The Clinical Psychology programme teaches students how to apply theoretical and methodological knowledge and advanced research methods in addressing specific research questions in the area of psychopathology.

The focus is on investigating the causal mechanisms underlying the onset and maintenance of mental disorders. Knowledge of transdiagnostic processes, focusing on shared (dysfunctional) cognitive and behavioural processes across disorders, is combined with insight in specific disorders and symptoms.

Advanced research skills will be acquired by participating in research projects in the mental health field, focusing either on fundamental research, or the more applied field of assessment of mental disorders or in learning to critically evaluate the empirical support for specific treatments.

Students also have the opportunity to train in advanced diagnostic and other clinical skills to qualify for a postdoctoral training programme in the optional module.

Programme setup and rules

In the first year, students start with the general compulsory modules ‘Behavioural and Social Sciences: An Introduction’ and ‘Reflecting on Science’. Other compulsory modules focus on theoretical knowledge on cognitive models and often-used paradigms in psychopathology. Besides this, practical skills related to research techniques in the field of experimental psychopathology are developed.

All students follow the compulsory statistical modules ‘Applied Statistics’ and ‘Repeated Measures’. Also in the first year, students take the modules ‘Evidence-based Interventions’ and ‘Diagnostic and Intervention Skills for Clinical Psychology Practice’. The second year consists of literature studies, a Master’s thesis and a traineeship under the supervision of a senior staff member. In parallel with the traineeship, the optional module ‘Single Case Methodology’ is followed. Finally, throughout the programme, all students will participate in research seminars.

Compulsory modules for the Clinical Psychology specialization

1. Behavioural and Social Sciences: An Introduction (5 EC)
2. Reflecting on Science (5 EC)
3. Applied Statistics (7.5 EC)
4. Cognitive Models of Psychopathology (5 EC)
5. Cognitive Paradigms and Psychophysiological Measurements in Experimental Psychopathology (5 EC)
6. Evidence-based Interventions (5 EC)
7. Repeated Measures (5 EC)
8. One module from the list of statistical modules (Appendix A in the Teaching and Examination Regulations) (5 EC)

Students who wish to take Multivariate Models, should combine...
9. Diagnostic and Intervention Skills for Clinical Psychology Practice* (5 EC)
10. Single Case Methodology* (5 EC)

Additional compulsory modules
11. Seminar (5 EC)
12. Two literature studies (12.5 EC)
13. Traineeship (15 EC)
14. Master’s thesis (35 EC)

Programme

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* Only compulsory for students who want to qualify for follow-up education in Clinical Psychology.
### Year 2

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</table>

** This course is only compulsory for students who want to qualify for follow-up education in Clinical Psychology.
Sociology

Specialization coordinator: Prof. M.C. (Melinda) Mills

General introduction and objectives
The Sociology specialization focuses on theoretically and methodologically advanced research in the discipline of sociology and general social sciences. It is offered jointly with the Department of Sociology in Utrecht and in the context of the interuniversity graduate school and research centre of the Interuniversity Center for Social Science Theory and Methodology (ICS).

Students will follow a series of theory and applied research modules and actively participate in research seminars throughout the programme. By the end of the programme, students will be proficient in problem-guided and deductive theory building in sociology, coupled with applied empirical research using complex data analysis models and methods.

The theoretical component focuses on deductive and structured sociological modelling of substantive social issues. The research methods component examines contemporary explanatory models, measurement models and analytical methods of complex multi-actor, multi-level and multi-event data structures in an integrative and applied manner.

The programme is designed to prepare students for PhD studies in the ICS and elsewhere, but also for a professional career in social science research institutes.

Programme setup and rules
The Sociology specialization is a two-year programme that culminates in a Master’s thesis. In the first year, students follow the compulsory modules Behavioural and Social Sciences: An Introduction, Theory Construction and Model Building, and Reflecting on Science. Furthermore, a choice of two out of three Sociology modules (Organizations, Networks and Social Capital, Stratification and Households) must be made. In the first year, students also follow the compulsory module Applied Statistics.

Throughout both years students will attend seminars, with, after each year, a mini-conference where students have the opportunity to share their expertise. Also, students have the option of attending a summer school after the first year (in consultation with the specialization coordinator).

In the second year, students will follow further modules and do literature studies. The remainder of this year is devoted to a traineeship, attending seminars and the ICS Forum Day(s), and a Master’s thesis under the supervision of a senior ICS staff member.
Compulsory modules for the Sociology specialization

1. Behavioural and Social Sciences: An Introduction (5 EC)
2. Reflecting on Science (5 EC)
3. Applied Statistics (7.5 EC)
4. At least 2 Statistical modules
   (incl. 3 Sociology research practicals) (10 EC)
5. Theory Construction and Model Building (7.5 EC)
6. Choice of 2 out of 3 theoretical modules (15 EC)

Additional compulsory modules

7. Optional modules (2.5 EC)
8. Seminar (5 EC)
9. Two literature studies (12.5 EC)
10. Traineeship (15 EC)
11. Master’s thesis (35 EC)
## Programme

### Year 1

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<td>GMCSSO05 Stratification and households</td>
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* ECs for modules that span more than one block have only been listed once. However, please note that the actual work load should be spread across blocks. Please be aware that credits can only be granted for modules that have been completed.

** Students must choose a total of two statistical modules.
Education and Development

Specialization coordinator: Dr E.G. Harskamp

**General introduction and objectives**

The Education and Development specialization focuses on the effectiveness of education and the improvement of development processes. This specialization is jointly offered by the Department of Pedagogy and Education Sciences, the Department of Developmental Psychology, and the Department of Developmental and Behavioural Disorders in Education and Care. Modules within this specialization are strongly related to the research programmes of the departments.

There are four main strands of research topics within this programme:

- *Adaptive and inclusive education*, focusing on creating equitable and accessible education, especially for students from disadvantaged backgrounds, and other students that are at risk,
- *Socio-psychological precursors of school success*, which studies how personality, motivation, meta-cognition, social comparison processes, and friendship ties affect students' school careers in secondary education;
- *Instructional design*, focusing on the use and effect of new learning environments, such as computer-supported collaborative learning, but also socio-constructivist inspired real-life situations for learning in vocational education; and
- *Developmental processes in the life span*, which studies developmental processes from a dynamic systems point-of-view.

The research programme has both a fundamental and an applied orientation, and studies are often linked to ongoing research projects.

**Programme setup and rules**

Education and Development is a two-year programme. The compulsory modules for all students focus on 1) the impact of instruction on learning and the role of social influences on individual development, 2) the dynamics of child and adolescent development, 3) the role of education in shaping individual life chances, and 4) cognition and instruction.

The students will participate in research seminars throughout the programme. Students will be required to take examinations, carry out assignments, hold presentations, write papers, and write and defend a Master’s thesis. The three methodological modules *Multilevel Analysis*, *Repeated Measures*, and *Applied Statistics* are mandatory. Students will write their Master’s thesis (and perhaps also a PhD research proposal) in the last year of their degree under the personal supervision of senior staff.
Compulsory modules for the Education and Development specialization

1. Behavioural and Social Sciences: An Introduction (5 EC)
2. Reflecting on Science (5 EC)
3. Applied Statistics (7.5 EC)
4. Development, Learning, and Instruction** (10 EC)
5. Dynamic Systems of Development (5 EC)
6. Education and Society** (5 EC)
7. Multilevel Analysis (5 EC)
8. Repeated Measures (5 EC)

Additional compulsory modules

9. Seminar (5 EC)
10. Two literature studies (12.5 EC)
11. Traineeship (15 EC)
12. Master’s thesis (35 EC)

Programme

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** PhD students from the Interuniversity Centre for Educational Sciences can also participate in these courses (including the course Cognition and Instruction). For registration and information about costs for participation, please contact the Graduate School Office.

ECs for modules that span more than one block have only been listed once. However, please note that the actual work load should be spread across blocks. Please be aware that credits can only be granted for modules that have been completed.
### Year 2

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* Students from the Developmental Psychology track may replace this module with a module from the Clinical Psychology specialization or with a module from the regular one-year Master’s programmes in Developmental Psychology or Clinical Psychology at the Faculty of Behavioural and Social Sciences. In this case, the explicit permission from the board of examiners is not required.

* ECs for modules that span more than one block have only been listed once. However, please note that the actual work load should be spread across blocks. Please be aware that credits can only be granted for modules that have been completed.
Psychometrics and Statistics

Specialization coordinator: Prof. R.R. (Rob) Meijer

General introduction and objectives
The Psychometrics and Statistics specialization offers a series of modules, as well as individual supervision on a variety of advanced statistical data analysis methods and experimental techniques. The modules deal with the application of methods, background knowledge on these methods, and their relationship with other methods.

The specialization is suitable for students who want to build a solid basis in statistical data analysis methods, and is an ideal preparation for students aiming to undertake a PhD project on statistical data analysis methods. In such projects, statistical data analysis methods are often compared and sometimes new methods are developed which require evaluation to show their additional value over existing methods.

Therefore, when preparing and writing the Master’s thesis, the student will learn to apply one or more methods for comparing and evaluating statistical data analysis methods.

Programme setup and rules
All students in the Psychometrics and Statistics specialization must, after the general compulsory module Behavioural and Social Sciences: An Introduction, follow the two modules Matrix Algebra and Applied Statistics. In addition, they must follow the module Statistical Consultation, preferably during the second semester of the first year, and the first semester of the second year, and preferably jointly with the seminar.

Furthermore, they must choose at least 3 out of the other modules in the list of Statistical modules (the most basic modules Multivariate Models, Factor Analysis, Repeated Measures, and Probability Theory are strongly recommended).

Finally, the literature study, traineeship and Master’s thesis will be devoted to the comparison and development of statistical data analysis methods. The choice of topics and time point of the traineeship will be decided on in consultation with the supervisor.
**Compulsory modules for the Psychometrics and Statistics specialization**

1. Behavioural and Social Sciences: An Introduction (5 EC)
2. Reflecting on Science (5 EC)
3. Applied Statistics (7.5 EC)
4. Matrix Algebra (5 EC)
5. Statistical Consultation (5 EC)
6. Three other statistical modules (15 EC)

**Additional compulsory modules**

7. Electives (10 EC)
8. Seminar (5 EC)
9. Two literature studies (12.5 EC)
10. Traineeship (15 EC)
11. Master’s thesis (35 EC)

**Programme**

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<th>Year 1</th>
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<tr>
<td><strong>Block</strong></td>
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<tr>
<td><strong>Semester I</strong></td>
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<tr>
<td>GMTPGE01 Behavioural and social sciences: An introduction</td>
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<tr>
<td>GMMSGE03 Matrix algebra</td>
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<tr>
<td>Statistical module or elective**</td>
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<tr>
<td>Seminar</td>
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<tr>
<td><strong>Semester II</strong></td>
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<tr>
<td>GMMSGE08 Applied Statistics</td>
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<tr>
<td>Statistical module or elective**</td>
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<tr>
<td>Literature study I (continued)</td>
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<tr>
<td>Seminar</td>
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<td>Statistical consultation</td>
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<td>Semester II</td>
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* The concrete modules for the 15 ECs of statistical modules and 10 ECs of electives can be flexibly chosen throughout the year, preferably in such a way that the total work load per semester is about 30 ECs.

* ECs for modules that span more than one block have only been listed once. However, please note that the actual work load should be spread across blocks. Please be aware that credits can only be granted for modules that have been completed.
Seminar

The purpose of the seminar is to train and develop scientific skills and attitudes. The seminar consists of two parts a general statistical part (2 ECs) and a specialization-related part (3 ECs). Since the seminars differ somewhat across specializations, they are specified separately below.

General statistical part of seminar
Coordinator: Dr J.M.E. Huisman

The general statistical part consists of an introduction to various relatively new or specialized methods by the statistics staff, in the form of 5 lectures spread over the year. The students will receive some literature on the topic at hand, and may be given some assignments related to these methods. Each lecture requires approximately 8 hours of preparation and 2 hours attendance. A programme of these lectures will be made available each year on Nestor.

Specialization-related part of seminar
Coordinators:
- Prof. S. Otten & Dr N.P. Leander (Social & Organizational Psychology)
- Dr R.J.C. Huntjens (Clinical Psychology)
- Prof. M.C. Mills (Sociology)
- Dr E.G. Harskamp (Education & Development)
- Dr A.W. Stegeman (Psychometrics & Statistics)

In the specialization-related part, staff members and national and international guests will hold lectures which are to be attended by the students. Students are not only supposed to attend seminar meetings within their own specialization, but are also encouraged to attend those of other specializations.

Moreover, an important objective of the seminar is that Research Master’s students will present and discuss their own work (Master’s thesis project or project related to traineeship). Each student must give at least two presentations, preferably based on presentations the student has already given in other contexts. The audience, the seminar organizer and/or the student’s supervisor will provide feedback. At the same time, these meetings and lectures will give students the opportunity to participate in discussions about scientific research and its implications for topics other than that of their own Master’s thesis. To this aim, students will often receive related literature that they must prepare and read in advance in order to actively participate in the discussion (preparation time is about 2 hours).

The meetings will be held about once every two weeks (except during exam periods). Research Master’s students who are enrolled in the two-year programme should attend a total of at least 20 seminars, while students who complete the Research Master’s programme within one year should attend a total of at least 15 seminars. Prior to each of the four periods per study year, the
coordinators of the different specializations will make a list of intended lectures and, if necessary, regularly update this on Nestor.

In the case of the Sociology specialization, students will be embedded in the active group of existing seminar series in the form of ICS Forum Day(s), MEMOS lectures, Research Colloquiums, in addition to a separate Mini-conference.

The ICS Forum Days are offered within the interuniversity graduate school and research centre of the Interuniversity Center for Social Science Theory and Methodology (ICS). During ‘Forum Days’ PhD students of the ICS present their research in progress. These presentations are attended and actively discussed by ICS academic staff and fellow PhD students. In addition to gaining knowledge and discussing substantive research topics at these Forum Days, Research Master’s students will gain skills in presenting and defending a research proposal.

MEMOS is a research seminar based at the Department of Sociology in Groningen and the ICS. In a regular series of monthly meetings, the seminars discuss topics related to methodology and formal modelling in the social sciences.

Students will also participate in the Department of Sociology Research Colloquiums, which are held on a monthly basis. These Colloquiums consist of lectures by staff members and often national and international guests.

Finally, at the end of each year, students will actively participate in a Mini-conference organized to present and discuss their own work.

For the Psychometrics and Statistics specialization, students can join the research meetings of the department of Psychometrics and Statistics. During these meetings lectures on (advanced) theoretical and applied statistics and psychometrics are presented. Details on the contents and a time schedule will be made available at the beginning of each block.

Assessment

Students themselves keep a list of the seminars they have attended (indicating the date, the topic, the specialization within the Research Master’s programme, and the staff member who organized the seminar; the form for this list is available on Nestor). In addition, they indicate the date and the topic of their own presentations. This list should be given to the Graduate School Coordinator when the student is ready to finish his or her degree and wishes to have the 5 ECs granted. The Graduate School Coordinator will compare the students’ lists with the attendance lists of the staff members who organized the seminars. Students from the S&O specialization need to have an individual attendance form signed at each specialization seminar, instead of signing an attendance list. This form is available on Nestor.

Overview of requirements for 5 ECs:

- at least 5 statistics seminars
- at least 20 specialization seminars (15 for one-year Research Master’s students) at least two of which consist of presentations by the student him/herself
The seminars’ dates and times will be announced on Nestor, at the beginning of each period. Please note that they may differ between periods, because they are geared to students’ lecture timetable and to the schedules of the lecturers.
Literature studies

Each student should carry out at least two literature studies, worth a total of 12.5 to 15 ECs. Each student has the option of carrying out one 7.5 EC literature study, the other literature studies should be 5 EC. Thus the options are:

1 lit.study of 5 EC + 1 lit.study of 7.5 EC = 12.5 EC
3 lit.studies of 5 EC each = 15 EC

In each literature study, the student writes a short paper in English about a given topic. Students are expected to show their ability to find and integrate literature and to write a convincing paper. The students search for relevant scientific publications and use these to support the arguments put forward in the paper. The following points are important to keep in mind:

- The student should search for relevant publications independently; at least 10 to 15 publications should be used.
- The publications that are used in the paper should give a good overview of the background of the topic, as well as recent developments.
- The paper should be well-structured and clearly written. Specifically, the introduction chapter should introduce the topic, the research question, and its background. In the following sections, arguments/evidence based on literature study are provided. In the final section, the research question is answered, a conclusion is drawn, and recommendations are made for future research.
- Each paper should be about 2500 words in length (excluding references). The papers must be written in English and should follow APA style guidelines. Requirements such as length and number of references for a 7.5 EC literature study are to be decided by the supervisor.
- The different arguments and publications cited should be integrated and not merely summarized.
- The paper should give fair hearing to the different arguments relevant to the final conclusion (and hence not just the favourable ones), and the references cited should give a balanced view of developments and opinions in the field.

The three literature studies demand increasing independence of the student. Preferably, a different supervisor will supervise each study, because a broad orientation with regard to topics is highly valued. The conditions for each paper differ slightly.

**Literature study 1:** The supervisor provides a theoretical or research question and two basic articles.

**Literature study 2:** The supervisor provides two basic articles.

**Literature study 3:** The supervisor provides a topic.

**Procedure**

The student and his or her literature study supervisor will meet at least four times. In the first meeting, the assignment will be introduced and a plan will be
made. Also, the number of ECs for the literature study will be determined. In the second meeting, the outline of the paper and/or the research question developed will be discussed. In the third meeting, a first complete version of the paper will be discussed. In the fourth meeting, the second version of the paper will be discussed, including final suggestions for changes. Other meetings can be planned by mutual agreement of the student and the supervisor. Marks are awarded by a mark’s note (available on Nestor).

The final version of the paper may be presented in a seminar. A prerequisite for being awarded a mark for the literature study is that the literature study has been submitted by e-mail.

<table>
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<tr>
<th>Summary Literature Studies</th>
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<tbody>
<tr>
<td>1. Make a study plan with your supervisor and determine during which semesters you want to write the literature studies.</td>
</tr>
<tr>
<td>2. Find a study-supervisor and topic.</td>
</tr>
<tr>
<td>3. Write the paper according to the guidelines provided above.</td>
</tr>
<tr>
<td>4. Submit your literature study as a pdf attachment to <a href="mailto:secr.gradschool.gmw@rug.nl">secr.gradschool.gmw@rug.nl</a> Make sure that your report meets the criteria indicated on Nestor and that your file has the correct name (see also Nestor).</td>
</tr>
<tr>
<td>5. Ask your supervisor to fill in the mark’s note (see Nestor) and to send it to the GMW Graduate School (Mrs Jenny van Bachum).</td>
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Traineeship

The traineeship gives students the opportunity to learn and practise the rules and procedures of conducting scientific research at the highest level. Students join an ongoing research project, in which he or she is given a specific task (usually carrying out a subproject), and is actively involved in the broader research project. The traineeship is concluded with a traineeship thesis written in English.

Students can do an internal or external traineeship, that is, at the Faculty of Behavioural and Social Sciences of the University of Groningen, or at another university or research institute in the Netherlands or abroad.

In the case of an internal traineeship, there will be at least one supervisor, who assigns tasks within the research project and who supervises the writing of the traineeship thesis. One other staff member will be involved as ‘co-assessor’ in the evaluation of the traineeship thesis.

In the case of an external traineeship there will be two supervisors. The external supervisor (who holds an academic background in the social sciences, preferably with a PhD degree) provides local supervision, whereas the internal supervisor assures that the project has a sound scientific background. The final responsibility lies with the internal supervisor. The supervisor(s) must approve and grade the traineeship thesis.

For students in the Clinical Psychology stream, there is an optional clinical traineeship. The clinical traineeship gives students the opportunity to practice diagnostic and other clinical skills. As a first step in the application procedure, please contact the trainee coordinator Ellen de Jong (e.r.de.jong@rug.nl). In parallel with the traineeship, the module Single Case Methodology is followed.

The traineeship adds a total of 15 ECs to the student’s study load, three of which are awarded for the traineeship plan, and 12 for the final report.

Please note that before you start your project, your traineeship plan must be approved of by your specialization coordinator.

Procedure

The first step is to select, with the supervisor, the kind of traineeship to be undertaken, and to write a brief traineeship plan in English, including the following information:

- the exact period
- the location
- the supervisor(s)
- a short summary of the research project in which the student will be involved.

Please make use of the standard form for the traineeship plan that is available on Nestor.

The plan must be sent by email to the secretary of the Research Master’s office (secr.gradschool.gmw@rug.nl) and will be judged by the coordinator of the
student’s specialization on its suitability within the specialization; if required, the specialization coordinator will appoint a co-assessor for the traineeship report.

Students will receive feedback from the specialization coordinator within 10 working days. If approved, students will receive 3 ECs for the proposal (but no mark).

As part of the traineeship, a short thesis (or report) must be written (see the section on writing reports). The internal supervisor, who together with the external supervisor or the co-assessor decides on a mark for the traineeship, evaluates this report. In the case of an external traineeship, the internal supervisor may rely more or less on the judgement of the external supervisor, but the internal supervisor will always have the final say.

The traineeship supervisor sends a mark’s note and a Traineeship Report Assessment Form (available on Nestor) to the GMW Graduate School office (Mrs Van Bachum). The student needs to send his/her traineeship report to secr.gradschool.gmw@rug.nl. Only then the mark’s note will be further processed.

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### Summary Traineeships

1. Make a study plan with your supervisor and determine during which semesters you want to do the traineeship.

2. Find a traineeship supervisor and topic.

3. Write the traineeship plan and submit it to the secretary of the Graduate School office. Wait for approval from your coordinator and possibly information about a co-assessor.

4. Follow the traineeship and write the report (see also Guidelines for writing reports).

5. Send the final (graded) version of the traineeship report to secr.gradschool.gmw@rug.nl.

6. Ask your supervisor to fill in
   a. The Traineeship Report Assessment Form (see Nestor), and
   b. A mark’s note (see Nestor), and to send both to Mrs Van Bachum.
Master’s thesis

Students spend part of the second year under individual supervision conducting empirical research, culminating in their Master’s thesis, which may lead to a research proposal for a PhD thesis. The literature studies, seminars, and traineeship are an important preparation for this part of the programme. Obviously, hypothesis testing and data analysis, as well as communicating the results, will be major elements of this work. Seminar meetings will continue and at the end of the second year, there may be concluding seminar meetings where students present their Master’s thesis.

The choice of the specific research topic is made in close collaboration with the supervisor. Students should form a general idea about interesting scientific themes at the very beginning of the Research Master’s programme (semester 1 of year 1). Although the details of the final research project do not have to be clear at that stage, the students should decide on their main focus of interest. This focus is important in choosing the right modules during the rest of the programme and plays an important role when choosing topics for the literature studies. Both internal and external research projects are possible. With regard to the supervision and grading, the same information applies as for the Traineeship.

The Master’s thesis adds a total of 35 ECs to the student’s study load, five of which are awarded for the thesis plan, and 30 for the final thesis.

Please note that before you start your project, your Master’s thesis plan must be approved of by the Master’s thesis committee.

Procedure

Together with the thesis supervisor, the students write a Master’s thesis plan in English, which should include:

- the theoretical background
- the research question
- the methods of research
- time schedule of research activities
- the name of the supervisor(s)

The form for the Master’s thesis plan is available on Nestor. The plan should be no longer than 1200 words excluding references and must be sent to the Graduate School office (secr.gradschool.gmw@rug.nl).

The plan will be judged by the Master’s Thesis Committee (MTC) of the student’s specialization. If the MTC does not approve, suggestions for modifications of the proposal are given, and these must then be implemented by the student, and resubmitted for approval. Feedback will be provided within 10 working days after submission of the proposal.

If the thesis is supervised by only one supervisor, a co-assessor will be appointed by the MTC for the grading of the thesis. The co-assessor will receive the manuscript of the thesis after approval by the supervisor and will judge the thesis within 10 working days. The co-assessor and the supervisor jointly
determine the mark, on the basis of the version delivered to the co-assessor. Modifications can be made upon the co-assessor’s approval, but will not change the mark.

Marks are awarded by a mark’s note (available on Nestor, to be sent to the Graduate School office). A prerequisite for being awarded a mark for the Master’s thesis is that the student has received his/her points for the Master’s thesis plan, that the final – approved – version of the Master’s thesis has been sent to secr.gradschool.gmw@rug.nl and that Mrs Van Bachum has also received a Thesis Assessment Form from the supervisor (available on Nestor).

<table>
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<tr>
<th>Summary Master’s Thesis</th>
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<tr>
<td>1. Find a master’s thesis supervisor and topic.</td>
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<tr>
<td>2. Write a Master’s thesis <strong>plan</strong> according to the guidelines above (and using the form on Nestor) and submit it to the Graduate School office (<a href="mailto:secr.gradschool.gmw@rug.nl">secr.gradschool.gmw@rug.nl</a>). Wait for approval from the Master’s Thesis Committee and information about a co-assessor.</td>
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<tr>
<td>3. Conduct the research and write the report (see also <strong>Guidelines for writing reports</strong>).</td>
</tr>
<tr>
<td>4. Send the final (approved) version of the thesis to <a href="mailto:secr.gradschool.gmw@rug.nl">secr.gradschool.gmw@rug.nl</a>.</td>
</tr>
</tbody>
</table>
| 5. Ask your supervisor to fill in
  - The **Thesis Assessment Form** (see Nestor),
  - A mark’s note (see Nestor),
  - and to send both to the Graduate School office (Mrs Van Bachum). |
Guidelines for writing reports

In the Research Master’s programme in Behavioural and Social Sciences, students must write a Master’s thesis as well as a short report of research conducted in the framework of the traineeship. Further instructions for the procedures concerning the traineeship report and the Master’s thesis are provided elsewhere. Here are the guidelines for writing the report and the thesis:

1. The report must follow the guidelines of the American Psychological Association (APA) or similar guidelines: introduction - method - results - discussion, all as succinctly as possible (you will find the APA guidelines in the library). Maximum number of words (including references and excluding appendices): 4,000 for the traineeship report; 8,000 for the Master’s thesis.

**Introduction**
2. The report must have a solid theoretical basis and a clear link to relevant literature.
3. The relevant literature is to be discussed in an orderly manner and in clear terms. The introduction does not contain elements that are irrelevant to the main question or purpose. If you feel the need to elaborate on some topics, you can do so in the discussion.
4. The main question or purpose should be formulated in clear terms. The question should also be the logical result of the paragraphs preceding it.

**Method**
5. The selection of test subjects must be described in sufficient detail to allow replication.
6. – Basic research that aims at a more profound understanding should be reported in such a way that it can be repeated by someone who has not been involved in the research (sample survey, procedure, hypotheses, measuring instruments, etc.).
   – Applied Research should be reported in such a way that the results can be verified and applied by someone who has not been involved in the research (context, diagnosis, aim, intervention, method, phasing, effect, etc.).
7. The concepts used must be measured or applied unequivocally and reliably. A detailed description of how the concepts have been measured should be included.

**Results**
8. The selected statistical analyses and interventions must be appropriate to the research question and research aims and they must meet the assumptions that underlie the analysis techniques used.
9. The results must be reported clearly and in agreement with what is taught on reporting statistical and other data analyses. The use of tables and figures is recommended so as to enhance interpretability.
Discussion
10. In the discussion, a critical and creative link between the introduction (What did we know already?) and the results (What have we learned?) must be provided, with a focus on the benefits, new ideas and suggestions for improvement, etc. that may be valuable for further research or practical applications. The discussion must also contain a critical reflection on the study reported.

Helpful resources for writing literature reviews and reports
(available online at http://dbem.ws/Writing Review.pdf)

(available at http://www.csustan.edu/psych/todd/sternbrg.html)

Practical Issues

Academic Advisor
As a student, you may sometimes face situations in which not everything runs smoothly. For example, your study progress may be different than expected, or personal circumstances (such as an illness or an event in your family) may temporarily affect your ability to focus on your studies. In these cases, you can make an appointment with Coby Evers, who is your academic advisor.

She can advise you on how to organize your studies and provide advice and support in the event of adverse personal circumstances and restrictions, problems with a supervisor or a course, etc.

In case of study delay, she takes care of the necessary formal arrangements (e.g., in order to request funding from the university’s Graduation Fund, for more information please see http://www.rug.nl/studenten/studiebegeleiding/studievertraging/index?lang=en).

Naturally, your problems are treated with utmost confidentiality and care. Please note that the earlier you signal a problem, the better we can support you. For contact details, see the section Graduate School Office.

Computer facilities
All registered students have their own space on the University computer network. There are several rooms with computers available for students. An instruction manual is available in each computer room. If you have questions about the computer facilities or if you have problems with your account, you can contact the CIT Service Desk Binnenstad (tel. 3633469, Room 0050A, Heymans Building, e-mail: servicedesk.binnenstad@rug.nl). Opening hours: Mon-Fri 8.30 a.m. – 5.00 p.m.

Copy shop
The copy shop is located in the new buildings on Grote Rozenstraat. The shop is open on weekdays during the following hours: Mon-Fri 8.15 a.m. – 12.30 p.m. and 1.15 – 4.30 p.m. At the copy shop you can print, copy and bind your reports. You can also buy lecture pads, floppies, CD-ROMs, copy cards, notepads and other office supplies. Most of the readers that are used in modules are available from the copy shop (see website of the faculty about availability).

Costs of student’s research projects
The costs involved in research carried out by a Research Master’s student (for traineeship or Master’s thesis) are to be covered by the research budget allocated to the thesis supervisor of the project; hence for this matter the thesis supervisor must be consulted in advance.

Cost policy
The costs of books and materials for study are relatively low. In the Research Master’s programme a maximum of € 700,- per year is usually sufficient for compulsory books, lecture notes, manuals etc.
The RUG has a policy on study costs. The policy aims to control costs so that the 'study cost' component does not exceed grant/loan budgets for Dutch students. The amount that students are required to spend on study materials will therefore not exceed the government grant. The standard sum for 2013-2014 is € 700,-. Each course phase has a cost ‘ceiling’ (standard sum x length of course).

Sometimes it is not possible to avoid going beyond the ceiling amount. In such cases it is possible to apply to the Faculty Board for reimbursement of half the extra expenditure on the basis of receipts submitted as proof. Sometimes another arrangement may be possible. Students can obtain information on the cost policy at www.rug.nl/insandouts. They can also visit the University Student Desk or their study advisor.

**Cum Laude**

Cum laude is calculated across the required components of the Research Master's study programme which add up to a maximum of 120 EC. Study parts awarded with a pass are not included in the calculation. Exemptions are sometimes included in the calculation. Students can obtain information about their specific case from the Graduate School office. For further regulations about the calculation of cum laude, see article 3.13 of the BSS Teaching and Examination Regulations.

**Exemptions**

Students who enter the Research Master’s programme after graduating in a regular one-year Master’s programme are eligible for exemptions. A list of exemptions should be drawn up with the specialization coordinator at the start of the Research Master’s programme and should be sent to the Graduate School Coordinator. The form for listing the exemptions can be found on Nestor.

**Language**

All exercises, assignments, and presentations by students will be in English. Lectures will also be given in English, unless all students prefer to have the lectures in Dutch.

**Library**

The *Library of Behavioural and Social Sciences* is situated on the first floor of the Heymans building. In addition to a wide range of specialist’s books and journals, the library offers access to electronic journals and databases.

It is also possible to study in the library. There are about 130 study places and 24 student computers. You need a valid student card to borrow materials. Students may also use the other RUG libraries.

The address is:

Grote Kruisstraat 2/1
9712 TS Groningen

tel. 050 363 6555
e-mail: gmw-bibliotheek@rug.nl
The opening hours of the Library of Behavioural and Social Sciences are: Monday – Thursday, 9.00 a.m. – 9.30 p.m. and Friday, 9.00 a.m. – 5.00 p.m. During holiday periods opening hours are limited.

**Nestor**

Nestor is the local version of the software Blackboard, a virtual learning environment and course management system. Typically the courses that you follow will have their own Nestor site, where you can find course materials, upload assignments, etc. You can access Nestor ([https://nestor.rug.nl/](https://nestor.rug.nl/)) with your university user name and password. It will automatically show the courses for which you have registered in ProgressWWW (with a delay of one day).

In addition to virtual course environments, you can also find our Research Master Community on Nestor (under Organizations, look for Research Master GMW_REMA). Here, you can find announcements, forms, the FAQ, and many additional documents that might be useful during your studies.

**Registration for courses and exams: ProgressWWW**

Every student must register for courses and exams through ProgressWWW. You can log-on to this online application at [http://www.progresswww.nl/rug](http://www.progresswww.nl/rug) with your university username and password.

The course codes for Research Master’s modules start with ‘GM’. Some modules, however, are also taught in the regular one-year Master’s degree programme, and thus also have a regular code. To be awarded marks, it is important that you register for courses in ProgressWWW under the GM code. Marks can only be processed correctly when lecturers are aware that you have attended the course as a Research Master’s student. By signing up under the right module codes in ProgressWWW, you will automatically provide the lecturers with this information.

Time schedules for subscription to courses and exams:

- **Registration for courses**: from week 1 of the semester period preceding the modules until two weeks before the start of a course.
- **Registration for the courses in period 1a**: from 1 August until two weeks before the start of a module.
- **Registration for exams**: from week 3 of a semester period until one week before an exam.

When students have registered for an exam, and they fail the exam, they will automatically be registered for the resit. However, if students have registered for an exam, but they don’t show up, they are not automatically registered for the resit and they thus need to register for the resit in ProgressWWW themselves.

For students from the Sociology specialization some courses take place at the University of Utrecht (whether this is the case for a specific course is indicated at the bottom of the individual course descriptions). For registration for the Utrecht courses and for the timetables you can contact the staff member listed as the lecturer for a specific course.
Please note that students do not need to register on ProgressWWW for individual study parts (literature studies, traineeship, Master’s thesis). Instead, students make individual arrangements with the supervisors of the relevant study parts.

**Summer Schools**

It can be very useful to follow a summer school related to the specialization. Each student is eligible for funding from the Research Master’s programme of up to € 250 for summer school attendance. On request, the Board of Examiners may award credits for participating in a summer school.

**Timetables**

Information about where and when courses and exams take place can be found online:

http://www.rug.nl/gmw/education/schedules

**Questions, suggestions or complaints**

In case of questions, first check the Frequently Asked Questions on Nestor. If the answer to your question is not there, or if you have a suggestion or complaint, the first person you should contact is the Graduate School Coordinator, Maike van der Vlugt (see the section Graduate School Office).

If she cannot help you, she will refer you to the Programme Director or the Board of Examiners (mainly for questions about exams, marks, exemptions, etc.). If you have questions specifically about a module or your specialization, the first person to consult is your supervisor (or the lecturer of the module, of course).

If you have a general question about tuition fees, enrolment, etc. (a question that is not specifically about the research master programme), you can also check the detailed information that is available online:

http://www.rug.nl/studenten/index

Also, you can ask your question online:

http://www.rug.nl/corporate/hoezithet/index
Addresses of Central bodies of the University of Groningen

GENERAL ADDRESSES

Board of the University (CvB)
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands
Telephone: (050) 363 5285

University Council (U-raad)
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands
Telephone: (050) 363 8535
E-mail: uraad@rug.nl
Internet: www.rug.nl/uraad

Legal Affairs Office (ABJZ)
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands
Telephone: (050) 363 5440
E-mail: abjz@rug.nl
Internet: www.rug.nl/bureau/expertisecentra/abjz

Donald Smits Center for Information Technology (CIT)
Visiting address: Zernikeborg, Nettelbosje 1
Postal address: P.O. Box 11044, 9700 CA Groningen, the Netherlands
Telephone: (050) 363 9200
E-mail: secretariaat-cit@rug.nl
Internet: www.rug.nl/cit

CIT Helpdesk
Telephone: (050) 363 3232
E-mail: servicedesk.cit@rug.nl

Health, Safety and Environment Service (AMD)
Visiting address and postal address: Visserstraat 49, 9712 CT Groningen, the Netherlands
Telephone: (050) 363 5551
E-mail: amd@rug.nl
Internet: www.rug.nl/amd

Office of the Confidential Advisor
Marijke Dam, Confidential Advisor
Visiting and postal address: Visserstraat 47, 9712 CT Groningen
Telephone: (050) 363 5435
E-mail: j.m.dam@rug.nl
Internet: www.rug.nl/vertrouwenspersoon

Complaints Committee for harassment, sexual harassment and aggressive, violent or discriminatory behaviour
Postal address: Antwoordnummer 172, 9700 AB Groningen
ADDRESSES FOR STUDENTS

University Student Desk (USD)
Visiting address: Broerstraat 5
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands
Telephone: (050) 363 8004
Email: usd@rug.nl
Internet: www.rug.nl/insandouts

International Service Desk (ISD)
Visiting address: Broerstraat 5
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands
Telephone: (050) 363 8181
E-mail: isd@rug.nl
Internet: www.rug.nl/isd

Student Service Centre
Visiting address: Uurwerkersgang 10
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands
Telephone: (050) 363 8066
Email: ssc-secretariaat@rug.nl
Internet: www.rug.nl/ssc

NEXT Careers Advice
Visiting address: Uurwerkersgang 10
Postal address: Postbus 72, 9700 AB Groningen
Email: next@rug.nl
Internet: www.rug.nl/next

Central Portal for the Legal Protection of Student Rights (CLRS).
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands
Internet/E-mail: www.rug.nl/studenten or www.rug.nl/insandouts

University Funds Committee (UFC)
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands
E-mail: ufc@rug.nl
Course descriptions

Sorted by course code

Diagnostic and Intervention Skills for Clinical Psychology Practice

GMCSCP01

Lecturers: various instructors, dr. W.J.P.J. van Hout
Contact: dr. W.J.P.J. van Hout
Prerequisite(s): For this course, participants are required to have relevant background knowledge in psychopathology, cognitive behavioural therapies, professional communication/dialogue skills and applying diagnostic tools.

Objective: Goal of this course is to acquire skills in the field of diagnostics and interventions to be able to complete a clinical psychology internship.

Content: In this practical, students will be introduced to working in clinical practice with several methods of assessment and (evidence-based) cognitive behavioral interventions. Within a theoretical context, students, by means of case material, will systematically practice with the different phases of the clinical process, from the first meeting and assessment, via drawing up an intervention plan and its implementation, to the evaluation. During the course both the adult and child perspective will be addressed although the emphasis will be mostly on the therapeutic process in adults. The integration of methods of assessment and interventions takes place in a behavioral modification exercise that contains several supervised sessions. This behavioral modification exercise leads to a paper in which descriptions of the intervention skills, reflections on the cognitive behavioral process, and the client / therapist roles are the prominent features. In the weekly practicum meetings several individual presentations on clinical issues will be held.

For this course, participants are required to have relevant background knowledge in psychopathology, cognitive behavioural therapies, professional communication/dialogue skills and applying diagnostic tools.

EC: 5
Semester: semester II a
Format: practicum, practical exercise
Hours per week: Variable
Language: English
Assessment: participation, assignment, practical, presentation presence obligatory
Education and society

**Lecturers:** prof. dr. R.J. Bosker, dr. R.H. Hofman  
**Contact:** prof. dr. R.J. Bosker  
**Objective:** The aim of this course is to provide insight into the role that educational institutions have in shaping individual life chances, and how various theories describe and explain this relation.

**Content:** This course focuses on meso- and macro-aspects of the education system. It addresses theories on educational policy making both at the national and the school level. In both cases the question is how issues of excellence and equity in education can be fostered. Excellence then refers to increased levels of cognitive, affective and social functioning, whereas equity relates both to the accessibility of the education system as a whole and individual schools in particular, as well as to equitable outcomes for students from different gender and/or socio-ethnic groups. At the core of this course are theories on educational organization, and structuring (along the integration-differentiation dimension) of education at the societal level, and social, cultural and economic capital approaches in studying equitable outcomes of schooling.

**EC:** 5  
**Semester:** semester Ib  
**Format:** self-study  
**Hours per week:** Variable  
**Language:** English  
**Assessment:** assignment, paper  
**Literature:** reader with articles, € 10.00

Dynamic systems of development

**Lecturers:** dr. R.F.A. Cox, dr. E.S. Kunnen  
**Contact:** dr. E.S. Kunnen  
**Objective:** The purpose of this course is firstly to provide a theoretical introduction to dynamic systems theory in general and its application to life span human development, learning in educational contexts and processes of change, in particular in clinical contexts. The second aim is to acquire the practical knowledge and skills that are needed to build a simple mathematical dynamic system.

**Content:** A dynamic systems model of development, for instance of the development of language or social skills, describes how the current state of a child’s language or social skill, changes into another state tomorrow, next week, next year etc. The crucial factor in a dynamic systems model is the
so-called evolution term, which provides the explicit
description of the transformation from one state into
another. Dynamic systems models focus on the individual
unit of analysis, for instance individual children,
individual child-parent pairs, individual pupils, individual
pupil-teacher pairs etc. Dynamic systems describing
natural phenomena such as human development or
learning are characterized by properties such as self-
organization, non-linearity, recursiveness etc. The general
principles will be explained and applied to a host of
developmental and educational phenomena. Part of the
explanation will take place in the form of building and
manipulating dynamic models of development.

EC: 5
Semester: semester I b
Format: Practicum
Language: English
Assessment: written exam (essay), assignment
Model building assignments (paper and actual simulation
models)

Literature:
- E.S.Kunnen (Ed), *A dynamic systems approach of adolescent
development*, € 55.00
- Various articles available via Nestor

Cognition and Instruction

GMCSEE04
Lecturers: prof. dr. E.G. Harskamp, prof. dr. A.E.M.G. Minnaert
Contact: prof. dr. E.G. Harskamp
Objective: The aim of the course is to provide more insight into
fundamental processes of learning and the role of
metacognition and self-regulation. Students will learn
about the ways metacognition develops and the
importance of education to support this process. Students
will apply their newly acquired knowledge to a
presentation paper.

Content: The course starts with the leading questions: How do
students learn and how does metacognition influence
learning? Metacognition is an important concept in
cognitive theory. It consists of two basic processes
occurring simultaneously: monitoring your progress as
you learn, and making changes and adapting your
strategies if you perceive you are not doing so well.
New findings of research on metacognition, motivation
and computer-based learning make clear the mechanisms
that often play a role in learning and that may determine
its success or failure. Students who make little use of
meta-cognition often find it difficult to apply their newly
acquired knowledge or to solve novel problems. They
need a learning environment that supplies support. As
students become more skilled at using meta-cognition,
they gain confidence and become more independent as learners. The use of meta-cognition explains differences in learning processes among students.

In this course we will study research in reading comprehension, writing and mathematics and notice how individual differences in self-regulated learning can influence learning outcome and attitude.

The course focuses on the big ideas, preferring that students understand exemplary ideas deeply, rather than providing an overview of many theories of metacognition and self regulation. We will discuss specific instructional implications that follow from research and theory. Students will carry out assignments that will be the input for lectures and discussions.

EC: 5
Semester: semester II b
Format: Lecture
Language: English
Assessment: presentation, paper

Power and leadership

GMCSIB05

Lecturer: prof. dr. B.M. Wisse
Contact: prof. dr. B.M. Wisse
Objective: In this course, students will learn about the most relevant organizational psychological theories and approaches to power and leadership.

Content: In this course, we will focus on recent insights stemming from research on the more prominent themes within the area of power and leadership in organizations. Topics that will be addressed are for instance: the effects of the possession of power on behavior and perception, the pro’s and con’s of charismatic and transformational leadership, personality characteristics of effective leaders, the relationship between emotions and leadership, leader vision and rhetoric’s. This module is also open to students from regular Master’s programmes. There will be additional requirements for Research Master’s students.

EC: 5
Semester: semester I b
Hours per week: 2
Language: English
Assessment: written exam (essay), written exam (multiple choice), presence and active participation in the plenary discussions.

Literature:

· To be announced via Nestor
Cross-cultural Psychology

Lecturer: dr. M. van Zomeren
Contact: dr. M. van Zomeren
Objective: To provide knowledge and insights into theory and research on the psychological processes that relate to cross-cultural contact and encounters. This also relates to differences between cultures, and the fundamental group processes within cultures.

Content: This course discusses differences between cultures as well as the fundamental social-psychological processes within cultures. This includes topics such as emotions, morality, self and identity, as well as diversity issues in the workplace and society at large (e.g., immigrant and integration issues).

EC: 5
Semester: semester II b
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam, paper

Literature:

Creativity and Innovation in Organizations

Lecturer: dr. E.F. Rietzschel
Contact: dr. E.F. Rietzschel
Objective: After this course, you are familiar with the most important theories and results in the area of scientific research on creativity and innovation.

Content: Organizations need to innovate in order to survive, and innovation requires creativity. In this course, we will discuss several theories, paradigms, and practices regarding organizational creativity and innovation. We will go into the relation between individual characteristics and creativity, the role of group processes, and the way in which creativity contributes (or fails to contribute) to organizational innovation. Throughout the course, we will work from the assumption that creativity is not a mysterious or supernatural thing, but a combination of cognitive and social processes that can be fruitfully studied using a combination of experimental and field research.

EC: 5
Semester: semester II b
Format: lecture
Hours per week: 2
Social Embodiment

GMCSIB09

Lecturer: E.R. Smith
Contact: E.R. Smith
Objective: Gain familiarity with the research literature on the embodiment of social interaction and social relationships.
Content: The principle of embodiment reflects a new perspective in which behavior and cognition are seen as arising from interactions among a nervous system, body, and an environment including other agents. This short course focuses on the body and sensori-motor systems as they interact with the social (rather than the physical) environment to determine cognition and behavior. Thus, we will consider current topics in embodiment research as applied to social judgments, dyadic relationships, and group interaction. Topics include embodiment processes in emotions, attitudes, and moral judgments; behavioral synchrony and mimicry; and relations of embodiment to social relationships.
EC:
Semester: semester II b
Format: seminar
6 2-hour class sessions
Hours per week: 2
Language: English
Assessment: assignments
2 short written assignments and one in-class presentation
Remarks: ECTS 2.5
Literature:
- To be announced.

Personal, Social and Cultural change

GMCSIB10

Lecturers: dr. K.E. Keizer, dr. N. Hansen
Contact: dr. K.E. Keizer
Objective: The aim of this class is to introduce students to social psychological theories and models of personal, social, and cultural change.
Content: In this new course, students will be introduced to social psychological theories and models of personal, social and cultural change. Students will learn the different types of chance that occur in our daily lives and how this change is instigated. In this (inter)active course you will also learn to critically discuss research and transfer your knowledge to develop empirical research ideas and interventions in
various fields of application (e.g. well-being, environmental behavior, rule compliance, intergroup conflict, development aid). Students will be actively involved in this course. A background in psychological theories and experimental thinking is essential for this advanced class! There will be additional requirements for Research Master students in Behavioural and Social Sciences as compared to students from the regular Master programs.

EC: 5
Semester: semester II a
Format: seminar
Hours per week: 3
Language: English
Assessment: written exam (multiple choice), paper (individual), presentation
Remarks: This course will be given in English.

Literature:
- Additional literature will be available via Nestor.

Advanced Topics in Intergroup Relations

Lecturer: dr. N. Hansen
Contact: dr. N. Hansen
Objective: In this course, students will learn about some recent and advanced topics in the field of intergroup relations. This course applies an interactive learning approach, and asks your active participation in class guided by the lecturer. In addition, this course aims at developing knowledge transfer skills, as well as student’s critical and analytical thinking.

Content: We identify with groups we belong to, experience emotions as member of a group, discriminate against or help other groups, or sometimes engage in collective action. In this course, the central focus is on research that illustrates that our cognitions, emotions and behavior influence intergroup relations. Every session is dedicated to a different topic. In the first half of the class students will present and lead the discussion of the main hypotheses and contradictions based on the assigned readings. The second half will be dedicated to the discussion of recent empirical research, small group assignments, or discussions with experts. Active participation, presentation in class, and writing are components of this interactive class. This will be an advanced class for students with an interest and background in experimental social psychology! There will be additional requirements for Research Master students.
as compared to students from the regular Master programs.

**EC:** 5
**Semester:** semester II b
**Format:** seminar
**Hours per week:** 2
**Language:** English
**Assessment:** presentation, paper (individual)
**Remarks:** This course will be given in English.
**Literature:**
- Reader with selected articles available via Nestor

**Organizations**

**Lecturers:** prof. dr. A. Flache, prof. dr. R.P.M. Wittek
**Contact:** prof. dr. R.P.M. Wittek
**Objective:** The aim of this course is to provide an advanced understanding in the field of organizational studies. Students will gain an advanced: 1) knowledge of the main research questions, theories, empirical findings and critiques within the field of organizational sociology, 2) understanding of central research methods and data that are commonly used in this field, 3) ability to actively use specific theories to generate empirical hypotheses; and, 4) capacity to apply and critique this knowledge within one central problem area within the field of organizational studies.

**Content:** Via formal lectures, active discussion, presentations, and a critical paper, students will gain an overview of key theories, empirical approaches, applications and extensions within this extensive field of research. After a general introduction of the themes covered within this course, the course is divided into the two key areas: organizational governance structure and organizational environment, each of which is structured further according to the topics of rational choice, structural and normative extensions. Within each of these areas, we will first discuss theories used within this area, followed by empirical applications and critiques or extensions of the approach.

**EC:**
**Semester:** semester I b
**Format:** lecture
**Hours per week:** Variable
**Language:** English
**Assessment:** paper, participation, presentation, assignments
**Remarks:** ECTS 7.5
**Literature:**
- Reader and electronically available articles.
Research Practical, Integration between Organization Studies and Statistical Methods

Lecturers: prof. dr. A. Flache, prof. dr. R.P.M. Wittek
Contact: prof. dr. R.P.M. Wittek
Objective: The aim of this course is to integrate theories with empirical applications and data in the field of organizations. By means of readings, applied data analysis, assignments and discussions, at the end of this course, students will be able to: (1) formulate an empirically relevant research question, (2) write a concise literature review and apply theories and build hypotheses related to a specific topic in organizational studies, (3) engage in advanced data analysis and clear reporting of findings, and (4) apply the abovementioned skills to complete a research paper that resembles an academic journal article.

Content: The course starts with an introduction of the assignments, possible data sets and methods that may be used and selection of a specific research question. During the first two weeks, students will prepare the first assignment which specifies the research question and introduces the study topic. During the third and fourth week, students will work on a literature review, theoretical application and hypothesis building, coupled with initial operationalization of variables and descriptive data analysis (assignment 2). Weeks five to six will consist of more advanced explanatory data analysis and reporting of findings (assignment 3). In the final week, students will present their paper and results to the larger group and critically discuss each other’s work. These criticisms and revisions from the first three assignments can then be integrated into the final paper.

EC:
Semester: semester I b
Format: seminar
Hours per week: Variable
Language: English
Assessment: assignments, paper (individual), presentation
Remarks: ECTS 7.5
Literature:
- In consultation with instructors.

Networks and Social Capital

Lecturers: various instructors, dr. C.E.G. Steglich
Contact: dr. C.E.G. Steglich
Objective: a) Providing an overview of the state the art concerning contemporary research on social capital theory and social network studies, including important research questions, theoretical assumptions, and empirical findings. (b) Acquiring skills to generalize this knowledge to social
Content:

Social networks constitute a set of social structural conditions that seem to be omni-present in social situations. They partly determine the actions of their individual members, and they have been shown to affect many aspects of people’s lives. Based on an assumption of goal-directed (rational, incentive guided) action, a promising way to explain the role of social networks in social life is to conceive a person’s personal network not only as a restriction for action but also as that person’s social capital, a notion that has engendered a promising research programme. We will discuss concepts of a social capital theory, distinguishing between the theory’s hard core and its major auxiliary assumptions, and deal with the research problems that it helps to solve. Among others, we will deal with the availability of social settings that influence the chance of meeting others; the emergence of networks; network effects on conflicts and occupational attainment; networks within organizations, like government agencies and the institutional conditioning of the effects of networks. The course provides an introduction to research on social capital theory and social network studies. Students get acquainted with important data sets and get a basic understanding of the research methods commonly used in this field. Finally, possible policy implications of existing knowledge on social networks are addressed, and the issue to what degree social networks are open to manipulation by politics.

EC:

Semester: semester II a
Format: lecture
All meetings are in Utrecht.
Hours per week: Variable
Language: English
Assessment: assignments, papers, written exam
Remarks: ECTS 7.5

Literature:
• Reader

Integration Theory Methods Networks Soc Capital GMCSSO04

Contact: dr. M.A.J. van Duijn
Objective: - being able to define and operationalize network characteristics for ego-networks and complete networks.
- formulating and testing hypotheses related to network
Characteristics.
- Using network characteristics as dependent as well as independent variable in advanced statistical techniques such as multilevel analysis and event-history analysis.

Content:
This course focuses on the integration of theories with statistical methods which are introduced separately in previous courses. Social networks are a key concept in numerous sociological theories and empirical applications. While social networks are the explanations for many social phenomena, the emergence of social networks themselves includes a range of important research problems. Empirically, analyses related to social networks are often quite complex because of interdependencies between actors, which violate the assumptions made in standard statistical methods. In the course, different types of research problems that are central in recent sociological research and that require different statistical approaches will be treated. In each of the four course weeks another topic related to the application of theories concerning social networks will be introduced and a particular research question will be analyzed with available data. Throughout the course, students will be supplied with recent research articles. In addition, data that are used in these articles or that have a similar structure as the data in the articles will be made available. Each week, students will replicate or improve the analyses from the research articles in a short research paper.

EC:
Semester: semester II b
Hours per week: Variable
Language: English
Assessment: participation, papers, presentation
Remarks: ECTS 7.5

Stratification and Households

Objective:
- Knowledge of main research questions, theories, and findings in the research field;
- Knowledge of datasets and understanding of research methods that are commonly used in this field;
- Ability to present an overview of this knowledge.

Content:
This course aims to provide insights in the extensive research field of stratification and households. Questions on stratification, inequality and households are closely connected. Household conditions might create inequality in resources (examples are household characteristics such as the family of origin or divorce of own marriage), and
sometimes inequality is measured by a household characteristic (e.g. heterogamy). An unequal distribution of socio-economic resources may also affect the structure of the household (e.g. family size). Both sociological and economic theories are applied to a range of research problems on stratification and households. An overview of research on stratification, inequality and households will be presented and acquired through self-study. Topics that will be covered are among others inequality of educational opportunities, family formation, the occupational career, and work-family balance. For each of these topics, theories to explain the diverse phenomena, accompanying testable hypotheses, research methods, and major empirical findings will be discussed.

**EC:**

**Semester:** semester I a  
**Format:** lecture  
All meetings are in Utrecht.  
**Hours per week:** Variable  
**Language:** English  
**Assessment:** assignments,written exam,participation  
**Remarks:** ECTS 7.5  
**Literature:**  
- Selected scientific articles in course reader

**Practical: Integration Strat. & Households Theory & Methods GMCSSO07**  
**Lecturer:** prof. dr. M.C. Mills  
**Contact:** prof. dr. M.C. Mills  
**Objective:** Ability to link general theory to field specific hypotheses, to analyze a complex dataset, to report on research findings in the format of a journal article.  
**Content:** In this course students are trained to integrate theories with statistical methods in the field of stratification and households. Insights will be combined from the preceding theory course, the course on applications in the field of stratifications and households (GMCSSO05). Students will do so by writing a research paper in the format of a journal article: they choose a relevant research question, study the literature and formulate a theoretical answer, analyse data, and report on their findings. A complex dataset (Time Competition Survey) - allowing answers to a considerable number of research questions - will be made available to the students. The time competition survey is a multi-actor dataset in which information is gathered from firms, employees and their spouse (if any). During the first week, students will work on the research question and the introduction of the paper. In the second week, the theory section is written. In the subsequent two weeks, the students will analyse the data and report the
results and write the conclusion. During the course, students will work individually on their paper using the time competition survey and meet at least once with their supervisor. In the fourth week students will present their (provisional) results to the other students and discuss each other’s work. Using the insights and remarks of the other students, they will finish their paper.

EC:
Semester: semester I b
Language: English
Assessment: paper (individual)
Remarks: All meetings are in Utrecht.

Item Response Theory  

Lecturer: prof. dr. R.R. Meijer  
Contact: prof. dr. R.R. Meijer  
Objective: The aim of the course is to provide a practical introduction to important item response models. Both theory and applications will be provided.

Content: In item response theory (IRT), mathematical models are applied to analyze data from questionnaires and tests used as a basis for measuring things such as abilities and attitudes which are not directly observable qualities of the persons. Item response models can be used to make such unobservable qualities, measurable. Items that indicate whether a person has ‘more’ or ‘less’ of the latent trait (e.g. extravert or introvert, more or less proficient in mathematics) are answered by persons (‘wrong’ or ‘right’, at least if one is measuring proficiency). Subsequently an item response model is used to estimate both the location of items and persons on the latent trait (in case of a proficiency measurement, this is the difficulty of the items and the proficiency of the individuals). In this course we will focus on one- and two-parameter logistic models. Also the non-parametric Mokken model will be discussed.

EC: 5
Semester: semester II b
Hours per week: Variable
Language: English
Assessment: Three assignments on which a (short) paper has to be written; written examination
Remarks: Every other year

Literature:
- Artikelen
### Multilevel Analysis

**Lecturer:** dr. M.A.J. van Duijn  
**Contact:** dr. M.A.J. van Duijn  
**Objective:** The purpose of this course is to provide a theoretical introduction to multilevel analysis and its relation to standard regression models, and to gain practical experience with this type of modelling.  
**Content:** Multi-level analysis, also called hierarchical modelling, is a methodology for analysing data that have a natural hierarchical structure. A frequently occurring nesting structure is individuals nested within groups, but these methods can be applied also, e.g., to longitudinal and panel data, growth curve modelling, and meta-analysis. This course gives an introduction to multilevel analysis assuming a good background knowledge of linear regression analysis or Analysis of Variance. Basic topics treated are the random intercept model, random slopes models, posterior means, parameter interpretation, testing of parameters. Some more advanced topics will also be treated: assessment of model fit, binary outcomes (i.e., multilevel logistic regression), multivariate outcomes, and data structures that include crossed as well as nested factors. Practical computer work will be done, using the program MlwiN. Students are encouraged to work with their own data.  
**EC:** 5  
**Semester:** semester II b  
**Format:** 7 2-hour lectures and 7 2-hour lab sessions  
**Hours per week:** 4  
**Language:** English  
**Assessment:** written exam (essay) paper (individual assignment) and exam (essay)  
**Remarks:** Maximum number of students who can participate: 25. Participants other than from the Research Master’s programme in Behavioural and Social Sciences need to register at least 4 weeks before the start of the course.  

**Literature:**  

### Matrix Algebra

**Lecturer:** dr. J.N. Tendeiro  
**Objective:** This course provides the foundations of Matrix Algebra. These are indispensable for a thorough understanding of multivariate statistical techniques such as multiple regression and factor analysis. Explanations and proofs are kept within boundaries so that the material can be accessible for a wider range of students (in particular, with a background in the social sciences).
Course Descriptions

Content: The material in the reader will be explained in the lectures. Also, ample opportunity for practicing matrix algebra will be offered, both in the lectures and by means of home assignments which may be handed in during the course. This course starts with some basics (matrix addition, multiplication, inversion); properties of the operators are discussed. Some special types of matrices are studies (orthogonal, orthonormal, partitioned matrices). A connection between matrix algebra and statistics is established, with emphasis on the linear regression model. Concepts of rank, row and column dimensionality are also addressed. The course will end with the presentation of two matrix decompositions: The eigenvalue and the singular value decompositions.

EC: 5
Semester: semester I a
Format: lecture

The course will be self-study if the number of students is small.

Hours per week: Variable
Language: 
Assessment: written exam

Literature:
- Ten Berge, J.M.F. & Kiers, H.A.L. (2005), Matrix Algebra (reader), € 10.00

Factor Analysis

Lecturer: dr. drs. A.W. Stegeman
Contact: dr. drs. A.W. Stegeman
Prerequisite(s): Matrix Algebra
Objective: Factor analysis deals with the sorting of variables into groups on the basis of the correlations between the variables. This course aims at a more than superficial introduction to factor analysis, to prepare students for sophisticated applications, correct reporting of these applications, and to enable them to review studies involving factor analysis.

Content: The course starts with the foundations of factor analysis, and continues with the interpretation of factors, rotation of factors, and cross-validation of factors. The course is strongly oriented towards Principal Components Analysis, but also covers a method of factor analysis on the basis of so-called communalities. The latter approach is called for when a small number of variables is to be analyzed. The use of SPSS for factor analysis will also be discussed.

EC: 5
Semester: semester I b
Format: lecture

The course will be self-study if the number of students is small.
**Course Descriptions**

**Repeated Measures**

**Objective:**
To provide an introduction of several models for repeated measures designs, and to give practical experience with the application of the most common techniques (as implemented in SPSS), including choosing the most appropriate model and interpretation of the results.

**Content:**
In a repeated measures design subjects are measured multiple times on one or more variables. In these so-called within-subjects designs effects are often easier to demonstrate than in between-subjects designs. Repeated measures data can be analysed with special – extended – ANOVA models: multivariate techniques, using MANOVA (multivariate analysis of variance) and random effects or mixed model univariate techniques (with so-called epsilon corrections). Another model to analyse repeated measures data that is discusses is the multilevel model for change: a random effects model that combines the ANOVA approach and regression analysis. Further, attention will be given to proper ways to deal with missing data.

Note: This course is also offered to Master Psychology students (course code PSMM-2). There will be additional requirements for Research Master's students as compared to students from the regular Master's programmes.

**EC:**
5

**Semester:**
semester I a

**Format:**
lecture, practicum

If you take Repeated Measures or have completed Repeated Measures, you are not allowed to take Multivariate analysis and/or Advanced statistics as well.

**Hours per week:**
4

**Language:**
English

**Assessment:**
written exam

**Remarks:**
This course requires a profound knowledge of analysis of variance and regression analysis (at the level of Statistics 3).

**Literature:**
Probability Theory

Lecturer: dr. drs. A.W. Stegeman
Contact: dr. drs. A.W. Stegeman
Prerequisite(s): Basic knowledge of integral calculus.
Objective: Probability theory deals with general mathematical laws of experiments with uncertain outcomes. It can be used to describe and analyze situations of uncertainty, and it constitutes the foundations of statistics. The ultimate purpose of the course is to improve on probabilistic and statistical literacy and scientific reasoning of the students.

Content: Primarily, the following subjects are covered: the concept of probability and its properties, random variables, and a detailed treatment of various discrete and continuous probability distributions. It will be shown that concepts like mathematical expectation, variance, covariance, and correlation, are probability-based. Also, the important Central Limit Theorem will be discussed. The relationship between probability theory and applied statistics will be emphasized throughout the course. Practical (homework) exercises are an integral part of the course.

EC: 5
Semester: semester II a
Format: lecture
The course will be self-study if the number of students is small.

Hours per week: Variable
Language: English
Assessment: written exam (essay)
Homework exercises, and written examination.
Remarks: Every other year, not in 2014-2015.

Literature:

Statistical Consultation

Lecturer: dr. J.M.E. Huisman
Contact: dr. J.M.E. Huisman
Objective: To gain experience in statistical consultation.
Content: Because consultation is an essential part of psychometrics and statistics, a training in consultation is a mandatory part of the specialisation Psychometrics and Statistics. The course consists of on the job training (major part), and discussion meetings on consultation (minor part). Specifically, the students are requested to
- Participate in the so-called Methodology Shop, a statistical and methodological consultation centre at the Faculty of Behavioural and Social Sciences. The centre is equipped by students with backup-support of staff
members. During the indicated period, research master students have to ‘run the shop’ (one morning/afternoon every two weeks). This practice serves to get a flavour of the kind of statistical problems students and researchers are confronted with, and to bring forward possible solutions to those problems. [workload 80 hours]

• Participate in consultation discussion meetings (five per year), where students present case studies from consultation practices in the Methodology Shop or statistical and methodological issues from their own research, and receive feedback on the approach that has been taken to solve such problems. [workload, including preparation and reporting, 60 hours]

These activities are closely related to the specialisation’s implementation of the Seminar. Specifically, the seminars serve to broaden the student’s knowledge of statistical techniques, which is immediately applicable in their work in the Methodology Shop.

EC: 5
Semester: whole year
Language: English

Statistical Analysis of Complete Social Networks

GMMSGE16

Lecturer: dr. C.E.G. Steglich
Contact: dr. C.E.G. Steglich

Prerequisite(s): Participants should have a basic understanding of statistical principles (bachelor level statistics). Prior knowledge of social networks (e.g., from attending the ReMa sociology stream’s course ‘Social Networks and Social Capital’, or the sociology bachelor course ‘Social Networks’) is of advantage, but not required.

Objective: Students develop problem awareness related to the analysis of interdependent data, in particular complete network data. They gain knowledge about the prevalent statistical techniques to analyse these data, and develop the practical skills to perform these analyses with the pertinent software packages.

Content: Social network analysis is the study of interdependencies, between social actors and between dyads (i.e., pairs of actors). As such, the whole discipline is at odds with the independence assumptions underlying most of the common statistical methods. Social network data require non-standard techniques of data analysis. While for personal (a.k.a. ego-centered) network data, some independence can be retained through sampling (e.g., by assessing personal networks of a random sample of focal individuals), this is not the case for complete network data, where the totality of network relations in a well-defined group of social actors is assessed. During the course, we cover prominent statistical approaches and
techniques specially designed for complete network data analysis, such as: Methods based on permutation tests, dyad dependence models, exponential random graph models, and stochastic actor-based models for network evolution. In the accompanying computer labs, students will learn how to practically work with these models, making use of different software packages (Ucinet, StOCNET, PNet, Statnet, RSiena). This statistical/methodological course complements the Utrecht-based research practical “Integration of Theory and Methods in the Field of Social Networks and Social Capital” (GMCSSO04), which is mainly geared towards the analysis of personal network data.

EC: 5
Semester: semester II b
Format: computer practicals, lecture
Attendance of the computer practicals is mandatory

Hours per week: 2
Language: English
Assessment: assignments, written exam

Literature:
- The course material will consist of a series of scientific papers linked to via Nestor.

**Single Case Methodology**

Lecturers: prof. dr. T.K. Bouman, various instructors
Objective: The aim of this practicum is to acquire knowledge and skills with regards to single case designs.

Content: In clinical practice there is hardly any opportunity for carrying out randomized controlled trials, or other large scale approaches to treatment evaluation. On the other hand, there is ample room for improvement when it comes to the evaluation of the treatment of the individual patient. In this practicum the students are introduced in various designs that can be applied in a single case context. The emphasis is on theory driven selection and evaluation of treatments for a wide range of psychopathology. Knowledge about single case methodology will be provided in introductory lectures and by consultation with experts. Skill acquisition is the main target of this practicum, to be realized by each student carrying out a single case study during the clinical traineeship. For that purpose students select a specific patient at the beginning of their traineeship, whom they will follow during treatment. Departing from theoretical models of the patient’s disorder, specific measurements will be obtained at the beginning and end of treatment. A prominent feature of single case design is the repeated measurement of clinically significant variables. Didactically, two main components will be integrated, i.e.
clinical content, and research methodology. The content consists of clinically relevant theories and approaches with regard to (1) the clinical picture of a disorder, (2) theories that help to understand the onset and maintenance of a disorder, and (3) treatment approaches and their empirical support for a specific disorder. The methodological component of this course consists of knowledge about (1) single case designs and (2) statistical and other formal approaches to data analysis. Students are expected to perform literature searches for clinical features, theories, measures, and methodology that are relevant for the selected patient, and to write intermediate papers on these four elements. Finally, these papers are integrated into a coherent single case study.

**EC:** 5  
**Semester:** whole year  
**Format:** practicum  
**Hours per week:** Variable  
**Language:** English and Dutch  
**Assessment:** assignments  
**Remarks:** This course is only accessible for Clinical Psychology students. The course takes place in parallel with the clinical traineeship.

**Literature:** to be announced on NESTOR

**Survival and Event History Analysis**  
**GMMSGE21**  
**Lecturers:** dr. N. Barban, prof. dr. M.C. Mills  
**Contact:** dr. N. Barban  
**Objective:** Social scientists often examine events, such as the occurrence of unemployment, merger of an organization or fall of a government. We often want to know about the history preceding the event and understand which factors contributed to slower or faster transitions. The aim of this course is to introduce students to the statistical techniques of survival and event history analysis, which are used to analyze the duration, timing and sequencing of events. The principles of these techniques are applicable across a variety of disciplines due to the ability to analyze a wide spectrum of ‘events’ such as: individual-level life events (e.g., fertility, job, education, relationship transitions), psychological, educational and medical histories, organizational change, legislation and policy change or the evolution of political structures.

**Content:** Following an introduction of fundamental statistical concepts, data structures and key examples, students will engage in a series of practical exercises using R. This includes: Kaplan-Meier survival analysis, Cox proportional hazard models, parametric models (e.g., exponential, Weibull, log-logistic), and recurrent event
and count models. Students will also learn about the key aspects of competing risks, model development and assessment, unobserved heterogeneity and extensions to multilevel event history models.

**EC:** 5  
**Semester:** semester I b  
**Format:** computer practicals, lecture  
**Hours per week:** 4  
**Language:** English  
**Assessment:** computer assignments, participation, presentation  
**Literature:**  
- Students will be given a list of additional reading material before and/or at the start of the course.

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**Multivariate Models**

**Lecturer:** dr. C.J. Albers  
**Contact:** dr. C.J. Albers  
**Objective:** To provide insight in a number of models for analysing data with a multivariate nature. Learning to apply these models using software (specifically SPSS) and interpreting outcomes of the analyses.  
**Content:** During this course, a number of multivariate and univariate models will be dealt with. In multivariate models, more than one dependent variable is measured simultaneously. This results in more powerful results as compared to univariate analyses. Methods that will be discussed include: MANOVA, discriminant analysis, ANCOVA, factor analysis, log-linear models and dealing with missing data. For these models, both their theory and application in the social sciences (psychology in particular) will be discussed.  
**EC:** 5  
**Semester:** semester I a  
**Format:** lecture, practicum  
**Hours per week:** 2  
**Language:** English  
**Assessment:** written exam  
**Remarks:** If you take Multivariate Models or have completed Multivariate Models, you are not allowed to take Repeated Measures and/or Advanced Statistics as well. There will be additional requirements for Research Master's students as compared to students from the regular Master's programmes.  
**Literature:**  
- Casper Albers, *Reader “Multivariate Models”*, € 10.00
### Advanced Statistics

**Lecturers:** dr. C.J. Albers, dr. M.E. Timmerman  
**Contact:** dr. C.J. Albers  
**Prerequisite(s):** A thorough understanding of regression and ANOVA models (at Bachelor level) is required.  
**Objective:** To provide an introduction of several models for models with multivariate and/or longitudinal components. To give practical experience with the application of the most common techniques (as implemented in SPSS), including choosing the appropriate model and interpreting the results.  
**Content:** During this course, a variety of models will be dealt with. In multivariate models, more than one dependent variable is measured simultaneously. This results in more powerful results as compared to univariate analyses. In repeated measures designs, subjects are measured multiple times on one or more occasions. This course combines the courses “Repeated Measures” (GMMSGE05) and “Multivariate Models” (GMMSGE22), and hence will cover all topics presented in those courses. Note that the workload is unevenly spread, with a heavier workload in the second part of the period. A detailed schedule will be put on Nestor.  
**EC:**  
**Semester:** semester I a  
**Format:** lecture, practicum  
**Hours per week:** 6  
**Language:** English  
**Assessment:** written exam  
**Remarks:** Advanced Statistics is the combination of Repeated Measures and Multivariate Models. Therefore, if you take or have completed Repeated Measures and/or Multivariate Models, you are not allowed to take Advanced Statistics.  
**Literature:**  

### Capita Selecta Advanced Statistics

**Lecturers:** dr. C.J. Albers, dr. M.E. Timmerman  
**Contact:** dr. M.E. Timmerman  
**Prerequisite(s):** Having passed the course Advanced Statistics is a prerequisite for this course.  
**Objective:** To demonstrate the ability to work with the models discussed in the course Advanced Statistics properly and independently.  
**Content:** Based on the knowledge and skills attained in the course “Advanced Statistics” (GMMSGE23), a paper has to be written in which the analyses of one or more data set(s) are reported. This paper will have the format of either a complete scientific report, or of the methods & results.
To participate in this course, contact the coordinator (not before you have successfully completed Advanced Statistics). Participation in the course Capita Selecta Advanced Statistics can take place during blocks 1b, 2a or 2b of the same academic year in which Advanced Statistics was completed.

**Designing Interventions**

**GMMSGE25**

**Lecturer:** E. van der Werff MSc.

**Contact:** E. van der Werff MSc.

**Objective:** To train students in applying a four-step method to develop effective interventions to contribute to solving individual, social or societal problems.

**Content:** Youngsters fight against the police, people show less respect for officials, patients do not take their medicine as prescribed, thousands of people die from smoking tobacco. These problems can all be solved by changing the thinking or behavior of people; this is the expertise of the social psychologist. This course aims at teaching a structured method that will ultimately lead from a vague problem formulation to effective, theoretically well-founded solutions to all kinds of practical problems. This course aims at acquiring the following skills:

1. Make an in depth analysis of a practical problem and determine what the thinking or behavior is that should be changed in order to solve the problem.
2. Gather many possible explanations for the behavior, from different perspectives and form a limited number of core causes.
3. Develop a process model in which different causes of the thinking or behavior are related and find scientific evidence for all relations.
4. Develop the intervention to solve the problem. Choose the causal variable(s) you want to change, the channel to reach the target group and the intervention method (e.g., feedback) and design the strategies. Lastly, take measures to be sure that the intervention will be applied as planned.

There will be additional requirements for Research Master's students as compared to students from the regular Master's programmes.

**ECT:** 5

**Semester:** Semester II b
Applied Statistics

**Format:** practicum

**Hours per week:** 4

**Language:** English

**Assessment:** paper

**Literature:**

**Applied Statistics**

**GMMSGE27**

**Lecturers:** dr. M.A.J. van Duijn, dr. J.M.E. Huisman, dr. W.J. Post

**Contact:** dr. M.A.J. van Duijn

**Prerequisite(s):** For the research project: A data set with research questions (supported by the Research Master’s supervisor)

**Objective:** The purpose of the course is to gain a deeper understanding of the principles of statistical design and analysis by practical applications to real data sets, both from experimental and observational studies.

**Content:** The theoretical part of this course offers an in-depth review of some major themes of quantitative research:
- a. Research questions and design.
- b. Data inspection (including missing data).
- c. Estimation and hypothesis testing.
- d. Bayesian statistics and testing.
- e. Generalized linear models and diagnostics.
- f. Validity and generalizability.

In the practical part of the course:
- a) period 1a: an introduction course on R is offered, accompanied by computer assignments and a written test.
- b) period 2a: a research project is carried out (using R), with a (real) research question and empirical data. The project includes all theoretical topics listed above. The research project is supervised in short weekly meetings. A midterm oral presentation on the design of the research project and a written final report complete the practical part.

**EC:** 7.5

**Semester:** semester II a

**Format:** 5 computer labs (I-a); 6 two-hour lectures (II-a); computer lab time (7x2 hours, II-a) and 6x two-hour extra class time (exercises/questions/class discussions, II-a)

**Language:** English

**Assessment:** Computer assignments in R; R-test; Weekly project assignments using R; oral presentation; written report and exam (part multiple-choice, and part essay)

**Remarks:** ECTS 7.5

The course is part of the Research Master’s programme in Behavioural and Social Sciences, and therefore offered in English. The course is only open to students from this Research Master’s programme.

**Literature:**
Cognitive Models of Psychopathology  

**Lecturers:** prof. dr. P.J. de Jong, dr. R.J.C. Huntjens, dr. G.H.M. Pijnenborg, dr. J.P. Wessel  
**Contact:** dr. R.J.C. Huntjens  
**Objective:** The acquisition of knowledge about cognitive models of psychopathology as well as developing a critical attitude towards the theoretical and clinical applicability of such models.  
**Content:** Recent theoretical models assume that information-processing processes such as attention, memory and interpretation play an important causal and/or maintenance role in psycho-pathological phenomena. In order to test such cognitive models for tenability, in recent decades a series of specific experimental procedures have been developed. Taking specific disorders and symptoms like anxiety, depression, schizophrenia and dissociation, this module will critically examine recent cognitive models. Particular attention will be paid to the theoretical and clinical relevance of the most common experimental procedures. In order to a) learn to apply the recently acquired theoretical knowledge and b) promote a critical attitude, individual assignments form an important part of the preparation for the tutorials. This is an intensive course, in which each week, an assignment has to be handed in. The assignment consists of an essay based on several articles. After the tutorial, each student critically evaluates his or her assignment, and a second version is handed in. Additionally, the students will give a presentation in which they describe an innovative research design proposal which logically follows from the lack of knowledge in the existing literature, as discussed in the rest of the course. During the course no individual feedback will be provided concerning the assignments.  

**EC:** 5  
**Semester:** semester I b  
**Format:** practicum  
**Hours per week:** 2  
**Language:** English  
**Assessment:** written assignments  
Before each plenary meeting a written assignment has to be handed in. These assignments can be corrected/modified on the basis of the plenary discussion. Both versions of the assignments will be graded. The presentation is also graded.  

**Literature:**  
- syllabus on nestor
Cognitive Paradigms and Psychophysiological Measurements in Experimental Psychopathology  
**GMTPCP02**

**Lecturer:** dr. B.D. Ostafin  
**Objective:** Gain insight and practical experience in cognitive paradigms and psychophysiological assessment methods that are often applied in psychopathology research.  
**Content:** The goal of this course is to introduce the most often used paradigms from cognitive psychology that are often used in psychopathology research to study biased cognitive processing. In the lectures, the most used cognitive reaction-time based tasks will be introduced and critically discussed. The include tasks that are used to study memory (e.g., priming) and attention (e.g., emotional stroop, dot-probe), association tasks (e.g., implicit association task), and tasks to study reasoning and interpretation bias. Secondly, students will be acquainted with the most often used psychophysiological measurement methods in psychopathology research, including skin conductance, EMG, EEG (including ERP), cardiovascular and neuroendocrine measurements as well as fMRI. In the practicum, students will have the opportunity to practice with several reaction-time based and psychophysiological measurement methods in small group lab assignments.  
**EC:** 5  
**Semester:** semester II b  
**Format:** lecture, practicum  
**Hours per week:** Variable  
**Language:** English  
**Assessment:** assignments, participation  
**Presence obligatory**  
**Literature:** to be announced via NESTOR

Evidence-based Interventions  
**GMTPCP03**

**Lecturers:** prof. dr. C.L.H. Bockting, prof. dr. T.K. Bouman, dr. M.H. Nauta, dr. G.H.M. Pijnenborg, dr. W.J.P.J. van Hout  
**Contact:** dr. G.H.M. Pijnenborg  
**Objective:** The ability to think in terms of empirical support of psychological treatments, to get insight in the methodology of gaining empirical support in this field and to assess treatment literature with regard to these aspects.  
**Content:** So-called evidence-based interventions play a crucial role in the entire health care sector. First, this module will explain what evidence-based means and outline the origins and development of the importance of empirically supported treatment by means of literature. Then, the role of research on therapy effect will be dealt with, as well as the treatment protocols developed and used in
effectiveness research. What kind of research is necessary and desirable to reach evidence-based interventions will be illustrated by means of examples. In addition, the development of multidisciplinary guidelines will be explained and discussed. The concepts dealt with will be illustrated by means of concrete examples of treatments, including treatment of anxiety disorders, depressions, and somatoform disorders in both adults and youth.

In the weekly practicum meetings, specific topics will be addressed in interaction with researchers that are experts in the field of evidence-based interventions. The weekly plenary course is followed with the students in the regular master course “Evidence-based interventions” (MBK-1). There will be additional requirements for Research Master's students as compared to students from the regular Master's programmes.

**EC:** 5

**Semester:** semester I a

**Format:** lecture, practicum

weekly plenary course (2 hrs) and weekly practicum (2 hrs)

**Hours per week:** 4

**Language:** English

**Assessment:** presentation, written exam (essay)

presence at practicum

**Literature:** to be announced on NESTOR

**Development, learning and Instruction**

GMTPEE02


**Contact:** dr. D.D.N.M. Kostons

**Objective:** The aim of the course is to provide knowledge and understanding of learning and development and how this is influenced by the social and instructional environment. The course consists of two parts. The first part focuses on general mechanisms of development and their relationship with learning and instruction, in particular in the context of how social factors influence the development of children, the second part on the influence of instruction on learning.

**Content:** Part 1: The first part of the course will provide an overview of basic mechanisms of development and learning, including contingency, semantic and adaptive mechanisms. The notion of mechanisms of change will be applied to the study of developmental processes in the broad sense, including processes of teaching and learning that contribute to development. Particular attention will be given to the socially embedded nature of development, learning and instruction and on the interaction between the
short-term time scale of (social) action including learning and teaching and the long term time scale of development.
Part 2: This part will focus on different theoretical views on learning and instruction. Science-based development of instruction comprises description and analysis of the knowledge and skills to be achieved, description of the characteristics of the learner, description of the conditions that foster learning (learning processes and nature of the learning environment), and the effects of instruction. In the course special attention will be paid to the results of empirical research into the interrelationships between these components, trying to find answers on questions such as for which kind of knowledge or skills and for which type of students which instructional arrangements are the most effective for learning. Not only cognitive aspects of learning will be taken into account, but also motivational and emotional aspects. Students will do assignments about the literature, structured by leading questions from the lecturers

EC: 10
Semester: semester I
Format: lecture
Language: English
Assessment: presentation, paper (individual)
Assignments about the literature

Literature:
S&O psychology, Clinical psychology), this will be an oral presentation, in Block 2 (topics from Sociology, Education & Development) a poster presentation. All students participate in both blocks. Topics from Psychometrics & Statistics are covered in an R-workshop which is also part of the course Applied Statistics.

**EC:**
5

**Semester:**
semester I a

**Format:**
lecture, seminar presentations

**Hours per week:**
6

**Language:**
English

**Assessment:**
presentation

Attendance of all formal meetings (including those with the advisor) is compulsory, and both presentations should be graded “sufficient”

**Literature:**
- Articles in consultation with advisors.

**Reflecting on Science**

**Lecturer:**
S. Schleim PhD.

**Objective:**
Theoretical reflection on present debates that are relevant to the contemporary behavioral and social sciences. This will lead to a better understanding of theoretical presumptions as well as social and political influences within present-day science.

**Content:**
The behavioral and social sciences are in a middle position between 1) the humanities aiming at conserving and understanding expressions of human culture and intellect and 2) the biological and life sciences striving for correlations and manipulations of biochemical processes within human bodies. Particularly due to the enormous developments within genetics and the neurosciences, biological approaches are increasingly entering traditional domains of the humanities, behavioral, and social sciences.

In Reflecting on Science, we will discuss these trends intensively with regard to a number of chosen topics, such as: science in the media, publication and ranking systems, pressure to perform, debates on scientific standards, and the new biological criminality.

Students will carry out a debate to deepen their knowledge in one selected topic and write two essays that will be the basis for the grade.

**EC:**
5

**Semester:**
semester II b

**Format:**
seminar

**Language:**

**Assessment:**
participation, essay

**Literature:**
Controversies in Social Psychology  
**GMTPIB01**

**Lecturers:** dr. K. Epstude, prof. dr. S. Otten  
**Contact:** dr. K. Epstude  
**Objective:** To provide an overview of the most relevant controversies in Social Psychology, and to give a deeper understanding of the diverging perspectives, and, based on this information and reflection, to develop an own point of view within this debate.

**Content:** In this course, students will be introduced to relevant controversies within the field of social psychology. The aim is to understand the various perspectives, to compare them to each other and to reflect on the possibilities for integration of opposite positions. In order to accomplish this, the students will become acquainted with both current themes in social psychology and with the various perspectives on everyday phenomena existing today. For this purpose the students will study texts that clarify opposite positions. Based on these texts, critical debates will be held during class meetings.

**EC:** 5  
**Semester:** semester I a  
**Format:** lecture  
**Hours per week:** 3  
**Language:** English  
**Assessment:** essay, presentation presence and active participation in the plenary discussions

**Literature:** will be announced

Experimental techniques in Interpersonal Behaviour  
**GMTPIB02**

**Lecturer:** prof. dr. E.H. Gordijn  
**Contact:** prof. dr. E.H. Gordijn  
**Objective:** Goal of this course is to introduce students to several research methods that are often used in experimental social psychological research.

**Content:** The students will be introduced to several research paradigms that are used in experimental social psychological research. Moreover, students will get the opportunity to practice with these different ways of doing research. Methods that are commonly used in different theoretical research areas such as, for example, intergroup relations, emotions, prejudice and stereotyping, automatic behavior, social comparison, attitude change, will be discussed. Techniques that are discussed are, for example, priming, use of minimal groups, use of persuasive messages, and several implicit and explicit measures of affect, cognition and behavior. Students will practice in
developing experimental designs for different theoretical questions by means of weekly assignments and presentations. Moreover, every student is expected to write a final paper in which two different research paradigms are described that could test a specific research question. During the course we will also pay attention to computer programs that are commonly used in experimental social psychological research.

This module is also open to students from regular Master’s programmes. There will be additional requirements for Research Master’s students as compared to students from the regular Master’s programmes.

**EC:**
5

**Semester:**
semester I a

**Format:**
practicum, computer practicals, practical exercise

**Hours per week:**
Variable

**Language:**
English

**Assessment:**
assignments, practical, presentation, programming, assignments, report
weekly assignments/presentations and a final assignment, presence is obligatory.

**Literature:**
- To be announced via Nestor.

**Theory Construction and Model Building**

**Lecturers:**
dr. J. Dijkstra, various instructors

**Contact:**
dr. J. Dijkstra

**Objective:**
Based on readings, assignments, presentations, and class discussions, students will build up (a) an overview of basic features of problem-driven and systematic (deductive) theory construction and explanation in social science; (b) an overview of basic micro-models of behavior and their application and (c) expertise in social science theory construction.

**Content:**
The course familiarizes the student with:
(a) Basic features of problem-driven and systematic (deductive) theory construction, model building, and explanation in social science, including macro and micro features of explanatory models as well as macro-micro-macro transitions. This part of the course provides an introduction to the general approach to social science theory formation and research that underlies the Sociology specialisation in the Research Master programme.
(b) Basic micro-models of behavior. This includes an introduction to behavioral models with particular emphasis on microeconomics and applications of these tools in sociology. These models are explicitly or implicitly used in many fields of sociology.
(c) Systematic reconstructions of social science theory and applications of social science theory in various fields of
sociology, with an emphasis on explanations of macro-phenomena based on micro-models of behavior and macro-micro-macro transitions. Applications will focus on key problems of sociology, such as cohesion (or coordination, cooperation) and inequality.

EC: semester I

Format: The meetings are in Utrecht. The Meetings in the weeks 5 and 9 will be in Groningen

Hours per week: Variable

Language: English

Assessment: Assignments and questions (60%), presentations (30%), and class participation (10%).

Remarks: ECTS 7.5

Literature:
- Other readings and course material will be distributed.
Student Charter

The Student Charter

The Student Charter provides an overview of the rights and obligations of both students and the University. It is based on national legislation, particularly the Higher Education and Research Act (WHW), supplemented by regulations that are specific to the University of Groningen. These latter regulations are set out in the appendices to the Student Charter.

The Act stipulates that the Student Charter comprises two sections: a university-wide section and a programme-specific section. The university-wide section describes the rights and obligations that apply to the university as a whole, such as registration and protection of rights. You can find this section on the internet (www.rug.nl/studenten/ > Legal position > Students’ Charter). The university-wide section of the Student Charter does not literally quote the articles from acts and regulations but describes them as clearly as possible. The various topics are accompanied by links to the relevant articles of the act or regulation in question.

The programme-specific sections describe the rights and obligations that apply to specific degree programmes. These sections include the Teaching and Examination Regulations (OER), Rules and Regulations for examinations and final assessment and other regulations and provisions set by the various degree programmes and faculties. You can consult your programme-specific section at the faculty Education Offices and in the Study Guides.

Applicability

The Student Charter applies to academic year 2013-2014. The university-wide section of the Student Charter is approved annually by the Board of the University and endorsed by the University Council. In the event that the Charter challenges or contradicts any legal regulations, these legal regulations will take priority.

Publication

At the start of the academic year all students will be sent an e-mail by the Board of the University informing them where they can find the Student Charter on the internet and where they can consult a hardcopy of the Student Charter.

Using the Student Charter

All students are expected to be familiar with the contents of the Student Charter. Not complying with the rules in the Charter may affect your rights, for example the right to financial support from the Graduation Fund. Some of these regulations may not be as hard and fast as they sound. Rules and regulations are by definition general in character, and this Student Charter is no exception. This means that the applicability of these regulations in concrete situations and individual instances is not always a predictable and straightforward matter. Students who have registered for the first time this year may find that the regulations that apply to them are different to those for students who have reregistered. Make sure you are provided with the right information by your faculty and/or the Student Service Centre (SSC) and read the Student Charter and the associated regulations carefully!

Items in the Student Charter

The university-wide section of the Student Charter contains information on the rights and obligations of students regarding the following items:
- admisson,
regulation and deregistration,
teaching, including the binding study advice,
examinations and final assessments,
financial assistance,
consultative participation,
rules of behaviour,
legal rights.
BSS Teaching and Examination Regulations
2013-2014 Master’s degree programmes

Contents

1. General provisions
2. Structure of the degree programmes
3. Examinations and final assessment of the degree programmes
4. Admission
5. Tutoring
6. Final provisions
Section 1 General provisions

Article 1.1 Applicability

These regulations apply to the teaching and examinations in the Master's degree programmes in Psychology and the Research Master in Human Behaviour in Social Contexts, hereinafter referred to as: 'the degree programmes'.

The degree programmes are provided by the Faculty of Behavioural and Social Sciences of the University of Groningen, hereinafter referred to as 'the Faculty'.

Article 1.2 Definitions

The following definitions apply to these Regulations:

a. Act: the Higher Education and Research Act (WHW; Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek)

b. Student: a person enrolled in the university for the purpose of taking modules and/or examinations and a final assessment leading to the conferral of a university degree

c. Module: a teaching unit of the degree programme within the meaning of the Act

d. Practical: a practical exercise, as referred to in Art. 7.13 of the Act, in one of the following forms:

- a thesis
- a written assignment or draft
- research assignments
- participation in field work or an excursion
- following a placement
- participation in another educational activity designed to teach certain skills

e. Final assessment: the final assessment of the Master’s degree programme

f. Semester: part of the academic year, either starting on 1 September and ending on a date to be determined by the Board of the University on or around 31 January, or starting on the aforementioned date determined by the Board of the University and ending on 31 August.

The other definitions shall have the meaning that the Act ascribes to them.

Article 1.3 Aim of the degree programmes

The aim of the degree programmes is set out in the appendices:

Appendix 1 Master’s degree programme in Psychology
Appendix 1 Master’s degree programme in Educational Sciences
Appendix 1 Research Master in Behavioural and Social Sciences, hereinafter referred to as ‘the appendix’.
Article 1.4 Type of degree programme

The degree programmes are full time.

Article 1.5 Language of instruction

The language of instruction and of the examinations is English.

Article 1.6 Refusal of registration (Iudicium abeundi)

1. In extraordinary cases of reprehensible behaviour and/or statements made by a student, the Board of the University may, on the recommendation of the Examinations Committee or the Faculty Board, terminate said student’s registration.

2. The Board of the University will not make a decision as referred to in Article 1.6.1 until after the student in question has been heard about the proposed decision, any interests of the student and the institution have been carefully assessed and it has been proven reasonable to assume that the student’s behaviour and/or statements prove him/her to be unsuitable for one or more of the professions which he/she is being trained for in his/her degree programme of for the practical preparation for the profession. In such cases the Faculty Board, the Examinations Committee and the Board of the University will follow the Protocol Iudicium Abeundi [protocol for refusal of registration] as approved by the Nederlandse Federatie van Universitaire Medische Centra [Netherlands Federation of University Medical Centres] on 1 November 2010.

Section 2 Structure of the degree programme

Article 2.1 Study load

The degree programmes have a study load of 60 (Psychology)/120 (Research Master in Behavioural and Social Sciences) ECTS (credit points, whereby one ECTS credit point is the equivalent of 28 hours of study).

Article 2.2 Specializations

The specializations in the degree programmes, the content of the specializations and if necessary the related practicals are listed in the appendix.
Section 3 Examinations and final assessment of the degree programmes

Article 3.1 General

The results of an examination are given as pass or fail, in figures expressed as 6 or above or 5 or below, respectively.

Article 3.2 Compulsory order of examinations

Certain modules must have been passed before the examinations for other modules can be taken. Where relevant, this is stated in the appendix to these regulations.

Article 3.3 Assessment of placement or research assignment

The assessment of a placement or a research assignment is conducted by the supervisor, who is appointed examiner by the Examinations Committee and who is advised by a second supervisor and/or the commissioning party.

Article 3.4 Examination frequency and periods

1. The opportunity to take examinations in the specializations referred to in Article 2.2 is provided twice in the semester in which the module in question is offered.

2. The opportunity to take practicals is offered once a year within the Psychology degree programme.

3. Notwithstanding the provisions of Article 3.4.1, the opportunity to sit an examination for a module in the Psychology degree programme that has not been taught in a certain academic year shall only be provided once in that year.

Article 3.5 Form of examinations

1. The examinations for the modules in the specializations referred to in Article 2.2 are written examinations. Where appropriate, a different examination form shall be listed under the relevant modules in the appendix to these regulations.

2. At the student’s request, the Examinations Committee may allow an examination to be taken in a form different from that stated in Article 3.5.1.

3. Students with a performance disability will be given the opportunity to take examinations in a form that will compensate as far as possible for their individual
handicap. If necessary, the Examinations Committee will seek expert advice on this matter.

**Article 3.6 Oral examinations**

1. Unless the Examinations Committee decides otherwise, an oral examination may only be taken by one student at a time.

2. Oral examinations are open to the public, unless the Examinations Committee decides otherwise.

**Article 3.7 Marking of examinations and publication of marks**

1. After an oral examination, the examiner will assess the examination immediately and provide the student with the relevant signed exam sheet.

2. The examiner will mark a written examination with essay questions within 10 working days of the day it was taken and mark a written examination with multiple choice questions within 5 working days, and will provide the Faculty administration with the necessary details for written confirmation of the result to be sent to the student.

3. If an examination is taken in a form other than oral or written, the Examinations Committee will determine in advance how and when students will receive written confirmation of the result.

4. The written exam sheet with the results of an examination will inform the student of his right of inspection, as stipulated in Article 3.9, as well as of the possibility of an appeal to the Board of Appeal for Examinations.

5. The exam results will be regarded as definitive six weeks after their announcement.

**Article 3.8 Validity**

1. Completed modules remain valid indefinitely.

2. Contrary to the provisions of Article 3.8.1, the Examinations Committee may decide to require a student to take a supplementary or substitute examination for a module taken more than six years previously before allowing that student to progress to the relevant final assessment.

**Article 3.9 Right of inspection**

1. On request, students have the right to inspect their marked work during a period of at least six weeks after the results of a written examination have been made known. Also on request, students will be provided with a copy of the work at cost price.
2. Within the timeframe stipulated in Article 3.9.1, the examinee may request that they be allowed to peruse the examination paper and the assessment criteria.

3. The Examinations Committee can determine, upon a student’s request, to provide this student with a copy of one or more examination questions and assignments at cost price.

4. A possible collective, inspection or perusal of examination is organised in which on request of the student feedback is given on the correct answers of the questions of the exam. The examiner announces before the date of examination when the inspection or perusal will take place, but at least within one week after the announcement of the examination results and if possible within four working days of the date of the resit. If the persons concerned can show that they were prevented by force majeure from attending at the indicated places and times, they will be offered another opportunity, if possible within the period stated in this section.

**Article 3.10 Exemptions**

At a student’s request, the Examinations Committee, having discussed the matter with the examiner in question, may grant exemption from an examination on condition that the student:

a. has completed part of a university or higher vocational degree that is equivalent in content and level

b. can demonstrate by work experience that he/she has sufficient knowledge and skills with respect to the module in question.

**Article 3.11 Final assessment**

1. The Examinations Committee determines the result of the final assessment as soon as the student has passed all the required examinations, thereby acquiring the necessary academic training, and to that end issues a certificate.

2. Before the final assessment can be determined, the Examinations Committee may decide to test the student’s knowledge of one or more course units or components of the degree programme, if and in as much as the marks for these course units provide a reason for doing so.

3. By determining the result of the final assessment, the Examinations Committee also commits itself to a speedy processing of the degree certificate ceremony.

**Article 3.12 Degree**

1. Students who have satisfied all the requirements of the final assessment shall be awarded the degree of ‘Master of Science’.

2. The degree awarded shall be registered on the degree certificate.
Article 3.13 - Honours (‘judicium’)

1. The Board of Examiners shall determine whether or not the Master’s degree certificate will be awarded an honours predicate.
2. The following conditions apply:
   a) The mark for the thesis must satisfy the following minimum conditions:
      • Cum laude: the mark for the thesis must be at least 8.0
      • Summa cum laude: the mark for the thesis must be at least 9.0
   b) The weighted average (not rounded off) for all course units, excluding the thesis, within the examination programme approved by the Board of Examiners is
      • greater than or equal to 8.0 for Cum laude
      • greater than or equal to 9.0 for Summa cum laude
3. No honours are awarded if the study load of the exemptions in ECTS credit points is more than half the total number of ECTS for the degree programme.
4. Honours may only be awarded if the examinations for the course units were taken only once.
5. Honours may only be awarded if no single course unit was awarded a mark less than 7.0.
6. In certain circumstances, the Board of Examiners may depart from the provisions set out in Articles 3.13.2-5.
7. Students who started the degree programme before 1 September 2012 continue to fall under the honours regulations that applied to them on 31 August 2012.

Artikel 3.14 Assessment plan

An assessment plan has been approved by the Faculty Board, comprising the following topics:
1. the learning outcomes of the degree programme;
2. the course units of the degree programme and the learning outcomes of each course unit;
3. the relationship between course units and learning outcomes;
4. the test method to be used and the test moments for each course unit;
5. the test design and assessment procedures and assessment criteria used;
6. who is/are responsible for the implementation of the various components of the assessment policy;
7. the method of regular evaluation.
Section 4 Admission

Article 4.1 Entry requirements

1. Students with a Dutch or foreign certificate of higher education that indicates that they have the knowledge and skills listed in the appendix shall be admitted to the degree programme.

2. Notwithstanding the provisions of Article 4.1.1, there is a selection procedure for the Research Master in Behavioural and Social Sciences. The conditions for admission and the relevant procedure are set out in the appendix.

3. The holder of a Bachelor’s degree in Psychology from the University of Groningen is considered to have the knowledge and skills referred to in Article 4.1 and will be admitted to the Master’s degree in Psychology on that basis.

4. Admission within the meaning of Articles 4.1.1 and 4.1.3 and meeting the language requirements described in the appendix entitles a student to register for the degree programme.

5. The entrance examination will be held twice a year for the master degree programme of Psychology, which commences in the first and the second semesters. The entrance examination of Research Master programme and the master degree programmes Education and Pedagogics will be held once, in the first semester.

Article 4.2 Entry requirements for specializations

A number of the specializations as referred to in Article 2.2 have additional entry requirements over and above those listed in Article 4.1. Please consult the appendix for more details.

Article 4.3 Admissions Board

1. Admission to a degree programme and admission to the various specializations is at the discretion of the relevant Admissions Board. This Board consists of at least:
   - a member, also the chairperson, selected from the professors who will teach the degree programme
   - a member selected from the academic staff who will teach the degree programme.

2. The Examinations Committee selects the members.

Article 4.4 Colloquium Doctum: criteria
1. Bearing in mind the admissions procedure for the degree programmes within the meaning of Article 4.1.1, the Admissions Board shall assess the knowledge and skills of the candidate. In addition to the written proofs of degree programme(s) already followed, the Board may ask experts from within or outside the university to test certain areas of knowledge and skills.

2. Bearing in mind the admissions procedure for a specialization within a degree programme, the Admissions Board shall examine whether the candidate satisfies or will satisfy in good time the requirements set out in Article 4.2. The Board will bear in mind the motivation and ambition of the candidate to follow the relevant specialization, as well as the proficiency level of the candidate in the language the specialization will be taught in.

**Article 4.5 Colloquium Doctum: times**

The dates of admission and the times of the Colloquium Doctum are set out in the appendix.

**Article 4.6 Hardship clause**

In situations where non-admission of a student would demonstrably lead to a situation of unfairness of an overriding nature, the Admissions Board may deviate from the provisions of Article 4.4. This is only possible in unique personal circumstances that are so extraordinary that admission cannot in all reasonableness be denied.

**Section 5 Tutoring**

**Article 5.1 Study progress administration**

1. The Faculty registers the individual results of the students.

2. The Faculty provides each student with a digital overview of the results once a year, at the end of the study year.

3. The Faculty will provide students with an authenticated written overview of the study results on their request.

**Article 5.2 Tutoring**

1. Within the framework of the admissions procedure, the Faculty will make an appointment with each student to discuss the individual degree programme they will follow.
2. The Faculty is responsible for providing students with an introductory programme at the start of their degree.

3. The Faculty will ensure that students have sufficient supervision during their degree programme, and will pay particular attention to possible changes deemed necessary to ensure the chosen specialization is compatible either with conducting academic research or exercising a profession outside the university.

Section 6  Final provisions

Article 6.1 Amendments

1. Any amendments to these Regulations will, after discussions with the Faculty Council or degree programme advisory committee, be confirmed by the Faculty Board in a separate decree.

2. An amendment to these Regulations shall not apply to the current academic year, unless it may reasonably be assumed that the amendment will not harm the interests of students.

3. In addition, an amendment may not influence the following to the detriment of students:
   - an approval issued within the meaning of Article 2.2
   - any other decision taken within the meaning of these Regulations concerning a student.

Article 6.2 Publication

1. The Faculty Board shall duly publish these Regulations, any rules and guidelines formulated by the Examinations Committee, and any amendments to these documents.

2. Copies of the documents referred to in Article 6.2.1 are available from the Faculty Office.

Article 6.3 Date of commencement

These Regulations shall take effect on the 1st of September 2013.

As decreed by the Faculty Board on the 18th of December 2012.
Teaching and Examination Regulations 2013-2014
Research Master ‘Behavioural and Social Sciences’

Appendix: The Programme
Complementary regulations to the BSS Teaching and Examination Regulations for the Master’s degree programmes

Contents
1. General provisions
2. Structure of the degree programme
3. Examinations and final assessment of the degree programme
4. Selection procedure
Section 1 General provisions

Article 1.1 Aim of the degree programme

The degree programme is designed to:
- impart specialised knowledge, skills and insight in the field of human behaviour and social sciences, and
- prepare for conducting academic research in this field

Section 2 Structure of the degree programme

Article 2.1 Study load

The study programme has a study load of 120 European Credits (ECTS).

Article 2.2 Degree programme

The degree programme prepares for conducting academic research in one of the following specializations:
A. Social and Organizational Psychology
B. Psychometrics and Statistics
C. Sociology
D. Education and Development
E. Clinical Psychology

Article 2.3 Content of the degree programme

2. For all specializations, the programme comprises:
   1. Seminar (5 ECTS)
   2. Minimum of two literature studies (12.5 ECTS)
   3. Traineeship (15 ECTS)
      (3 ECTS for the traineeship plan, 12 ECTS for the final report)
   4. Master’s thesis (35 ECTS)
      (5 ECTS for the Master’s thesis plan, 30 ECTS for the final thesis)
   Sum: 67.5 ECTS

3. The programme consists of the following compulsory modules for all specializations:
   1. Behavioural and Social Sciences: An Introduction (5 ECTS)
   2. Reflecting on Science (5 ECTS)
   3. Applied Statistics (7.5 ECTS)
   Sum: 17.5 ECTS

4. Furthermore, each specialization contains a number of compulsory modules:

   **Social and Organizational Psychology**
   1. Controversies in Social Psychology (5 ECTS)
   2. Experimental Techniques in Interpersonal Behaviour (5 ECTS)
   3. Multivariate Models or Repeated Measures (5 ECTS)
   Sum: 15 ECTS
Psychometrics and Statistics
1. Matrix Algebra (5 ECTS)
2. Statistical Consultation (5 ECTS)
3. Modules selected from the list of statistical modules
   (see Article 2.4.2) (15 ECTS)
Sum: 25 ECTS

Sociology
1. Theory Construction and Model Building (7.5 ECTS)
2. At least 2 modules from the list of statistical modules in Article 2.4.2
   or from the 2nd, 4th and 6th Sociology modules (see Article 2.4.2) (10 ECTS)
3. Choice of 2 theory oriented modules from the 1st, 3rd and 5th
   Sociology modules (see Article 2.4.2) (15 ECTS)
Sum: 32.5 ECTS

Education and Development
1. Development, Learning, and Instruction (10 ECTS)
2. Multilevel Analysis (5 ECTS)
3. Repeated Measures (5 ECTS)
4. Dynamic Systems of Development (5 ECTS)
5. Education and Society (5 ECTS)
Sum: 30 ECTS

Students specializing on developmental psychology within the specialization Education and Development may replace the fifth module (Education and Society) with either
1. a module from the Clinical Psychology specialization, or
2. a module from the regular one-year Master’s programmes in Developmental or Clinical Psychology at the Faculty of Behavioural and Social Sciences.

Clinical Psychology
1. Cognitive Models of Psychopathology (5 ECTS)
2. Cognitive Paradigms and Psychophysiological Measurements in
   Experimental Psychopathology (5 ECTS)
3. Evidence-based Interventions (5 ECTS)
4. Repeated Measures (5 ECTS)
5. One module selected from the list of statistical modules (see
   Article 2.4.2) (5 ECTS)
   Students who wish to take Multivariate Models, should combine point 4 and 5 to
   Advanced Statistics and Capita Selecta Advanced Statistics
6. Diagnostic and Intervention Skills for Clinical Psychology Practice (5 ECTS)
   This course is only compulsory for students who want to qualify for follow-up
   education in Clinical Psychology
7. Single Case Methodology (5 ECTS)
   This course is only compulsory for students who want to qualify for follow-up
   education in Clinical Psychology
Sum: 35 ECTS
Article 2.4  Optional modules

1. The student chooses one or more additional modules in order to complete the total study load of 120 ECTS.

2. The optional modules are:

**Social and Organizational Psychology**
- Personal, Social and Cultural Change 5 ECTS
- Advanced Topics in Intergroup Relations 5 ECTS
- Power and Leadership 5 ECTS
- Cross-cultural Psychology 5 ECTS
- Creativity and Innovation in Organizations 5 ECTS
- Designing Interventions 5 ECTS

**Psychometrics and statistics**
- Statistical Consultation 5 ECTS
- Item Response Theory (every other year, not 2014-2015) 5 ECTS
- Multilevel Analysis 5 ECTS
- Matrix Algebra 5 ECTS
- Factor Analysis (every other year, not 2014-2015) 5 ECTS
- Repeated Measures 5 ECTS
- Multivariate Models 5 ECTS
- Probability Theory (2013-2014, 2014-2015, then every other year) 5 ECTS
- Structural Equation Modelling (every other year, not 2013-2014) 5 ECTS
- Experimental Techniques in Interpersonal Behaviour 5 ECTS
- Survival and Event History Analysis 5 ECTS
- Statistical Analysis of Complete Social Networks 5 ECTS
- Philosophy of Probability 5 ECTS
- Advanced Statistics 7.5 ECTS
- Capita Selecta Advanced Statistics 2.5 ECTS
- Introduction to Bayesian data analysis (every other year, not 2014-2015) 5 ECTS

**Sociology**
- Organizations 7.5 ECTS
- Research Practical, Integration between Organization Studies and Statistical Methods 7.5 ECTS
- Networks and Social Capital 7.5 ECTS
- Integration Theory Methods Networks Soc Capital 7.5 ECTS
- Stratification and Households 7.5 ECTS
- Practical: Integration Strat. & Households Theory & Methods 7.5 ECTS

**Education and Development**
- Cognition and Instruction 5 ECTS

**Clinical Psychology**
- No optional modules
3. In addition, the modules mentioned in Article 2.3 may also be chosen as optional modules, with the exception that the module Single Case Methodology will only be open for students from the Clinical Psychology specialization in the academic year 2013-2014. Also, practical modules may require specific background knowledge, as indicated by the module information in the course catalogue.

4. With regard to the modules *Repeated Measures, Multivariate Models, Advanced Statistics* and *Capita Selecta Advanced Statistics*, students should pay attention to the regulations below. As Advanced Statistics is the joint of the modules Repeated Measures and Multivariate Models, students who want to do both Repeated Measures and Multivariate Models have to take the module Advanced Statistics and not the two separate modules. This means the following regulations should be taken into account:
   a. **Repeated Measures**
      5 EC; If a student takes Repeated Measures or has completed Repeated Measures, he/she is not allowed to take Multivariate Models and/or Advanced Statistics as well
   b. **Multivariate Models**
      5 EC; If a student takes Multivariate Models or has completed Multivariate Models, he/she is not allowed to take Repeated Measures and/or Advanced Statistics as well
   c. **Advanced Statistics**
      7.5 EC; If a student takes or has completed Repeated Measures or Multivariate Models, he/she is not allowed to take Advanced Statistics
   d. **Capita Selecta Advanced Statistics**
      2.5 EC; Prerequisite: Advanced Statistics

5. The Board of Examiners may permit the student to select one or more modules from the Master’s degree programme of another faculty or university.

**Article 2.5 Practical Work**

1. In addition to modules in the form of lectures, the programme includes modules that require practical work. These are listed under Article 2.3.1 and include the following:
   Seminar: Participating in research meetings and attaining academic skill training
   Traineeship: Work placement at a research institute in- or outside the student’s specialization
   Master’s thesis: The execution of a research assignment.

2. With regard to the following practical modules, passing the examination requires the following activities:
   Traineeship
   a. Writing a traineeship proposal that is judged as sufficient and complete by the specialization coordinator, before the start of the project.
   b. Work placement at a research institute in- or outside the student’s specialization.
   c. Writing a traineeship report that is judged as sufficient and complete (and graded accordingly) by the traineeship supervisor(s).
   Master’s thesis
   a. Writing a Master’s thesis proposal that is judged as sufficient and complete by the Master’s thesis committee, before the start of the project.
   b. The execution of a research assignment.
c. Writing a Master’s thesis that is judged as sufficient and complete (and graded accordingly) by the thesis supervisor and co-supervisor.

Section 3 Examinations and final assessment of the degree programme

Article 3.1. General

1. The results of an examination are rated on a scale from 1 to 10, with 10 being the best grade.

2. For all modules and individual study parts (i.e. literature studies, traineeship, Master’s thesis) grades must be expressed as a multiple of .5 (with the exception of 5.5).

3. For each module, students are given the opportunity to resit the examination if they fail or miss the first examination, or if they pass the first examination, but want to improve their grade. The dates for these exams, if not planned in advance, are to be determined in direct consultation with the student(s).

4. In case of resits, the last grade counts.

Section 4 Selection procedure

Article 4.1 Admission to the degree programme

1. The admission requirements include the following:
   a. The student must have a Bachelor’s degree in Psychology, Sociology or Educational Sciences obtained at the University Groningen or at another Dutch university; or a Bachelor’s degree obtained at another programme judged suitable by the Admissions Board.
   b. Excellent grades (average BA grade at least 7.5 or equivalent).
   c. Sufficient knowledge of the English language.
   d. Sufficient knowledge of the sciences relevant to the degree programme.
   e. Sufficient knowledge of and experience with basic statistical techniques.
   f. An attitude, motivation and talent fitting the degree programme.

2. A student may apply for the admission procedure by submitting the following documents:
   a. The completed admission form;
   b. A curriculum vitae;
   c. Certified copies of university diplomas and academic transcript;
   d. A letter (1000 words at maximum) in which the student explains why he/she wishes to follow this particular degree programme and what his expectations and ambitions are;
   e. (If desired) results in writing of research done previously, such as scientific articles and theses;
   f. Two personal recommendations by experts of relevance (only for students with diplomas from universities other than the University of Groningen);
   g. Proof of sufficient knowledge of the English language (see 3).
h. (If desired) other documents the student feels may contribute to a positive impression of suitability with regard to the degree programme.

i. For non-EU students, these documents have to be in the possession of the institute on 1 March preceding the beginning of the degree programme; for EU students this deadline is 1 May. The documents mentioned under a, b, c and d must be written in English.

3. As proof of sufficient knowledge of the English language, as mentioned in Article 4.1.2.g, the following qualifications at least apply:

   a. Cambridge Certificate of Proficiency in English (A or B);
   b. Cambridge Certificate in Advanced English (A or B);
   c. An overall score of 7.0 or higher in the International English Language Testing System (Academic version);
   d. A score of at least 600 on the paper-based form of the Test of English as a Foreign Language;
   e. A score of at least 250 on the computer-based form of the Test of English as a Foreign Language;
   f. A score of at least 100 on the internet-based form of the Test of English as a Foreign Language.

An authentic test certificate, not more than two years old, needs to be submitted. The Admissions Board may also accept other evidence that, according to the Board’s judgement, guarantees sufficient knowledge of the English language.

4. Messages in writing are considered as personal recommendations by experts of relevance if they are written by persons considered to be experts by the Board. The recommendation must provide a useful and reliable opinion of the student’s suitability to participate in the degree programme.

5. Based on the written material sent in by the student, the Admissions Board determines whether the student is called to an interview with the Admissions Board. If this is not the case, the student will be notified of the decision and of the reasons of rejection.

6. As an additional requirement, students living abroad and Dutch students from another university than the University of Groningen may be asked to complete a written assignment. Upon successful completion of this assignment, students are called to an interview with the Admissions Board. This interview may consist of a telephone conversation with one of the members of the Admissions Board.

7. During the admission interview, the Admissions Board determines whether the student has the right attitude and motivation for taking part in the degree programme. The submitted written material is also taken into account.

8. The Admissions Board grants a certificate of admission to those students who comply with the admission requirements.

9. Any student in possession of a certificate of admission is allowed to take part in the degree programme.

10. A certificate of admission is only valid for the study year immediately following the date on which it was granted.
11. The certificate of admission may include further conditions. These conditions must be met before a student is allowed to start the degree programme.

12. The student will be informed of the Board’s decision or issued a certificate of admission no later than 1 July.

13. Appeal against decisions of the Admissions Board is possible at the Committee of Appeal for the Final Assessments.

**Article 4.2 Conditional admission**

1. At the request of a candidate who is preparing for the final examination for a Bachelor’s degree programme listed in Article 4.1.1, the Admissions Board may admit the candidate to the degree programme on condition that he/she has passed all the modules in the Bachelor’s degree programme before 1 September of the year in which the student wants to start the Research Master’s degree programme.

2. A student who is admitted to the Research Master's programme on the basis of a Master's degree from another programme, is admitted on the condition that he/she has finished this other programme before 1 September of the year in which he/she wants to start the Research Master's programme.
Updates of the study guide

We have taken utmost care that the information provided in the study guide is correct. Nevertheless, errors and unforeseen changes in the programme descriptions and/or course descriptions are possible. Consequently, this document may be subject to change throughout the year. Students are expected to regularly check whether they have the most recent version of the study guide (see also the version number in the footer of the document).

The most recent version can be found online:
http://www.rug.nl/gmw/onderwijs/mastersOpleidingen/Topmaster/studguide_timesched

Possible updates are documented in this section:

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