course catalogue 2017/2018

behavioural and social sciences

research master programme

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1. Staff and contact information

Director and Staff

Programme Director
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Graduate School Coordinator
Dr. M.J.P.W. van der Vlugt (contact person)
M. Smit MSc

Graduate School Secretary
Ms M.A. Halbersma
Ms B.A.E. van der Kolk

Academic Advisor
Drs. J.A.M. Evers

Board of Examiners
Dr. J.N. Tendeiro (chair)
Prof. G.H.M. Pijnenborg
Dr. M.J. Warrens
Dr. J. Dijkstra
Drs. R.J. van Ouwerkerk (external member)

Graduate School Office

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

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Office days Dr. Van der Vlugt:
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Walk-in hours Dr. Van der Vlugt:
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Office days M. Smit MSc:
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Office days Ms Halbersma:
    Mondays, Tuesdays (mornings), Wednesdays (every two weeks only in the morning),
    Thursdays (mornings) ,H0081
Office days Ms Van der Kolk:
    Mondays, Tuesdays, Thursdays (every two weeks), H0081

Drs Evers is the *Academic Advisor*. For more information, please refer to the section
on Practical Issues. There, you can also find the addresses of additional support
institutions.

Lecturers and academic staff

Clinical Psychology and Clinical Neuropsychology:

Name	Phone
Dr. R.J.C. Huntjens	363 6764
Prof. P.J. de Jong	363 6403
Dr. J. Koerts	363 6016
Prof. T.K. Bouman	363 7608
Dr. R.H. Geuze	363 6398
Dr. Y. Groen	363 9421
Dr. J.H.C. Heutink	363 1805
Dr. B.D. Ostafin	363 4722
Dr. M. aan het Rot	363 6630
Dr. L.I. Tucha	363 9165
Prof. O.M. Tucha	363 7601
Dr. D. de Waard	363 7601
Dr. J.P. Wessel	363 7617
Dr. M.H. Nauta	363 6450
Dr. G.H.M. Pijnenborg	363 4637
Dr. J.M. Spikman	361 1422
Dr. W.J.P.J. van Hout	363 7609
Prof. J.J. van der Meere	363 6549
Prof. A. Aleman	363 8798
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Name	Phone
Prof. R.J. Bosker	363 6791
Prof. P. de Jonge	363 6309
Dr. H. Korpershoek	363 6645
Dr. D.D.N.M. Kostons	363 9609
Dr. E.S. Kunnen	363 6330
Prof. E.G. Harskamp	363 6691
Prof. M.P.C. van der Werf	363 6657
Dr. M.J. Warrens	363 6691
Dr. H.W. Steenbeek	363 7993
Dr. M.C.J.L. Opdenakker	363 6280
Dr. A.W. Spijkerboer	363 6661
Dr. R.H. Hofman	363 6658
Dr. M.W.G. van Dijk	363 6324
Dr. R.F.A. Cox	363 6547
Prof J.W. Strijbos	363 6658

Social and Organizational Psychology:

Name	Phone
Dr. K. Epstude	363 7151
Dr. N. Hansen	363 6229
Dr. N. Koudenburg	363 6386
Dr. D.P.H. Barelds	363 7613
Prof. A. Dijkstra	363 8729
Prof. E.H. Gordijn	363 6395
Prof. B.M. Wisse	363 7405
Prof. N.W. Van Yperen	363 6332

Prof. dr. M. van Zomeren	363 6511
Prof. S. Otten	363 7903
Dr. G. Perlaviciute	363 7618
Prof. T. Postmes	363 6196
Prof. dr. S. Scheibe	363 6316
Dr. E.F. Rietzschel	363 6357
Dr. K.E. Stroebe	363 6509
Dr. E. van der Werff	363 9098
Prof. E.M. Steg	363 6482
Prof. R. Spears	363 9355
Dr. K.E. Keizer	363 6461
Dr. N.P. Leander	363 6236

Sociology:

Name	Phone
Dr. M.A.J. van Duijn	363 6195
Dr. J. Dijkstra	363 6208
Dr. J.K. Dijkstra	363 6551
Dr. J.M.E. Huisman	363 6345
Dr. L. Heyse	363 6234
Prof. A. Flache	363 6214
Dr. A.C. Glebbeek	363 6256
Prof. R.P.M. Wittek	363 6282
Dr. C.E.G. Steglich	363 6189
Prof. D.R. Veenstra	363 6240
Dr. R.J.J. Wielers	363 7257
Prof. T.A.B. Snijders	363 6188

Psychometrics and Statistics:

Name	Phone
Dr. C.J. Albers	363 8239
Dr. J.N. Tendeiro	363 6953
Dr. M.E. Timmerman	363 6255
Prof. R.R. Meijer	363 6339
Dr. D. van Ravenzwaaij	363 7021
Dr. D.H. van Rijn	363 6290
Prof. H.A.L. Kiers	363 6339

Invited lecturers:

Name	Phone
Prof. G.C.G. Dehue	363 6354
Dr. M. Derksen	363 6338
Prof. A.E.M.G. Minnaert	363 6495
Dr. W.J. Post	363 6566
Dr. A.A. de Boer	363 6566

2. Academic year calendar 2017-2018

Academic year 2017-2018 GMW (Definitief)

	Sept '17					Oct '17					Nov '17				Dec '17				Jan '18				Feb '18				
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
mo	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
tue	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
wed	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
thu	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
fri	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	23
sat	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	24
sun	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	25
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
half term week	-	-	1	2	3	4	5	6	7	1a	1a	1	2	3	1a	4	5	-	-	6	7	1b	1b	1	2	3

	Mar '18					Apr '18					May '18				Jun '18				Jul '18				Aug '18				
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
mo	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
tue	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
wed	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
thu	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
fri	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24
sat	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	25
sun	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	26
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
half term week	1b	4	5	6	7	2a	2a	1	2	3	2a	4	5	6	7	2b	2b	-	2b	2b	-	-	-	-	-	-

Legend:
- x Lecture week
- x Exam week
- x Exam week, second chance
- x Holidays
- x Study free week
- x Introduction week

Toelichting:
1. Jaarindeling/ tentamens
- Het collegejaar bestaat uit 2 semesters van elk 20 weken (gerekend zonder feest/verplichte vrije dagen) waarbinnen onderwijs, toetsing enz, plaats vindt.
- Een semester bestaat ieder uit 2 perioden van elk 10 weken.
- In de laatste twee weken van iedere periode worden de eerste kans tentamens afgenomen van de vakken uit dezelfde periode.
- In de vierde week van periode 1b,2a en 2b en begin juli worden de tweede kans tentamens afgenomen.

2. Feestdagen/ verplichte vrije dagen
- week 36 van 2017 is onderwijs luw i.v.m. introductie activiteiten
- Op dinsdag 5 en vrijdag 22 december 2017 na 16:00 uur onderwijsvrij.
- week 26 en 29 van 2018 zijn onderwijsvrij

- Kerstvakantie: 23 december 2017 t/m 7 januari 2018
- Goede vrijdag: 30 maart 2018
- Pasen : 1 & 2 april 2018
- Koningsdag: 27 april 2018
- Bevrijdingsdag: 5 mei 2018
- Hemelvaartsdag: 10 mei 2018
- Pinksteren: 20 en 21 mei 2018

e.h.klers: 10-01-2017

Holidays:
The period between Christmas Day and New Year's Day: Monday December 26- Monday January 1 2018
Good Friday: Friday March 30 2018
Easter Monday: Monday April 2 2018
The King's Birthday: Friday April 27 2018
Liberation Day: Saturday May 5 2018
Ascension Thursday: Thursday May 10 2018
Whit Monday: Monday May 21 2018
Summer break: Monday July 16- Friday September 1 2018

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 of 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 compulsory modules and electives.

Compulsory content of the degree programme

For all students, there are eight compulsory modules, listed in Table 1:

Table 1. List of compulsory modules (across specializations)

Module	Credits
1. Seminar	2,5 EC
2. Traineeship[1]	10 EC
3. Master thesis	35 EC
4. Behavioural and Social Sciences: An Introduction	5 EC
5. Reflecting on Science	5 EC
6. Applied Statistics	10 EC
7. Integrating Research Findings across Disciplines	5 EC
8. Starting the First Paper	5 EC
Sum:	77,5 EC

[1] Students who want to qualify for the post-master programme for health care psychologists will have the option to do a Clinical Science Traineeship of 20 EC, including 5 EC worth of single case methodology.

Furthermore, each specialization has a number of additional compulsory modules: 15 EC theoretical modules and 10 EC statistical/methodological modules. For a detailed overview of these courses per specialization, please refer to section 2.3 of the Teaching and Examination Regulations 2017-2018, which can be found in the Appendix of the course catalogue.

The total number of compulsory credits adds up to 77,5+25 = 102,5 ECs.

Optional modules

The student chooses 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 listed in the Teaching and Examination Regulations 2017-2018, which can be found in the Appendix of the course catalogue. The optional space also offers the opportunity to do one literature study of 5 EC.

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 Ocasys.

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.

Descriptions of the courses in the Research Master's programme can be found in Ocasys:
https://www.rug.nl/ocasys/rug/main/courseSearchResults?keywords=&code=gm&f%20aculty=gmw&cLevelRestrictionsState=0&cLangRestrictionsState=0&cPeriodRestricti%20onsState=0&new=1&cOptionsState=none

Mentoring and study plans

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.

4. Course overview 2017-2018

Code	Course	Course Coordinator	ECs	1a	1b	2a	2b
	All specializations (compulsory and optional courses)						
GMMSGE28	Applied Statistics (entry requirements)	Dr. M.A.J. van Duijn	10			x	
GMTPGE03	Behavioural and Social Sciences: An Introduction	Dr. M.J.P.W. van der Vlugt	5	x			
GMTPGE02	Reflecting on Science	Dr. M. Derksen	5				x
GMTPGE06	Integrating Research Findings across Disciplines	Prof. dr. T. Postmes	5		x		
GMTPGE07	Starting the First Paper	Prof. dr. D.R. Veenstra	5			x	x
GMTPGE05	How to Theorize (maximum of 15 students)	Prof. dr. M. van Zomeren	2,5		x	x	
	Clinical Psychology and Clinical Neuropsychology						
GMCSCP02	Clinical interventions and e-health for adults and youth (entry requirements)	Dr. M.H. Nauta	5			x	
GMCSNP01	Neuropsychology & psychiatric disorder	Dr. L.I. Tucha	5	x			
GMCSNP02	Building experiments & measuring performance	Dr. D.H. van Rijn	5	x			
GMCSNP03	Selected topics Clinical Neuropsychology	Dr. Y. Groen	5	x	x	x	x
GMTPCP01	Cognitive Models of Psychopathology	Dr. R.J.C. Huntjens	5		x		
GMTPCP02	Cogn. Para .and Psyph. measu. in Exp Psy	Dr. B.D. Ostafin	5				x
GMTPCP03	Evidence-based Interventions	Dr. G.H.M. Pijnenborg	5	x			
GMTPNP01	Advanced Clinical Neuropsychology	Prof. dr. O.M. Tucha	5			x	
GMTPNP02	Neuropsychological Assessment	Dr. J. Koerts	5	x		x	
GMTPNP03	Experimental Skills Advanced	Dr. M.M. Span	5		x		

Course overview

Code	Course	Course Coordinator	ECs	1a	1b	2a	2b
GMTPNP06	Clinical Neuropsychology –Present and defend your research	Dr. J. Koerts	5				x
GMTPNP07	Research methods in Clinical Neuropsychology	Dr. A.B.M. Fuermaier	5		x		

Code	Course	Course Coordinator	ECs	1a	1b	2a	2b
	Education and Development						
GMCSEE02	Education and society	Prof. dr. R.J. Bosker	5		x		
GMCSEE04	Cognition and Instruction	Dr. D.D.N.M. Kostons	5			x	
GMCSEE05	Complexity, dynamics and development	Dr. E.S. Kunnen	5		x		
GMTPEE02	Development, learning and Instruction	Dr. D.D.N.M. Kostons	10	x	x		
	Social and Organizational Psychology						
GMCSIB08	Creativity and Innovation in Organizations	Dr. E.F. Rietzschel	5			x	
GMCSIB10	Personal, Social and Cultural change	Dr. K.E. Keizer & Dr. N. Hansen	5		x		
GMCSIB12	Current topics of intergroup relations in society	Dr. N. Hansen	5			x	
GMCSIB13	Health Psychology	Prof. dr. A. Dijkstra	5	x			
GMCSIB14	Environmental psychology	Prof. dr. E.M. Steg	5	x			
GMCSIB15	Cultural Psychology	Prof. dr. M. van Zomeren	5	x			
GMCSIB17	Advances in Organizational Psychology	Dr. N.P. Leander	5			x	
GMTPIB01	Controversies in Social Psychology	Prof. dr. M. van Zomeren	5				x
GMTPIB05	Advanced Research methods in Social and Organizational Psychology	Dr. T. Kuppens	5		x		
	Sociology						
GMCSSO08	Economy and Society	Prof. dr. R.P.M. Wittek	7.5		x		
GMCSSO06	Social networks-theory and empirics (Utrecht)	Dr. C.E.G. Steglich	7.5			x	
GMCSSO09	Family and social inequality (Utrecht)	Dr. J.K. Dijkstra	7.5	x	x		
GMTPSO02	Sociological Theory Construction and Model Building (Utrecht)	Dr. J. Dijkstra	7,5	x	x		
GMCSSO10	Solidarity and Social Context	Dr. J.K. Dijkstra	7,5	x	x		

Code	Course	Course Coordinator	ECs	1a	1b	2a	2b
	Psychometrics and Statistics						
GMMSGE01	Item Response Theory (every other year)	Prof. dr. R.R. Meijer	5		x		
GMMSGE02	Multilevel Analysis (maximum of 25 students)	Dr. M.A.J. van Duijn	5				x
GMMSGE03	Matrix Algebra	Dr. J.N. Tendeiro	5	x			
GMMSGE04	Factor Analysis (entry requirements)	Dr. J.N. Tendeiro	5		x		
GMMSGE05	Repeated Measures	Prof. dr. M.E. Timmerman	5	x			
GMMSGE09	Probability Theory (every other year)	Dr. J.N. Tendeiro	5			x	
GMMSGE11	Statistical Consultation	Dr. D. van Ravenzwaaij	5	x	x	x	x
GMMSGE16	Statistical Analysis of Social Networks	Dr. G.E.G. Steglich	5	x			
GMMSGE22	Multivariate Models	Dr. J.N. Tendeiro	5	x			
GMMSGE23	Advanced Statistics	Dr. J.N. Tendeiro	7.5	x			
GMMSGE24	Capita Selecta Advanced Statistics (entry requirements)	Prof. dr. M.E. Timmerman	2.5	x	x	x	x
GMMSGE26	Transparency in Science (every other year)	Dr. D. van Ravenzwaaij	5				x
GMMSGE06	Structural Equation Modelling	Dr. J.M.E.Huisman	5				x

5. Social and Organizational Psychology

Specialization coordinator: Prof. dr. M. (Martijn) van Zomeren

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 block 1a with the general compulsory modules *Behavioural and Social Sciences: An Introduction,* and in block 1b with the module *Advanced Research methods in Social and Organizational Psychology* in which practical skills for setting up research projects will be trained. In block 2b, 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: Applied Statistics in block 2a and either Multivariate Models or Repeated Measures (both in 1a). Moreover, throughout years 1 and 2, students attend seminars in which on-going research in the field of Behavioural and Social Sciences will be presented and discussed. In consultation with the supervisor, an individual programme will be composed including the compulsory and optional modules, 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.

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Compulsory modules for the Social and Organizational Psychology specialization

Module	Credits
1. Controversies in Social Psychology	5 EC
2. Modules selected from the S&O modules #1-7 in table 7 of the OER[1]	10 EC
3. Advanced Research methods in Social and Organizational Psychology (methodology)	5 EC
4. Multivariate Models or Repeated Measures (see article 2.4 in the OER)	5 EC
Sum:	25 EC

[1] OER = Teaching and examination regulations 2017-2018. These can be found in the Appendix of the course catalogue.

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, emotional, 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 optional modules.

Programme setup and rules

In the first year, students within both streams take the general compulsory modules *Behavioural and Social Sciences: An Introduction*, and *Reflecting on Science*. Furthermore all students take the compulsory statistical modules *Applied Statistics* and *Repeated Measures*. The **second** year consists of a Master's thesis and a (research or clinical) traineeship under the supervision of a senior staff member. 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 de Clinical Psychology stream focus on theoretical knowledge on cognitive models and often-used paradigms in studying 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*.

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 Neuropsycholoy* or *Building Experiments and Measuring Performance*. Students interested in a combined scientist-practitioner career will have the option to do a Clinical Science Traineeship of 20 EC, including 5 EC worth of single case methodology.

Compulsory modules for the specialization Clinical Psychology and Clinical Neuropsychology (for students in the Clinical Psychology track)

Module	Credits
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. Repeated Measures (see article 2.4 in the OER)	5 EC
5. One module selected from the list of statistical modules (see Table 8) or a methodological module	5 EC
Sum:	25 EC

Compulsory modules for the specialization Clinical Psychology and Clinical Neuropsychology (for students in the Clinical Neuropsychology track)

Module	Credits
1. Advanced Clinical Neuropsychology	5 EC
2. Neuropsychological Assessment	5 EC
3. Clinical Neuropsychology-Present and defend your research (only open for students in the Clinical Neuropsychology track)	5 EC
4. Research methods in Clinical Neuropsychology (methodology)	5 EC
5. Repeated Measures (see article 2.4 in the OER)	5 EC
Sum:	25 EC

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*, *Solidarity and Social Context*, and *Reflecting on Science*. Furthermore, a choice of two out of four Sociology modules *(Economy and Society, Social Networks, Family and Social Inequality and Sociological Theory Construction and Model Building)* 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. The remainder of this year is devoted to a traineeship, attending seminars and the ICS Forum Day(s), and a Master's thesis under the supervision of a senior ICS staff member.

Compulsory modules for the Sociology specialization

Module	Credits
1. Solidarity and Social Context	7.5 EC
2. One theory-oriented module from the Sociology-specific theoretical courses (see Table 9 of the OER)	7.5 EC
3. At least 2 modules from the list of statistical modules in Table 8 in the OER or methodological modules	10 EC
Sum:	25 EC

Education and Development

Specialization coordinator: Prof. dr. J.W. (Jan-Willem) Strijbos

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, and 2) the dynamics of child and adolescent development.

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. Module	Credits
1. Development, Learning, and Instruction	10 EC
2. Complexity, Dynamics, and Development	5 EC
3. Multilevel Analysis	5 EC
4. Repeated Measures (see article 2.4 in the OER)	5 EC
Sum:	25 EC

8. Psychometrics and Statistics

Specialization coordinator: Dr. C.J. (Casper) Albers

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 traineeship and Master's thesis will be devoted to the comparison and development of statistical data analysis methods. The choice of topics will be decided on in consultation with the supervisor.

Compulsory modules for the Psychometrics and Statistics specialization

Module	Credits
1. Matrix Algebra	5 EC
2. Statistical consultation	5 EC
3. Modules selected from the list of statistical modules (see Table 8 in the OER)	15 EC
Sum:	25 EC

9. Seminars

The purpose of the seminars is to train and develop scientific skills and attitudes. The seminars consist of three parts: a *general statistical* part, a *specialization-related compulsory* part, and a *specialization-related free choice* part. 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.

General statistical part of seminars

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 <u>10 lectures</u> spread over the year.

Specialization-related compulsory part of seminars

Coördinator: Dr. M.J.P.W. van der Vlugt

The *specialization-related compulsory* part consists of <u>8 seminars</u> that are compulsory for all students. Together, the four specializations Social & Organizational Psychology, Clinical Psychology & Clinical Neuropsychology, Sociology, and Education & Development will organize 4 seminars per year that all students need to attend. If you cannot attend a compulsory seminar, contact the Graduate School in advance. If you miss one of these seminars, you need to compensate for it by following two extra statistic seminars. If you miss more than two, you cannot compensate and you need to wait until next year to follow the compulsory specialization seminars. If you miss a compulsory seminar due to an external traineeship or Master's thesis, you can compensate by attending one seminar from the specialization-related free choice part of seminars.

Specialization-related free choice part of seminars

Coordinators:

 Prof. dr. M. van Zomeren *(Social & Organizational Psychology)*
 Dr. R.J.C. Huntjens *(Clinical Psychology & Clinical Neuropsychology)*
 Dr. J.K. Dijkstra *(Sociology)*
 Prof. dr. J.W. Strijbos *(Education & Development)*
 Dr. C.J. Albers *(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

Seminars

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). Students should attend a total of at least 12 seminars.

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 *Clinical Psychology* track and for the *Clinical Neuropsychology* track, students can join the weekly research meetings of the department concerned. During these meetings, staff members as well as PhD students and post-docs will present recent research, discuss research topics and share tips and tricks. Students can also present their own work and ideas during these meetings.

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.

Assessment

1. For all 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 2,5 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 (secr.gradschool.bss@rug.nl) with a request for approval.

Summary of requirements for 2,5 ECs:

At least 10 statistics seminars; 8 specialization-related compulsory seminars; at least 12 specialization-related free choice seminars at least two of which consist of presentations by the student him/herself.

10.   Literature study

Students have the option to do one literature study of 5 EC in the optional space. In addition they can extend the course *Applied Statistics* with a 2.5 EC literature study. With regard to this extension, 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.

For a 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 paper must be written in English and should follow APA style guidelines. The requirements, such as length and number of references, for a 2.5 EC Applied Statistics literature study are to be decided by the mentor.
- 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.

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. 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 Study
1. Contact your mentor or another supervisor about your plan to write a literature study.
2. Decide on a topic.
3. Write the paper according to the guidelines provided above.
4. Use the ReMa template for the title page, and adhere to our file name conventions. See Nestor for details.
5. Submit your literature study as a word or pdf attachment to Mrs Margriet Halbersma, secr.gradschool.bss@rug.nl.
6. Ask your supervisor to fill in the mark's note (see Nestor) and to send it to the Graduate School (secr.gradschool.bss@rug.nl), Mrs Margriet Halbersma).

11. 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.

The learning goals of the traineeship are the following:

Description of Master's level according to the **Dublin descriptors**	Learning outcomes of the Research Master's Programme in Behavioural and Social Sciences
A. KNOWLEDGE AND UNDERSTANDING Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.	*Having demonstrated advanced knowledge and understanding of:* important national and international, contemporary theories, models, and issues in the social and behavioural sciences, classic and contemporary theoretical models and concepts of human behaviour, and key issues in the area of specialization.
B. APPLYING KNOWLEDGE AND UNDERSTANDING Can apply their knowledge and understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to integrate knowledge and handle complexity	*Having demonstrated the comprehensive ability to:* apply insights and findings, especially where practical applications have the potential to also inform theoretical issues, in original ways to questions of scientific research and of policy both in disciplinary and in broader, interdisciplinary contexts.
	develop and implement interventions that are aimed at changing behaviour at the individual or group level.
C. MAKING JUDGEMENTS Can formulate judgements on the basis of incomplete or	*Having demonstrated the ability to:* select and apply appropriate data collection methods and data-analytical methods.

limited information, that rather include reflection on social and ethical responsibilities linked to the application of their knowledge and judgements.	reflect on social and ethical responsibilities linked to the application of knowledge and judgements, as well as on social and ethical implications of policy decisions and intervention programmes in order to become an independent researcher, future leader, or innovator.
D. COMMUNICATION Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.	*Having demonstrated the ability to:* communicate (orally and in writing) conclusions, and the knowledge and rationale underpinning these, to specialist (e.g., scientists) and non-specialist audiences (e.g., executives, policymakers, journalists) clearly and unambiguously, including the underpinnings as well as limitations of the conclusions.
	integrate theory and quantitative empirical research ('theory-guided empirical research') into a scientific report, which is comparable to the level of a publishable research paper.
	formulate policy implications of scientific research, taking into account the limitations of the information and scientific insight on which the practical recommendations are based.
E. LEARNING SKILLS Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	*Having demonstrated:* the skills required for further international study in a largely self-directed or autonomous manner.
	the ability to reflect on the implications of one's work for the development of theories in the behavioural and social sciences and related fields, such as economics and medicine.
	the skills to search for information and to manage and archive data.
	adherence to the principles and procedures concerning integrity in scientific research.
	respect to cultural, individual, and role differences due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomics.

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 Graduate School before **June 15** in your first year (secr.gradschool.bss@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. For each traineeship specific learning goals need to be formulated by the student and supervisor. These learning goals need to be indicated on the traineeship plan.

> *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.

Traineeship report

As part of the traineeship, a short thesis (or report) must be written (see the section on *writing reports)*. Students also write 1/2 to 1 page in the report reflecting on the knowledge and skills the student aimed to develop and the specific learning goals that were formulated. In this reflection, questions should be addressed such as: how has the student worked towards the learning goals and developing knowledge and skills, which actions have been undertaken to this end, what went well, what was difficult, what indicates that the learning goals have been achieved and the intended knowledge and skills have been developed.

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 in the grading.

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 Graduate School office (Ms. Halbersma). The knowledge, skills, and learning goals will be assessed on this form. In addition, the student needs to send his/her traineeship report to secr.gradschool.bss@rug.nl. Only then the mark's note will be further processed and the student receives a grade and 10 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:
   - o the exact period
   - o the location
   - o 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 **before June 15** in your first year, to secr.gradschool.bss@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 traineeship can take place according to the specifications in the traineeship plan.
4. The student writes a traineeship report (see also *Guidelines for writing* reports). First and second supervisor/co-assessor determine the grade.
5. The first supervisor submits a mark's note and thesis assessment form to the Graduate School (secretary).
6. The student submits the traineeship report to the Graduate School (secretary), following the guidelines on Nestor.
7. The Graduate School appoints 10 ECs for the traineeship module to the student in ProgressWWW.

Clinical science traineeship

Students who want to qualify for the post-master programme for health care psychologists will have the option to do a Clinical Science Traineeship of 20 EC, including 5 EC worth of single case methodology.

The clinical science traineeship gives students the opportunity to acquire and apply theoretical knowledge and practical diagnostic and treatment skills in a systematic manner in a practical mental health setting. Throughout their traineeship, students integrate the rules and procedures of conducting scientific research by moving through the stages as defined in the empirical cycle (i.e., observation, induction, deduction, testing, and evaluation). Additionally, each student will carry out a single case treatment study during their clinical traineeship. A prominent feature of a single case design is the repeated measurement of clinically relevant variables during the course of treatment. For that purpose, the student selects a specific patient at the beginning of their internship, whom they will follow during treatment. Departing from theoretical models of the patient's disorder, specific measurements will be obtained at the beginning, during, and at the end of treatment. The traineeship is concluded with 1) a traineeship report written in English, 2) a single case treatment report written in English, and, 3) presentation of the single case treatment study at the traineeship position. The traineeship takes place at one of several approved mental health facility positions in the Netherlands or abroad.

Supervision

There will be three supervisors. The *external traineeship supervisor* (who holds an academic background in the social sciences, preferably with a PhD degree) provides local supervision and approves the presentation of the single case treatment study at the mental health facility. The *internal traineeship supervisor* and *single case internal supervisor* supervise the writing of the reports and assure that the project has a sound scientific background. The external and internal traineeship supervisors must approve and grade the traineeship report. The internal supervisor and the single case internal supervisor must approve and grade the single case treatment report.
The final responsibility for the traineeship lies with the internal traineeship supervisor and single case supervisor.

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 Graduate School (secr.gradschool.bss@rug.nl) and will be judged by the coordinator of the student's specialization on its suitability within the specialization.

Traineeship report

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

Single case report

As part of the traineeship, a single case treatment study is performed and a single case report written. The mark for the report is determined by the internal traineeship supervisor and the internal single case supervisor.

Procedure

1. Together with the traineeship coordinator Ellen de Jong (e.r.de.jong@rug.nl) and the internal traineeship supervisor, the student applies for one of the approved traineeships and writes a brief **traineeship plan** in English, including information on:
   o the exact period
   o the location
   o the supervisor(s)
   plus a short summary of the traineeship project.

> Please make use of the **standard form** for the traineeship plan that is available on Nestor and submit the traineeship plan before **June 15** in your first year, to secr.gradschool.bss@rug.nl.

2. The traineeship plan will be evaluated by the specialization coordinator. If necessary, he/she will ask for changes of the plan. Feedback will be provided within 10 working days after submission of the plan.
3. If the traineeship plan has been approved, the traineeship can take place according to the specifications in the traineeship plan.
4. The student attends the introductory meetings for the single case treatment study.
5. The student writes a traineeship report.
6. The student writes a single case treatment study report.
7. The supervisors determine the grades for both reports and complete the Clinical Science Traineeship assessment form (available on Nestor).
8. The final grade is determined where the traineeship report stands for ¾ and the single case report stands for ¼ of the final grade. Both grades have to be 6 or higher.
9. After the grade has been determined, the traineeship supervisor submits a mark's note and the report assessment form to the Graduate School (secretary Ms. Halbersma).

10. The student submits the traineeship reports to the Graduate School (secr.gradschool.bss@rug.nl), following the guidelines on Nestor.
11. The Graduate School appoints 20 ECs for the traineeship module to the student in ProgressWWW.

M a s t e r ´ s   t h e s i s

12.   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 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 the topic for the traineeship. Both internal and external research projects are possible. The Master's thesis adds a total of **35 ECs** to the student's study load and must be written on a topic that fits the student's specialization.

The learning goals of the Master's thesis are the following:

Description of Master's level according to the **Dublin descriptors**	Learning outcomes of the Research Master's Programme in Behavioural and Social Sciences
A. KNOWLEDGE AND UNDERSTANDING Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.	*Having demonstrated advanced knowledge and understanding of:* 1. important national and international, contemporary theories, models, and issues in the social and behavioural sciences, classic and contemporary theoretical models and concepts of human behaviour, and key issues in the area of specialization.
	2. different research designs and methods of data collection in survey research and/or experimental field research or laboratory research, as well as the ability to design research that is able to adequately answer an underlying research question.
	3. advanced statistics and methodology.
	4. designing and evaluating questionnaires and other measurement devices to diagnose problems at the appropriate level (e.g., individual, group, organization).
	5. designing and evaluating manipulation and intervention strategies.

B. APPLYING KNOWLEDGE AND UNDERSTANDING Can apply their knowledge and understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary)	*Having demonstrated the comprehensive ability to:* 1. analyse social issues and describe the relevant factors involved and to translate these into scientific research questions that build on the state of the art in a field of the social and behavioural sciences and are well grounded in the literature in this field. 2. apply insights and findings, especially where practical applications have the potential to also inform theoretical issues, in original ways to questions of scientific research and of policy both in disciplinary and in broader, interdisciplinary contexts.
contexts related to their field of study; have the ability to integrate knowledge and handle complexity.	3. choose and apply appropriate statistical models, and to critically evaluate the results of statistical analyses. 4. develop and implement interventions that are aimed at changing behaviour at the individual or group level.
C. MAKING JUDGEMENTS Can formulate judgements on the basis of incomplete or limited information, that rather include reflection on social and ethical responsibilities linked to the application of their knowledge and judgements.	*Having demonstrated the ability to:* 1. select, understand, value, and integrate relevant scientific literature, and to formulate judgements on the basis of the available information. 2. select and apply appropriate data collection methods and data-analytical methods. 3. select and apply appropriate manipulation and intervention strategies. 4. reflect on social and ethical responsibilities linked to the application of knowledge and judgements, as well as on social and ethical implications of policy decisions and intervention programmes in order to become an independent researcher, future leader, or innovator.
D. COMMUNICATION Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.	*Having demonstrated the ability to:* 1. communicate (orally and in writing) conclusions, and the knowledge and rationale underpinning these, to specialist (e.g., scientists) and non-specialist audiences (e.g., executives, policymakers, journalists) clearly and unambiguously, including the underpinnings as well as limitations of the conclusions. 2. integrate theory and quantitative empirical research ('theory-guided empirical research') into a scientific report, which is comparable to the level of a publishable research paper. 3. formulate policy implications of scientific research, taking into account the limitations of the information and scientific insight on which the practical recommendations are based.
E. LEARNING SKILLS Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	*Having demonstrated:* 1. the skills required for further international study in a largely self-directed or autonomous manner. 2. the ability to reflect on the implications of one's work for the development of theories in the behavioural and social sciences and related fields, such as economics and medicine. 3. the skills to search for information and to manage and archive data. 4. a general work orientation that is required for membership of an international research team, contributing to collective goods, time management, and participation in a research network in one's own research domain. 5. adherence to the principles and procedures concerning integrity in scientific research.

6. respect to cultural, individual, and role differences due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomics.

Master's thesis plan

Before the student can start the Master's thesis, a Master's thesis **plan** must be specified, first. Students should start working on this plan on 1 December of their second year the latest. The plan must be sent by email to the secretary of the Graduate School (secr.gradschool.bss@rug.nl) and will be judged by the Master's Thesis Committee (MTC) on its suitability within the specialization. The MTC will appoint a co-assessor regardless whether it concerns an internal or external Master's thesis. If the student would like to do a research project where new data are collected, the student's plan needs to be approved by the Ethical Committee of the specialization the student is part of.

> *Please note that, before you start your project, your Master's thesis plan must be approved by the Master's Thesis Committee.*
> **The deadline for sending in your Master's thesis plan is 15 January of your second year in the Research Master.**

Supervision

Both internal and external Master's theses will have an internal supervisor who assures that the project has a sound scientific background. This internal supervisor decides on the grade together with the co-assessor appointed by the MTC. In addition, external Master's theses also involve an external supervisor (who holds an academic background in the social sciences, preferably with a PhD degree) providing local supervision.

Grading of the Master's thesis

Each Master's thesis is evaluated by the internal supervisor and the co-assessor. They both fill in an individual assessment form (available on Nestor) which will be sent to secr.gradschool.bss@rug.nl. Together, the assessors integrate their separate assessments into one assessment form, including a clear motivation of the grade. The internal supervisor will hand out this integrated form to the student and discuss it with him/her in order to provide feedback about the student's performance. The internal supervisor will also send the integrated form to secr.gradschool.bss@rug.nl together with a mark's note. In addition, the student needs to send his/her Master's thesis to secr.gradschool.bss@rug.nl. Only then the mark's note will be further processed and the student receives a grade and 35 ECs for the Master's thesis on ProgressWWW.

Procedure

1. **Together with the thesis supervisor**, the students write a **Master's thesis plan** in English, which should include:
   o the theoretical background,
   o the research question,
   o the methods of research,
   o time schedule of research activities,
   o 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.bss@rug.nl **(with cc to the thesis supervisor) no later than 15 January** of your second year. The plan should be no longer than 1200 words, excluding references. The plan can only be submitted when the thesis supervisor approves.

2. The plan will be judged by the Master's Thesis Committee (MTC). 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. A co-assessor will be appointed by the MTC for the grading of the thesis.
4. If the Master's thesis plan has been approved, the student can start the project.
5. The student writes the thesis and submits it to the internal 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.
6. The internal supervisor and the co-assessor fill in an individual assessment form and submit it to secr.gradschool.bss@rug.nl.
7. The internal supervisor and the co-assessor 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.
8. The internal supervisor and the co-assessor integrate their separate assessments into one assessment form, including a clear motivation of the grade.
9. The internal supervisor will discuss the integrated form with the student in order to provide feedback about the student's performance.
10. The internal supervisor submits a mark's note and the integrated thesis assessment form to secr.gradschool.bss@rug.nl.
11. The student submits the thesis to the Graduate School (secretary), following the guidelines on Nestor.
12. The Graduate School appoints 35 ECs for the Master's thesis module to the student in ProgressWWW.
13. The student uploads his/her thesis to the RUG library via Nestor.

Confidentiality and publication

The student is required to maintain confidentiality within the framework of the Master's thesis research. This obligation relates to personal information, patient information and other confidential information which the student has acquired in the context of the research.

The ownership of Master Thesis Research Projects is always at the relevant department/thesis supervisor. This means that the data collected in the framework of the Master's research by the student (s) during and after the completion of the investigation remain the property of the relevant department/thesis supervisor.

The data are - unless otherwise agreed with the thesis supervisor - kept at the University of Groningen in/by the thesis supervisor, in accordance with the protocols for data storage.

Publishing on the basis of data from the master's thesis research is done in consultation and with the approval of the department/thesis supervisor.

13. 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.

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.

14.   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://myuniversity.rug.nl/infonet/studenten/problemen/studievertraging). 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.bss@rug.nl).

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 3 (telephone 050 363 6314). The shop is open on weekdays during the following hours: Mon-Fri 8.15 – 16.30 (closed between 12.30-13.15). 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 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 2017-2018 is € 740,-. 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 nor are exemptions. For further regulations about the calculation of cum laude, see article 4.14 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.bss@rug.nl).

Graduation

Students can apply for their diploma by sending an email to gradschool.bss@rug.nl once all their grades are registered in progresswww. Only the 120 EC that are required for the Research Master's programme will appear on the grades list. An official list of any additional courses can be requested from the Student Desk. The ECs of the Master's thesis will not be included for the *cum laude* calculation. To graduate, the Teaching and Examination Regulations of the student's graduation year apply. Every year in September, there is a plenary Graduation Ceremony. If students finish the Research Master's programme at a different moment during the year, they can also pick up their diploma individually. For further information about the graduation procedure, see 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

It is also possible to study in the University Library.
You need a valid student card to borrow materials. Students may also use the other RUG libraries.
The address is:

Broerstraat 4
9712 CP Groningen
tel. 050 363 5000
e-mail: bibliotheek@rug.nl
internet:
http://www.rug.nl/library/

Student portal

Student portal 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 student portal site, where you can find course materials, upload assignments, etc. You can access Nestor (https://studentportal.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 the Student Portal (under *Organizations,* look for *Research Master GMW_REMA_2017-2018*). 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.

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 in Ocasys). For registration for the Utrecht courses and for the timetables you can contact the staff member listed as the lecturer for a specific course.

Please note that students do not need to register on ProgressWWW for a literature study, traineeship or Master's thesis. 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.

Telephone: 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

For making copies of your diploma, you can visit the walk-in-hour on Tuesdays and Thursdays from 14.00-15.00 pm. The costs will be 5 euros.

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
It is advised to check the timetable regularly.

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

Workshops

During the year, additional workshops may be offered. Each year, we try to offer a 2.5 EC workshop in Academic Writing in the second semester. Information about that is

provided in autumn. If a famous scholar visits the Faculty of Behavioural and Social Sciences we may also set up a workshop for the Research Master students. These workshops may be announced at different moments during the year.

Mobility Office

When you have questions on becoming an exchange student or studying abroad, you can contact the Mobility Office:
www.rug.nl/gmw/exchange, e-mail: exchange.gmw@rug.nl, tel. 050 36 36559

Means of communication

The programme uses different media to communicate with its students. These are:
-E-mail: your RUG account, which can be accessed at: http://googleapps.rug.nl
-Letters: to the address as known by the RUG through studielink
-Student Portal: the digital learning environment: http://studentportal.rug.nl
-ProgressWWW: The system for enrollment in courses and exams:
http://www.progresswww.nl/rug
To ensure for yourself that you don't miss any important information, it is very important to check these media regularly. Make sure to log on to the Student Portal regularly, so you catch up on the latest course announcements. Make sure you keep your mail address up to date. Important letters are sent by regular mail. You yourself are responsible that you can be reached.

Canteen

There is a canteen in the Heymansbuilding which has fresh food items. The opening hours are: Monday-Friday from 10.00-15.00. Breakfast is available from 10.00-11.00. In the canteen there are also vending machines for coffee, tea, soft drinks and snacks.

The opening hours of the Micaffé in the Gadourekbuilding are: Monday-Thursday from 08.45-16.45 and Fridays from 8.45-15.45.

Methodology shop

The Methodology shop is a free advisory bureau dedicated to support students and staff members from the University of Groningen with methodological or statistical questions regarding (social) scientific research. They are open every regular working day from 1 p.m. until 5 p.m. to answer any questions you might have. The Methodology shop is currently located on the first floor of the New building (2222) at Grote Rozenstraat 19, office 0113, opposite to the computer room. The waiting area are the chairs in the computer room.
Telephone: 050 363 6190
E-mail: methodologiewinkel@rug.nl

Support services:
Reception

For lost and found objects, mentioning broken copy machines and borrowing bicycle pumps, you can go to the reception in the Heymansbuilding, Grote Rozenstraat 2/1, telephone number 050 363 6314. The reception is manned Monday-Thursday from 08.00-21.30 and on Fridays from 08.00-17.30.

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Addresses of Central Bodies of the University of
Groningen

15. 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 of Central Bodies of the University of Groningen

ADDRESSES FOR STUDENTS

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

Language Centre University of Groningen
Visiting address: Oude Kijk in t Jatstraat 26, 9712 EK Groningen
Harmoniecomplex, first floor, building 1313, room 129
Telephone: 050 363 5802
Website: languagecentre. groningen
Email: talencentrum@rug.nl
Postal address: Postbus 716, 9700 AS Groningen

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

16.   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 (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 2015-2016. The university-wide section of the Student Charter is approved annually by the Board of the University and endorsed by the University Council. In the event that the Charter challenges or contradicts any legal regulations, these legal regulations will take priority.

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

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

Items in the Student Charter
The university-wide section of the Student Charter contains information on the rights and obligations of students regarding the following items:
- admission,
- registration and deregistration,
- teaching, including the binding study advice,
- examinations and final assessments,
- financial assistance,
- consultative participation,
- rules of behavior,
- legal rights.

Faculty of Behavioural and Social Sciences

Teaching and Examination Regulations (OER)

Master's degree programme

for the Academic Year 2017-2018

FGMW-17-F053 (definitive version April 2017)

Contents:

1. General provisions

2. Admission

3. Content and structure of the degree programme

4. Examinations and final assessment of the degree programme, general provisions

5. Examinations and final assessment of the degree programme, specific provisions

6. Study progress supervision

7. Transitional and 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 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 Behavioural and Social Sciences on the 19th of January 2017 and approved by the Faculty Council where required on the 24th of Januaryl 2017.

SECTION 1   GENERAL PROVISIONS

Article 1.1 Applicability

1.   These Regulations for academic year 2017-2018 apply to the teaching, examinations and final assessment of the English taught Master's degree programme in:

  - Educational Sciences (crohocode 66613),
  - Pedagogics (crohocode 66607),
  - Psychology (crohocode 60260),
  - Sociology (crohocode 66601),
  - Research Master in Human Behaviour in Social Contexts (crohocode 60654) ,

hereinafter referred to as **the degree programme**, and to all students enrolled in this degree programme. The aims and learning outcomes of the degree programme are set out in the **appendix:**

Appendix 1 Master's degree programme in Educational Sciences
Appendix 1 Master's degree programme in Pedagogical Sciences
Appendix 1 Master's degree programme in Psychology
Appendix 1 Master's degree programme in Sociology
Appendix 1 Research Master in Behavioural and Social Sciences

hereinafter referred to as **the appendix**.

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 the degree programme to which these Regulations apply.

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 to the Pre-Master's programmes referred to in Article 2.3 with a view to following the degree programme. In all other respects, the relevant Bachelor's OER will apply to students who are enrolled in a Pre-Master's 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 programme 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 satisfied

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.   Board of Examiners: an independent body with the duties and powers as set out 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

m.   Examiner: a person appointed by the Board of Examiners to set examinations and determine their results

n.   Admissions Board: the board that has decision-making powers in matters concerning admission to the degree programme on behalf of the Faculty Board

o.   Programme committee: the advisory body that fulfils the duties referred to in Article 9.18 of the Act.

All other terms will have the meaning that the Act ascribes to them.

SECTION 2   ADMISSION

Article 2.1 Entry requirements

1. Students with a Dutch or foreign certificate of higher education who possess the knowledge, understanding and skills at the level of a university Bachelor's degree and who can demonstrate the specific knowledge, understanding and skills as mentioned in the appendix will be admitted to the degree programme.

2a. The holder of a Bachelor's degree in Pedagogical Sciences from the University of Groningen is considered to have the knowledge and skills referred to in Article 2.1.1 and will be admitted to the Master's degree in Pedagogical Sciences on that basis.

2b. The holder of a Bachelor's degree in Pedagogical Sciences , with the differentiation Educational Sciences from the University of Groningen is considered to have the knowledge and skills referred to in Article 2.1.1 and will be admitted to the Master's degree in Educational Sciences on that basis.

2c. 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 2.1.1 and will be admitted to the Master's degree in Psychology on that basis.

2d. The holder of a Bachelor's degree in Sociology from the University of Groningen is considered to have the knowledge and skills referred to in Article 2.1.1 and will be admitted to the Master's degree in Sociology on that basis.

3. In case of absence of a Bachelors degree as referred to in Article 2.1.2a thru 2.1.2d, the admission committee decides.

4. Notwithstanding the provisions of Article 2.1.1 and 2.1.2, 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.

5. The entrance examination for the degree programme will be held twice a year; once for students starting in the first semester and once for students starting in the second semester. The Research Master in Behavioural and Social Sciences has one entrance examination, for students starting in the first semester.

Article 2.2 Language requirement for foreign certificates

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

2. The Dutch language proficiency requirement can be met by passing the state examination in Dutch as a Second Language (NT2).

3. The English language proficiency requirements are set out in the appendix.

Article 2.3 Pre-Master's programme

1. Students who do not satisfy the entry requirements listed in Article 2.1 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 60 ECTS.

2. The entry requirements for the Pre-Master's programme can be found in the appendix. 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. The entrance examination for the Pre-Master's programme will be held once a year, at the start of the programme in the first semester.

Article 2.4 Entry requirements for specializations

A number of the specializations as referred to in Article 3.5 have additional entry requirements over and above those listed in Article 2.1. Please consult the appendix for more details.

Article 2.5 Admissions Board

1. The Admissions Board has the power to take decisions 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
   - at least 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 2.6 Entrance examination: criteria

1. Bearing in mind the admissions procedure for the degree programmes within the meaning of Article 2.1.1, 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 2.4. 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 2.7 Entrance examination: times

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

Article 2.8 – Re-registration for a Master's degree programme

Students who were admitted to the Master's degree programme in a previous year can re-register as of September and February.

SECTION 3   STRUCTURE AND FINAL QUALIFICATIONS OF THE DEGREE PROGRAMME

Article 3.1 Aim of the degree programme

The aim and final qualifications of the degree programme are set out in the appendix.

Article 3.2 Type of degree programme

The degree programme is full time.

Article 3.3 Language

The degree programme is taught in English.

Article 3.4 Student workload

The degree programmes have a study load of 60 (Psychology, Pedagogics and Educational Sciences)/120 (Research Master in Behavioural and Social Sciences) ECTS.

Article 3Tracks

The content and course set up of the course units within the different tracks are listed in the appendix, referring to prior knowledge which is required to participate successfully in these course units.

Article 3.6 Participation in course units

1. Students may participate in course units of the degree programme if they register in good time via ProgRESS WWW (ProgressWWW.nl/Rug).

2. The maximum number of students for each course unit is listed in OCASYS.

3. Admission to course units with limited capacity is arranged according to the order of registration. Students who are registered for the degree programme will be given priority for the course units that belong to the required part of their programme.

Article 3.7 – Electives

1. On the basis of a well-founded request by a student, the Board of Examiners may grant permission to:

a. replace a course unit in the examination programme
by another course unit offered by the University of Groningen or another university in the Netherlands or abroad that dovetails well
with the degree programme, or
b. to use one or more course units
followed at the University of Groningen or another university in the Netherlands
or abroad as electives in the degree programme.

2. When assessing such a request, the Board of Examiners will in any case evaluate the coherence of the set of course units (or part thereof) and the level of the course units followed.

SECTION 4 EXAMINATIONS AND FINAL ASSESSMENT OF THE DEGREE PROGRAMME; GENERAL PROVISIONS

Article 4.1 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 a 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 cluster of degree programmes) in question.

3. The Board of Examiners must comprise 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 cluster of degree programmes)
    b. one member from outside the degree programme (or one of the degree programmes that are part of the relevant cluster of degree programmes)

4. Members of the Faculty 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 set out the Rules and Regulations of the Board of Examiners.

Article 4.2 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 mode of assessment and the assessment moments for each course unit
5. the test design and assessment procedures and assessment criteria used
6   the right of inspection
7. who is/are responsible for the implementation of the various components of the assessment policy
8. the method of regular evaluation.

Article 4.3 Examination; general

1. Examinations, both interim and final, provide students with the information they need to assess whether they have achieved or will achieve the required learning outcomes.

2. The results of an examination are given as pass or fail, in numbers on a scale of 1 to 10, expressed as 6 or more for a pass and 5 or less for a fail.

Article 4.4 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 4.5 Examination frequency and periods

1. a. A student who registers for a course unit is automatically registered for the examination for that course unit.
    b. Notwithstanding the provisions of Article 4.5.1.a, students can register and deregister for examinations during certain periods to be further defined.
    c. The opportunity to take examinations in the specializations referred to in Article 3.5 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 4.5.1, 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 4.5.1, a student following the Sociology degree programme will be offered an additional resit when both of the following conditions apply: (i) he has passed all but one of the examinations of the master's programme, and (ii) there is no scheduled resit for that examination in the current academic year, so that the student would be unable to obtain his degree in the current academic year without this additional resit.

5. Notwithstanding the provisions of Article 4.5.1, it is not possible to re-sit an examination in a course which is already part of the graded final assessment as mentioned in Article 4.15.

6. 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 4.6 Assessment of placement/internship or research assignment

The assessment of a placement/internship or research assignment will be conducted by the on-site supervisor and the original commissioner, who will be appointed as examiners by the Board of Examiners.

Article 4.7 Form of examinations

1. Examinations will be taken in the manner stated in OCASYS.

2. At the student's request, the Board of Examiners may allow an examination to be taken in a form different from that stated in Article 4.7.1.

3. A mock version of each written examination, including an answer key, will be made available, which should be representative of the form, content, and level, as well as indicative of the size of the actual examination.

Article 4.8 Oral examinations

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

2. Oral examinations are public, unless the Board of Examiners or the examiner stipulate otherwise or the student objects to the public nature of the examination due to extraordinary circumstances. A second examiner may attend the oral exam at the request of the student and/or the examiner.

Article 4.9 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 of the day it was taken and mark a written examination with multiple choice questions within 5 working days, and will provide the Faculty administration with the necessary details for written confirmation of the result to be 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. Students can lodge an appeal against the results of an examination with the Central Portal for the Legal Protection of Student Rights (CLRS) within 6 weeks of the date on which the result was announced .

Article 4.10 Validity

1. Completed modules remain valid indefinitely.

2. a. Contrary to the provisions of Article 4.10.1, 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, provided that the knowledge of the student is demonstrably out of date.
   b. In case of extraordinary personal circumstances, the validity of the examination is extended for the duration of the period that the student receives a provision from the Profileringsfonds.

3. Parts of examinations and assigments that were passed within a course unit that was not completed successfully, expire after the academic year in which they were acquired

Article 4.11 Right of inspection

1. On request, students have the right to inspect their marked work during a period of at least six weeks after the results of a written examination have been made known. Also on request, students will be provided with a copy of the work at cost price.

2. Within the timeframe stipulated in Article 3.14.1, the examinee may request that they be allowed to peruse the examination paper and the assessment criteria.

3. On their request, students will be provided with feedback about the correct exam answers, possibly organized in the form of a group perusal session. The examiner will announce in what form and where a perusal session will take place before the examination. This session will take place within one week from the publication of the exam results and if possible no later than four working days before the date of the resit. If the person 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 article 4.11.1.
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Article 4.12 Thesis

1. A thesis can in principle only be used for one University of Groningen degree programme. Full or partial exemptions for a degree programme's thesis may be granted by the Board of Examiners based on a thesis written for another degree programme.

2. Theses are stored by the Faculty Board for a period of at least 7 years.

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 theses will be published in the Student Handbook and/or OCASYS.

5. More detailed regulations on the design, content, timeframe 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 under 4.12.5 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 timeframe 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 4.13 Degree

1. A student who has satisfied all the requirements of the final assessment shall be awarded the degree of 'Master of Science'.

2. The degree awarded will be indicated on the degree certificate.

Article 4.14 Honours ('judicium')

1. The Board of Examiners shall determine 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 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 greater than or equal to 8.0
   b) To be honoured Summa cum laude the following minimum conditions must be satisfied:
      i. The mark for 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 greater than or equal to 9.0

3. No honours are awarded if the study load of the exemptions in ECTS credit points is more than half the total number of ECTS for the degree programme.

4. Honours as referred to in Article 4.14.2 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. The thesis is excluded from the opportunity to re-sit a course unit in order to be rewarded honours.

6. Honours may only be awarded if no single course unit was awarded a mark less than 7.0.

7. No honours are 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 cheating/plagiarism has been detected.
8. In certain circumstances, the Board of Examiners may depart from the provisions set out in Articles 4.14.2-7.

9. 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.

Article 4.15 Final assessment

1. The degree programme is concluded with a final assessment.

2. a. If the student's study programme has been approved, The Board of Examiners 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 issues a certificate to confirm this.
   b. If a student exceeds the relevant deadlines for approval of the study programme referred to under a, the Board of Examiners may postpone his or her graduation date. This date may be in the academic year following the year in which the last examination was passed.

3. Before the final assessment can be determined, the Board of Examiners may decide to test the student's knowledge of one or more course units or components of the degree programme, if and inasmuch as the marks for the relevant examinations provide a reason for doing so.

4. By determining the result of the final assessment, the Board of Examiners also commits itself to a speedy processing of the degree certificate ceremony.

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

6. The graduation date is the date on which the final assessment is passed, as determined by the Board of Examiners in accordance with the provisions of Article 4.15.2, and not the date on which the degree certificate is presented to the student.

7. The successfully passed final assessment as referred to in Article 4.15.1, and all assignments submitted within the framework of this assessment, will be kept on file by the Faculty Board for a period of at least 7 years.

SECTION 5   EXAMINATIONS AND FINAL ASSESSMENT OF THE DEGREE PROGRAMME; SPECIFIC PROVISIONS

Article 5.1 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 4.5

2. Requests for individual examination provisions, including documentary evidence, must be submitted to the Board of Examiners as soon as possible.

Article 5.2 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 will comply with the facilities permitted by the Board of Examiners of the degree programme for which the

student is registered.

Article 5.3 Exemptions

1. At a student's request, the Board of Examiners, 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 in the Netherlands or abroad 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 course unit in question.

2. The validity period of exemptions granted for course units or parts thereof is identical to that for examination results.

Article 5.4 Request for additional resit

1. Students may submit a request for an additional resit to the Board of Examiners.

2. Such a request may be granted if the student in question failed the relevant exam due to extraordinary circumstances and if not granting the request for an additional resit would result in unacceptable study delay.

Article 5.5 Authority of the Board of Examiners regarding electives offered by other degree programmes

1. A request to take an elective offered by another degree programme must be approved by the Board of Examiners of the student's own degree programme.

2. The Board of Examiners of the other degree programme is authorized to set and assess the examinations and decide upon requests for alternative exam regulations.

Article 5.6 – Open Degree Programme
a. Students may choose to follow a degree programme's Open Degree Programme, which deviates from the regular specialization(s) of the degree programme. An Open Degree Programme must always be approved in advance by the Board of Examiners of the degree programme in which the student is registered.

Article 5.7 Cheating and plagiarism

1. **Cheating** 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. **Cheating** also includes plagiarism, which means copying someone else's work without correct reference to the source.

3. **Cheating** also includes misinforming to require additional facilities and arrangements concerning exams, tests and participation in courses.

4. If a student cheats, the Board of Examiners may exclude that student from participation in one or more examinations or final assessments for a maximum of one year or impose another appropriate measure or sanction.

5. In serious cases of cheating, the Board of Examiners may propose to the Board of the University to definitively terminate the student's registration.

6. The Board of Examiners will set out its course of action in the event of cheating in its Rules and Regulations.

Article 5.8 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 for either an individual examinee or a group of examinees.

Article 5.9 Course units completed elsewhere

1. A Master's degree can only be awarded if at least two-thirds of the course units of the degree programme were followed at the degree programme during the student's period of registration as a student at the University of Groningen.

2. For Double Degree Master's degree programmes offered together with an institution abroad, at least one quarter of the programme must have been followed at the degree programme during the student's period of registration as a student at the University of Groningen.

Article 5.10 Termination 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 Board of Examiners or the Faculty Board, terminate that student's registration.

2. The Board of the University will not make a decision as referred to in Article 5.9.1 until after the student in question has been given the opportunity to respond to the proposed decision, the interests of the student and the institution have been carefully assessed, and it is reasonable to assume that the student's behaviour and/or statements prove him/her to be unsuitable for one or more of the professions which he/she is being trained for in his/her degree programme or for the practical preparation for the profession. In such cases the Faculty Board, the Board of Examiners and the Board of the University will follow the *Protocol Iudicium Abeundi* [protocol for termination of registration] as approved by the *Nederlandse Federatie van Universitaire Medische Centra* [Netherlands Federation of University Medical Centres] on 1 November 2010.

Article 5.11 Registration for course units and examinations

1. To be allowed to participate in a course unit, students have to register for it via ProgressWWW, before the start of the block in which the course unit is taught.

2. During the first five weeks of a block in which a course unit is taught, students who haven't yet registered may visit the student desk to get still enrolled in the course.

3. A student who is not registered for a course unit, can't take an exam of that course unit.

4. A student who is registered for a course unit is also registered for the exam of that course

unit.

5. A student with an insufficient mark on the first attempt of an exam is automatically registered for the resit.

6. A student can register for a maximum of four course units from a degree programme in each block.

7. A student is allowed to take more than four course units, but needs to make a study planning with the study advisor and hand in the study planning at the student desk.

SECTION 6   STUDY PROGRESS SUPERVISION

Article 6.1 – 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 6.2 – Study progress supervision

The Faculty Board will organize the introduction and the study progress supervision of students enrolled in the degree programme, partly to facilitate their progress and also with a view to identifying potential study options within and outside the degree programme.

SECTION 7   TRANSITIONAL AND FINAL PROVISIONS

Article 7.1 Amendments

1. Any amendments to these Regulations will, after due consultation with the programme committee and in consultation with – and where necessary upon the approval of – the Faculty Council, be confirmed by the Faculty Board in a separate decree.

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

3. In addition, an amendment may not influence any other decision concerning a student taken by the Board of Examiners under these Regulations to the disadvantage of students.

Article 7.2 Publication

1. The Faculty Board will duly publish these Regulations as well as any amendments to them.

2. Copies of the Teaching and Examination Regulations are available from the Faculty Office. These documents can also be found on the Faculty website via 'My University'.

Article 7.3 Date of commencement

These Regulations will take effect on the 1st of September 2017.

Teaching and Examination Regulations

Research Master
Behavioural and Social Sciences

2017-2018

Programme and complementary regulations
to the BSS teaching and examination regulations
for the Master's degree programmes

Contents

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 (following the *European Credit Transfer System*, ECTS[1]).

Article 2.2   Specializations

The degree programme prepares for conducting academic research in one of the following specializations:
1. Social and Organizational Psychology
2. Psychometrics and Statistics
3. Sociology
4. Education and Development
5. Clinical Psychology and Clinical Neuropsychology

Article 2.3   Compulsory content of the degree programme

There are eight compulsory modules for all students, listed in Table 1:

Table 1. List of compulsory modules (across specializations)	
Module	Credits
1. Seminar	2.5 EC
2. Traineeship[2]	10 EC
3. Master's thesis	35 EC
4. Behavioural and Social Sciences: An Introduction	5 EC
5. Reflecting on Science	5 EC
6. Applied Statistics	10 EC
7. Integrating Research findings across disciplines	5 EC
8. Starting the first paper	5 EC
Sum:	77.5 EC

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[1] In the remainder of this document, the abbreviation EC stands for *European Credits*.

[2] Students who want to qualify for the post-master programme for health care psychologists will have the option to do a Clinical Science Traineeship of 20 EC, including 5 EC worth of single case methodology.

Furthermore, each specialization has a number of additional compulsory modules: 15 EC theoretical modules and 10 EC statistical/methodological modules. Also each specialization has a number of optional modules: 17,5 EC. These modules are listed in the following tables.

Table 2. List of compulsory modules for the specialization *Social and Organizational Psychology*	
Module	Credits
1. Controversies in Social Psychology	5 EC
2. Modules selected from the S&O modules #1-7 in table 7	10 EC
3. Advanced Research methods in Social and Organizational Psychology (methodology)	5 EC
4. Multivariate Models or Repeated Measures	5 EC
Sum:	25 EC

Table 3. List of compulsory modules for the specialization *Psychometrics and Statistics*.	
Module	Credits
1. Matrix Algebra	5 EC
2. Statistical consultation	5 EC
3. Modules selected from the list of statistical modules (see table 8)	15 EC
Sum:	25 EC

Table 4. List of compulsory modules for the specialization *Sociology*.	
Module	Credits
1. Solidarity and Social Context	7.5 EC
2. One theory-oriented module from the italic Sociology-specific theoretical courses (see table 9)	7.5 EC
3. At least 2 modules from the list of statistical modules in table 8 or methodological modules	10 EC
Sum:	25 EC

Table 5. List of compulsory modules for the specialization *Education and Development*.	
Module	Credits
1. Development, Learning, and Instruction	10 EC
2. Complexity, Dynamics, and Development	5 EC
3. Multilevel Analysis	5 EC
4. Repeated Measures	5 EC
Sum:	25 EC

Table 6a. List of compulsory modules for the specialization *Clinical Psychology and Clinical Neuropsychology* (for students in the *Clinical Psychology* track).	
Module	Credits
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. Repeated Measures	5 EC
5. One module selected from the list of statistical modules or a methodological module	5 EC
Sum:	25 EC

Table 6b. List of compulsory modules for the specialization *Clinical Psychology and Clinical Neuropsychology* (for students in the *Clinical Neuropsychology* track).	
Module	Credits
1. Advanced Clinical Neuropsychology	5 EC
2. Neuropsychological Assessment	5 EC
3. Clinical Neuropsychology – Present and defend your research (only open for students in de Clinical Neuropsychology track)	5 EC
4. Repeated Measures	5 EC
5. Research methods in Clinical Neuropsychology (methodology)	5 EC
Sum:	25 EC

Article 2.4 Optional modules

The student chooses additional modules in order to complete the total study load of 120 ECTS. This can be from his/her own specialization *and/or from other specializations*. The *specialization-specific* optional modules are listed in the tables below.

Table 7. Optional modules within the specialization *Social and Organizational Psychology*.	
Module	Credits
1. Personal, Social and Cultural Change	5 EC
2. Advances in Organizational Psychology	5 EC
3. Cultural Psychology	5 EC
4. Creativity and Innovation in Organizations	5 EC
5. Health Psychology	5 EC
6. Environmental Psychology	5 EC
7. Current Topics of Intergroup Relations in Society	5 EC
8. How to Theorize	2,5 EC
9. Literature study	5 EC

Table 8. Optional modules within the specialization *Psychometrics and Statistics*.	
Module	Credits
1. Item Response Theory (every other year)	5 EC
2. Multilevel Analysis	5 EC
3. Factor Analysis	5 EC
4. Repeated Measures	5 EC
5. Multivariate Models	5 EC
6. Probability Theory (every other year)	5 EC
7. Statistical Analysis of Social Networks	5 EC
8. Advanced Statistics	7.5 EC
9. Capita Selecta Advanced Statistics	2.5 EC
10. Transparency in Science (every other year)	5 EC
11. Structural Equation Modelling	5 EC
11. Literature study	5 EC

Table 9. Optional theoretical courses within the specialization *Sociology*.	
Module	Credits
1. *Economy and Society*	7.5 EC
2. *Sociological Theory Construction and Model Building*	7.5 EC
2. *Social Networks-theory and empirics (Utrecht)*	7.5 EC
3. *Family and Social Inequality (Utrecht)*	5 EC
4. Literature study	5 EC

Table 10. Optional modules within the specialization *Education and Development*.	
Module	Credits
1. Cognition and Instruction	5 EC
2. Education and Society	5 EC
3. Literature study	5 EC

Table 11. Optional modules within the specialization *Clinical Psychology and Clinical Neuropsychology.*	
Module	Credits
1. Clinical Interventions and E-health for Adults and Youth	5 EC
2. Neuropsychology and Psychiatric Disorders	5 EC
3. Building Experiments and Measuring Performance (methodol ogy)	5 EC
4. Experimental Skills Advanced	5 EC
5. Selected Topics Clinical Neuropsychology	5 EC
6. Literature study	5 EC
	5 EC
	5 EC

In addition to the optional modules listed above, the compulsory modules listed in Article 2.3 may also be chosen as optional modules in other specializations. However, practical modules may require specific background knowledge, as indicated by the module information in the course catalogue.

With regard to the modules *Repeated Measures, Multivariate Models, Advanced Statistics* and *Capita Selecta Advanced Statistics*, there are restrictions to the way in which these courses can be combined. 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 instead of the two separate modules. That is, students can follow either:
   a) Repeated Measures (but not Multivariate Models or Advanced Statistics), or
   b) Multivariate Models (but not Repeated Measures or Advanced Statistics), or
   c) Advanced Statistics (but not Repeated Measures or Multivariate Models).

   In addition, the module Capita Selecta Advanced Statistics (2.5 EC) can only be taken in addition to Advanced Statistics.

In addition to the courses listed under articles 2.3 and 2.4, the Board of Examiners may permit the student to select one or more modules from a Master's degree programme at another faculty or university.

Article 2.5   Traineeship, Master's thesis and Clinical Science Traineeship

With regard to the following practical modules, passing the examination requires several specific 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 or department whose area of expertise is closely related to one of the research master specializations. This can be at a department or research group at our own faculty or at an external institution.
      c. Writing a traineeship report that is judged as sufficient and complete (and graded accordingly) by the traineeship supervisors.

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, as specified in the thesis proposal.
    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 science traineeship (for students from the Clinical Psychology and Clinical Neuropsychology specialization who want to qualify for the post-master programme for health care psychologists, 20 EC)
    a. Writing a traineeship proposal that is judged as sufficient and complete by the specialization coordinator, before the start of the project.
    b. Doing a clinical traineeship of minimal 420 hours.
    c. Writing a clinical traineeship report and a single case treatment study report according to specific guidelines that are judged as sufficient and complete (and graded accordingly) by the traineeship supervisors.
    d. Attending three intervision meetings during the traineeship.
    e. 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 latest grade counts.

5. In case of partial exams *only the final grade for a course* is used to determine whether a student graduates (summa) cum laude. That is, possible resits of partial exams are no impediment to graduating (summa) cum laude.

6. At the student's request, the Board of Examiners may grant exemptions for course units up to a maximum of 15 EC based on documented passed equivalent courses by the student. For these courses the student must have a grade of 7 or higher. No exemptions are possible for the traineeship and the Master's thesis.

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's application for admission to the programme must comprise the following documents:
   a. A completed admission form;
   b. A curriculum vitae;
   c. Certified copies of university diplomas and academic transcripts;
   d. A letter (1000 words at maximum) in which the student explains why he/she wishes to follow this particular degree programme and what his expectations and ambitions are;
   e. Two letters of recommendation 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 4.1.3).
   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.

   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 April. The documents mentioned under a, b, c and d must be written in English. The documents mentioned under e, f, and g must be in Dutch or 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 with a sufficient score on all components in the International English Language
      Testing System (Academic version);
   d. A score of at least 600 with a sufficient score on all components on the paper-based form of the Test of English as a
      Foreign Language;
   e. A score of at least 250 with a sufficient score on all components on the computer-based form of the Test of English as a Foreign Language;
   f. A score of at least 100 with a sufficient score on all components on the internet-based form of the Test of English as a Foreign Language.

An authentic test certificate, no more than two years old, needs to be submitted. The Admissions Board may also accept other evidence (e.g., the successful completion of an English bachelor programme, extended stays abroad) that, according to the Board's judgement, guarantees sufficient knowledge of the English language.

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

5. 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 invited for an interview with the Admissions Board. This interview may consist of a telephone conversation with one of the members of the Admissions Board.

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

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

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

9. A certificate of admission is only valid for the academic year immediately following the date on which it was granted.

10. The certificate of admission may include further conditions. These conditions must be met before a student is allowed to start the degree programme. See article 4.2 for further details.

11. The student will be informed of the Board's decision or issued a (conditional) certificate of admission no later than 1 July.

12. 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.

SECTION 5   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://myuniversity.rug.nl/infonet/studenten/gmw/onderwijs/gids1718/gids1717
Possible updates are documented in this section:

Version	*Description*
v2017-2018.01	First version, September 2018

Faculty of Behavioural and Social Sciences

RULES AND REGULATIONS FOR BOARDS OF EXAMINERS for the academic year 2017-2018

The Rules and Regulations as referred to in Articles 7.12b.1 and 3 of the Higher Education and Research Act (WHW; Wet op het hoger onderwijs en wetenschappelijk onderzoek) for the degree programme Research master Behavioural and Social Sciences

The Board of Examiners for the degree programme Research master Behavioural and Social Sciences having regard to Articles 7.12b.1 and 3 of the Higher Education and Research Act,

HAS DECIDED:

to set the following rules and regulations for the degree programme Research Master Behavioural and Social Sciences

Article 1 – Definitions

The following definitions apply to these Rules and Regulations:
- OER: the Teaching and Examination Regulations for the degree programme listed in Article 1, most recently updated on 07-07-2016
-Examinee: a person taking an examination or final assessment
- Final assessment: the final assessment for the Master's degree programme, which is considered to be passed if all the requirements of the entire Master's degree programme have been satisfied
-Examination: a test of the knowledge, understanding and skills of students, including an assessment of the results, considering a part of the degree programme
- 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
-Board of Examiners: The Board of Examiners of the Research Master Behavioural and Social Sciences

Article 2 – Day-to-day affairs of the Board of Examiners

1. The Board of Examiners will appoint from its members a committee, who will be charged with the administrative duties of the Board of Examiners.

2. The administrative duties include:
a. decisions concerning approval of teaching units as referred to in Article 7.3.d of the WHW
b. decisions concerning regulations that at the request of the student may deviate from the current provisions
c. decisions concerning exemptions
d. preparations to determine the results of final assessments
e. determining measures in the event of an infringement of the due procedure during an examination within the meaning of Article 10 or in the event of fraud within the meaning of Article 11.

3. This committee is responsible to the Board of Examiners.

Article 3- Awarding predicates

The result of the final assessment may be awarded the predicate 'cum laude' or 'summa cum laude'. Cum laude will be awarded if the weighted unrounded grading average is 8 or more, and the thesis is graded with 8 or more, no grade is below 7 and the student only did one resit. For summa cum laude the weighted unrounded grade averaged should be 9, or more, the thesis grade should be 9 or more, no grade is below 7 and the student only did one resit. Only those grades will be taken into account that are part of the exam.

1. No predicate will be awarded in the event of fraud.

2. Exemptions don't count in the calculation of a predicate.

3. In case of a resit, the latest grade counts.

Article 4 – Taking examinations

1. The Board of Examiners will appoint one or more examiners for each examination.

2. Every examination will be a survey by the examiner of the knowledge, understanding and skills of the student, as well as an assessment of the results of that survey.

3. In the event that one and the same examination is held and assessed by more than one examiner, whether or not at the same time, the relevant Board of Examiners will ensure that the examiners all use the same assessment criteria.
   To this end, the assessment criteria will be set out in writing by the relevant examiners in advance. If necessary, the Board of Examiners will appoint one of the examiners to be the main examiner.

4. The examiner will ascertain whether the conditions for taking the examination have been met.

Article 5 – Determining the results of the final assessment

1. The Board of Examiners will determine the mark for the final assessment by a simple majority vote [of all members].
2. If there is not a majority, then the examinee will be failed.

Article 6 – Times

1. Written examinations will be taken at times that will be determined by the Board of Examiners at least two months before the start of the relevant semester, in consultation with the relevant examiners and in accordance with the provisions of the OER.

2. When determining the times referred to in Article 6.1, examinations will not be planned concurrently, as far as possible.

3. Changes to a time as referred to in Article 6.1 may only take place as a result of force majeure, for example the non-availability of the required examination hall.

4. Oral examinations will be taken at a time to be agreed between the examiner or examiners in question and the examinee.

5. The provisions of Article 6.4 will also apply as far as possible to examinations to be taken in a form other than written or oral.

Article 7 – Registration for examinations

Students who satisfy all the entrance and progress requirements for a certain course unit will not have to do anything special in order to sit the exam for that course unit. Modes of assessment requiring registration in ProgRESS WWW mean that students are automatically registered for the exam and/or resit after registering for a course unit in ProGRESS WWW.

Article 8 – Requests for an additional examination opportunity

1. An examinee may submit a request to the Board of Examiners for an additional examination opportunity.

2. Such requests may be granted if the examinee did not pass the examination in question due to force majeure and not granting an additional examination opportunity would result in unacceptable study delay.

3. The following criteria apply to granting an additional examination opportunity for the last course unit of the degree programme:
- It must be the last examination result needed
- The study delay if the additional examination opportunity is not granted would be at least a semester
- The examinee must have participated in the last two regular examination opportunities for the course unit for which the additional examination opportunity is being requested.

Article 9 – Request for exemption

1. Requests for exemption, stating reasons, must be submitted in writing to the Board of Examiners by sending an email to the Graduate School (gradschool.gmw@rug.nl)

2. The Board of Examiners will make a decision within essentially one month of receiving the request. The person making the request will be informed of the decision immediately.

Article 10 – Order during examinations

1. The Board of Examiners will ensure that invigilators are appointed to supervise written examinations and ensure that the examination proceeds in good order. The Board of Examiners may delegate this responsibility to the relevant examiner.

2. Examinees must identify themselves by means of their student card at the request or behest of the Board of Examiners.

3. Examinees must obey the instructions of the Board of Examiners or the examiner, which will be published before the start of the examination, as well as instructions given during or immediately after the examination.

4. If an examinee fails to comply with one or more of the directions referred to in Article 10.3, he or she may be excluded from further participation in the examination in question by the Board of Examiners or the examiner. Exclusion means that no result will be given for that examination. Before the Board of Examiners or the examiner makes a decision to exclude a student, the examinee will be given the chance to put his or her case.

5. The duration of each examination must be such that the examinee may reasonably have enough time to answer the questions.

6. Examinees may only leave the room where the examination is taking place with the permission of the examiner or invigilator. Leaving the room for a bathroom visit is not allowed; an exception may be made for students with a permit that was obtained

from the Board of Examiners before the exam. A reason for a permit may be that bathroom visits are medically necessary.

7. Examinees who have not registered for the examination may not participate in the examination. The examiner, or his or her representative, may refuse that person to enter the examination location.

8. During the exam no questions about the exam or the procedure are answered by or on behalf of the examiner, with the exception of issues not foreseen in these Rules & Regulations.

9. During an examination, only those documents provided or approved by or on behalf of the examiner are permitted.

Article 11 – Fraud

1. Fraud is an act or omission by the examinee designed to partly or wholly hinder the forming of a correct assessment of his, her or someone else's knowledge, understanding and skills. Fraud also includes plagiarism, which is copying someone else's work without correct reference to the source.

2. The Board of Examiners must take measures to prevent fraudulent acts, including:
   – clear communication about the penalty for fraud
   – organizing examinations and tests in such a way that cheating is prevented as far as possible

3. In the event of cheating during an examination, the examiner may ban the examinee from participation in one or more examinations or final assessments to be determined by the Board of Examiners, for a period of time also to be determined by the Board of Examiners with a maximum of one year. In the event of serious fraud, the Board of the University may, on the recommendation of the Board of Examiners, definitively terminate registration for the degree programme, after the Board of Examiners has informed the person concerned about the measure to be imposed by the Board of Examiners.

4. The decision to ban a student will be taken on the basis of the written report by the invigilator concerning the fraud discovered or suspected by him or her.

5. Before the Board of Examiners makes a decision as referred to in Article 11.4, it will give the examinee the opportunity to put his or her case.

6. In cases requiring swift action, the Board of Examiners may decide to impose a provisional ban based on a verbal report by the invigilator. He or she will ensure that this report is committed to writing immediately after the examination and a copy provided to the examinee.

7. A ban means that no result will be given for the examination referred to in Article 11.3.

Article 12 – Scope of the examination

1. The scope of an examination paper will not extend beyond the content of the sources upon which the paper is based. These sources will be made public in general terms before the start of the course unit that will prepare for the examination. A complete list of the material to be studied will be published no later than one month before the examination.

2. The questions and assignments that comprise the examination will be spread as evenly as possible over the sources and will be representative of the learning outcomes with regard to content and form.

3. The questions and assignments in the examination will be clear and unambiguous and will contain sufficient indications of the detail required in the answers.

4. No less than four weeks before the examination is sat, the Board of Examiners or the examiner will announce the mode of assessment in line with the provisions of Article 9.5 of the OER regarding the way that an examination will be taken.

5. The guidelines for additional assignments in shared courses consist of: a size of 1 ECTS and count for 20 % of the total grade.

Article 13 – Assessment

1. The final assessment of the Master's programme is deemed to have been passed when all the examinations have been passed (mark 6 or higher). Practical's may also be assessed as follows: Fail (= ON); Pass (= VO).

2. Exemption from an examination or a practical is considered to be the equivalent of a Pass (VO) and will be indicated by VR.

3. Notwithstanding the provisions of Article 4.3, as far as possible the assessment of written examinations will occur in line with criteria that have been defined in advance in writing, and amended if necessary as a result of matters that may arise during the actual assessment process.

4. Assessment will occur in such a way that the examinee can check how the results of his or her examination have been calculated.

Article 14 – Right to inspection

1. As soon as possible after publication of the results of an oral examination, there will be a discussion of the results between the examiner and the examinee, either on request or on the initiative of the examiner. The results will then be explained.

2. An examinee can request an inspection with the relevant examiner concerning the results of an examination other than an oral examination within six weeks of the day following the date on which the results are published. The inspection will take place at a time and a place determined by the examiner.

3. If the Board of Examiners arranges a collective inspection for an examination, then an examinee may only submit a request as defined in Article 14.2 if he or she attended the collective inspection and states reasons for the request, or if he or she was unable to attend the collective inspection due to force majeure.

4. The provisions of Article 14.3 will also apply if the Board of Examiners or the examiner offers the examinee the opportunity to compare his or her answers with the model answers.

5. The Board of Examiners or the examiner may permit exceptions to the provisions of Article 14.2 and 14.3.

Article 15 – Standards

When arriving at their decisions, the Board of Examiners or the examiners must adhere to the following standards:
a. Preservation of the quality and selection requirements of every examination
b. Suitability requirements, aimed at aspects such as:
-limiting time lost by students who are progressing quickly with their studies
-timely termination of the degree programme by students who are unlikely to pass the examinations
c. Protect students from themselves if they want to take on too much
d. Be understanding towards students who, through no fault of their own, have suffered study delay.

Article 16 – Right of appeal

It is possible to appeal to the Board of Appeal for Examinations against decisions made by the Board of Examiners or the examiners, within the meaning of Article 7.60 ff. of the WHW.

Article 17 – Amendments to the Rules and Regulations

No amendments applicable to the current academic year will be made unless it may reasonably be assumed that the amendment will not harm the interests of students.

Article 18 – Date of commencement

These rules and guidelines will take effect on May 2017.

Attachment Studyguide:

August 11, 2017 1:44 PM

Clinical interventions and e-health for adults and youth   **GMCSCP02**

Lecturers:	dr. M.H. Nauta, diverse docenten
Contact:	dr. M.H. Nauta
Prerequisite(s):	Students are supposed to have sufficient knowledge on psychopathology as well as on cognitive behavioral therapy.
Objective:	The main goal of this course:
	Gaining knowledge and skills regarding diagnostics and interventions (face-to-face and Internet-based) aimed at children, adolescents and adults. Moreover, learning to develop Internet-based modules and interventions.
	After this course students are able to:
	- apply diagnostics, face-to-face,- and Internet-based interventions to children, adolescents and adults with single case mental health problems in a clinical internship,
	- apply advanced communication skills and online communication skills on single case mental health problems,
	- work out a case conceptualization,
	- formulate a treatment plan and treatment goals,
	- justify choices made with regard to diagnostics, interventions and therapeutic contact (i.e. choice of medium, style and content),
	- reflect on their own learning process from the perspective of a therapist and client,
	- develop Internet-based modules and being able to justify choices made with regard to the developed modules
Content:	The course is very suitable for students in the research master Clinical Psychology who are interested in pursuing a career combining research with clinical work.
	The course has three weekly parts, namely a practical skills-training, an integrative e-health development project, and a cognitive therapy practice project.
	During the first part of each week, an intervention and the therapeutic process is discussed. After this theoretical introduction, students will practice and improve their skills using case material (including footage of treatments from PsycTherapy) with corresponding assignments. Students will practice in role-plays with different phases of the therapeutic process, starting with "introduction and assessment", then moving onto "formulating and executing a treatment plan", and ending with "treatment evaluation". The focus is on the following interventions: exposure (anxiety disorders), behavioural activation (depression), habit reversal (unwanted habits), identifying, challenging and modifying dysfunctional beliefs and, finally, parent training.
	During the second half day of the week, students form subgroups

and develop Internet-based modules and interventions themselves, using the knowledge they gained from the clinical interventions and techniques during the first part of the week. The software used is relatively easy to grasp and therefore the focus is on the content rather than the technical aspects of e-health interventions.

Thirdly, an integration between diagnostics/assessments and interventions takes place via the 'Cognitive therapy practice project' (CTPP). In CTPP, students practice with an online cognitive therapy aimed at the prevention of depressive relapse, from the perspective of a therapist as well as a client. The online treatment is suitable for 'healthy subjects' and handles topics such as daily hassles, dysfunctional beliefs and automatic negative thoughts. The therapeutic contact between students takes place through several forms of media ('blended care'), such as: face-to-face meetings, meetings via telephone and/or Skype, e-mail and chat.

Note that this course runs in parallel with the regular English language master course MKV-3. Intervention skills are trained jointly, while the development of new interventions takes place with research master students separately. Research master students get an additional individual assignment to present during the final practical session.

EC:	5
Semester:	semester II a
Format:	practicum
Hours per week:	6
Language:	English
Assessment:	presentation,report
Remarks:	Please note: this course is available for students in the research master Clinical Psychology and cannot be followed if one of the following skills courses is also being followed or has already been followed: MNV-2, MOV-1, MKV-1, MKV-3, CSCP01
	This course qualifies as a practical that is mandatory for entering a clinical internship in the master (see Nestor for further details on clinical internships).

Education and society   GMCSEE02

Lecturers:	dr. R.H. Hofman,prof. dr. R.J. Bosker
Contact:	prof. dr. R.J. Bosker
Objective:	The aim of this course is to provide insight into the role that educational institutions have in shaping individual life chances, and how various theories describe and explain this relation.
Content:	This course focuses on meso- and macro-aspects of the education system. It addresses theories on educational policy making both at the national and the school level. In both cases the question is how issues of excellence and equity in education can be fostered. Excellence then refers to increased levels of cognitive, affective

and social functioning, whereas equity relates both to the accessibility of the education system as a whole and individual schools in particular, as well as to equitable outcomes for students from different gender and/or socio-ethnic groups. At the core of this course are theories on educational organization, and structuring (along the integration-differentiation dimension) of education at the societal level, and social, cultural and economic capital approaches in studying equitable outcomes of schooling.

EC:	5
Semester:	semester I b
Format:	self-study
Hours per week:	Variable
Language:	English
Assessment:	assignment,paper
Literature:	

· *reader with articles*, € 10.00

Cognition and Instruction   GMCSEE04

Lecturers:	prof. dr. A.E.M.G. Minnaert,dr. D.D.N.M. Kostons
Contact:	dr. D.D.N.M. Kostons
Objective:	The aim of the course is to provide more insight into fundamental processes of learning and the role of metacognition and self-regulation. Students will learn about the ways metacognition develops and the importance of education to support this process. Students will apply their newly acquired knowledge to a presentation paper.
Content:	The course starts with the leading questions: How do students learn and how does metacognition influence learning? Metacognition is an important concept in cognitive theory. It consists of two basic processes occurring simultaneously: monitoring your progress as you learn, and making changes and adapting your strategies if you perceive you are not doing so well.

New findings of research on metacognition, motivation and computer-based learning make clear the mechanisms that often play a role in learning and that may determine its success or failure. Students who make little use of meta-cognition often find it difficult to apply their newly acquired knowledge or to solve novel problems. They need a learning environment that supplies support. As students become more skilled at using meta-cognition, they gain confidence and become more independent as learners. The use of meta-cognition explains differences in learning processes among students.

In this course we will study research in reading comprehension, writing and mathematics and notice how individual differences in self-regulated learning can influence learning outcome and attitude. The course focuses on the big ideas, preferring that students

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

EC: 5
Semester: semester II a
Format: lecture
Language: English
Assessment: presentation,paper
Literature:

·   Douglas J. Hacker, John Dunlosky, Arthur C. Graesser , *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: Explain what the complex dynamic systems approach is;
Address research questions and questions from clinical practice concerning (differences in) developmental processes from the perspective of this theory;
Explain the applications of the following techniques: dynamic systems model building, agent based modelling, resampling, recurrence analysis and fractal scaling;
Apply at least two of the abovementioned techniques in designing a method section to answer research questions, or to design an action plan in the clinical practice;
Build a random walk model in Excel, a logistic growth model in Excel, a simple agent based model in Net Logo and can test proposed theoretical assumptions in these models;
Apply the resampling method in Excel and explain the merits of this analysis;
formulate different research questions for which recurrence analysis and fractal scaling is used and indicate that this can be conducted in Math lab;
Describe the advantages of the abovementioned techniques in studying the life span, the educational contexts and 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 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.

The 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 (also available as ebook)* , € 60.00
- *Various articles available 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 questions, as well as a compulsory group assignment.
Remarks:	The literature consists of research articles; the reading list will be published on Nestor before the course begins. There will be slightly different requirements for Research Master's students as compared to students from the regular Master's programmes.

Personal, Social and Cultural change   GMCSIB10

Lecturers:	dr. K.E. Keizer,dr. N. Hansen
Contact:	dr. N. Hansen
Objective:	Research Master students who participated in this interactive course will:

- know classic and contemporary theories and empirical evidence in the field of personal, social, and cultural change,
- know how to analyze and improve an existing intervention in the applied field,
- be able to analyse human behaviour (in the field of health, environment, and groups) based on psychological theories and research,
- be able to apply insights and findings to inform theoretical issues,
- be able to understand and voice different perspectives of key stakeholders such as scientists, government, companies, and organizations involved in related interventions,
- be able to evaluate (develop a monitoring and evaluation plan) and improve existing interventions to change people's behaviour in the field of health, environment, and groups in society,
- can present and report recommendations to improve an existing intervention by including a

theory-driven analysis and a thorough monitoring and evaluation plan.

Content:	This course applies an interactive learning approach. This course aims at developing student's critical and analytical thinking as well as their ability to evaluate, improve, and design interventions in the field of behavioural change (health, environment, groups/culture).

In this interactive course, students will be introduced to social psychological theories and models of personal, social, and cultural change. Students will be able to identify relevant factors that influence behavioural change in daily life. The course will focus on behaviour in the fields of health (e.g., well-being), pro-environmental behaviour (e.g., rule compliance), and intergroup relations and group processes (e.g., intergroup conflict, development aid). Students will learn (1) how to analyse (theory-driven) and (2) how to improve existing interventions and develop a monitoring and evaluation plan to test the effectiveness of their improved interventions. Each week will be dedicated to a different theme and students will work on small group assignments to practice their skills (e.g., critically analyze and improve an intervention, formulate policy implications, engage in a debate to raise funds). A background in psychological theories and experimental thinking is essential for this advanced class!

Research Master students have a special role and their additional performance is individually evaluated in this course (compared to regular master students):

(1)Research Master students evaluate an existing intervention and develop recommendations to further improve the intervention by focusing on the assumed theory of change and the monitoring and evaluation plan,

(2)Research Master student design and lead one course session on their evaluation of an intervention,

(3)Research Master students meet with the teacher to develop their evaluation of an intervention and designing of a course session and to receive personal feedback afterwards.

The presentation (leading one course session about the evaluation of one intervention) and final individual essay (analysis of another intervention and theory-driven recommendations to improve an existing intervention) are evaluated and graded based on a unique Research Master grading form.

EC:	5
Semester:	semester I b
Format:	seminar
Hours per week:	3
Language:	English
Assessment:	presentation,paper (individual)
Remarks:	This course will be given in English.
Literature:	

· *Additional literature will be available via Nestor.*

Current topics of intergroup relations in society   **GMCSIB12**

Lecturer:	dr. N. Hansen
Contact:	dr. N. Hansen
Prerequisite(s):	There will be an additional assignment for Research Master students as compared to students from the regular Master programs (write an academic commentary).
Objective:	After participating in this interactive course a Research Master student will know:

Objective: After participating in this interactive course a Research Master student will know:

- relevant theories and empirical evidence in the field of intergroup relations and group processes such as conflict, collective action, intergroup emotions, intergroup helping, and social identity,
- how to analyse recent developments of intergroup relations in society
- how to apply relevant theories to recent developments of intergroup relations in society
- methods to investigate intergroup relations in society
- about recent developments of intergroup relations presented in various nations by students from around the world (i.e. international classroom)

After participating in this interactive course a Research Master student will be able to:

- critically analyse recent developments of intergroup relations in society based on psychological theories and research,
- apply, evaluate, and integrate previous theories relevant to analyse recent developments of intergroup relations in society,
- develop new research to gain deeper insights in recent developments
- present and report an analysis and new research for an audience inside and outside science
- organize and lead plenary discussions with other students
- design and lead one course session to prepare all students for a colloquium
- discuss research with an expert in the field
- formulate and write one?s commentary about the research of an expert in the field

This course applies an interactive learning approach, and asks your active participation in class. This course aims at developing student's critical and analytical thinking as well as their knowledge transfer skills. This will enable students to apply their academic knowledge to recent societal issues in the field of intergroup relations.

Content: People around the world support collective action against violence. They experience anger even though they were not personally insulted but an ingroup member. They are in conflict with or even help other groups. Every day different developments of intergroup

relations such as demonstrations, conflicts or cooperation are reported in the media. In this course, the central focus is on social psychological theories of intergroup relations that explain current societal issues 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 apply these to recent developments of intergroup relations in their home countries. They 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, applied 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!

Research Master students have unique roles and their additional performance is individually evaluated in this course (compared to regular master students):

(1) Research Master students attend an additional colloquium given by an expert in the field and will read additional research of the guest speaker (each year a leading scholar will be invited to give a Heymans colloquium relevant for this course),

(2) Research Master students write an additional scientific commentary on the guest speakers work,

(3) Research Master students together design and lead one course session as preparation for the colloquium,

(4) Each Research Master student prepares individual questions based on her/his commentary to discuss with the guest speaker in an additional meeting,

(5) Each Research Master student individually meets with the teacher to receive feedback.

The small group presentation (leading the discussion of one assigned reading), final individual essay (analysis of a recent development of intergroup relations including a study proposal), and individual commentary are evaluated and graded based on a unique Research Master grading form. The unique roles and activities for Research Master students (designing and leading of one course session, asking questions during meeting with colloquium speaker) are required and will be evaluated as ?pass? before any final grade can be given.

EC:	5
Semester:	semester II a
Format:	seminar
Hours per week:	2
Language:	English
Assessment:	paper (individual),presentation

·   *Readings will be available via Nestor.*

Health Psychology   **GMCSIB13**

Lecturer:	prof. dr. A. Dijkstra
Contact:	prof. dr. 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
-Can mention the methodological limitations of a scientific article on a health psychological topic

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, 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.

EC: 5
Semester: semester I a
Format: seminar
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature:

·   *syllabus*

Environmental psychology   GMCSIB14

Lecturers: prof. dr. E.M. Steg, guest lecturers
Contact: prof. dr. E.M. Steg
Objective: To provide an overview of environmental psychology and interactions between individuals and the natural and build 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 aspect 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 I 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: prof. dr. M. van Zomeren
Contact: prof. dr. M. van Zomeren
Objective: After the course, the students:
- can analyze "culture" in a psychological (rather than geographical) sense,
- can formulate questions fundamental similarities and differences between different members of different cultures,
- can apply cultural-psychological theory and research about fundamental themes such as emotion, morality and self,
- can translate theoretical and empirical knowledge about cultural psychology to practical 'everyday' and societal situations (e.g., coping with cultural differences on the workfloor, immigration),
- can use cultural-psychological theory and research to develop a novel and focused research question and hypothesis (through an obligatory assignment). - ReMa-students also need to develop a study design to test this hypothesis mentioned under the previous point

Content: The central theme of the course concerns the fundamental question whether humans, across and within cultures, are fundamentally different or similar in their psychology. The course is organized into different fundamental psychological themes, such as emotion, morality, self and identity, norms and social relationships, acculturation and immigration, complemented with lectures about the purpose and practical utility of cross-cultural research. Thus, the course makes use of theory and research in cultural psychology that can be applied to everyday life (e.g., working with people from different cultural backgrounds) and to societal issues (e.g., immigration). It focuses on culture as a psychological (rather than a geographical) construct, which can be applied to any differences between groups of people that have consensus about what they believe to be valid and valuable in society.
The key message of the course is that although cultural-psychological theory and research has documented many specific differences between people, these specific differences can only be understood through their underlying general similarities. In many instances (e.g., emotion, morality, self-construal, social

relationships), humans share the same fundamental processes but translate or otherwise use these differently, depending on the cultural context. This point of view that departs from similarity (rather than difference) suggests that most cross-cultural conflicts has roots in "being the same but acting in a different way", which offers hope and scope for solving such conflicts.

EC:	5
Semester:	semester I a
Format:	lecture
Hours per week:	2
Language:	English
Assessment:	exam,paper
	The exam consists of multiple-choice and open-ended questions. The paper is obligatory. There is a structural feedback round that students can use to develop their paper.

Literature:

·   Smith, P.B., Fischer, R., Vignoles, V. & Bond, M.H. (2013)., *Understanding Social Psychology across Cultures. Engaging with others in a changing world. London: Sage* (ISBN: 9781446267110), € 50.00

Advances in Organizational Psychology   GMCSIB17

Lecturer:	dr. N.P. Leander
Contact:	dr. N.P. Leander
Content:	This seminar will explore theoretical advances from across several topic areas in organizational psychology. Each meeting will focus on one general topic, including organizational ethics and justice, affect and attitudes, work motivation, work stress and burnout, creativity and innovation, power and leadership, and individual differences. Specific course objectives include learning how to (1) discuss and evaluate a given topic area's state of the science, (3) integrate theoretical and practical interests via state-of-the-art field studies, and (3) identify how organizational psychology – including its theories and research methods – connect to real-world problems as well as your own research interests. For each seminar, students are expected to read 2-4 papers and prepare a comment or question about each paper. All students will also lead at least one seminar discussion, which includes presenting an overview the readings and also organizing the other students' questions and comments into a coherent discussion. Seminar attendance is mandatory. 10% of the course grade is participation; 20% is leadership (presentation & handling of questions/comments). The other 70% is an essay-based "take-home exam" wherein students must connect the course material to a major current issue in business, sports, government or other organization, chosen at the time of the exam.
EC:	5

Semester:	semester II a
Hours per week:	Variable
Language:	English

Neuropsychology and psychiatric disorders   GMCSNP01

Lecturer:	dr. L.I. Tucha
Contact:	dr. L.I. Tucha
Objective:	After the course the student knows: - contributions of neuropsychology to psychiatry, - associations between psychiatric disorders and cognitive impairments, - factors influencing cognitive functioning of patients with psychiatric disorders, - concepts explaining certain symptoms of psychiatric disorders on the basis of neuropsychological findings and assumptions, - brain abnormalities underlying cognitive deficits of patients with psychiatric disorders, - approaches to the assessment of cognitive functions of patients with psychiatric disorders, - strategies for the neuropsychological management and rehabilitation of patients with psychiatric disorders.
Content:	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. Neuropsychological disturbances of patients with psychiatric disorders (e.g. schizophrenia, affective disorders, obsessive-compulsive disorder and anorexia nervosa) will be discussed. Approaches to neuropsychological assessment and treatment will be considered.
EC:	5
Semester:	semester I a
Format:	lecture
Hours per week:	2
Language:	English
Assessment:	written exam (essay) There will be additional requirements for research master students.
Literature:	

· *Reader and journal articles*

Building experiments & measuring performance   GMCSNP02

Lecturer:	prof. dr. D.H. van Rijn
Contact:	prof. 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, OpenSesame, or similar (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**
Lecturers: dr. Y. Groen,prof. dr. J.J. van der Meere, D.F. Bangma MSc.
Contact: dr. Y. Groen
Objective: After this course students can:
- typify various neuropsychological functional disorders;
- identify these disorders in various impairments.
- name risk factors and courses of various neuropsychological functional disorders,
- typify the neuropsychological diagnostics (-treatment) cycle.
Content: The student choses one of several topics available on Nestor. Each topic has a fixed package of literature (book chapters, articles) to be studied.
Topics are:
- child neuropsychology (examination in English)

- autism (examination in Dutch or English)
- medical neuropsychology (examination in English)

EC:	5
Semester:	semester I b
Format:	self-study
Hours per week:	Variable
Language:	English
Assessment:	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.
Remarks:	(Not accessible to external students)
Literature:	

· *See Nestor*

Social networks-theory and empirics   GMCSSO06

Lecturers:	various instructors,dr. C.E.G. Steglich
Contact:	dr. C.E.G. Steglich
Objective:	a) Providing an overview of the state the art concerning contemporary research on social capital theory and social network studies, including important research questions, theoretical assumptions, and empirical findings. (b) Acquiring skills to generalize this knowledge to social 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.
Content:	Social networks constitute a set of social structural conditions that seem to be omni-present in social situations. They partly determine the actions of their individual members, and they have been shown to affect many aspects of people's lives. Based on an assumption of goal-directed (rational, incentive guided) action, a promising way to explain the role of social networks in social life is to conceive a person's personal network not only as a restriction for action but also as that person's social capital, a notion that has engendered a promising research programme. We will discuss concepts of a social capital theory, distinguishing between the theory's hard core and its major auxiliary assumptions, and deal with the research problems that it helps to solve. Among others, we will deal with the availability of social settings that influence the chance of meeting others; the emergence of networks; network effects on conflicts and occupational attainment; networks within organizations, like government agencies and the institutional conditioning of the effects of networks. The course provides an introduction to

research on social capital theory and social network studies. Students get acquainted with important data sets and get a basic understanding of the research methods commonly used in this field. Finally, possible policy implications of existing knowledge on social networks are addressed, and the issue to what degree social networks are open to manipulation by politics.

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

· *Reader*

Economy and Society: Critical Transitions in Advanced Industrialised Societies   GMCSSO08

Lecturer: prof. dr. R.P.M. Wittek
Contact: prof. dr. R.P.M. Wittek
Objective: After completion of the course, students are able to (1) describe selected key (long term) transformations in modern (capitalist) societies, as postulated in current scholarship; (2) critically assess the quality of the available empirical evidence that is used to substantiate specific trends, and identify their shortcomings; (3) describe sociological theories explaining the transformations and their consequences; (4) critically apply this knowledge to disentangle competing social mechanism explanations related to the antecedents and consequences of specific transformations.

Content: The scholarly literature and public debate of the past two decades is packed with allusions to presumed crises and the resulting transformations of modern econo-mies. To mention but a few: Globalization and financialization (Krippner) by now seem to be taken-for-granted developments in markets. Retrenchment of the welfare state and de-democratization (Streeck) of its capitalist arrangements are seen as the signature of Western nation states. Rationalization of control and flexibilization of production were proclaimed as inevitable survival strategies for firms and public organi-zations. And finally, informatization (Castells) as the driving force behind a nascent network society, and fragmentation of its elites (Mizruchi) shape the social fabric of modern societies.

Each of these presumed macro-level trends or "crises" is subject to heated debates about their very nature, their scope, their antecedents, their consequences, and their potential remedies. The main objective of this course is to provide a state-of-the-art overview of the current debates on economic transformations and

their social consequences. For this purpose, we will draw on the rich traditions and exciting recent insights in the field of Economic Sociology - "a sociological perspective applied to economic phenomena" (Smelser & Swedberg, 1994). More specifically, for each transformation, we will address a descriptive and an explanatory element.

In the descriptive part, we will first examine the conceptual foundations, striving to arrive at clear-cut definitions. What kind of assumptions are behind the multi-dimensional theoretical constructs that are used to describe each of these transformations (e.g. what exactly does financialization mean? How can we diag-nose a retrenchment of the welfare state?). Subsequently, we investigate to what degree the assumed developments can indeed be observed (historically and geo-graphically). Here, an important question is to what degree such developments reflect temporary shifts or "irreversible" reconfigurations of fundamental social and economic processes and structures. For example, in which sectors and regions can we observe flexibilization of production? How did it evolve through time?

In the explanatory part we will critically analyze current attempts to explain these transformations and their societal consequences. Here, particular emphasis will be on disentangling different social mechanisms, paying particular attention to potentially competing explanations. For example, whereas some observers advocate informatization – the use of the world wide web as a means of instant information dissemination and coordination - as a major stepping stone towards less social segregation and inequality, others argue that this trend will further consolidate existing power asymmetries in favor of large multi-national companies.

The course is designed to enable a high degree of student participation, and is divided into three major parts. During the first part, socio-economic trends and "crises" as postulated by social scientists will be briefly introduced. Furthermore, essential analytical tools of economic sociology (social mechanism reasoning on the one hand, and institutional and network embeddedness on the other hand) will be outlined. The resulting conceptual model will serve as the analytical template for the remaining sessions.

During the second part, each session is devoted to one specific trend or "crisis". Each participant will have the lead in one of these sessions. This means that the participant, under close guidance of the lecturer, will prepare the structure and content of his or her session. Preparation includes search of (additional) reading or other instructive material, in particular examples and empirical findings, as well as thinking about how to effectively engage the other participants during the session itself (e.g. through assignments, or on the spot tasks). During the session, the "lead"

participant will provide a short introductory lecture on the crisis under investigation, drawing on the required readings and the additional material. Preparation of the sessions will take place during bilateral meetings with the lecturer.

The final part of the course consists of a concluding session. We will sum-marize the main findings concerning each trend, separating facts from fiction. Par-ticular attention will be paid to the interrelationship between the different trends. Open questions for economic sociology will be identified.

EC: 7.5
Semester: semester I b
Format: seminar
Hours per week: Variable
Language: English
Assessment: participation,presentation,paper (individual)
Literature:

· *Books and articles accessible through the University library.*

Family and social inequality   GMCSSO09

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: 7.5

Semester:	semester I
Format:	lecture
	All meetings are in Utrecht.
Hours per week:	Variable
Language:	English
Assessment:	participation,assignments,exam
Remarks:	
Literature:	

· *Selected scientific articles in course reader*

Solidarity and Social Context   GMCSSO10

Lecturer:	dr. J.K. Dijkstra
Contact:	dr. J.K. Dijkstra
Objective:	Nowadays, Western countries face different changes and developments, such as delinquency, aging, technology, and migration, that potentially undermine solidarity and cohesion within societies. Social arrangements have the potential to mitigate and solve these threats to societies' solidarity. The aim of this course is to approach specific societal phenomena from a sociological perspective by examining the roles of 1) social networks; 2) social norms; 3) social institutions, and 4) interventions/policy.
	By approaching a societal phenomenon from these four different perspectives that typically represent social context dimensions, students gain insight in the role of social arrangements in understanding and solving potential threats to solidarity and cohesion in society.
Content:	The course is set up as follows. After a general theoretical introduction into sociological research on solidarity, students choose a specific social phenomenon, for instance delinquency, aging, technology, or migration. Subsequently, students familiarize themselves with the extant literature on this topic from the perspective of 1) social networks; 2) social norms; 3) social institutions, and 4) interventions/policy. Two lectures will be devoted to each perspective. One lecture provides a general introduction, in the other lecture students present their findings with regard to their topic. Ultimately this results in an essay, which provides an overview of the state-of-the-art knowledge on important societal problems related to solidarity, approached from different sociological perspectives.
EC:	7.5
Semester:	semester I
Format:	to be announced
Hours per week:	Variable
Language:	English
Assessment:	participation,assignments,presentation

Item Response Theory   **GMMSGE01**

Lecturer: prof. dr. R.R. Meijer
Contact: prof. dr. R.R. Meijer
Objective: The aim of the course is to provide a practical introduction to
                     important item response models. Both theory and applications will
                     be provided.
Content: In item response theory (IRT), mathematical models are applied to
                     analyze data from questionnaires and tests used as a basis for
                     measuring things such as abilities and attitudes which are not
                     directly observable qualities of the persons. Item response models
                     can be used to make such unobservable qualities, measurable.
                     Items that indicate whether a person has 'more' or 'less' of the
                     latent trait (e.g. extravert or introvert, more or less proficient in
                     mathematics) are answered by persons ('wrong' or 'right', at least if
                     one is measuring proficiency). Subsequently an item response
                     model is used to estimate both the location of items and persons
                     on the latent trait (in case of a proficiency measurement, this is the
                     difficulty of the items and the proficiency of the individuals). In this
                     course we will focus on one- and two-parameter logistic models.
                     Also the non-parametric Mokken model will be discussed.
EC: 5
Semester: semester I b
Hours per week: Variable
Language: English
Assessment: Three assignments on which a (short) paper has to be written;
                     written examination
Literature:

·   *Artikelen*
·   Sijtsma, K. & Molenaar, I.W. (2002), *Introduction to nonparametric item response
    theory. Thousands Oaks: Sage Publications.*, € 40.00

Multilevel Analysis   **GMMSGE02**

Lecturer: dr. M.A.J. van Duijn
Contact: dr. M.A.J. van Duijn
Objective: After the course the student will have a good understanding of the
                     basic (random intercept and random slope) multilevel models and
                     their assumptions. The students has a good knowledge of the type
                     of research questions these models can handle and is able to
                     formulate appropriate research questions for empirical problems.
                     The student is able to use the software MLwiN, to apply it to
                     empirical datasets, interpret results, test hypotheses, and check
                     assumptions, and to explain and report the analysis in the methods
                     and results sections of a scientific paper. The student will have a
                     working knowledge of multilevel logistic regression and its
                     estimation methods.

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. In computer lab classes the students learn to use the program MlwiN. Students are encouraged to work with their own data for the assignment.
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:

· Snijders, T.A.B., and Bosker, R.J., *Multilevel analysis. An introduction to basic and advanced multilevel modeling. 2nd EditionLondon etc.: Sage Publications, 2011.*, € 35.00

Matrix Algebra   **GMMSGE03**

Lecturer:	dr. J.N. Tendeiro
Contact:	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).
	After the course the student knows:
	- Basic concepts and arithmetic involving matrices (addition, subtraction, multiplication, inversion).
	- Special types of matrices (orthogonal, orthonormal, partitioned).
	- Some applications to descriptive statistics (centering,

standardizing, variance-covariance matrix, correlation matrix).
- Space spanned by a matrix set of rows/columns. Rank of a matrix.
- Univariate and multivariate regression in matrix terms.
- Eigenvalue and singular value decompositions.

Content:	The material in the reader will be explained in the lectures. Also, ample opportunity for practicing matrix algebra will be offered, both in the lectures and by means of home assignments which may be handed in during the course. This course starts with some basics (matrix addition, multiplication, inversion); properties of the operators are discussed. Some special types of matrices are studies (orthogonal, orthonormal, partitioned matrices). A connection between matrix algebra and statistics is established, with emphasis on the linear regression model. Concepts of rank, row and column dimensionality are also addressed. The course will end with the presentation of two matrix decompositions: The eigenvalue and the singular value decompositions.
EC:	5
Semester:	semester I a
Format:	lecture
	The course will be self-study if the number of students is small.
Hours per week:	Variable
Language:	English
Assessment:	exam
Literature:	

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

Factor Analysis   **GMMSGE04**

Lecturer:	prof. dr. H.A.L. Kiers
Contact:	prof. dr. H.A.L. Kiers
Prerequisite(s):	Matrix Algebra
Objective:	After the course the students has a more than superficial technical understanding of the factor analysis techniques Principal Component Analysis and Common Factor Analysis, and will be able to understand sophisticated applications of factor analysis, report correctly on these applications, and to review studies involving factor analysis.
Content:	The course starts with the foundations of factor analysis, and continues with the interpretation of factors, rotation of factors, and cross-validation of factors. The course is strongly oriented towards Principal Components Analysis, but also covers a method of factor analysis on the basis of so-called communalities. The latter approach is called for when a small number of variables is to be analyzed. The use of SPSS for factor analysis will also be discussed.
EC:	5

Semester:	semester I b
Format:	lecture
	The course will be self-study if the number of students is small.
Hours per week:	Variable
Language:	English
Assessment:	written exam (essay)
	Homework exercises, SPSS exercises, and written examination.
Remarks:	Every other year, not in 2017-2018.
Literature:	

· J.M.F. ten Berge (2005), *Factor Analysis (reader)*

Repeated Measures   GMMSGE05

Lecturers:	prof. dr. M.E. Timmerman,dr. J.N. Tendeiro
Contact:	prof. dr. M.E. Timmerman
Objective:	After the course the student ...
	- 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.
Content:	In a repeated measures design subjects are measured multiple times on one or more variables. In these so-called within-subjects designs effects are often easier to demonstrate than in between-subjects designs. Repeated measures data can be analysed with special – extended – ANOVA models: multivariate techniques, using MANOVA (multivariate analysis of variance) and random effects or mixed model univariate techniques (with so-called epsilon corrections). Another model to analyse repeated measures data that is discusses is the multilevel model for change: a random effects model that combines the ANOVA approach and regressionanalysis. Further, attention will be given to proper ways to deal with missing data.
	Note: This course is also offered to Master Psychology students (course code PSMM-2). There will be additional requirements for Research Master's students as compared to students from the regular Master's programmes.
EC:	5
Semester:	semester I a
Format:	lecture,practicum
	If you take Repeated Measures or have completed Repeated Measures, you are not allowed to take Multivariate analysis and/or Advanced statistics as well.
Hours per week:	Variable
Language:	English
Assessment:	exam

Literature:

· (to downloaded from Nestor), *Reader*
· Barbara G. Tabachnick & Linda S. Fidell, *Using multivariate statistics (2012). International ed of 6th revised ed.* (ISBN: 0205890814), € 65.00

Structural Equation Modelling   **GMMSGE06**

Lecturer:	dr. J.M.E. Huisman
Contact:	dr. J.M.E. Huisman
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 II b
Format:	lecture,seminar
	(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), *Latent Variable Models - An introduction to factor, path and*

structural equation analysis (Fourth Edition). Mahwah, NJ: Lawrence Erlbaum Associates, € 40.00

Probability Theory   GMMSGE09

Lecturer:	dr. C.J. Albers
Contact:	dr. C.J. Albers
Prerequisite(s):	Basic knowledge of integral calculus.
Objective:	After the course the student has obtained a good understanding of general mathematical laws of experiments with uncertain outcomes, and will be able to describe and analyze situations of uncertainty, and understand the foundations of statistics. After the course the student will have improved on probabilistic and statistical literacy and scientific reasoning in general.
Content:	Primarily, the following subjects are covered: the concept of probability and its properties, random variables, and a detailed treatment of various discrete and continuous probability distributions. It will be shown that concepts like mathematical expectation, variance, covariance, and correlation, are probability-based. Also, the important Central Limit Theorem will be discussed. The relationship between probability theory and applied statistics will be emphasized throughout the course. Practical (homework) exercises are an integral part of the course.
EC:	5
Semester:	semester II a
Format:	lecture
	The course will be self-study if the number of students is small.
Hours per week:	Variable
Language:	English
Assessment:	written exam (essay)
	Homework exercises, and written examination.
Literature:	

·   S. Ross , *A First Course in Probability (8th ed.)* (ISBN: 978-0-13-607909-5), € 65.00

Statistical Consultation   GMMSGE11

Lecturer:	dr. D. van Ravenzwaaij MSc.
Contact:	dr. D. van Ravenzwaaij MSc.
Objective:	To gain experience in statistical consultation.
Content:	Because consultation is an essential part of psychometrics and statistics, a training in consultation is a mandatory part of the specialisation Psychometrics and Statistics. The course consists of on the job training (major part), and discussion meetings on consultation (minor part). Specifically, the students are expected to • Run shifts in the "Methodology Shop", a statistical and methodological consultation centre at the Faculty of Behavioural and Social Sciences. The centre is run by students with

backup-support from staff members. During the indicated period, research master students have to 'run the shop' (one morning/afternoon every week for two consecutive blocks). This practice serves to get a flavor 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 monthly consultation discussion meetings, 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.

• Present in one monthly consultation discussion meeting. Presentations should be about 15 minutes and should focus on challenging cases the student was presented with during their time in the methodology shop.

• Write a report after your time in the shop. The report should be about 5 pages long and should contain (at least) the following:

- General experiences in the methodology shop
- Description of at least two cases from start to finish (more is allowed): who was the customer, what was the problem, how did you approach it, what was the solution, did you solicit external advice, etc.
- What have you learned in your period at the methodology shop

EC:	5
Semester:	whole year
Hours per week:	Variable
Language:	English
Assessment:	internship report

Statistical Analysis of Social Networks   GMMSGE16

Lecturer:	dr. C.E.G. Steglich
Contact:	dr. C.E.G. Steglich
Prerequisite(s):	Participants should have a basic understanding of statistical principles (bachelor level statistics). Prior knowledge of social networks (e.g., from attending the ReMa sociology stream's course 'Social Networks and Social Capital', or the sociology bachelor course 'Social Networks') is of advantage, but not required.
Objective:	Students develop problem awareness related to the analysis of interdependent data, in particular 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 I a
Format: computer practicals,lecture
                   attendance of the computer practicals is mandatory
Hours per week: 2
Language: English
Assessment: assignments,exam
Literature:

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

Multivariate Models   GMMSGE22

Lecturers: prof. dr. M.E. Timmerman,dr. J.N. Tendeiro
Contact: dr. J.N. Tendeiro
Prerequisite(s): This course requires a profound knowledge of analysis of variance and regression analyses (at the level of Statistics 3).
Objective: To provide insight in a number of models for analysing data with a multivariate nature. Learning to apply these models using software (specifically SPSS) and interpreting outcomes of the analyses.
                    After the course, the student
                    - 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
Content: During this course, a number of multivariate and univariate models will be dealt with. In multivariate models, more than one dependent variable is measured simultaneously. This results in more powerful results as compared to univariate analyses. Methods that will be discussed include: MANOVA, discriminant analysis, ANCOVA, factor analysis, log-linear models and dealing with missing data. For these models, both their theory and application in the social

sciences (psychology in particular) will be discussed.

EC:	5
Semester:	semester I a
Format:	lecture,practicum
Hours per week:	3
Language:	English
Assessment:	exam
Remarks:	If you take Multivariate Models or have completed Multivariate Models, you are not allowed to take Repeated Measures and/or Advanced Statistics as well.
	There will be additional requirements for Research Master's students as compared to students from the regular Master's programmes.
	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 substantially).

Literature:

· Barbara G. Tabachnick & Linda S. Fidell, *Using multivariate statistics (International Edition / 6th Revised Edition)* (ISBN: 0205890814), € 65.00

Advanced Statistics   **GMMSGE23**

Lecturers:	prof. dr. M.E. Timmerman,dr. J.N. Tendeiro
Contact:	dr. J.N. Tendeiro
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.
	After the course, the student
	- Has knowledge of the multivariate models most frequently applied in social sciences
	- 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 (or R), and to correctly interpret 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:	7.5
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

Capita Selecta Advanced Statistics   **GMMSGE24**

Lecturers:	prof. dr. M.E. Timmerman,dr. J.N. Tendeiro
Contact:	prof. dr. M.E. Timmerman
Prerequisite(s):	Having passed the course Advanced Statistics is a prerequisite for this course.
Objective:	After this course, the student - knows how to run a full statistical analysis using empirical data, based on the techniques learned in the course Advanced Statistics (GMMSGE23). - has the ability to write a paper describing the entire analysis.
Content:	Based on the knowledge and skills attained in the course "Advanced Statistics" (GMMSGE23), a paper has to be written in which the analyses of one or more data set(s) are reported. This paper will have the format of either a complete scientific report, or of the methods & results sections thereof. To participate in this course, contact the coordinator (not before you have succesfully 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:	2.5
Semester:	whole year
Format:	practicum
Hours per week:	Variable
Language:	English

Assessment: paper (individual)

Transparency in Science   GMMSGE26

Lecturers: dr. R. Hoekstra,dr. D. van Ravenzwaaij MSc.,dr. L.F. Bringmann
Contact: dr. D. van Ravenzwaaij MSc.
Prerequisite(s):   Research master student in the social sciences
Objective: - Learn about the reproducibility crisis: what is it? What can we do about it?
- Learn about data sharing, adversarial collaborations, and manylabs projects
- Identify good scientific practices from bad ones
- Apply Bayesian Statistics to reanalyze existing data (using R)
- Learn to identify studies that are in need of replication based on theoretical or statistical grounds.
- Write a preregistration proposal
Content: In this course, the student will learn about the importance of transparency in science. Presently, the social sciences are plagued by a reproducibility crisis, meaning that numerous key findings are proving hard to replicate. This state of affairs is worrisome, but need not continue! In this course, we approach the reproducibility crisis from a historical angle, a theoretical angle, and a statistical angle. Students will learn to write pre-registration proposals, apply Bayesian statistics to reanalyze data using R, identify studies that are in need of replication, and other things that are indispensable for transparency in science.
EC: 5
Semester: semester II b
Format: seminar
Hours per week: 20
Language: English
Assessment: paper (individual)
Literature:

·   *tba*

Applied Statistics   GMMSGE28

Lecturers: dr. W.J. Post,dr. M.A.J. van Duijn,dr. J.M.E. Huisman
Contact: dr. M.A.J. van Duijn
Prerequisite(s):   Successful completion of the R workshop offered in the Introduction course (1a). For the research project: A data set with research questions (supported by the Research Master's supervisor)
Objective: After the course students will have gained a deeper understanding of the principles of statistical design and analysis by practical applications to real data sets, both from experimental and observational studies. They have refreshed and broadened their knowledge about theoretical topics have practiced and extended

their skills by carrying out a research project (using R), with a (real) research question and empirical data. After the course students are able to write a good first draft of a methods, results and discussion section of a scientific paper, after having selected and performed the appropriate statistical analyses.

Content: The theoretical part of this course offers an in-depth review of some major themes of quantitative research:
a. Research questions and design.
b. Data inspection (including missing data).
c. Estimation and hypothesis testing.
d. Bayesian statistics and testing.
e. Generalized linear models and diagnostics.
f. Validity and generalizability.
In the practical part of the course a research project is carried out, for which each student will work with an individual data set and accompanying research project, often provided by the research master supervisor. The research project is supported in lab classes using R with weekly assignments and supervised in 30-60 minute weekly or biweekly meetings with the applied statistics supervisor giving feedback on assignments. A midterm oral presentation on the design of the research project and a written final report complete the practical part.

EC: 10

Semester: semester II a

Format: 6 two-hour lectures; computer lab time (7x2 hours) and 6x two-hour extra class time (exercises/questions/class discussions); weekly or bi-weekly meetings with applied statistics supervisor

Language: English

Assessment: Midterm oral presentation on the design of the research project; written final research project report and exam (part multiple-choice, and part essay))

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

Literature:

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

Master's thesis **GMMT35**

Objective: A. KNOWLEDGE AND UNDERSTANDING
Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context:

- Having demonstrated advanced knowledge and understanding of: important national and international, contemporary theories, models, and issues in the social and behavioural sciences, classic and contemporary theoretical models and concepts of human behaviour, and key issues in the area of specialization.
- different research designs and methods of data collection in survey research and/or experimental field research or laboratory research, as well as the ability to design research that is able to adequately answer an underlying research question.
- advanced statistics and methodology.
- designing and evaluating questionnaires and other measurement devices to diagnose problems at the appropriate level (e.g., individual, group, organization).
- designing and evaluating manipulation and intervention strategies.

B. APPLYING KNOWLEDGE AND UNDERSTANDING
Can apply their knowledge and understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to integrate knowledge and handle complexity:
- Having demonstrated the comprehensive ability to: analyse social issues and describe the relevant factors involved and to translate these into scientific research questions that build on the state of the art in a field of the social and behavioural sciences and are well grounded in the literature in this field.
- apply insights and findings, especially where practical applications have the potential to also inform theoretical issues, in original ways to questions of scientific research and of policy both in disciplinary and in broader, interdisciplinary contexts.
- choose and apply appropriate statistical models, and to critically evaluate the results of statistical analyses.
- develop and implement interventions that are aimed at changing behaviour at the individual or group level.

C. MAKING JUDGEMENTS
Can formulate judgements on the basis of incomplete or limited information, that rather include reflection on social and ethical responsibilities linked to the application of their knowledge and judgements:
- Having demonstrated the ability to: select, understand, value, and integrate relevant scientific literature, and to formulate judgements on the basis of the available information.
- select and apply appropriate data collection methods and data-analytical methods.
- select and apply appropriate manipulation and intervention strategies.
- reflect on social and ethical responsibilities linked to the application of knowledge and judgements, as well as on social and

ethical implications of policy decisions and intervention programmes in order to become an independent researcher, future leader, or innovator.

D. COMMUNICATION

Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously:

- Having demonstrated the ability to: communicate (orally and in writing) conclusions, and the knowledge and rationale underpinning these, to specialist (e.g., scientists) and non-specialist audiences (e.g., executives, policymakers, journalists) clearly and unambiguously, including the underpinnings as well as limitations of the conclusions.

- integrate theory and quantitative empirical research ('theory-guided empirical research') into a scientific report, which is comparable to the level of a publishable research paper.

- formulate policy implications of scientific research, taking into account the limitations of the information and scientific insight on which the practical recommendations are based.

E. LEARNING SKILLS

Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous:

- Having demonstrated: the skills required for further international study in a largely self-directed or autonomous manner.

- the ability to reflect on the implications of one's work for the development of theories in the behavioural and social sciences and related fields, such as economics and medicine.

- the skills to search for information and to manage and archive data.

- a general work orientation that is required for membership of an international research team, contributing to collective goods, time management, and participation in a research network in one's own research domain.

- adherence to the principles and procedures concerning integrity in scientific research.

- respect to cultural, individual, and role differences due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomics.

Content: Students spend part of their second year under individual supervision conducting empirical research, culminating in the Master's thesis, which may lead to a research proposal for a PhD thesis. The seminars and traineeship are an important preparation for this programme. Both internal and external research projects are possible. The thesis must be written on a topic that fits the student's specialization. Before the student can start, a Master's thesis plan must be written which will be judged by the Master's thesis committee. This committee will appoint a co-assessor.

EC:	35
Semester:	whole year
Format:	peer review
Hours per week:	Variable
Language:	English
Assessment:	paper (individual)
	Masters's thesis plan, Masters's thesis

Cognitive Models of Psychopathology GMTPCP01

Lecturers:	dr. J.P. Wessel,dr. M.J.J. Lommen,prof. dr. G.H.M. Pijnenborg,prof. dr. P.J. de Jong,dr. R.J.C. Huntjens
Contact:	dr. R.J.C. Huntjens
Objective:	After the course the student has: - 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. The additional requirement for Research Master students consists of a presentation given by each student and attended by all students and lecturers in which the student describes 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:	essay
Literature:	

· *syllabus on nestor*

Cognitive Paradigms and Psychophysiological Measurements GMTPCP02
in Experimental Psychopathology

Lecturer:	dr. B.D. Ostafin
Contact:	dr. B.D. Ostafin
Objective:	After successfully completing the course, the student will have

theoretical and practical knowledge in critically using cognitive (e.g., attentional bias tasks) and psychophysiological (e.g., skin conductance) assessment methods that are often used 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: participation,assignments
presence obligatory
Literature:

· *to be announced via NESTOR*

Evidence-based Interventions   **GMTPCP03**
Lecturers: dr. W.J.P.J. van Hout,prof. dr. G.H.M. Pijnenborg,prof. dr. T.K. Bouman,dr. M.H. Nauta
Contact: prof. dr. G.H.M. Pijnenborg
Objective: The ability to think in terms of empirical support of psychological treatments, to get insight in the methodology of gaining empirical support in this field and to assess treatment literature with regard to these aspects.
Content: So-called evidence-based interventions play a crucial role in the entire health care sector. First, this module will explain what evidence-based means and outline the origins and development of the importance of empirically supported treatment by means of literature. Then, the role of research on therapy effect will be dealt with, as well as the treatment protocols developed and used in effectiveness research. What kind of research is necessary and desirable to reach evidence-based interventions will be illustrated by means of examples. In addition, the development of

multidisciplinary guidelines will be explained and discussed. The concepts dealt with will be illustrated by means of concrete examples of treatments, including treatment of anxiety disorders, depressions, and somatoform disorders in both adults and youth.

In the weekly practicum meetings, specific topics will be addressed in interaction with researchers that are experts in the field of evidence-based interventions. The weekly plenary course is followed with the students in the regular master course "Evidence-based interventions" (MBK-1).

EC:	5
Semester:	semester I a
Format:	lecture,practicum
	weekly plenary course (2 hrs) and weekly practicum (2 hrs)
Hours per week:	4
Language:	English
Assessment:	presentation,written exam (essay)
	The final grade will based on 1) an oral presentation (25%) and 2) an exam with essay question
Remarks:	There will be additional requirements for Research Master's students as compared to students from the regular Master's programmes.
Literature:	

· *to be announced on NESTOR*

Development, learning and Instruction   GMTPEE02

Lecturers:	prof. dr. A.E.M.G. Minnaert,dr. H.W. Steenbeek,dr. D.D.N.M. Kostons
Contact:	dr. D.D.N.M. Kostons
Objective:	The aim of the course is to provide knowledge and understanding of learning and development and how this is influenced by the social and instructional environment. The course consists of two parts. The first part focuses on general mechanisms of development and their relationship with learning and instruction, in particular in the context of how social factors influence the development of children, the second part on the influence of instruction on learning.
Content:	Part 1: The first part of the course will provide an overview of basic mechanisms of development and learning, including contingency, semantic and adaptive mechanisms. The notion of mechanisms of change will be applied to the study of developmental processes in the broad sense, including processes of teaching and learning that contribute to development. Particular attention will be given to the socially embedded nature of development, learning and instruction and on the interaction between the short-term time scale of (social) action including learning and teaching and the long term time scale of development.

Part 2: This part will focus on different theoretical views on learning and instruction. Science-based development of instruction comprises description and analysis of the knowledge and skills to be achieved, description of the characteristics of the learner, description of the conditions that foster learning (learning processes and nature of the learning environment), and the effects of instruction. In the course special attention will be paid to the results of empirical research into the interrelationships between these components, trying to find answers on questions such as for which kind of knowledge or skills and for which type of students which instructional arrangements are the most effective for learning. Not only cognitive aspects of learning will be taken into account, but also motivational and emotional aspects. Students will do assignments about the literature, structured by leading questions from the lecturers

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

Literature:

· 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

Reflecting on Science   **GMTPGE02**
Lecturers: E.E. Vernooij MSc.,dr. J.M. Brenninkmeijer,dr. M. Derksen,prof. dr. D. Draaisma
Contact: dr. M. Derksen
Objective: After the course the student knows:
• the key schools of thought in the philosophy and sociology of science
• the main positions in the current 'crisis of confidence' in science and the debate concerning its resolution
• the basic and advanced facts of the scientific incentive system and how it influences scientists' behavior
After the course the student can:
• formulate a reasoned and informed opinion on issues of scientific integrity as they pertain to their own discipline
• formulate an opinion, informed by concepts from the philosophy and sociology of science, on the current state of their discipline and its place in society
Content: The social sciences are currently going through a period of intense self-reflection that is sometimes called a 'crisis of confidence'. Fundamental aspects of the way science is practiced, the

professional context in which that is done, and the social relevance of this work are all topic of debate.

In Reflecting on Science, we aim to prepare the students for this and future discussions about the philosophical, social and historical aspects of science. We will do so by exploring topics such as prediction, styles of science, and scientific integrity.

EC: 5
Semester: semester II b
Format: practicum
Language: English
Assessment: participation,essay
Literature:

· *Online available texts.*

Behavioural and Social Sciences: An Introduction   GMTPGE03

Lecturer: dr. M.J.P.W. van der Vlugt
Contact: dr. M.J.P.W. van der Vlugt
Objective: 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.

After having followed this course, the student:

- knows a number of different classic and contemporary concepts and theories from the different specializations within the Research Master's programme

- is able to analyze social issues and describe the relevant factors involved and to translate these into scientific research questions that build on the state of the art in a field of the Behavioural and Social Sciences;

- is able to apply insights in original ways to questions of scientific research both in disciplinary and in interdisciplinary contexts;

- is able to select, understand, value, and integrate relevant scientific literature, and to form judgements on the basis of the available information

- is able to communicate (orally and visually) conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously, including the underpinnings as well as limitations of the conclusions

Content: 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 to four 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 block, 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 and Clinical neuropsychology) 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. Passing the R-workshop is not a requirement for passing this Introductory course, but is an entry requirement for the course Applied Statistics (GMMSGE28).

EC:	5
Semester:	semester I a
Format:	lecture,seminar
Hours per week:	6
Language:	English
Assessment:	presentation
	Attendance of all formal meetings (including those with the advisor, and the Presentation Workshop) is compulsory; the student's share in the group work, and both presentations should be graded "sufficient". Also, students need to write a reflection report.

Literature:

· *Articles in consultation with advisors.*

How to Theorize: A Workshop on Creative Theory Generation and Critical Thinking   **GMTPGE05**

Lecturer:	prof. dr. M. van Zomeren
Contact:	prof. dr. M. van Zomeren
Objective:	After the course, the students:
	- can use a number of specific heuristics to creatively generate hypotheses in small groups,
	- can apply 'critical thinking' about theoretical assumptions to existing theorizing and research,
	- can define concepts through introspection and collective discussion (Socratic dialogue technique),
	- can reflect on one's own 'hidden assumptions' as a researcher
	- can reflect on the praxis of science and on the importance of creative theory generation and critical thinking in this process
Content:	Research master curricula typically focus on teaching students how to do research, but fail to include training on how to theorize. However, the latter is absolutely pivotal because theorizing is essential to interpreting any research finding. Specifically, being trained in creative theory generation and critical thinking will make one's research designs stronger and the resulting findings more meaningful. This two-day workshop addresses the question of how to theorize through a focused, creative, and interactive approach. Its main message is that, much like doing research, theorizing is

something that is fun, interactive, and inherently social. As such it can be learned through exercise and training. In the workshop, we will focus, for instance, on using helpful heuristics to creatively generate hypotheses; and on 'critical thinking' that revolves around identifying and playing around with meta-theoretical assumptions; introspectively and collectively defining core concepts in the social sciences (Socratic Dialogue technique); and identifying one's own 'hidden assumptions' about what one studies. Through this hands-on approach, this workshop should not just lead to more knowledge and understanding of how to theorize, but also to a more creative and critical consideration of one's own assumptions as a researcher.

EC:	2.5
Semester:	semester I b
Format:	two-day workshop
Language:	English
Assessment:	Final report
Remarks:	Maximum number of students who can participate: 15
Literature:	

· Slife, B. D. & Williams, R. N., *Slife, B. D. & Williams, R. N. (1995). What's behind the research? Discovering hidden assumptions in the behavioral sciences. London: SAGE.* (ISBN: 0803958625), € 70.00

Integrating Research Findings across Disciplines   **GMTPGE06**

Lecturers:	various instructors,prof. dr. T.T. Postmes
Contact:	prof. dr. T.T. Postmes
Objective:	After attending this course, students:
	- are able to identify strengths and challenges of conducting interdisciplinary research,
	- have learned methods for conducting a systematic literature search,
	- have learned methods for reviewing and synthesizing literature qualitatively and quantitatively,
	- are able to conduct an interdisciplinary analysis of a social problem by conducting a literature review of their own.
Content:	In this course, students will learn the basic principles and challenges of conducting interdisciplinary research. In addition, students will learn how to conduct literature reviews and meta-analyses. The aim of this course is to enable students to conduct a comprehensive interdisciplinary analysis of a social problem of their choice, via an in-depth literature review.
	In the first part of the course, an introduction will be given in the added value and challenges of interdisciplinary research. Moreover, an introduction will be given in conducting comprehensive literature reviews and meta-analyses. In addition, experts will share their experiences: how is knowledge

accumulated and integrated across academic fields, and what guidelines can they give for successfully conducting interdisciplinary research? In the second part of the course, students will apply these insights by conducting a literature review on a topic of their choice, under supervision of a staff member who is an expert in this field. The literature review aims to provide an interdisciplinary analysis of an important social problem. Students will receive feedback on a draft of their literature review from their fellow students with a different disciplinary background, as well as from the expert supervising their literature review.

EC: 5
Semester: semester I b
Format: lecture,practicum
Language: English
Assessment: paper

Starting the First Paper   GMTPGE07

Lecturers: prof. dr. D.R. Veenstra, G. Stulp PhD.,dr. G.M.A. Lodder,dr. M. Maes
Contact: prof. dr. D.R. Veenstra
Objective: The aim of the course is to guide the first-year ReMa students through the writing of the introduction section of their first paper. As submitting, reviewing, and rewriting is an important part of a researcher's job, students will also learn about selecting a journal, giving and receiving constructive comments, revising their work and writing a reply letter.
Content: The classes will be organized as a combination of both larger group sessions with all students (lectures) and sessions in which students will be divided into smaller groups (group meetings, with a different composition of the students per week). During the course, students complete assignments, which will eventually lead to the introduction section of your first paper. In addition, students will do review assignments, in which they carefully comment on other students' work. These review assignments can then be used to revise your work.

     The deadlines for each of the assignments can be found in the course overview. Assignments need to be uploaded at Nestor. The assignments are cumulative, which means that each time not only the new text, but also the previous version of the article (and, if applicable, comments and reviews of these previous versions) have to be handed in.

EC: 5
Semester: semester II
Format: practical exercise,seminar
Hours per week: Variable
Language: English

Assessment:	assignments,presentation
Remarks:	The course material for each lecture is described in the overview per week, and will be uploaded to Nestor after each lecture.

Besides that, students are advised to use of the following sources that provide best practices for writing empirical journal articles:
Writing the Empirical Journal Article:
http://www.gmw.rug.nl/~veenstra/Scientific/WritingArticle.pdf
Developing a Talent for Science:
http://talent4science.eu
Better Writing:
http://www.csustan.edu/psych/todd/sternbrg.html
Academic Writing:
http://www.phrasebank.manchester.ac.uk
The Art of Grantmanship:
http://www.gmw.rug.nl/~veenstra/Scientific/GrantWriting.pdf
Writing Successful Press Releases:
http://www.gmw.rug.nl/~veenstra/Scientific/PressReleases.pdf

Controversies in Social Psychology   GMTPIB01

Lecturer:	prof. dr. M. van Zomeren
Contact:	prof. dr. M. van Zomeren
Objective:	After the course the Research Master student knows:

- which theoretical, methodological, and meta-level debates have been and are currently relevant in the field of social psychology
- the difference between, and the different implications of, theoretical, methodological, and meta-level debates
- how to summarize diverging views on a topic
- how to evaluate diverging views on a topic
- how to integrate diverging views on a topic
After the course the Research Master student is able to:
- summarize, evaluate, and integrate opposing views of a theoretical, methodological, and meta-level scientific debate
- formulate one's own perspective on a scientific debate
- present/report such a debate in oral presentation and in a scientific essay format
- integrate expert feedback on a first draft of the essay
- organize and lead discussions with other students in small-group and/or plenary discussions

Content:	In this small-scale, interactive and intensive course, students will be introduced to relevant historical and contemporary controversies in social psychology. Those include theoretical (e.g., about the existence of altruism or stereotype (in)accuracy), methodological (e.g., implicit versus explicit measurement), and meta-level debates (e.g., about external validity and replicability of research findings). The aim of the course is not just to inform students about such controversies, but to actively involve and immerse them in

those debates through an interactive and intensive course set-up, that is, through giving presentations, leading, organizing and participating in discussions, and writing an essay (about a meta-level, theoretical or methodological debate, on which a round of structural feedback is provided by the teacher). Through this set-up, Research Master students learn to not just understand the different perspectives, but also learn how to take a position in which they can summarize and evaluate those perspectives, and to seek integration of sometimes seemingly opposite positions. Note that Research Master students have unique roles and are uniquely evaluated (i.e., in a different way than regular Master students) in this course.

EC:	5
Semester:	semester II b
Format:	seminar
Hours per week:	3
Language:	English
Assessment:	essay
	Besides the essay and presentations, presence, active participation and leadership in the plenary discussions is mandatory

Literature:

·   *Syllabus via Nestor*

Advanced Research methods in Social and Organizational   **GMTPIB05**
Psychology

Lecturers:	dr. E.F. Rietzschel, S. Sanders MSc.,dr. K. Epstude
Contact:	dr. T. Kuppens
Objective:	After having followed this course, the student knows how to…

- ·   Formulate and justify a testable research question, based on theory and previous research
- ·   Discuss and critically reflect on the operationalisation of psychological constructs (such as attitudes, power, emotion, motivation etc.)
- ·   Describe, compare, apply and evaluate the use of these operationalisations
- ·   Decide upon a research design to link a specific method to a research question
- ·   Use specialised software (like Qualtrics, Medialab, DirectRT, or other software) to design and administer a study
- ·   Reflect on the conceptual and practical consequences of imperfections in research data (for example excluding outliers, excluding specific items from a scale, dealing with inconclusive manipulation check data, which control variables to add in an analysis of correlational data etc.).

Content:	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, leadership, power, emotion, motivation, prejudice, automatic behaviour, teamwork etc. The aim is to simulate running through all phases of both correlational and experimental field and lab research: generating a research question based on theories and/or relevant applied questions; operationalising the research question; data collection, data analysis, and interpretation of results; and interpreting the evidence and its theoretical and practical implications. By means of weekly assignments and presentations, participants will learn how to appropriately design, analyse and interpret research. As final assignment, students will develop an own research question and will operationalize the relevant concepts. For the final assignment they will also make use of at least one computer programme that is commonly used in (experimental) research in Social and Organisational Psychology. Some of these computer programmes will be introduced in specific practical sessions.
EC:	5
Semester:	semester I b
Format:	computer practicals,lecture,practical exercise,seminar
Hours per week:	Variable
Language:	English
Assessment:	presentation,paper

Advanced Clinical Neuropsychology   **GMTPNP01**

Lecturer:	prof. dr. O.M. Tucha
Contact:	prof. dr. O.M. Tucha
Objective:	After the course the students have in-depth knowledge about common issues relevant in clinical neuropsychology including: - cost effectiveness of clinical neuropsychology, - fatigue in patients with neurological conditions, - disorders of awareness, - psychological and psychiatric aspects of brain disorders, - ethics and research in clinical neuropsychology.
Content:	This course offers an advanced examination of brain-behavior relationships of major neuropsychological and psychological phenomena in patients with acquired brain damage. While in other courses in the field of clinical neuropsychology, the main emphasis is often on classical neuropsychological syndromes (e.g. agnosia) and conditions that can cause brain damage (e.g. stroke), the present course focuses on more general phenomena and problems with which clinicians are confronted when working with patients with neurological disorders. The phenomena discussed in the lecture (e.g. psychological and psychiatric aspects of brain

damage) have a tremendous impact on the well-being of patients as well as their families and approaches to the assessment and management of these problems are presented. Furthermore, relevant topics for the profession of clinical neuropsychology are discussed including cost effectiveness, ethics and designing scientific studies. Students will acquire knowledge through presentations of clinical case studies and research outcomes.

EC: 5
Semester: semester II a
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (essay)
Remarks: There will be additional assignments for students from the research master Behavioural and Social Sciences.

Literature:

· *Journal articles and book chapters*

Neuropsychological Assessment **GMTPNP02**
Lecturers: prof. dr. J.M. Spikman,dr. J.H.C. Heutink,dr. J. Koerts
Contact: dr. J. Koerts
Objective: The course Neuropsychological Assessment focuses on basic skills that are important for assessments in the field of neuropsychology. After the course the student can:
- determine for which disorders the neuropsychological tests that were introduced can be used,
- prepare a neuropsychological assessment in an individual patient,
- interpret the results of a neuropsychological assessment,
- use the neuropsychological tests that were introduced in differential diagnostics,
- integrate and interpret the results of multiple neuropsychological tests,
- critically judge the use of tests with regard to the test instructor, behavior of the patient and environmental factors.
Content: During the first four lectures the general procedures that are used in the field of neuropsychological assessment are discussed. More specifically these lectures will focus on observation, the neuropsychological interview, formulating hypotheses, the interpretation of neuropsychological test results and writing a neuropsychological report. The last three lectures are so-called 'Student Lectures' which focus on the preparation of a neuropsychological assessment in an individual patient. For these 'Student Lectures' students will be divided into groups and are expected to present the neuropsychological assessment they would like to carry out in a specific patient during the lecture. Furthermore, the group will work on the interpretation and

integration of the results of a neuropsychological assessment that was performed in a second patient and will write a neuropsychological report about this patient. Finally, video's of neuropsychological assessments will be presented on Nestor. Students are expected to watch these video's and to answer the related questions individually.

Students of the research master program will receive an additional assignment.

EC:	5
Semester:	semester I a
Format:	lecture,practical exercise,self-study
Language:	English
Assessment:	computer assignments,participation,presentation,written exam (essay),report
Remarks:	This course unit is offered both in Block 1a and 2a and is not accessible to external students.

Literature:

· *A reader will be available via the Copy Shop.*

Experimental Skills Advanced   **GMTPNP03**

Lecturers:	dr. R.H. Geuze,dr. J. Jolij,prof. dr. M.M. Lorist,dr. M.M. Span,dr. A.A. Wijers
Contact:	prof. dr. M.M. Lorist
Prerequisite(s):	PSBAM-07 Experimental methods
Objective:	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.
Content:	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.

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.

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

EC:	5
Semester:	semester I b
Format:	practicum
Hours per week:	16
Language:	English
Assessment:	participation,modular exam(s),assignments
	100% attendance is required (see Master's study guide Psychology)
Remarks:	Each of the three module takes 2 weeks. (Not accessible to external students)

Literature:

· Luck, Steven J., *An Introduction to the Event-Related Potential Technique, Second Edition May 2014* (ISBN: 9780262525855), € 50.00
· Dickter Cheryl L. & Kieffaber Paul D. , *EEG methods for the psychological sciences Thousand Oaks, CA: Sage Publications, 2014.* (ISBN: 978-1-4462-83004), € 62.00
· *Further literature to be announced*
· Luck, Steven J. , *OR Ebook: An Introduction to the Event-Related Potential Technique, Second Edition June 2014* (ISBN: 9780262324045), € 50.00

Clinical Neuropsychology - Present and defend your research   GMTPNP06

Lecturers:	dr. L.I. Tucha,prof. dr. O.M. Tucha,dr. J. Koerts
Contact:	dr. J. Koerts
Objective:	This course will focus on learning to formulate a research question and to write, present and defend it. The topic of the research proposal should be relevant or of topical interest for the field of clinical neuropsychology. The research proposal should be presented by the student and will be discussed extensively. In these discussions, recent studies will be considered, pitfalls will be explored and implications for clinical neuropsychological practice will be discussed. After the completion of this course the student:
- Will be able to explore ideas and exchange information;
- Will have a thorough understanding of the topics discussed;
- Will improve their presentation, discussion and writing skills;
- Will improve their ability to think critically.
Content:	During the first meeting, the course structure will be explained and the lecturers will be introduced. After this meeting students have several weeks to develop their research ideas which have to be presented during a block-seminar. During this block-seminar, several research proposals will be presented and discussed extensively. After the block-seminar students again have several weeks to complete (1) their research proposal in written form and (2) an overview of the critics that rose during the block-seminar

discussion including a plan of action on how to meet the critics (point-by-point reply).

EC:	5
Semester:	semester II b
Format:	colloquium
Hours per week:	Variable
Language:	English
Assessment:	participation,presentation,report
Remarks:	Only open for students from the Clinical Neuropsychology track
Literature:	

· *Will be announced on Nestor*

Research methods in Clinical Neuropsychology   **GMTPNP07**

Lecturers: prof. dr. O.M. Tucha,dr. A.B.M. Fuermaier
Contact: dr. A.B.M. Fuermaier
Objective: After the course, students have the knowledge and understanding of the following research designs and research standards:
• Basic study designs, such as cross sectional studies, case control studies, and cohort studies
• Randomized Controlled Trials (e.g. following CONSORT statement)
• Single case research designs: Design, application, and analysis
• Ethical considerations and research ethics in clinical neuropsychology
After the course, students understand important principles in the collection and analysis of clinical data, including:
• Pitfalls in the analysis of quasi-experimental clinical studies
• Evaluating treatment efficacy: Consequences of study type and expected effect size
• Clinical decision making using diagnostic tests: Development, application and interpretation of diagnostic tests
• Reevaluation of patients with neuropsychological impairments: Measurement of change in clinical neuropsychological practice and research
• Selection of intervention methods: Understanding meta-analyses (e.g. following PRISMA guidelines)

Content: Clinical neuropsychology is concerned with the relationship between brain and behavior, in particular alterations of behavior following brain lesions. An individual working within clinical neuropsychology applies the knowledge about this relationship in the assessment, diagnosis, treatment, and rehabilitation of patients suffering from various types of medical conditions (e.g. psychiatric or neurological disorders). For the selection and application of suitable methods in assessment and treatment, clinical neuropsychologists must be able to evaluate the utility of available approaches, measures and procedures for a given context and

understand their theoretical and statistical underpinnings.

Students of this course will acquire crucial methodological skills that are required in the field of clinical neuropsychology. After the course, students have the knowledge and understanding of basic and advanced research designs and data analysis techniques that will enable them to evaluate and select clinical tools for the assessment and treatment of patients with neuropsychological conditions. Research designs covered in this course address a wide range of methods, such as cross-sectional studies, cohort studies, Randomized Controlled Trials (RCTs), or single case research designs. Furthermore, students will learn about common pitfalls and misconceptions in the collection and analysis of clinical data. The topics that will be discussed include the analysis of quasi-experimental clinical data, clinical decision making using diagnostic tests, measurement of change in the reevaluation of patients with neuropsychological impairments, and the selection of intervention methods using meta-analytic techniques. The course also addresses important issues of scientific integrity and research ethics in clinical neuropsychology.

The present course is designed for students who aim to start a career in the field of clinical neuropsychology, in either the research or the applied (i.e. clinical) field. To guarantee the quality of teaching, the course has a limited capacity. In case of over-subscription, students from the master 'Clinical Neuropsychology' and 'Klinische Neuropsychologie' will have first priority. After all prioritized students have been placed, possible remaining spaces will be assigned based on "first come, first served"-rationale.

Students will acquire knowledge and skills through presentation of theoretical information and application in clinical neuropsychological research and practice.

EC:	5
Semester:	semester I b
Format:	lecture
Hours per week:	2
Language:	English
Assessment:	exam
Literature:	

· *Relevant articles and book chapters will be made available via Nestor.*

Sociological Theory Construction and Model Building   **GMTPSO02**

Lecturers:	various instructors,dr. J. Dijkstra
Contact:	dr. J. Dijkstra
Objective:	Based on readings, assignments, presentations, and class discussions, students will build up (a) an overview of basic features of problem-driven and systematic (deductive) theory construction

and explanation in social science; (b) an overview of basic micro-models of behavior and their application and (c) expertise in social science theory construction.

Content:	The course familiarizes the student with:
	(a) Basic features of problem-driven and systematic (deductive) theory construction, model building, and explanation in social science, including macro and micro features of explanatory models as well as macro-micro-macro transitions. This part of the course provides an introduction to the general approach to social science theory formation and research that underlies the Sociology specialisation in the Research Master programme.
	(b) Basic micro-models of behavior. This includes an introduction to behavioral models with particular emphasis on microeconomics and applications of these tools in sociology. These models are explicitly or implicitly used
	in many fields of sociology.
	(c) Systematic reconstructions of social science theory and applications of social science theory in various fields of sociology, with an emphasis on explanations of macro-phenomena based on micro-models of behavior and macro-micro-macro transitions. Applications will focus on key problems of sociology, such as cohesion (or coordination, cooperation) and inequality.
EC:	7.5
Semester:	semester I
Format:	All meetings are in Utrecht, except those in weeks 6 and 7 which will be held in Groningen
Hours per week:	Variable
Language:	English
Assessment:	Assignments and questions (60%), presentations (30%), and class participation (10%).
Literature:	

· Coleman, J.S. (1990), *Foundations of Social Theory. Cambridge, MA: Belknap.*

· *Other readings and course material will be distributed.*

· Binmore, K. (2007), *Playing for Real: A Text on Game Theory. Oxford: Oxford University Press.*

Traineeship   **GMTRAIN10**

Lecturer:	diverse docenten
Contact:	drs. E.R. de Jong
Objective:	A. KNOWLEDGE AND UNDERSTANDING
	Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context:
	- Having demonstrated advanced knowledge and understanding of:

important national and international, contemporary theories, models, and issues in the social and behavioural sciences, classic and contemporary theoretical models and concepts of human behaviour, and key issues in the area of specialization.

B. APPLYING KNOWLEDGE AND UNDERSTANDING

Can apply their knowledge and understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to integrate knowledge and handle complexity:

- Having demonstrated the comprehensive ability to: apply insights and findings, especially where practical applications have the potential to also inform theoretical issues, in original ways to questions of scientific research and of policy both in disciplinary and in broader, interdisciplinary contexts.

- develop and implement interventions that are aimed at changing behaviour at the individual or group level.

C. MAKING JUDGEMENTS

Can formulate judgements on the basis of incomplete or limited information, that rather include reflection on social and ethical responsibilities linked to the application of their knowledge and judgements:

- Having demonstrated the ability to: select and apply appropriate data collection methods and data-analytical methods.

- reflect on social and ethical responsibilities linked to the application of knowledge and judgements, as well as on social and ethical implications of policy decisions and intervention programmes in order to become an independent researcher, future leader, or innovator.

D. COMMUNICATION

Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously:

- Having demonstrated the ability to: communicate (orally and in writing) conclusions, and the knowledge and rationale underpinning these, to specialist (e.g., scientists) and non-specialist audiences (e.g., executives, policymakers, journalists) clearly and unambiguously, including the underpinnings as well as limitations of the conclusions.

- integrate theory and quantitative empirical research ('theory-guided empirical research') into a scientific report, which is comparable to the level of a publishable research paper.

- formulate policy implications of scientific research, taking into account the limitations of the information and scientific insight on which the practical recommendations are based.

E. LEARNING SKILLS

Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous:

- Having demonstrated: the skills required for further international study in a largely self-directed or autonomous manner.
- the ability to reflect on the implications of one's work for the development of theories in the behavioural and social sciences and related fields, such as economics and medicine.
- the skills to search for information and to manage and archive data.
- adherence to the principles and procedures concerning integrity in scientific research.
- respect to cultural, individual, and role differences due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomics.

Content: In the traineeship students join an ongoing research project, in which he or she is given a specific task and is actively involved in the broader research project. Before the start, a traineeship plan must be specified, which will be evaluated by the specialization coordinator. The traineeship is concluded with a traineeship thesis. In the case of an internal traineeship, there will be at least one supervisor. In the case of an external traineeship there will be two supervisors. The final responsibility lies with the internal supervisor. Students who want to qualify for the post-master programme for health psychologists will have the option to do a Clinical Science Traineeship of 20 EC, including 5 EC worth of single case methodology. In this case the student will also conduct a single case treatment study and writes a single case report. This takes place at one of several approved mental health facility positions in the Netherlands or abroad. There will be three supervisors: an internal supervisor, an external supervisor and a single case supervisor.

EC: 10
Semester: whole year
Format: internship
Hours per week: Variable
Language: English
Assessment: internship report
Traineeship plan, traineeship report/thesis, single case report, carry out tasks in an ongoing research project