



university of
 groningen

faculty of behavioural
and social sciences

course catalogue 2014/2015

behavioural and
social sciences

research master
programme





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 groningen

faculty of behavioural
and social sciences

Research Master's programme

Behavioural and Social Sciences

Course catalogue

2014-2015



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Practical Issues. There, you can also find the addresses of additional support institutions.

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2. Academic year calendar 2014-2015

Academic year 2014-2015

	Sept '14							Oct '14							Nov '14							Dec '14							Jan '15							Feb '15							
Calendar week	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5	6	7	8	Calendar week																
mo	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2	9	16	mo																
tue	26	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	3	10	17	tue																
wed	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4	11	18	wed																
thu	28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	thu																
fri	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	6	13	20	fri																
sat	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	7	14	21	sat																
sun	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1	8	15	22	sun																
Syllabusweek		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Syllabusweek																
half term week	-	-	1	2	3	4	5	6	7	1a	1a	1	2	1a	3	4	5	-	-	6	7	1b	1b	1	2	1b	half term week																

	Mar '15							Apr '15							May '15							Jun '15							Jul '15							Aug '15							
Calendar week	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	Calendar week																
mo	23	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	3	10	17	mo																
tue	24	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	tue																
wed	25	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	wed																
thu	26	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	thu																
fri	27	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	fri																
sat	28	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	sat																
sun	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	sun																
Syllabusweek	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	Syllabusweek																
half term week	3	4	5	6	7	2a	2a	1	2	2a	3	4	5	6	7	2b	2b	-	2b	2b	-	-	-	-	-	-	half term week																

Lecture week	Holiday
Exam week	Holiday, normal week
Exam week, second chance	Beginning/End of semester

e.h.kiers: 15-4-2014

3. 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 and Clinical Neuropsychology
Psychometrics and Statistics
Sociology
Education and Development

In addition to specialization-specific modules, all students take part in a number of compulsory modules in the fields of behavioural science, research methods and statistics, and research ethics and scientific conduct.

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	30 EC
2. Specialization-specific modules (compulsory and optional)	25 EC
3. Seminars	5 EC
4. Literature studies	10 EC
5. Traineeship	15 EC
6. Master's thesis project	35 EC

Modules

For more detailed information on the specializations and modules, please refer to the corresponding sections.

A note on electives: in principle, all modules within the research master's programme Behavioural and Social Sciences can be chosen as electives in all specializations.

However, for some practical modules specific background knowledge may be required, as indicated by the module information in the course catalogue.

Overview

Upon request, the Board of Examiners may permit the student to select one or more modules from a master's degree programme at the same faculty, another faculty or another university as elective. Please refer to the section *Practical Issues* for more information on requests to the Board of Examiners.

Mentoring and study plans

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 the specialization coordinator (year 1) or a *mentor* (i.e., a member of staff from the student's specialization, typically the thesis supervisor, year 2). At the beginning of the academic year, students and their specialization coordinators or mentors formulate a detailed *study plan*, which is then submitted for approval to the Board of Examiners. For more detailed information on the procedure, please refer to the section *Practical Issues*.

4. Course overview 2014-2015

Code	Course	Course Coordinator	EC	Semester			
				1a	1b	2a	2b
GMTPGE01	<i>Behavioural and Social Sciences: An Introduction</i>	M.J.P.W. van der Vlugt	5	X			
GMTPGE02	<i>Reflecting on Science</i>	S. Schleim	5				X
GMMSGE27	<i>Applied Statistics</i>	M.A.J. van Duijn	7.5	X		X	
GMTPGE04	Scientific integrity	M. Derksen	2.5			X	
	Social and Organizational Psychology						
GMTPIB01	<i>Controversies in Social Psychology</i>	K. Epstude	5				X
GMTPIB04	<i>Designing Research in Social and Organisational Psychology</i>	S. Otten	5		X		
GMMSGE25	<i>Designing Interventions</i>	E. van der Werff	5				X
GMCSIB05	<i>Power and Leadership</i>	B.M. Wisse	5		X		
GMCSIB15	<i>Cultural Psychology</i>	M van Zomeren	5	X			
GMCSIB08	<i>Creativity and Innovation in Organizations</i>	E.F. Rietzschel	5			X	
GMCSIB09	<i>Social Embodiment</i>	E.R. Smith	2.5				X
GMCSIB10	<i>Personal, Social and Cultural Change</i>	K.E. Keizer	5		X		
GMCSIB12	<i>Current Topics of Intergroup Relations in Society</i>	N. Hansen	5		X		
GMTPGE05	<i>Managing Groups</i>	N. Koudenburg	5			X	
GMCSIB13	<i>Health Psychology</i>	A. Dijkstra	5	X			
GMCSIB14	<i>Environmental Psychology</i>	E.M. Steg				X	

Code	Course	Course Coordinator	EC	Semester	
	<i>Clinical Psychology and Clinical Neuropsychology</i>				
GMTPCP01	Cognitive Models of Psychopathology	R.J.C. Huntjens	5	X	
GMTPCP02	Cognitive Paradigms and Psychophysiological Measurements in Experimental Psychopathology	B.D. Ostafin	5		X
GMTPCP03	Evidence-based Interventions	G.H.M. Pijnenborg	5	X	
GMSCSP01	Diagnostic and Intervention Skills for Clinical Psychological Practice	W.J.P.J. van Hout	5		X
GMTPNP01	Clinical Neuropsychology Advanced	O.M. Tucha			X
GMTPNP02	Neuropsychological Assessment	J. Koerts			X
GMTPNP03	Experimental Skills Advanced	M.M. Lorist		X	
GMCSNP01	Neuropsychology and Psychiatric Disorder	L.I. Tucha		X	
GMCSNP02	Building Experiments and Measuring Performance	D.H. van Rijn		X	
GMCSNP03	Selected Topics Clinical Neuropsychology	R.H. Geuze		X	X
	<i>Sociology</i>				
GMTPSO01	Theory Construction and Model Building (Utrecht)	J. Dijkstra	7.5	X	X
GMCSSO01	Organizations	M. Djundeva	7.5	X	
GMCSSO02	Research Practical, Integration between Organization Studies and Statistical Methods	M. Djundeva	7.5	X	
GMCSSO03	Networks and Social Capital (Utrecht)	C.E.G. Steglich	7.5		X
GMCSSO04	Integration of Theory and Methods in the field of Networks and Social Capital (Utrecht)	M.A.J. van Duijn	7.5		X
GMCSSO05	Stratification and Households (Utrecht)	J.K. Dijkstra	7.5	X	X

Code	Course	Course Coordinator	EC	Semester		
GMCCSSO07	Practical: Integration Stratification & Households, Theory and Methods (Utrecht)	J.K. Dijkstra	7.5	X		
	Education and Development					
GMTPEE02	Development, Learning and Instruction	D.D.N.M. Kostons	10	X	X	
GMCSEE02	Education and Society	R.J. Bosker	5	X		
GMCSEE05	Complexity, Dynamics and Development	E.S. Kunnen	5	X		
GMCSEE04	Cognition and Instruction	E.G. Harskamp	5			X
	Psychometrics and Statistics					
GMMSGE02	Multilevel Analysis	M.A.J. van Duijn	5			X
GMMSGE03	Matrix Algebra	J.N. Tendeiro	5	X		
GMMSGE05	Repeated Measures	M.E. Timmerman	5	X		
GMMSGE06	Structural Equation Modelling	A.W. Stegeman	5		X	
GMMSGE09	Probability Theory (not in 2015-2016)	A.W. Stegeman	5			X
GMMSGE11	Statistical Consultation	J.M.E. Huisman	5	X	X	X
GMMSGE16	Statistical Analysis of Social Networks	C.E.G. Steglich	5			X
GMMSGE18	Single Case Methodology	T.K. Bouman	5	X	X	X
GMMSGE22	Multivariate Models	C.J. Albers	5	X		
GMMSGE23	Advanced Statistics	C.J. Albers	7.5	X		
GMMSGE24	Capita Selecta Advanced Statistics	M.E. Timmerman	2.5	X	X	X

5. 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. Understanding how we feel, think, and behave in social situations is at the core of this programme, thereby taking into account various social contexts, such as at work or in a sports environment. Specifically, the modules deal with topics such as social exchange, negotiation, aggression, stereotyping and meta-stereotyping, achievement goals, pro-social behaviour, motivation, perfectionism, conflict, health behaviour, group formation, discrimination, and integration, but also the social-psychological determinants of environmentally friendly behavior. Moreover, the consequences of these phenomena in terms of, for example, self-evaluation, emotions, well-being, creativity, and performance are analysed.

Importantly, 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 in the first block with the general compulsory modules *Behavioural and Social Sciences: An Introduction*, and in the second block with the module *Designing Research in Social and Organizational Psychology* in which practical skills for setting up research projects will be trained. In the fourth block of year 1, there is the module *Controversies in Social Psychology*, in which students will critically discuss and position themselves in current controversies in Social Psychology, thereby training their theoretical knowledge and reflection skills.

In addition, in the first year, students follow two statistical data analysis modules. Moreover, throughout years 1 and 2, students attend seminars in which on-going research in the field of Social and Organizational Psychology will be presented and discussed. In consultation with the supervisor, an individual programme will be composed including the compulsory and optional modules, literature studies, 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.	Designing Research In Social and Organizational Psychology	5 EC
6.	Multivariate Models or Repeated Measures	5 EC
7.	Scientific integrity	2.5 EC

Additional compulsory modules

8.	Electives	20 EC
9.	Seminar	5 EC
10.	Two literature studies	10 EC
11.	Traineeship	15 EC
12.	Master's thesis	35 EC

Social and Organizational Psychology

Programme Social and Organizational Psychology**Year 1**

<i>Block</i>	<i>A</i>	<i>EC</i>	<i>B</i>	<i>EC</i>	<i>Total</i>
<i>Semester I</i>	GMTPGE01 Behavioural and social sciences: An introduction	5	GMTPIB04 Designing research in social and organisational psychology	5	30
	GMMSG05/GMMSG22 Repeated measures or Multivariate models	5	Electives, <i>or</i>	5-10	
	Seminar	...*	Literature studies Seminar	5-10 ...*	
<i>Semester II</i>	GMMSG27 Applied statistics	7.5	Traineeship (<i>continued</i>)	15*	30
	GMTPGE04 Scientific integrity	2.5	GMTPIB01 Controversies in social psychology	5	
	Traineeship	...*	GMTPGE02 Reflecting on science (<i>or in year 2</i>)	5	
	Seminar	...*	Elective, <i>or</i> Literature study Seminar	5 5 ...*	

Year 2

<i>Block</i>	<i>1a, 1b, 2a, 2b</i>	<i>EC</i>	<i>Total</i>
<i>Semester I & II</i>	Electives	5-15	60
	Literature studies	5-10	
	Master's thesis	35	
	Seminar	5	

6. Clinical Psychology and Clinical Neuropsychology

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

General introduction and objectives

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

Within the **Clinical Psychology** stream 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.

The **Clinical Neuropsychology** stream addresses the associations between brain and behaviour, including cognition, emotion and behaviour and the focus is particularly on the effects of brain disorders and other clinical conditions affecting the brain including e.g. ADHD, autism, brain tumor, traumatic brain injury and Parkinson's disease. Methods used are neuropsychological tests, neuroimaging and electrophysiological techniques.

Within both streams advanced research skills will be acquired by participating in research projects in the field of psychopathology or clinical neuropsychology focusing either on fundamental research, or the more applied field of assessment of 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

Students within **both streams** start in the **first** year with the general compulsory modules *Behavioural and Social Sciences: An Introduction* and *Reflecting on Science*. Furthermore all students follow the compulsory statistical modules *Applied Statistics* and *Repeated Measures*. The **second** year consists of 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 and in addition they will write two literature studies.

Clinical Psychology

Compulsory modules for students in the Clinical Psychology stream 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. Also in the first year, students take the module *Evidence based Interventions* and optionally the module *Diagnostic and Intervention Skills for Clinical Psychology Practice*.

Clinical Neuropsychology

Compulsory modules for students in the Clinical Neuropsychology stream focus on advanced examination of brain-behaviour relationships of major neuropsychological and psychological phenomena in patients with brain damage. Besides this, practical skills related to neuropsychological assessment and advanced research techniques that can be used to study brain-behaviour relationships are developed. In the first year students can also follow the modules *Neuropsychology and Psychiatric Disorders*, *Selected Topics Clinical Neuropsychology* or *Building Experiments and Measuring Performance*.

Compulsory modules for both the Clinical Psychology and Clinical Neuropsychology streams

- | | |
|--|---------------------|
| 1. Behavioural and Social Sciences: An Introduction | 5 EC |
| 2. Reflecting on Science | 5 EC |
| 3. Applied Statistics | 7.5 EC |
| 4. Repeated Measures | 5 EC |
| 5. One module from the list of statistical modules Appendix in the Teaching and Examination Regulations | 5 EC |
| 6. Students who wish to take <i>Multivariate Models</i> , should combine point 4 and 5 to <i>Advanced Statistics</i> and <i>Capita Selecta Advanced Statistics</i> . | |
| 7. Single Case Methodology | 5 EC ^{1**} |
| 8. Scientific integrity | 2.5 EC |

Compulsory modules for the Clinical Psychology stream

- | | |
|---|--------------------|
| 1. Cognitive Models of Psychopathology | 5 EC |
| 2. Cognitive Paradigms and Psychophysiological Measurements in Experimental Psychopathology | 5 EC |
| 3. Evidence-based Interventions | 5 EC |
| 4. Diagnostic and Intervention Skills for Clinical Psychology Practice | 5 EC ^{**} |

Compulsory modules for the Clinical Neuropsychology stream

- | | |
|---|------|
| 1. Clinical Neuropsychology Advanced | 5 EC |
| 2. Neuropsychological Assessment | 5 EC |
| 3. Experimental Skills Advanced | 5 EC |
| 4. One of the following modules: | |
| a. Neuropsychology and Psychiatric Disorders | 5 EC |
| b. Building Experiments and Measuring Performance | 5 EC |
| c. Selected Topics Clinical Neuropsychology | 5 EC |

Additional compulsory modules for both streams

- | | |
|---------------------------|-------|
| 1. Seminar | 5 EC |
| 2. Two literature studies | 10 EC |

¹ Only compulsory for students who want to qualify for follow-up education in Clinical Psychology or Clinical Neuropsychology

Clinical Psychology and Clinical Neuropsychology

- | | |
|--------------------|-------|
| 3. Traineeship | 15 EC |
| 4. Master's thesis | 35 EC |

Programme Clinical Psychology stream**Year 1**

<i>Block</i>	<i>A</i>	<i>EC</i>	<i>B</i>	<i>EC</i>	<i>Total</i>
<i>Semester I</i>	GMTPGE01 Behavioural and social sciences: An introduction	5	GMTPCP01 Cognitive models of psychopathology	5	30
	GMTPCP03 Evidence-based interventions	5	Elective statistical module	5	
	GMMSG05 Repeated measures Seminar	5	Literature study I Seminar	5	
<i>Semester II</i>	GMMSG027 Applied Statistics	7.5	GMTPCP02 Cognitive paradigms and psychophysiological measurement in experimental psychopathology	5	30
	GMCS01 Diagnostic and intervention skills for clinical psychology practice**	5	GMTPGE02 Reflecting on science Seminar	5	
	GMTPGE04 Scientific integrity	2.5			
	Literature study II Seminar	5			

Year 2

<i>Block</i>	<i>A&B</i>	<i>EC</i>	<i>Total</i>
<i>Semester I & II</i>	GMMSG018 Single case methodology**	5	60
	Traineeship	15	
	Master's thesis	35	
	Seminar	5	

Clinical Psychology and Clinical Neuropsychology

Programme Clinical Neuropsychology stream**Year 1**

<i>Block</i>	<i>A</i>	<i>EC</i>	<i>B</i>	<i>EC</i>	<i>Total</i>
<i>Semester I</i>	GMTPGE01 Behavioural and social sciences: An introduction	5	GMTPNP03 Experimental skills advanced	5	25
	GMMSG05 Repeated measures Seminar	5	Literature study I Seminar	5	
	GMCSNP01 or GMCSNP02 or GMCSNP03 Neuropsychology and psychiatric disorder (1A) or Building experiments and measuring performance (1A) or Selected topics clinical neuropsychology (1-2)			5	
<i>Semester II</i>	GMMSG027 Applied Statistics	7.5	GMTPGE02 Reflecting on science	5	35
	GMTPNP02 Neuropsychological assessment	5	Elective (statistical module)	5	
	GMTPNP01 Clinical neuropsychology advanced	5	Literature study II	5	
	GMTPGE04 Scientific integrity Seminar	2.5	Seminar		

Year 2

<i>Block</i>	<i>A&B</i>	<i>EC</i>	<i>Total</i>
<i>Semester I & II</i>	GMMSG018 Single case methodology**	5	60
	Traineeship	15	
	Master's thesis	35	
	Seminar	5	

7. Sociology

Specialization coordinator: Dr. J.K. (Jan Kornelis) Dijkstra

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.

Sociology

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 two Statistical modules
incl. three Sociology research practicals | 10 EC |
| 5. | Theory Construction and Model Building | 7.5 EC |
| 6. | Choice of two out of three theoretical modules | 15 EC |
| 7. | Scientific integrity | 2.5 EC |

Additional compulsory modules

- | | | |
|-----|------------------------|--------|
| 8. | Optional modules | 2.5 EC |
| 9. | Seminar | 5 EC |
| 10. | Two literature studies | 10 EC |
| 11. | Traineeship | 15 EC |
| 12. | Master's thesis | 35 EC |

Sociology

Programme Sociology**Year 1**

Block	A	EC	B	EC	Total
Semester I	GMTPGE01 Behavioural and social sciences: An introduction	5	Two out of the following five modules: Optional module, or Literature study, or Statistical module **, or GMCSO02** Research practical integration between organization studies and statistical methods, or GMCSO07** Practical integration stratification and households – theory and methods	5 5 5 7.5 7.5	32.5-35
	GMTPSO01 Theory construction and model building Seminar			7.5 ...*	
	Two out of the following three theoretical modules are compulsory:				
	GMCSSO05 Stratification and households			7.5	
			GMCSSO01 Organizations	7.5	
Semester II	GMCSSO03 Networks and social capital	7.5	GMTPGE02 Reflecting on science	5	25-27.5
	GMMSGE27 Applied statistics	7.5			
	GMTPGE04 Scientific integrity	2.5			
	Two out of the following four modules:				
	Optional module, or Literature study Statistical module ** (GMMSGE...), or GMCSSO04** Integration theory methods networks social capital			5 5 5 7.5	
	Seminar Traineeship			...* ...*	
				Total	57.5-60

Sociology

Year 2

<i>Block</i>	<i>A & B</i>	<i>EC</i>	<i>Total</i>
<i>Semester I & II</i>	Optional module	2.5	60-
	Literature study	5	62.5
	Traineeship	15*	
	Master's thesis	35	
	Seminar	5	

* 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.

8. Education and Development

Specialization coordinator: Prof. 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.	Complexity, Dynamics and Development	5 EC
6.	Multilevel Analysis	5 EC
7.	Repeated Measures	5 EC
8.	Scientific integrity	2.5 EC

Additional compulsory modules

9.	Seminar	5 EC
10.	Two literature studies	10 EC
11.	Traineeship	15 EC
12.	Master's thesis	35 EC

^{**} 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.

Education and Development

Programme**Year 1**

Block	A	EC	B	EC	Total
	GMTPGE01 Behavioural and social sciences: An introduction	5	Literature study (<i>Special needs and childcare</i>)	5	25
	GMMSGE05 Repeated measures	5			
	GMTPEE02 Development, learning and instruction Seminar			10 ...*	
Semester II	GMMSGE27 Applied statistics	7.5	GMMSGE02 Multilevel analysis	5	25+
	CODE Scientific integrity	2.5	Optional module (e.g. GMCSEE04 Cognition and instruction)	5	
	Literature study Traineeship Seminar			5 ...* ...*	

Year 2

Block	A	EC	B	EC	Total
Semester I			GMCSEE02 Education and society or optional module	5	30
			GMCSEE05 Complexity, dynamics and development	5	
			GMTPGE02 Reflecting on science	5	
	Traineeship (<i>continued</i>) Seminar Master's thesis			15 ...* ...*	
Sem. II	Seminar Master's thesis (<i>continued</i>)			5 35	40

* 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.

9. 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
7. Scientific integrity	2.5 EC

Additional compulsory modules

8. Electives	10 EC
9. Seminar	5 EC
10. Two literature studies	10 EC
11. Traineeship	15 EC
12. Master's thesis	35 EC

Programme Psychometrics and Statistics**Year 1**

Block	A	EC	B	EC	Total
Semester I	GMPGE01 Behavioural and social sciences: An introduction	5	Statistical module or elective**	5	25
	GMMSGE03 Matrix algebra	5	Literature study I	5	
	Statistical module or elective**	5			
	Seminar			...*	
Semester II	GMMSGE27 Applied Statistics	7.5	GMPGE02 Reflecting on science	5	30
	Statistical module or elective**	5	Statistical module or elective** or start traineeship	5	
	GMPGE04 <i>Scientific integrity</i>	2.5	Literature study II	5	
	Seminar GMMSGE11 Statistical consultation			...* ...*	

Year 2

Block	A	EC	B	EC	Total
Semester I	Statistical module or elective**	5	Statistical module or elective**	5	25
	Traineeship (<i>continued</i>)			15*	
	Seminar			...*	
	GMMSGE11 Statistical consultation			5	
Semester II	Master's thesis			...*	40
	Statistical module or elective**	5	Statistical module or elective**	5	
	Seminar Master's thesis (<i>continued</i>)			5 35	

** 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.

10. 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 (*Social & Organizational Psychology*)
 Dr. R.J.C. Huntjens (*Clinical Psychology and Neuropsychology*)
 Dr. J.K. Dijkstra (*Sociology*)
 Prof. 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.

Seminar

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

1. Attendance during the *General Statistics* seminars is monitored by the coordinator. For all other seminars, the students themselves must 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 list is available on Nestor under *Forms*. In addition the students indicate the date and the topic of their own presentations.
2. When the student wishes to have the 5 EC granted, the seminar attendance list must be signed by the student and the seminar coordinator of his/her specialization and submitted to the secretariat of the graduate school (secre.gradschool.gmw@rug.nl) with a request for approval.

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 the students' lecture timetables and to the schedules of the lecturers.

11. Literature studies

Each student should carry out at least two literature studies, worth a total of 10-15 ECs, with at least 10 ECs for the two compulsory literature studies and up to five ECs for optional credits. The following combinations are possible:

- $2 \times 5 = 10$ EC literature studies
- $1 \times 5 + 1 \times 7.5 = 12.5$ EC literature studies*

In addition, students have the option to extend the course *Applied Statistics* with a 2.5 EC literature study, so that the total number of literature study credits adds up to 12.5 or 15, respectively. The paper for the course and the literature study part may be combined into one paper, but the two parts will be graded separately, by the lecturers of *Applied Statistics* and your mentor. Consequently, the different parts of the paper must be clearly distinguishable and may not be integrated into one part. If you choose the option of combining *Applied Statistics* with a literature study, please ask your mentor and the lecturers of Applied Statistics to get in touch with each other.

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.
- A 5 EC paper should be about 2500 words in length (excluding references). The papers must be written in English and should follow APA style guidelines. The requirements, such as length and number of references, for a 2.5 or 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 literature studies demand increasing independence of the student. Preferably, a different staff member supervises each study, because a broad orientation with regard to topics is highly valued.

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 to the graduate school by e-mail.

Summary Literature Studies	
1.	Make a study plan with your mentor and determine during which semesters you want to write the literature studies.
2.	Find a study-supervisor and topic.
3.	Write the paper according to the guidelines provided above.
4.	Submit your literature study as a pdf attachment to Mrs Jenny van Bachum, secre.gradschool.gmw@rug.nl . Please use the ReMa template for the title page, make sure that your report meets the criteria indicated on Nestor and adhere to our file name conventions. See Nestor for details.
5.	Ask your supervisor to fill in the mark's note (see Nestor) and to send it to the Graduate School (secre.gradschool.gmw@rug.nl , Mrs. Jenny van Bachum).

12. 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.

Traineeship plan

Before the student can start the traineeship, a traineeship **plan** must be specified, first. The plan must be sent by email to the secretary of the Research Master's office (secre.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. Once the traineeship plan has been approved, the student can enrol for the traineeship module (15 EC) on ProgressWWW.

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

Supervision

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 report.

Clinical traineeship

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. If you plan to do a clinical traineeship, please inform your specialization coordinator and 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.

Traineeship

Traineeship report

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.

After the grade has been determined, 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). In addition, the student needs to send his/her traineeship report to secre.gradschool.gmw@rug.nl. Only then the mark's note will be further processed and the student receives a grade and 15 ECs for the traineeship module on ProgressWWW.

Procedure

1. Together with his/her supervisor, the student selects the kind of traineeship to be undertaken and writes a brief **traineeship plan** in English, including information on:
 - the exact period
 - the location
 - the supervisor(s),
 plus a short summary of the research project.

Please make use of the **standard form** for the traineeship plan that is available on Nestor and submit the traineeship plan to secre.gradschool.gmw@rug.nl.

2. The traineeship plan will be evaluated by the specialization coordinator. If necessary, he/she will ask for changes of the plan and/or appoint a co-assessor. Feedback will be provided within 10 working days after submission of the plan.
3. If the traineeship plan has been approved, the student will be able to enrol for the traineeship module (15 EC) on ProgressWWW and can start the project.
4. The traineeship takes place according to the specifications in the traineeship plan.
5. The student writes a traineeship report (see also
6. **Guidelines for writing** reports). First and second supervisor/co-assessor determine the grade.
7. The first supervisor submits a mark's note and thesis assessment form to the graduate school (secretary).
8. The student submits the traineeship report to the graduate school (secretary), following the guidelines on Nestor.
9. The graduate school appoints 15 ECs for the traineeship module to the student in ProgressWWW.

13. 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 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.

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

Procedure

1. 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(s) of the supervisor(s).

Please make use of the **standard form** for the Master's thesis plan that is available on Nestor and submit the plan to secr.gradschool.gmw@rug.nl. The plan should be no longer than 1200 words, excluding references.

2. 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.
3. If the thesis is supervised by only one supervisor, a co-assessor will be appointed by the MTC for the grading of the thesis.

Master's thesis

4. If the Master's thesis plan has been approved, the student will be able to enrol for the Master's thesis module (35 EC) on ProgressWWW and can start the project.
5. The student writes the thesis and submits it to the first supervisor. 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.
6. The first supervisor submits a mark's note and thesis assessment form to the graduate school (secretary).
7. The student submits the thesis to the graduate school (secretary), following the guidelines on Nestor.
8. The graduate school appoints 35 ECs for the Master's thesis module to the student in ProgressWWW.
9. The student uploads his/her thesis to the RUG library via Nestor.

14. 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

1. The report must have a solid theoretical basis and a clear link to relevant literature.
2. 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.
3. 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

1. The selection of test subjects must be described in sufficient detail to allow replication.
2. 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.).
3. 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.).
4. 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

1. 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.
2. 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.

Guidelines

Discussion

1. 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

The following list of books and articles on academic writing is a collection of suggestions from BSS staff members:

Publication Manual of the American Psychological Association (6th Edition) (2010). Washington, DC: American Psychological Association. [Especially the chapter on *Writing clearly and concisely*.]

Anderson-Cook, C. M. (2005). The Chicago guide to writing about numbers. *The American Statistician*, 59(3).

Bem, D. J. (1995). Writing a review article for *Psychological Bulletin*. *Psychological Bulletin*, 118(2), 172.

Landrum, R. E. (2008). *Undergraduate writing in psychology: learning to tell the scientific story*. Washington, DC : American Psychological Association.

Miller, J. E. (2013). *The Chicago guide to writing about multivariate analysis*. University of Chicago Press.

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC : American Psychological Association.

Sternberg, R. J., & Sternberg, K. (2010). *The psychologist's companion: A guide to writing scientific papers for students and researchers*. Cambridge University Press.

Strunk Jr, W., & White, E. B. (2009). *The Elements of Style*. New York : Pearson Longman.

Williams, J.M. (2007). *Style: Lessons in Clarity and Grace* (9th Edition). New York: Pearson Longman.

15. 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*.

Board of Examiners

Requests for the board of examiners must be submitted via the graduate school office (gradschool.gmw@rug.nl). See also *Exemptions*.

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. 050-363 3469, 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 (or repro shop) is located in the new buildings on Grote Rozenstraat. The shop is open on weekdays during the following hours: Mon-Fri 8.15 – 16.30. At the copy shop you can print, copy and bind your reports. You can also buy various office supplies.

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 € 720,- 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 2014-2015 is € 720,-. 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.

Educational committee

This committee comprises four staff and four student members. The committee advises on matters pertaining to the Teaching and Examination Regulations, the programme, quality control and course evaluations. Students can contact the Educational Committee via the graduate school (gradschool.gmw@rug.nl).

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 (gradschool.gmw@rug.nl). The exemptions will have to be approved of by the Board of Examiners. 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.

Practical Issues

The address is:

Grote Kruisstraat 2/1
9712 TS Groningen
tel. 050 363 6555
e-mail: gmw-bibliotheek@rug.nl
internet:

<http://myuniversity.rug.nl/infonet/studenten/bibliotheek/diensten/bibgmw/>

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/>) 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_2014-2015*). Here, you can find announcements, information about seminars, 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, exams, traineeship and master's thesis through ProgressWWW. You can log-on to this online application at <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.

New in 2014-2015:

Online registration for a course automatically leads to registration for the corresponding exam. If you do not pass the exam the first time, or if you do not take part in the exam, you will automatically be registered for the resit in the following period. Only students who wish to resit an exam that they have already passed need to re-register at the student service desk.

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.

Practical Issues

Please note that students do not need to register on ProgressWWW for literature studies. Instead, students make individual arrangements with their supervisors.

Student service desk

The Student Services Desk is staffed by members of the Department of Student and Academic Affairs. They handle the electronic course registration and student administration, and provide transcripts. The Student Services Desk is located near the entrance to the library, on the first floor of the Heymans building.

Phone: 050 363 6301

For questions, please refer to the online service, first:

www.rug.nl/gmw/vraagenantwoord

Hours: Monday - Friday, 9:00 am – noon, 13:00 pm - 17:00 pm

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).

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>

16. 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: myuniversity.rug.nl/infonet/medewerkers/organisatie/bvdu/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, the Netherlands
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

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 or [myuniversity > frequently asked questions](#)

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: myuniversity.rug.nl/infonet/studenten/regelingen-klacht-inspraak/klachten-bezwaar-beroep/ or www.rug.nl/insandouts or [myuniversity > frequently asked questions](#)

University Funds Committee (UFC)

Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands

E-mail: ufc@rug.nl

17. Course descriptions

Ordered by course code

Diagnostic and Intervention Skills GMCSCP01 for Clinical Psychology Practice

<i>Lecturers:</i>	Dr. W.J.P.J. van Hout, various instructors
<i>Contact:</i>	Dr. W.J.P.J. van Hout
<i>Prerequisite(s):</i>	For this course, participants are required to have relevant background knowledge in psychopathology, cognitive behavioural therapies, professional communication/dialogue skills and applying diagnostic tools.
<i>Objective:</i>	Goal of this course is to acquire skills in the field of diagnostics and interventions to be able to complete a clinical psychology internship.
<i>Content:</i>	<p>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.</p> <p>For this course, participants are required to have relevant background knowledge in psychopathology, cognitive behavioural therapies, professional communication/dialogue skills and applying diagnostic tools.</p>
<i>EC:</i>	5
<i>Semester:</i>	semester II a
<i>Format:</i>	practicum, practical exercise
<i>Hours per week:</i>	Variable
<i>Language:</i>	English

Course Descriptions

Assessment: participation, assignment, practical, presentation
presence obligatory

Literature:
· to be announced on NESTOR

Education and society**GMCSEE02**

Lecturers:	Prof. R.J. Bosker, Dr. R.H. Hofman
Contact:	Prof. 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 I b
Format:	self-study
Hours per week:	Variable
Language:	English
Assessment:	assignment, paper
Literature:	· reader with articles, € 10.00

Cognition and Instruction**GMCSEE04**

<i>Lecturers:</i>	Prof. E.G. Harskamp, Prof. A.E.M.G. Minnaert
<i>Contact:</i>	Prof. E.G. Harskamp
<i>Objective:</i>	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.
<i>Content:</i>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<i>EC:</i>	5
<i>Semester:</i>	semester II b
<i>Format:</i>	lecture
<i>Language:</i>	English
<i>Assessment:</i>	presentation, paper
<i>Literature:</i>	Douglas J. Hacker, John Dunlosky, Arthur C. Graesser ,

Course Descriptions

Handbook of Metacognition in Education (ISBN: 978-0-8058-6354-3), € 80.00

Complexity, dynamics and development

GMCSEE05

Lecturers: Dr. R.F.A. Cox, Dr. E.S. Kunnen

Contact: Dr. E.S. Kunnen

Objective: In this course students will acquire theoretical knowledge of a process approach to development that enables them to address practical and research questions concerning (differences in) developmental processes.

In addition they will become familiar with a broad range of techniques to analyze individual processes and intra-individual variation.

They will know how and when these techniques can be used, where to find them, and they will have practical working knowledge of some of these techniques.

They will know the merits and application of these techniques in studying life span human development, learning in educational contexts, and many other branches of psychology where change processes and intra-individual variation are on the agenda, particularly in clinical contexts.

Content: Developmental psychology addresses the question how people develop, how these developmental trajectories may differ between individuals, and how developmental trajectories can be influenced, for example by therapeutic interventions, specific conditions in the school, or parental behavior. The only way to study developmental processes is to focus on the individual development. More generally, inter- and intra-individual variation is an important source of information about the nature and origin of all human behavior.

Process research focuses on the individual unit of analysis, for instance individual children or child-parent pairs, but also on the change process of individual clients in intervention, and in naturally occurring changes in childhood, adulthood and old age. For this process research we thus need longitudinal or time-series individual data, and techniques that are suited to analyze such data. But also another way of asking research questions, based on the information content of this kind of data.

In this course students are trained in a process approach to development, and in specific methods to formulate and answer research questions into developmental processes. The methods that are

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trained in the course entail complex dynamic systems model building and simple and more complex time-series analysis techniques (e.g. recurrence analysis). The general principles of process approach will be explained and applied to a host of developmental, educational, clinical and behavioral phenomena. There will be additional assignments for students from the research master Behavioural and Social Sciences.

EC: 5
Semester: semester I b
Format: practicum
Language: English
Assessment: assignment, written exam (essay)
Literature:

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

Power and leadership**GMCSIB05**

<i>Lecturer:</i>	Prof. B.M. Wisse
<i>Contact:</i>	Prof. B.M. Wisse
<i>Objective:</i>	In this course, students will learn about the most relevant organizational psychological theories and approaches to power and leadership.
<i>Content:</i>	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.
<i>EC:</i>	5
<i>Semester:</i>	semester I b
<i>Format:</i>	lecture
<i>Hours per week:</i>	2
<i>Language:</i>	English
<i>Assessment:</i>	written exam (essay), written exam (multiple choice) presence and active participation in the plenary discussions.
<i>Literature:</i>	· To be announced via Nestor

Creativity and Innovation in Organizations

GMCSIB08

Lecturer: Dr. E.F. Rietzschel

Contact: Dr. E.F. Rietzschel

Objective: After this course, the student knows/is able to/understands:

- the most important methods of creativity research, as well as their advantages and potential pitfalls;
- the most important results and theories concerning individual differences and creativity;
- the relation between creativity and (different kinds of) motivation;
- which challenges are associated with creative efforts in groups and teams;
- recent research in the area of creative cognitive processes;
- the way in which the aforementioned processes and phenomena (potentially) affect organizational behaviour;
- the somewhat difficult relation between creativity and innovation;
- write an evidence-based advice for practical implementation of the aforementioned results and theories.

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. What is creativity, anyway? Can we really measure and study it? Is it true that some people simply are more creative than others? How can employees be stimulated to perform more creatively? How does creative thought work? And what good are all those creative ideas, anyway? Throughout the course, we will work from the assumption that creativity is not a mysterious 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 a

Format: lecture

Hours per week: 2

Language: English

Assessment: written exam (essay), written assignments

Assessment takes place through an exam with open

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Remarks: questions, as well as a compulsory group assignment.
The literature consists of research articles.
There will be additional requirements for Research Master's students as compared to students from the regular Master's programmes.

Social Embodiment**GMCSIB09**

<i>Lecturer:</i>	E.R. Smith
<i>Contact:</i>	E.R. Smith
<i>Objective:</i>	Gain familiarity with the research literature on the embodiment of social interaction and social relationships.
<i>Content:</i>	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 sensorimotor 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.
<i>EC:</i>	
<i>Semester:</i>	semester II b
<i>Format:</i>	seminar
	6 2-hour class sessions
<i>Hours per week:</i>	2
<i>Language:</i>	English
<i>Assessment:</i>	assignments
	2 short written assignments and one in-class presentation
<i>Remarks:</i>	ECTS 2.5
<i>Literature:</i>	To be announced.

Personal, Social and Cultural change**GMCSIB10**

- Lecturers:** Dr. N. Hansen, Dr. K.E. Keizer
- Contact:** Dr. K.E. Keizer
- Objective:** The aims of this class is to, first, introduce students to social psychological theories and models of personal, social, and cultural change and, second, teach them how to apply this knowledge to real life phenomena.
- 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 change 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 I b
- Format:** seminar
- Hours per week:** 3
- Language:** English
- Assessment:** presentation, written exam (multiple choice), paper (individual)
- Remarks:** This course will be given in English.
- Literature:**
- Additional literature will be available via Nestor.
 - Wilson, T.D., Wilson, T.D. (2011). *Redirect. The surprising new science of psychological change*. New York: Little, Brown and Company (ISBN: 9780316199049), € 13.00

Current topics of intergroup relations in society

GMCSIB12

<i>Lecturer:</i>	Dr. N. Hansen
<i>Contact:</i>	Dr. N. Hansen
<i>Prerequisite(s):</i>	There will be additional requirements for Research Master students as compared to students from the regular Master programs.
<i>Objective:</i>	In this course, students will learn about current societal topics in the field of intergroup relations such as conflict, collective action, discrimination, and cooperation. 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.
<i>Content:</i>	People around the world support collective action against undisclosed programmes to monitor telephone and internet traffic. They experience anger even though they were not personally insulted but an ingroup member. They are in conflict with or even help other groups. In this course, the central focus is on social psychological theories of intergroup relations that explain current societal problems and provide insights on how to develop interventions. 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, and are invited to use creative ideas to engage the class into the discussion. The second half will be dedicated to the discussion of recent empirical research, small group assignments, or discussions about societal issues 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 social psychology! There will be additional assignments for students from the research master Behavioural and Social Sciences.
<i>EC:</i>	5
<i>Semester:</i>	semester I b
<i>Format:</i>	seminar
<i>Hours per week:</i>	2
<i>Language:</i>	English
<i>Assessment:</i>	presentation, paper (individual)
<i>Remarks:</i>	This course will be given in English.
<i>Literature:</i>	Reader with selected articles available via Nestor

Health Psychology**GMCSIB13**

Lecturer: Prof. A. Dijkstra

Contact: Prof. A. Dijkstra

Objective: After this course the student:

- Knows the phenomena of health behavior, adjustment to illness, and changing behavior
- Knows the most important theoretical perspectives to understand these phenomena
- Can combine and integrate these perspectives
- Can critically reflect on these perspectives, and on related methodological issues
- Can apply these perspectives on real-world phenomena
- Knows how to design simple and complex interventions in Health Psychology

Content: Health matters to us all; people are busy conserving their health every day, in traffic, in food choices, and in their leisure time activities. This course unit approaches the area of Health Psychology from the following three broad topics: health behaviour, adapting to illness and behavioural change.

‘Health behaviour’ is primarily concerned with explaining unhealthy behaviours such as unsafe sex, high alcohol consumption, smoking and unhealthy eating. Why do people knowingly jeopardize their own health? And what about habits, good intentions and low motivation to change behavior? Some of the theories and constructs that are relevant here are the Theory of Planned Behavior, the Stages of Change, implementation-intentions and the Impuls-Reflection Model.

‘Adapting to illness’ looks at how people adapt behaviourally and psychologically to being ill. Behavioural adaptation is about following medical directions (one-third of patients do not follow their doctor’s advice), arranging social support and communicating with the doctor. Psychological adaptation involves the psychological process by which ill and disabled people can have a good quality of life, despite their limitations and suffering. Among other constructs, symptom perception, illness beliefs, acceptance, and coping are relevant to understand the phenomena.

‘Behavioural change’ focuses on changing behaviour, to motivate smokers to quit, and patients to adhere to the medical prescriptions. It addresses three main kinds of persuasive communication: fear appeals,

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message framing and computer-tailoring. Their effects are often hampered by the resistance that they can provoke. Also addressed are effective skills, tricks and basic principles that psychologists use to bring about behavioural change. In addition, complex multi-faceted interventions must be applied to induce large scale change. Intervention Mapping is one method to develop effective interventions.

There will be additional assignments for students from the research master Behavioural and Social Sciences.

<i>EC:</i>	5
<i>Semester:</i>	semester I a
<i>Format:</i>	lecture
<i>Hours per week:</i>	2
<i>Language:</i>	English
<i>Assessment:</i>	written exam (multiple choice)
<i>Literature:</i>	
·	<i>syllabus</i>

Environmental psychology**GMCSIB14**

- Lecturers:** guest lecturers, Prof. E.M. Steg
- Objective:** To provide an overview of environmental psychology and interactions between individuals and the natural and built environment.
- Content:** Current global trends indicate that human impacts on the environment are considerable. How can we encourage people to act more pro-environmentally, and how do environmental conditions affect our behaviour and wellbeing? Environmental psychology studies the transaction between humans and their natural and built environment. The first part of the course focuses on effects of environmental conditions on human well-being and behaviour. Amongst others, we discuss the effects of environmental stressors (such as noise, odour) and environmental risks (such as nuclear energy, flooding) on human behaviour and well-being. Also, the positive effects of nature on health and well-being are outlined. The second part focuses on effects of human behaviour on environmental quality. We discuss factors influencing environmental behaviour and effective and acceptable ways to promote behaviour change to manage environmental problems. We will particularly consider psychological aspects related to energy problems, and ways to promote sustainable energy transitions. Various experts in the field will give guest lectures.
There will be additional assignments for students from the research master Behavioural and Social Sciences.
- EC:** 5
- Semester:** semester II a
- Format:** lecture
- Hours per week:** 2
- Language:** English
- Assessment:** written exam (essay)
- Literature:**
- Linda Steg, Agnes E. van den Berg, & Judith I.M. de Groot, *Environmental psychology: An introduction* (ISBN: 978-0-470-97638-8), € 35.00

Cultural Psychology**GMCSIB15**

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. After the course, students will thus be able to understand and explain cross-cultural processes through the use of knowledge derived from theory and research and apply those to concrete situations.

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). There will be additional requirements for Research Master students as compared to students from the regular Master programs.

EC: 5

Semester: semester I a

Format: lecture

Hours per week: 2

Language: English

Assessment: exam, paper

Literature:

- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006), *Understanding social psychology across cultures*, Allyn and Bacon, 3rd edition. London: Allyn and Bacon. (ISBN: 1412903661), € 40.00

Neuropsychology and psychiatric disorder **GMCSNP01**

<i>Lecturer:</i>	Dr. L.I. Tucha
<i>Contact:</i>	Dr. L.I. Tucha
<i>Objective:</i>	To have knowledge about the association between psychiatric disorders and cognitive impairment and to gain insight into the neuropsychological management and rehabilitation of psychiatric patients.
<i>Content:</i>	This course provides an overview of key topics in the neuropsychology of psychiatric disorders of adulthood. The course reviews the theoretical underpinnings of neuropsychology, psychopathology and neurobiology and provides a foundation in clinical neuropsychology central for understanding the cognitive impairments related with psychiatric conditions. The neuropsychological disturbances of patients with psychiatric disorders (e.g. schizophrenia, affective disorders, and alcohol abuse) will be discussed. Approaches to neuropsychological assessment and treatment will be considered.
<i>EC:</i>	5
<i>Semester:</i>	semester I a
<i>Format:</i>	lecture
<i>Hours per week:</i>	2
<i>Language:</i>	English
<i>Assessment:</i>	written exam (essay) There will be additional requirements for research master students.
<i>Literature:</i>	· Reader and journal articles

Building experiments & measuring performance GMCSNP02

Lecturer: Dr. D.H. van Rijn

Contact: Dr. D.H. van Rijn

Objective: After taking this hands-on course, students will be able to design and implement a complex experiment in which continuous data is collected (e.g., EEG, pupil dilation, fMRI, eyemovement recordings). Moreover, they will know how to (pre-)process complex, continuous data resulting from such experiments. Students will work towards both goals by implementing their own experiment in which the pupillary response is measured.

Content: This class will contain two overlapping parts. In the first part, students will participate in an pupil dilation experiment of which the data will be analyzed in class. Focus will be on the techniques required to analyze this type of data (e.g., processing of markers, selection of analysis windows, analyzing complete evoked patterns, etc.), not on eyetracking specifically. In the second part, students will build their own pupil dilation experiment using E-Prime (or other tools if preferred by the students) and will collect data. Assessment will consist of assignments, the implementation of the experiment, and the report written about the experiment and data analysis. The report will take the form of a short journal paper, and a more extensive report of the full data analyses.

In previous years, student projects have led to submitted journal publications and have been used as pilot studies for master projects.

EC: 5

Semester: semester I a

Language: English

Assessment: There will be additional requirements for research master students.

Remarks: This course requires some basic programming skills (e.g., at the level of PSBAM-11 Programming for Psychologists) and some knowledge of E-Prime (e.g., PSBAM-07 Experimental methods). A very cursory introduction will be given to both topics, but students who have not followed aforementioned courses will have to do some self-study.

Selected topics Clinical Neuropsychology

GMCSNP03

<i>Lecturer:</i>	diverse docenten
<i>Contact:</i>	Dr. R.H. Geuze
<i>Objective:</i>	Deepening of knowledge and understanding of a specific topic in clinical neuropsychology.
<i>Content:</i>	One chooses one of several topics available on Nestor. Each topic has a fixed package of literature (book chapters, articles) to be studied. One topic is Autism.
<i>EC:</i>	5
<i>Semester:</i>	whole year
<i>Format:</i>	self-study
<i>Hours per week:</i>	Variable
<i>Language:</i>	English and Dutch
<i>Assessment:</i>	exam The form of examination (oral, written) may differ between teachers; see Nestor. Although there are 4 opportunities per academic year, the individual student may go up for examination twice.
<i>Remarks:</i>	(Not accessible to external students)
<i>Literature:</i>	· See Nestor

Organizations**GMCSSO01**

Lecturers:	M. Djundeva MSc., Prof. R.P.M. Wittek, Prof. A. Flache, Dr. A. Labun, Dr. L. Heyse
Contact:	M. Djundeva MSc.
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, self-study
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 **GMCSSO02**

Lecturers:	M. Djundeva MSc., Prof. R.P.M. Wittek
Contact:	M. Djundeva MSc.
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**GMCSSO03**

<i>Lecturers:</i>	Dr. C.E.G. Steglich, various instructors
<i>Contact:</i>	Dr. C.E.G. Steglich
<i>Objective:</i>	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 network phenomena other than those discussed in the course. (c) Knowledge of important datasets and a first understanding of the research methods and measurement models that are commonly used in this field. (d) Learning about the policy implications of knowledge on social networks as social capital.
<i>Content:</i>	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.
<i>EC:</i>	
<i>Semester:</i>	semester II a
<i>Format:</i>	lecture

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<i>Hours per week:</i>	All meetings are in Utrecht. Variable
<i>Language:</i>	English
<i>Assessment:</i>	assignments,exam,papers
<i>Remarks:</i>	ECTS 7.5
<i>Literature:</i>	
<i>· Reader</i>	

Integration Theory Methods Networks Soc Capital

GMCSSO04

- Lecturers:** Prof. T.A.B. Snijders, Dr. M.A.J. van Duijn
- 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
- Format:** All meetings are in Utrecht.
- Hours per week:** Variable
- Language:** English
- Assessment:** participation, presentation, papers
- Remarks:** ECTS 7.5
- Literature:**
- Reader with selected articles, data will be made available.

Stratification and Households**GMCSSO05****Lecturer:** Dr. J.K. Dijkstra**Contact:** Dr. J.K. Dijkstra

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**Format:** lecture

All meetings are in Utrecht.

Hours per week: Variable**Language:** English**Assessment:** participation, assignments, exam**Remarks:** ECTS 7.5**Literature:**· *Selected scientific articles in course reader*

Practical: Integration Strat. & Households Theory & Methods

GMCSSO07

<i>Lecturer:</i>	Dr. J.K. Dijkstra
<i>Contact:</i>	Dr. J.K. Dijkstra
<i>Objective:</i>	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.
<i>Content:</i>	<p>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).</p> <p>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).</p> <p>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.</p>
<i>EC:</i>	
<i>Semester:</i>	semester I b
<i>Language:</i>	English
<i>Assessment:</i>	paper (individual)
	All meetings are in Utrecht.
<i>Remarks:</i>	ECTS 7.5

Multilevel Analysis**GMMSGE02**

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:	<ul style="list-style-type: none"> · Snijders, T.A.B., and Bosker, R.J., <i>Multilevel analysis. An introduction to basic and advanced multilevel modeling. 2nd Edition</i> London etc.: Sage Publications, 2011., € 35.00

Matrix Algebra**GMMSG03**

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).

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 studied (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: English

Assessment: exam

Literature:

- Ten Berge, J.M.F. & Kiers, H.A.L. (2005)., *Matrix Algebra (reader)*

Repeated Measures**GMMSG05**

<i>Lecturer:</i>	Dr. M.E. Timmerman
<i>Contact:</i>	Dr. M.E. Timmerman
<i>Objective:</i>	<p>After the course the student ...</p> <ul style="list-style-type: none"> - has knowledge of the most frequently applied models for analyzing repeated measures - is able to determine which model is most appropriate for a given empirical question - has the ability to apply the model to an empirical data set, using SPSS, and to correctly interpret the results.
<i>Content:</i>	<p>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 discussed 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.</p> <p>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.</p>
<i>EC:</i>	5
<i>Semester:</i>	semester I a
<i>Format:</i>	<p>lecture,practicum</p> <p>If you take Repeated Measures or have completed Repeated Measures, you are not allowed to take Multivariate analysis and/or Advanced statistics as well.</p>
<i>Hours per week:</i>	4
<i>Language:</i>	English
<i>Assessment:</i>	exam
<i>Remarks:</i>	<ol style="list-style-type: none"> 1. This course requires a profound knowledge of analysis of variance and regression analyses (at the level of Statistics 3). 2. The book by Tabachnick & Fidell is also available in an edition of 2013, ISBN 1292021314; Pearson New International Edition. The content of this book

Course Descriptions

is exactly the same as the book mentioned above, only the order of the chapters differs somewhat (not substantially).

Literature:

- (to downloaded from Nestor), *Reader*
- Barbara G. Tabachnick & Linda S. Fidell, *Using multivariate statistics (2012). International ed of 6th revised ed.* (ISBN: 0205890814), € 6,000.00

Structural Equation Modelling**GMMSG06**

Lecturer:	Dr. drs. A.W. Stegeman
Contact:	Dr. drs. A.W. Stegeman
Objective:	The purpose of this course is to provide a theoretical introduction to the analysis of covariance structures, or structural equation modelling as it is called, and to gain practical experience with this type of modelling using the LISREL software package.
Content:	For the description and analysis of theory-based causal relationships between several variables simultaneously, it is possible to construct models that can be visualized as path diagrams. For a group of observed variables, a researcher can formulate an underlying structure of latent variables (or hypothetical constructs), and relations between them, on the basis of theoretical considerations. The observed variables may be subject to measurement error. Such a (covariance) structure is called a structural equation model. The relations between the latent variables, and between the latent and observed variables, are estimated by fitting the implied covariances by the model to the observed covariances of the observed variables. Topics in the course include: different types of path diagrams, model identification, model estimation, model fit evaluation and improvement, and an introduction to the LISREL software package.
EC:	5
Semester:	semester I b
Format:	seminar, lecture (The course will be self-study if the number of students is small.)
Hours per week:	Variable
Language:	English
Assessment:	assignments, exam Take-home exercises, and written examination.
Remarks:	Every other year, not in 2015-2016.
Literature:	Loehlin, J.C. (2004), <i>Latent Variable Models - An introduction to factor, path and structural equation analysis (Fourth Edition)</i> . Mahwah, NJ: Lawrence Erlbaum Associates, € 40.00

Probability Theory**GMMSG09**

<i>Lecturer:</i>	Dr. drs. A.W. Stegeman
<i>Contact:</i>	Dr. drs. A.W. Stegeman
<i>Prerequisite(s):</i>	Basic knowledge of integral calculus.
<i>Objective:</i>	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.
<i>Content:</i>	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.
<i>EC:</i>	5
<i>Semester:</i>	semester II a
<i>Format:</i>	lecture
	The course will be self-study if the number of students is small.
<i>Hours per week:</i>	Variable
<i>Language:</i>	English
<i>Assessment:</i>	written exam (essay) Homework exercises, and written examination.
<i>Remarks:</i>	Every other year, not in 2014-2015.
<i>Literature:</i>	S. Ross , <i>A First Course in Probability (8th ed.)</i> (ISBN: 978-0-13-607909-5), € 65.00

Statistical Consultation**GMMSGE11**

<i>Lecturer:</i>	Dr. J.M.E. Huisman
<i>Contact:</i>	Dr. J.M.E. Huisman
<i>Objective:</i>	To gain experience in statistical consultation.
<i>Content:</i>	<p>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</p> <ul style="list-style-type: none"> • 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] <p>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.</p>
<i>EC:</i>	5
<i>Semester:</i>	whole year
<i>Language:</i>	English

Statistical Analysis of Social Networks

GMMSG16

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 socio-centric 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-centric) 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 socio-centric 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 models for network evolution and peer influence processes in networks. 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).

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, exam

Course Descriptions

Literature:

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

Single Case Methodology**GMMSG18**

Lecturers: Prof. T.K. Bouman, various instructors

Objective: At the end of this practicum the student is able to / knowledgeable about:

- Various types of single case designs
- The role of single case designs as a systematic way of treatment evaluation
- The use of theories to assess and treat psychopathology
- To set up and carry out a single case study in a clinical context
- The application of statistical procedures to analyze quantitative data
- Writing a single case report on the treatment of a real patient

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)

Course Descriptions

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: The course takes place in parallel with the traineeship
Literature:
 · to be announced on NESTOR

Multivariate Models**GMMSG22**

<i>Lecturer:</i>	Dr. C.J. Albers
<i>Contact:</i>	Dr. C.J. Albers
<i>Prerequisite(s):</i>	This course requires a profound knowledge of analysis of variance and regression analyses (at the level of Statistics 3).
<i>Objective:</i>	<p>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.</p> <p>After the course, the student</p> <ul style="list-style-type: none"> - Has knowledge of the multivariate models most frequently applied in social sciences - Is able to determine which model is most appropriate for a given empirical question - Has the ability to apply the model to an empirical data set, using SPSS (or R), and to correctly interpret the results
<i>Content:</i>	<p>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.</p>
<i>EC:</i>	5
<i>Semester:</i>	semester I a
<i>Format:</i>	lecture,practicum
<i>Hours per week:</i>	2
<i>Language:</i>	English
<i>Assessment:</i>	exam
<i>Remarks:</i>	<p>If you take Multivariate Models or have completed Multivariate Models, you are not allowed to take Repeated Measures and/or Advanced Statistics as well.</p> <p>There will be additional requirements for Research Master's students as compared to students from the regular Master's programmes.</p> <p>The book by Tabachnick & Fidell is also available in an edition of 2013, ISBN 1292021314; Pearson New International Edition. The content of this book is exactly the same as the book mentioned above, only the order of the chapters differs somewhat (not</p>

Course Descriptions

substantially).

Literature:

- Casper Albers , *Reader “Multivariate Models”* (download on Nestor)
- Barbara G. Tabachnick & Linda S. Fidell, *Using multivariate statistics (International Edition / 6th Revised Edition)* (ISBN: 0205890814), € 58.00

Advanced Statistics**GMMSGE23**

Lecturers: Dr. M.E. Timmerman, Dr. C.J. Albers

Contact: Dr. C.J. Albers

Prerequisite(s): A thorough understanding of regression and ANOVA models (at Bachelorlevel) 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: 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. For research master students, there will be additional requirements.

Literature:

- Barbara G. Tabachnick & Linda S. Fidell, *Using Multivariate Statistics (International Ed. / 6th Ed.)* (ISBN: 0205890814), € 58.00

Course Descriptions

Capita Selecta Advanced Statistics GMMSG24

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” (GMMSG23), 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 sections thereof.

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.

EC:

Semester: whole year

Format: practicum

Hours per week: Variable

Language: English

Assessment: paper (individual)

Remarks: ECTS 2.5

Course Descriptions

Designing Interventions**GMMSG25**

Lecturer: Dr. E. van der Werff PhD.

Contact: Dr. E. van der Werff PhD.

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, 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 lead to effective, theoretically well-founded interventions to solve all kinds of practical problems.

In the course students will design an intervention to solve a problem that a company or organization is dealing with. At the end of the course students will present their intervention to the company or organization. Next, they will design an intervention to solve an individual, social or societal problem of their own choice.

The method taught in this course will teach you how to design effective interventions. Also, several guest lecturers will explain how they use this social psychological knowledge in their own organization or company.

The method consists of four steps:

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.

EC: 5

Semester: semester II b

Format: practicum

Hours per week: 4

Language: English

Course Descriptions

Assessment: paper, presentation

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

Literature:

- Buunk, A.P., & Vugt, M. (2008), *Applying Social Psychology: From Problem to Solution*. London: Sage (ISBN: 9781412902830), € 35.00

Course Descriptions

Applied Statistics**GMMSGGE27**

<i>Lecturers:</i>	Dr. W.J. Post, Dr. J.M.E. Huisman, Dr. M.A.J. van Duijn
<i>Contact:</i>	Dr. M.A.J. van Duijn
<i>Prerequisite(s):</i>	For the research project: A data set with research questions (supported by the Research Master's supervisor)
<i>Objective:</i>	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.
<i>Content:</i>	<p>The theoretical part of this course offers an in-depth review of some major themes of quantitative research:</p> <ol style="list-style-type: none"> Research questions and design. Data inspection (including missing data). Estimation and hypothesis testing. Bayesian statistics and testing. Generalized linear models and diagnostics. Validity and generalizability. <p>In the practical part of the course:</p> <ol style="list-style-type: none"> period 1a: an introduction course on R is offered, accompanied by computer assignments and a written test. 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. <p>A midterm oral presentation on the design of the research project and a written final report complete the practical part.</p>
<i>EC:</i>	
<i>Semester:</i>	semester I a
<i>Format:</i>	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)
<i>Language:</i>	English
<i>Assessment:</i>	Computer assignments in R; R-test; Weekly project assignments using R; oral presentation; written report and exam (part multiple-choice, and part essay)
<i>Remarks:</i>	<p>ECTS 7.5</p> <p>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.</p>

Course Descriptions*Literature:*

- *Readers*, € 40.00
- Crawley, M., *Statistics: An introduction using R* (ISBN: 0470022981), € 36.00

Cognitive Models of Psychopathology

GMTPCP01

Lecturers:	Prof. 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:	After the course the student has: <ul style="list-style-type: none"> - acquired knowledge about cognitive models of psychopathology - developed 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. During the course no individual feedback will be provided concerning the assignments. There will be an additional requirement for Research Master students as compared to students from the regular Master programs. Research master students will give a presentation attended by all students and lecturers 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. The presentation will be graded.
EC:	5
Semester:	semester I b
Format:	practicum
Hours per week:	2
Language:	English
Assessment:	paper (individual)
Literature:	<i>syllabus on nestor</i>

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**

<i>Lecturers:</i>	Prof. C.L.H. Bockting, Prof. T.K. Bouman, Dr. M.H. Nauta, Dr. G.H.M. Pijnenborg, Dr. W.J.P.J. van Hout
<i>Contact:</i>	Dr. G.H.M. Pijnenborg
<i>Objective:</i>	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.
<i>Content:</i>	<p>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.</p> <p>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).</p>
<i>EC:</i>	5
<i>Semester:</i>	semester I a
<i>Format:</i>	lecture, practicum weekly plenary course (2 hrs) and weekly practicum (2 hrs)
<i>Hours per week:</i>	4
<i>Language:</i>	English
<i>Assessment:</i>	<p>presentation, written exam (essay)</p> <p>The final grade will be based on 1) an oral presentation (25%) and 2) an exam with essay question</p>
<i>Remarks:</i>	There will be additional requirements for Research Master's students as compared to students from the regular Master's programmes.

Course Descriptions

Literature:

- *to be announced on NESTOR*

Development, learning and Instruction

GMTPEE02

Lecturers: Dr. D.D.N.M. Kostons, Dr. A.W. Spijkerboer

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

Course Descriptions

Format: lecture

Language: English

Assessment: presentation, paper (individual)
Assignments about the literature

Literature:

- P.A. Alexander & P.H. Winne (Eds.) (2006)., *Handbook of Educational Psychology (Paperback)*. Lawrence Erlbaum Associates; 2th edition (May 18, 2006) (ISBN: 978-0805859713), € 70.00

Behavioural and Social Sciences: AnGMTPGE01 Introduction

<i>Lecturers:</i>	Prof. N. van Yperen, various instructors
<i>Contact:</i>	Prof. N. van Yperen
<i>Objective:</i>	The general aim of this module is to present and discuss contemporary theories, models, and issues in the behavioural and social sciences, and key issues in the research programmes within the Faculty of Behavioural and Social Sciences in particular.
<i>Content:</i>	In the first week, there will be a general introduction on the Research Master's programme, and this introduction module in particular, and a workshop on "How to present". Then, in two blocks of three weeks each, students prepare in groups consisting of 3-4 students, a presentation on a particular topic. At the beginning of each block, groups will be assigned 1 or 2 advisors (and a topic). The advisors suggest a number of basic articles, and discuss some interesting avenues for research. In each three week period, groups and advisors get together 3-4 times. At the end of each block, each group presents and discusses its research proposal. In Block 1 (topics from 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.
<i>EC:</i>	5
<i>Semester:</i>	semester I a
<i>Format:</i>	lecture, seminar presentations
<i>Hours per week:</i>	6
<i>Language:</i>	English
<i>Assessment:</i>	presentation Attendance of all formal meetings (including those with the advisor) is compulsory, and both presentations should be graded "sufficient"
<i>Literature:</i>	· Articles in consultation with advisors.

Reflecting on Science**GMTPGE02**

Lecturer: S. Schleim PhD.

Objective: Students will

- exercise their academic discussion skills by preparing critical questions about academic literature and presenting them to the whole group.
- practice their writing skills with two short essays they are writing about the course content and on which they will get individual feedback.
- understand basic and advanced facts of the scientific incentive system and how it influences scientists' behavior.
- critically reflect on the performance society and be able to formulate central arguments in favor and against it.
- prepare and carry out a semi-formalized debate in a group and on a topic of their choice, moderated by the course instructor.

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: English

Assessment: participation, essay

Literature:

· Literature will be announced in the course.

Scientific Integrity**GMTPGE04**

Lecturer: Dr. M. Derksen, guest lecturers

Contact: Dr. M. Derksen

Objective: The ethics of scientific research have become the topic of intense discussion. At issue are questions that are often at once ethical and methodological. Should journals publish 'failed' replications, and when has a replication failed? How prevalent are questionable research practices, and when is a questionable practice simply wrong? Should researchers make their data publicly available, and how can we check data for signs of fraud? The objective of this course is not just to promote ethical conduct and prevent fraud, but also to stimulate discussion about further improvement of research practices in the social sciences.

Content: The course will cover the ethics of three aspects of the research process: social relations in and around research, data analysis, and publication. In the first topic, we look at relations between researchers and we discuss how to combine a critical and a collegial attitude. Next, we consider questionable research practices, what causes them and how to prevent them. Finally, the publication process and its problems are discussed, including the ethics of reviewing and (self-)plagiarism. One meeting will be devoted to each topic, consisting of a (guest) lecture followed by a discussion. To prepare for the discussion, before each meeting students will write a brief text arguing their position on a question relating to the topic of the meeting. The final assessment is in the form of an essay in which the students have to display their insight into the topics of the course and their understanding of the course literature. The essay will be graded pass or fail, and I will give detailed feedback on the text.

EC: 2.5

Semester: semester II a

Format: practicum

Language: English

Assessment: written assignments
(assignments, essay)

Literature:

· *Syllabus of electronically available articles.*

Managing groups**GMTPGE05**

<i>Lecturers:</i>	Dr. N. Koudenburg, Prof. T.T. Postmes
<i>Contact:</i>	Dr. N. Koudenburg
<i>Objective:</i>	<p>After attending this course, students can:</p> <ul style="list-style-type: none"> - formulate a scientific view on group dynamics, - recognize dynamic processes within and between groups, - give practical advice to third parties based on this view, - independently influence group processes.
<i>Content:</i>	<p>This course aims to enable students to formulate a theoretically grounded analysis on group processes and put their knowledge into practice.</p> <p>The course uses a multi-level approach in which students learn to recognize social processes on different levels of analysis: culture, social identity, interpersonal relations/individual differences. Both the recognition of processes “within” levels (e.g., conflicts between groups) as “cross-level” effects are considered.</p> <p>Additionally, the course offers students the opportunity to obtain practical experience in working with groups, analyzing group processes and formulating policy advice. In the form of practical assignments students learn to apply their knowledge about groups. The applications focus on the following themes:</p> <ul style="list-style-type: none"> - The formation of norms and social identities through small-scale social interactions and nudges. - Mediation in conflict between groups: applying techniques that can reduce conflict. <p>Theory and practice will also be linked through guest lectures by professionals working in the business sector and the government. The guest lectures will provide the connection between these three themes and the field.</p> <p>It is possible to link this course to a traineeship. There will be extra requirements for Research Master students as compared to students from the regular master’s program.</p>
<i>EC:</i>	5
<i>Semester:</i>	semester II a
<i>Format:</i>	practicum
<i>Hours per week:</i>	Variable
<i>Language:</i>	English
<i>Assessment:</i>	assignments

Course Descriptions

(weekly assignments, presence is mandatory)

Literature:

· *t.b.a.*

Controversies in Social Psychology GMTPIB01

<i>Lecturer:</i>	Dr. K. Epstude
<i>Contact:</i>	Dr. K. Epstude
<i>Objective:</i>	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.
<i>Content:</i>	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. There will be additional requirements for Research Master students as compared to students from the regular Master programs.
<i>EC:</i>	5
<i>Semester:</i>	semester II b
<i>Format:</i>	lecture
<i>Hours per week:</i>	3
<i>Language:</i>	English
<i>Assessment:</i>	essay, presentation presence and active participation in the plenary discussions
<i>Literature:</i>	· will be announced

Designing research in Social and Organisational Psychology **GMTPIB04**

<i>Lecturer:</i>	Prof. S. Otten
<i>Contact:</i>	Prof. S. Otten
<i>Objective:</i>	The goal is to introduce students to several research methods that are often used in research in Social and Organisational Psychology. The focus will be on experimental designs, but we will also discuss correlational research.
<i>Content:</i>	<p>In this course, students will get to know research methods and designs that are frequently used in Social and Organisational Psychology. We will touch upon paradigms from various fields of research, such as intergroup relations, emotion, motivation, prejudice, automatic behavior, etc. The aim is to simulate running through all phases of both correlational and experimental research: from generating a research question based on theories and/or relevant applied questions, via operationalising the research question, data collection, - analysis, and – interpretation, back to interpreting the evidence and its theoretical and practical implications. Participants will learn by means of weekly assignments and presentation how to appropriately design, analyse and interpret research. As final assignment, students will develop an own research question and will operationalize the relevant concepts. Herein, they will also make use of at least one of the computer programs that are commonly used in (experimental) research in Social and Organizational Psychology. These programs will be introduced in specific practical sessions.</p> <p>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.</p>
<i>EC:</i>	5
<i>Semester:</i>	semester I b
<i>Format:</i>	computer practicals,practicum,practical exercise
<i>Hours per week:</i>	Variable
<i>Language:</i>	English
<i>Assessment:</i>	assignments,practical,presentation,programming assignments,report weekly assignments/presentations and a final assignment, presence is obligatory
<i>Remarks:</i>	This is an intensive skills course. If you miss more

Course Descriptions

than one meeting, you will be excluded from the course.

Literature:

- *To be announced via Nestor.*

Clinical Neuropsychology Advanced GMTPNP01

<i>Lecturer:</i>	Prof. O.M. Tucha
<i>Contact:</i>	Prof. O.M. Tucha
<i>Objective:</i>	To provide students with advanced in-depth knowledge about current topics in clinical neuropsychology. To understand complex relationships between brain pathology, cognitive and behavioral alterations as well as psychological processes.
<i>Content:</i>	This course offers an advanced examination of brain-behavior relationships of major neuropsychological and psychological phenomena in patients with brain damage. The course focuses on major topics and issues relevant in clinical neuropsychology, including disorders of awareness, fatigue, psychological and psychiatric aspects of brain disorders, brain damage as a family affair, fitness to drive as well as ethics and research in clinical neuropsychology. Students will acquire knowledge through presentations of clinical case studies and research outcomes. There will be additional assignments for students from the research master Behavioural and Social Sciences.
<i>EC:</i>	5
<i>Semester:</i>	semester II a
<i>Format:</i>	lecture
<i>Hours per week:</i>	2
<i>Language:</i>	English
<i>Assessment:</i>	written exam (essay)
<i>Literature:</i>	· Reader and journal articles

Neuropsychological Assessment **GMTPNP02**

Lecturer: Dr. J. Koerts

Contact: Dr. J. Koerts

Prerequisite(s): Students cannot take MNV-1 if they are taking or have already passed MKV-1 or MOV-1. A good level of proficiency in Dutch is a prerequisite for this course unit.

Objective: To understand the theoretical backgrounds to and practical applications of neuropsychological diagnostics in children, adults and the elderly.

Content: The lectures cover the general approach adopted within neuropsychological diagnostics. More specifically, they discuss the neuropsychological diagnostics of disabilities in the areas of attention, executive functions, language, memory, visual perception and emotion (this includes discussing and demonstrating tests). Also addressed are the reasons for choosing particular tests and the interpretation of the test data. Finally, lectures will look at the details of diagnostics for the elderly and for TBI and CVA patients.

Case studies will be discussed of patients with a range of problems. One lecture will be devoted to clinical neuropsychological reporting.

In the practicals, students will practise administering and scoring tests, applying norms and interpreting the results. In particular, they will develop a critical attitude with regard to factors that could influence test outcomes. Students will analyse a case study on the basis of general information and test data about a patient. They will give an oral presentation on the case study and write a case report.

Students of the research master program will get additional assignments.

EC: 5

Semester: semester II a

Format: lecture, practical exercise, practicum

Language: Dutch

Assessment: modular exam(s), practical, presentation, report

Remarks: This course unit is offered both in Block 1a and 2a. It is a prerequisite for a practical clinical placement in the Master's thesis in Clinical Neuropsychology. (Not accessible to external students)

Literature:

- Bouma, A., Mulder, J., Lindeboom, J., & Schmand, B. (2012)., *Handboek neuropsychologische diagnostiek*. Amsterdam, Pearson. (ISBN: 9789026517976), € 20.00
- Hendriks, M., Kessels, R., Gorissen, M. & Schmand, B. (2006). ,

Course Descriptions

Neuropsychologische diagnostiek. Amsterdam: Boom. (ISBN: 9789085062295), € 95.00

- *Stukken op Nestor*

Experimental Skills Advanced**GMTPNP03**

<i>Lecturers:</i>	Dr. J. Jolij, Prof. M.M. Lorist, Dr. M.M. Span, Dr. A.A. Wijers, Dr. R.H. Geuze
<i>Contact:</i>	Prof. M.M. Lorist
<i>Prerequisite(s):</i>	PSBAM-07 Experimental methods
<i>Objective:</i>	Provide insight in and training experimental skill related to a number of advanced experimental techniques that can be used in the study of behaviour and related brain processes.
<i>Content:</i>	<p>Module A: Signal pre-processing and signal analysis. This module starts with theories of frequency analysis and filtering of (biological) signals which is followed by practical exercises to enhance the understanding of signal characteristics.</p> <p>Module B: Neuroimaging techniques based on EEG measurements and EEG analysis. This module follows on basic knowledge of EEG measurement and analysis techniques, as offered in the Bachelor of sciences degree programme (PSBAM-07 Experimental methods) and focuses on potential distributions and source localization.</p> <p>Module C: Advanced measurement- and analysis techniques. This module introduces fMRI (functional magnetic resonance imaging) and TMS (transcranial magnetic stimulation) techniques, and eye tracking and motion analysis. The fMRI part consists of a theoretical introduction. The TMS section consists of a theoretical and practical part, explicitly focussing on practical and ethical issues. The eye movements and motion analysis part consists of both a theoretical and an applied part. Skills and techniques taught in this course are useful for both the Master thesis and for subsequent PhD research in the field of Brain and Behavior.</p> <p>The will be additional assignments for students from the research master Behavioural and Social Sciences.</p>
<i>EC:</i>	5
<i>Semester:</i>	semester I b
<i>Format:</i>	practicum
<i>Hours per week:</i>	16
<i>Language:</i>	English
<i>Assessment:</i>	participation, modular exam(s), assignments 100% attendance is required (see Master's study guide Psychology)
<i>Remarks:</i>	Each of the three module takes 2 weeks. (Not accessible to external students)

Course Descriptions*Literature:*

- Luck, S.J. (2005), *An introduction to the event-related potential technique*. The MIT Press, Cambridge Massachusetts. Hst 4 t/m 7 (ISBN: ISBN 0-26262196-7), € 35.00
- *Articles available via Nestor*
- Young, S. S. (2001) , *Computerized Data Acquisition and Analysis for the Life Sciences*. Cambridge University Press. (ISBN: 0 521 565707), € 40.00

Theory Construction and Model Building

GMTPSO01

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:	<p>The course familiarizes the student with:</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>
EC:	
Semester:	semester I
Format:	All meetings are in Utrecht, except those in weeks 5 and 9 which will be held in Groningen
Hours per week:	Variable
Language:	English
Assessment:	Assignments and questions (60%), presentations (30%), and class participation (10%).
Remarks:	ECTS 7.5
Literature:	<ul style="list-style-type: none"> · Coleman, J.S. (1990), <i>Foundations of Social Theory</i>. Cambridge, MA: Belknap.

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- Frank, R.H. (2006), *Microeconomics and Behavior*, 6th ed. New York: McGraw-Hill.
- Other readings and course material will be distributed.

18. 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 [myuniversity](http://myuniversity.rug.nl) (myuniversity.rug.nl > [students](#) > regulations, complaints and participation > regulations > student 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 2014-2015. 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!

*Student Charter***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:

- admission,
- registration and deregistration,
- teaching, including the binding study advice,
- examinations and final assessments,
- financial assistance,
- consultative participation,
- rules of behavior,
- legal rights.

19. Teaching and Examination Regulations 2014-2015

General

Teaching and Examination Regulations for the Master's degree programmes at the Faculty of Behavioural and Social Sciences for the academic year 2014-2015



university of
 groningen

faculty of behavioural
 and social sciences

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**

The Teaching and Examination Regulations set out the specific rights and obligations that apply to each degree programme taught at the University of Groningen, for both the students and the degree programme.

The University-wide section of the Student Charter sets out the rights and obligations that apply to all students.

These Regulations were decreed by the Board of the Faculty of on the 15th of May 2014 and approved by the Faculty Council where required on the 27th of May 2014.

Section 1 General provisions

Article 1.1 Applicability

1. These Regulations for the academic year 2014-2015 apply to the teaching, examinations and final assessment of the Master's degree programme in:
 - Psychology
 - Educational Sciences
 - Pedagogics
 - Research Master in Human Behaviour in Social Contexts,
 hereinafter referred to as the degree programme, and to all students enrolled in this degree programme.
2. The degree programme is provided by the Faculty of Behavioural and Social Sciences of the University of Groningen, hereinafter referred to as the Faculty.
3. These Teaching and Examination Regulations also apply to students of other degree programmes, faculties or institutes of higher education, insofar as they follow course units in one of the degree programmes offered by the Faculty.
4. Course units that students of the degree programme as referred to in Article 1.1.1 follow in other degree programmes or at other faculties or institutes of higher education are subject to the Teaching and Examination Regulations of that programme, faculty or institute.
5. These Regulations also apply to the admission of students in a Pre-Master's programme as referred to in Article 4.3 in order to be admitted to the according Master programme. For all other matters, the TER of the corresponding bachelor programme is applicable for students who subscribed in a Pre-master programme.

Article 1.2 Definitions

The following definitions apply to these Regulations:

- a. The Act: the Higher Education and Research Act (WHW; Wet op het hoger onderwijs en wetenschappelijk onderzoek);
- b. Student: a person registered at the University for the purpose of taking course units and/or examinations leading to the conferral of a university degree;
- c. Degree programme: the Master's degree programmes referred to in Article 1.1 of these Regulations, comprising a coherent set of course units;
- d. Course unit: a syllabus unit or other part of the degree programme within the meaning of Article 7.3 of the Act, included in OCASYS;
- e. OCASYS: the University of Groningen's online course catalogue;
- f. ECTS credit point: a credit point within the meaning of the Act. The student workload of each course unit is expressed in ECTS credit points, whereby 1 ECTS is equivalent to a student workload of 28 hours;
- g. Pre-Master's programme: a programme intended to remedy deficiencies for admission to the degree programme;
- h. Test or examination: a test of the knowledge, understanding and skills of students, including an assessment of the results;
- i. Final assessment: the final assessment for the Master's degree which is considered to be passed once all the requirements of the entire Master's degree programme have been completed;

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- j. Academic year: the period of time that starts on 1 September and ends on 31 August of the following year
 - k. 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, or starting on a date determined by the Board of the University and ending on 31 August
 - l. Practical: a practical exercise, as referred to in Article 7.13 of the Act, in one of the following forms:
 - a thesis
 - a written assignment, paper or draft
 - a research assignment
 - participation in fieldwork or an excursion
 - completion of a placement
 - participation in another educational activity designed to teach certain skills
 - m. Board of Examiners: an independent body with the duties and powers as stated in Articles 7.11, 7.12, 7.12b and 7.12c of the Act, including assessing whether the requirements of the final assessment have been met
 - n. Admissions Board: the board that has decision-making powers in matters concerning admission to the degree programme on behalf of the Faculty Board
- All 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 Master's degree programme in Pedagogics

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 Examination Committee or the Faculty Board, terminate the 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

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which he/she is being trained for in his/her degree programme or for the practical preparation for the profession. In such cases the Faculty Board, the Examination 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, Pedagogics and Educational Sciences)/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 Board of Examiners and examiners

1. The Board of Examiners is the independent body that determines whether individual students have the knowledge, understanding and skills required to be awarded the degree.
2. The Faculty Board appoints the members of the Board of Examiners on the basis of their expertise in the field of the degree programme (or group of degree programmes) in question.
3. The Board of Examiners includes at least:
 - a. one member who is a lecturer in the degree programme (or in one of the degree programmes that are part of the relevant group of degree programmes)
 - b. one member from outside the degree programme (or one of the degree programmes that are part of the relevant group of degree programmes).
4. Members of the Board or other people who have financial responsibilities within the institution may not be appointed as members of the Board of Examiners.
5. The Board of Examiners will appoint examiners to set examinations and determine the results.
6. The Board of Examiners will approve the Rules and Regulations of the Board of Examiners.

*Regulations***Article 3.2 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 3.3 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 3.4 Assessment of traineeship or research assignment

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

Article 3.5 Examination frequency and periods

1. The opportunity to take examinations in the specializations referred to in Article 2.2 is provided twice in an academic year.
2. The opportunity to take practicals is offered once a year within the Psychology degree programme.
3. Notwithstanding the provisions of Article 3.5.1, 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.
4. Notwithstanding the provisions of Article 3.5.1, it is not possible to re-sit an examination in a course which is part of the already graded final assessment as mentioned in Article 3.11.
5. Students may resit an examination for a course unit that is no longer offered at least twice during the first year after it has been removed from the curriculum.
7. If a student has completed all the compulsory parts of a course unit to the best of his or her ability but has still not passed, then the examiner may give him or her the opportunity to take a supplementary or replacement test.

Article 3.6 Master Thesis

1. A Master thesis can only be used for one University of Groningen degree programme. No exemptions are granted for the Master thesis based on a thesis written within a different degree programme.
2. The Master thesis will be kept on file by the Faculty Board for a period of at least 7 years.

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3. Students will be given the opportunity to write a final-year thesis twice per academic year.
4. The period(s) during which students can write a thesis will be published in the Student Handbook and/or OCASYS.
5. More detailed regulations on the design, content, time frame and assessment of the thesis can be found in the Regulations for Bachelor's and Master's theses, which form part of these Teaching and Examination Regulations.
6. If by the end of the period referred to in Article 3.6.5 the assessor(s) is/are of the opinion that the thesis cannot be awarded a pass mark, the student will be given one opportunity to remedy the work in order to be awarded a pass mark of 6 within a time frame defined by the degree programme.
7. The Board of Examiners is the only body that can deviate from the provisions of this Article at the written request of a student.

Article 3.7 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 3.8 Examination provisions in special circumstances

1. If not granting a student an individual examination provision would lead to an 'exceptional instance of unfairness of overriding nature', the Board of Examiners may decide to grant such a provision contrary to the stipulations of Article 3.5.
2. Requests for individual examination provisions, including documentary evidence, must be submitted to the Board of Examiners as soon as possible.

Article 3.9 Authority of the Board of Examiners regarding electives

1. The Board of Examiners for the degree programme setting the examination is authorized to assess the examinations, deal with any complaints and decide upon requests for alternative exam regulations.

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2. Course units taught by other degree programmes or faculties are the responsibility of the Board of Examinations of the degree programme in question.

Article 3.10 Examinations and performance disabilities

1. 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 disability. If necessary, the Board of Examiners will seek expert advice from the student counsellor of the Student Service Centre (SSC) before making a decision.
2. With regard to examinations for electives taken by students with a performance disability, the Board of Examiners of the degree programme that sets the examination shall comply with the facilities permitted by the Board of Examiners of the degree programme for which the student has registered.

Article 3.11 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 3.12 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, and will provide the Faculty administration with the necessary details for written confirmation of the result to be administrated in Progress.
2. The examiner will mark a written examination with essay questions within 10 working days after 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 administrated in Progress.
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 3.13 Validity

1. Completed modules remain valid indefinitely.
2. In contrast 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 3.14 Right of inspection

1. On request, students have the right to inspect their graded 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 3.14.1, the examinee may request that they be allowed to peruse the examination paper and the assessment criteria.
3. 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 3.15 Exemptions

1. At a student's request, the Examination 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.
2. The validity period of exemptions granted for course units or parts thereof is identical to that of examination results.

*Regulations***Article 3.16 Fraud and plagiarism**

1. Fraud is an act or omission by a student designed to partly or wholly hinder the forming of a correct assessment of his or her own or someone else's knowledge, understanding and skills.
2. Fraud also includes plagiarism, which means copying someone else's work or ideas without correct reference to the source.
3. Fraude also includes giving false information on basis of which in the programme certain possibilities, facilities or resources can be acquired for or around exams, testing or course attendance.
4. If a student commits fraud, the Board of Examiners may exclude that student from participation in one or more examinations or final assessments for a maximum of one year after discovery of the fraud, or impose him another suitable measure or sanction.
5. In the event of very serious fraud, the Board of Examiners may propose to the Board of the University that the student's registration be definitively terminated.
6. The Board of Examiners will set out its course of action in the event of fraud in its Rules and Regulations.

Article 3.17 Invalid examination

In the event of irregularities with regard to an examination that are so serious that an accurate assessment of the examinee's knowledge, understanding and skills cannot be made, the Board of Examiners may declare the examination invalid.

Article 3.18 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.
4. If a student wishes to postpone the date of graduation due to extra examinations that still need to be taken, he/she must submit a request to this end to the Board of Examiners in good time.

Article 3.19 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 3.20 Honours ('judicium')

1. The Board of Examiners determines whether or not the Master's degree certificate will be awarded an honours predicate.
2. Two different honours predicates are distinguished: 'Cum laude' and 'Summa cum laude'. The following conditions apply:
 - a) To be honoured Cum laude the following minimum conditions must be satisfied:
 - i. The mark for the Master thesis must be at least 8.0
 - ii. The weighted average (not rounded off) for all course units, excluding the thesis, within the examination programme approved by the Board of Examiners is higher than or equal to 8.0
 - b) To be honoured Summa cum laude the following minimum conditions must be satisfied:
 - i. The mark for the Master thesis must be at least 9.0
 - ii. The weighted average (not rounded off) for all course units, excluding the thesis, within the examination programme approved by the Board of Examiners is higher than or equal to 9.0
3. No honours is 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 all course units except one were taken only once. One course unit may be resat, and only one resit may be taken for this course unit.
5. Honours may only be awarded if no resit opportunity was used for the Master thesis
6. Honours may only be awarded if no single course unit was awarded a mark less than 7.0.
6. No honours is awarded if a decision by the Board of Examiners has been taken to the effect that a student is no longer eligible for an honours predicate because fraud/plagiarism has been detected.
7. In certain circumstances, the Board of Examiners may depart from the provisions set out in Articles 3.20.2-7.

Regulations

8. Students who started the degree programme before 1 September 2013 continue to fall under the honours regulations that applied to them on 31 August 2013.

Artikel 3.21 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.
- 2a. 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 4.1.1 and will be admitted to the Master's degree in Psychology on that basis.
- 2b. The holder of a Bachelor's degree Pedagogics from the University of Groningen is considered to have the knowledge and skills referred to in Article 4.1.1 and will be admitted to the Master's degree in Pedagogics on that basis.
- 2c. The holder of a Bachelor's degree Pedagogics, differentiation Educational Sciences from the University of Groningen is considered to have the knowledge and skills referred to in Article 4.1.1 and will be admitted to the Master's degree in Pedagogics on that basis.
- 2d. The holder of a Bachelor's degree Sociology from the University of Groningen is considered to have the knowledge and skills referred to in Article 4.1.1 and will be admitted to the Master's degree in Pedagogics on that basis.
3. Notwithstanding the provisions of Article 4.1.1 and 4.1.2., 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.
4. Students who satisfy the requirements listed in Articles 4.1.1 and 4.1.2. will be selected on the basis of an assessment of the following additional requirements: N.B. As of 1 September 2015
 - a) motivation and talent
 - b) level of relevant knowledge of and skills in the methods and techniques used in the relevant field
 - c) general academic level of thinking and working
 - d) proficiency in the language(s) used in the programme.
5. 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.
6. The number and timing of the entrance examinations are set out in the appendix.

*Regulations***Article 4.2 Language requirement for foreign certificates**

1. Students who have been admitted to a degree programme on the basis of a foreign or Dutch certificate or degree may be asked by the Board of Examiners – before registration – to pass a English language test, depending on the language of the chosen degree programme, to be administered by an agency stipulated by the Board.
2. The English language proficiency requirement are set out in the appendix.

Article 4.3 Pre-Master's programme

1. Students who do not satisfy the entry requirements listed in Article 4.1 can remedy their deficiencies by successfully completing the specific University of Groningen Pre-Master's programme for the relevant Master's degree programme. The Pre-Master's programme has a student workload of 15/30/45/60 ECTS.
2. The entry requirements for the Pre-Master's programme can be found in Appendix 1. The Admissions Board of the relevant Master's degree programme will decide whether students are admitted to the Pre-Master's programme.
3. The Pre-Master's programme must be completed within two academic years. Students who fail to complete the Pre-Master's programme within this period will lose the results gained in the programme and may be banned from further participation in the Pre-Master's programme by the Faculty Board.
4. Entrance to the Pre-Master's programme is possible once per academic year, at the start of the first semester.

Article 4.4 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 4.5 Admissions Board

1. The Admissions Board has the power to decide on behalf of the Faculty Board in matters concerning admission to the degree programme.
2. The Admissions Board consists of:
 - a member, also the chairperson, selected from the professors who teach the degree programme
 - one member / two members selected from the other academic staff who teach the degree programme.
3. The study advisor for the degree programme (or an equivalent member of faculty staff) will be an advisory member and also secretary.

4. The selection will be made by the Faculty Board, which will also set out the admissions procedure.

Article 4.6 Entrance examination: 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 4.4. 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 4.7 Entrance examination: times

The dates of admission and the times of the entrance examinations are set out in the appendix.

Section 5 Study progress supervision

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, on the condition that 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 2014.

Regulations

Programme-specific regulations

**Teaching and Examination Regulations 2014-2015 for
the 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 and Clinical Neuropsychology

Article 2.3 Content of the degree programme

2. For all specializations, the programme comprises:

1. Seminar	(5 ECTS)
2. Two or three literature studies ³	(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

³ Two literature studies: 1 of 7.5 EC + 1 of 5 EC = 12.5 EC

Three literature studies: 3 of 5 EC = 15 EC or 2 of 5 EC + 1 of 2.5 EC (Applied Statistics) = 12.5 EC

⁴ *Comment by the editor:* Please note that by the time the rules and regulations were established (January 2014), the course *Scientific Integrity* (2.5 EC) had not yet been added to the programme. Please consult the course catalogue for more information on *Scientific Integrity*.

Regulations

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

Social and Organizational Psychology

- | | |
|---|----------|
| 1. Controversies in Social Psychology | (5 ECTS) |
| 2. Designing Research in Social and Organisational Psychology | (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 (Utrecht) | (7.5 ECTS) |
| 2. At least 2 modules from the list of statistical modules in Article 2.4.2
or from the Sociology-specific practicals (see Article 2.4.2) | (10 ECTS) |
| 3. Choice of 2 theory oriented modules from the
Sociology-specific theoretical courses (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. Complexity, Dynamics and 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 and Clinical Neuropsychology specialization, or
2. a module from the regular one-year Master's programmes in Developmental or Clinical Psychology and Clinical Neuropsychology at the Faculty of Behavioural and Social Sciences.

Clinical Psychology and Clinical Neuropsychology

For both Clinical Psychology students and Clinical Neuropsychology students:

- | | |
|---|----------|
| 1. Repeated Measures | (5 ECTS) |
| 2. One module selected from the list of statistical modules (see
Article 2.4.2) | (5 ECTS) |
| Students who wish to take Multivariate Models, should hold to the rules in
article 2.4.4. | |
| 3. Single Case Methodology | (5 ECTS) |
| This course is only compulsory for students who want to qualify for follow-up
education in Clinical Psychology | |

Regulations

Only for Clinical Psychology students:

- | | |
|---|----------|
| 4. Cognitive Models of Psychopathology | (5 ECTS) |
| 5. Cognitive Paradigms and Psychophysiological Measurements in Experimental Psychopathology | (5 ECTS) |
| 6. Evidence-based Interventions | (5 ECTS) |
| 7. 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 or Clinical Neuropsychology

Only for Clinical Neuropsychology students:

- | | |
|--|----------|
| 4. Clinical Neuropsychology Advanced | (5 ECTS) |
| 5. Neuropsychological Assessment | (5 ECTS) |
| 6. Experimental Skills Advanced | (5 ECTS) |
| 7. Neuropsychology and Psychiatric Disorders <i>or</i> Building Experiments and Measuring Performance <i>or</i> Selected Topics Clinical Neuropsychology | (5 ECTS) |

Sum: 35 ECTS

Article 2.4 Optional modules

- The student chooses one or more additional modules in order to complete the total study load of 120 ECTS. Dependent on the specific specialization, this can be from his/her own specialization and/or from other specializations.
- The *specialization-specific* optional modules are:

Social and Organizational Psychology

Personal, Social and Cultural Change	5 ECTS
Intergroup Conflict and Cooperation	5 ECTS
Power and Leadership	5 ECTS
Cultural Psychology	5 ECTS
Creativity and Innovation in Organizations	5 ECTS
Designing Interventions	5 ECTS
Health Psychology	5 ECTS
Environmental Psychology	5 ECTS
Managing Groups	5 ECTS
Current Topics of Intergroup Relations in Society	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	5 ECTS
Multivariate Models ²	5 ECTS

⁵ See 2.4.4

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Probability Theory (every other year, not 2014-2015)	5 ECTS
Structural Equation Modelling (every other year, not 2013-2014)	5 ECTS
Designing Research in Social and Organisational Psychology	5 ECTS
Statistical Analysis of Social Networks	5 ECTS
Philosophy of Probability	5 ECTS
Advanced Statistics ²	7.5 ECTS
Capita Selecta Advanced Statistics ²	2.5 ECTS
Introduction to Bayesian data analysis (every other year, not 2014-2015)	5 ECTS

Sociology

Theoretical courses:

Organizations	7.5 ECTS
Networks and Social Capital (Utrecht)	7.5 ECTS
Stratification and Households (Utrecht)	7.5 ECTS

Practicals:

Integration between Organization Studies and Statistical Methods	7.5 ECTS
Integration Theory Methods Networks Soc Capital	7.5 ECTS
Integration Strat. & Households Theory & Methods (Utrecht)	7.5 ECTS

Education and Development

Cognition and Instruction	5 ECTS
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Clinical Psychology and Clinical Neuropsychology

No specialization-specific 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 and Clinical Neuropsychology specialization (students can only take this course at the same time they do the clinical internship). 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

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- 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 Traineeship, Master thesis and Clinical Internship

With regard to the following practical modules, passing the examination requires the following activities:

1. 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).
2. 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.
3. Clinical internship
 - a. doing a clinical internship of minimal 15 EC during a period of minimal 4.5 month
 - b. writing a clinical report according specific guidelines
 - c. attending three intervision meetings during the internship
 - d. doing an additional assignment, consisting of a presentation of an n=1 case-study

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 highest grade counts.
5. Studying nominally is as important as high grades and students need to have an average of 8.0 or higher (not necessarily cum laude) to be able to apply for the PhD Fund.
6. In case of partial exams (whether with resits or not), only the total grade for a course is used to determine whether a student graduates (summa) cum laude.

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;

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- e. Two personal recommendations by experts of relevance (only for students with diplomas from universities other than the University of Groningen);
 - f. Proof of sufficient knowledge of the English language (see 3).
 - g. (Optional) other documents the student feels may contribute to a positive impression of suitability with regard to the degree programme, e.g. publications, theses etc..
 - h. 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.f, 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 (e.g. English bachelor programme, extended staying abroad) 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 applying for the Clinical Psychology and Clinical Neuropsychology specialization, 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.

Regulations

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.

20. Updates of the course catalogue

We have taken utmost care to make sure that the information provided in the course catalogue 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 course catalogue (see also the version number in the footer of the document). Updates will be announced on Nestor.

The most recent version can be found online:

<http://www.rug.nl/gmw/education/study-guide/gids1415/>

Possible updates are documented in this section:

<i>Version</i>	<i>Description</i>
v2014-2015.01	First version, August 2014