



university of  
 groningen

faculty of behavioural  
 and social sciences

rema

# Assessment programme of the Research Master's programme Behavioural and Social Sciences

Academic year 2025-2026

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## o. Preface

This document contains the assessment programme of the Research Master Behavioural and Social Sciences. The assessment programme and assessment plan comply with the assessment policy of the Faculty of Behavioural and Social Sciences, the general assessment policy of the University of Groningen (2021) and the protocol setting out the duties and powers of the Board of Examiners of the University of Groningen (Manual for Board of Examiners; 2024).

The assessment programme and assessment plan are published separately, so there is a legal distinction between the assessment programme and assessment plan. The assessment programme is an appendix to the Teaching and Examination Regulations (TER) and also part of the assessment plan.

The assessment plan comprises the following topics:

1. Stimulation of the learning process
2. Study programme
3. Responsibilities for the implementation of the various components of the assessment policy;
4. The method of regular evaluation

The assessment programme comprises the following topics:

1. Learning goals and learning outcomes of the programme
2. Descriptions of constructive alignment, and overview of the learning outcomes of the individual courses related to the learning outcomes of the programme and the assessment modes
3. Course assessments: procedures and assessment criteria used

Detailed descriptions of the content of each individual course can be found in Ocasys, the online course catalogue (<http://www.rug.nl/ocasys/>). This includes the learning outcomes, description of content, mode(s) of instruction and assessment mode(s) and assessment content. The first and last aspects can be found in the assessment programme as well, whereas the description of content and mode(s) of instruction can be read in Ocasys only.

Groningen,

Prof. dr. R.J.C. Huntjens, director Graduate School of Behavioural and Social Sciences  
Drs. I.P.J. Veenstra, coordinator Graduate School of Behavioural and Social Sciences

# 1 Learning goals and learning outcomes of the programme

The programme aims to provide a thorough specialist training in the theoretical basis and state of the art research methods in the field of social and behavioural sciences. Graduates have a broad view on this research area, have in-depth knowledge and understanding of a specific part of the area, and are capable to recognize the need for and to participate in multidisciplinary research. Graduates have the necessary skills to independently identify, formulate, and analyse problems in the field, and to suggest solutions. Graduates have the necessary skills to conduct research in the field and to report research according to recognized standards in the field, and are able to communicate their research. The programme prepares its graduates to embark on a solid scientific career in the area, starting with a PhD project or a junior research position in a public or private organization.

To achieve these learning goals of the programme, the students need to meet the programme learning outcomes. Categorized according to the Dublin descriptors the learning outcomes are listed in Table 1.

**Table 1. Dublin descriptors and learning outcomes**

Description of Master's level according to the Dublin descriptors	Learning outcomes of the Research Master's Programme Behavioural and Social Sciences
<p><b>A. KNOWLEDGE AND UNDERSTANDING</b></p> <p>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.</p>	<p><i>Having acquired:</i></p> <ol style="list-style-type: none"> <li>1. an overview of important contemporary issues and their origins in the social and behavioural sciences.</li> <li>2. specialized knowledge in the student's theme.</li> <li>3. an understanding of the need for and additional value of multidisciplinary approaches to complex research issues in the social and behavioural sciences.</li> <li>4. the capacity to understand approaches in fields related to the students specialization, such that a broad integrated view can be provided when facing complex problems in the field.</li> <li>5. knowledge of research designs and methods of data collection, as well as the ability to design research that is able to adequately answer an underlying research question.</li> <li>6. knowledge of advanced statistics and methodology.</li> <li>7. knowledge of designing and evaluating policy and/or interventions.</li> <li>8. skills to critically evaluate scientific results, views and concepts.</li> </ol>
<p><b>B. APPLYING KNOWLEDGE AND UNDERSTANDING</b></p> <p>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</p>	<p><i>Having demonstrated the comprehensive ability to:</i></p> <ol style="list-style-type: none"> <li>1. analyse social and behavioural 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.</li> <li>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, multidisciplinary contexts.</li> </ol>

integrate knowledge and handle complexity.	<ol style="list-style-type: none"> <li>3. select suitable disciplinary approach(es) to questions of scientific research, and collaborate with others from these discipline(s).</li> <li>4. choose and apply appropriate statistical models, and to critically evaluate the results of statistical analyses.</li> <li>5. critically evaluate scientific results, views and concepts.</li> </ol>
<p><b>C. MAKING JUDGEMENTS</b></p> <p>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.</p>	<p><i>Having demonstrated the ability to:</i></p> <ol style="list-style-type: none"> <li>1. select, understand, value, and integrate relevant scientific literature, and to formulate judgements on the basis of the available information.</li> <li>2. select and apply appropriate data collection methods and data-analytical methods.</li> <li>3. select and apply appropriate policy and/or intervention strategies.</li> <li>4. reflect on social and ethical responsibilities with regard to the application of knowledge and judgements, as well as on social and ethical implications of policy decisions and intervention programmes.</li> </ol>
<p><b>D. COMMUNICATION</b></p> <p>Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</p>	<p><i>Having demonstrated the ability to:</i></p> <ol style="list-style-type: none"> <li>1. communicate (orally and in writing) conclusions, and the knowledge and rationale underpinning these, to scientists and practitioners (e.g., executives, policymakers, journalists, layman, patients) clearly and unambiguously, including the underpinnings as well as limitations of the conclusions.</li> <li>2. collaborate in a multidisciplinary setting within the behavioural and social sciences, e.g. with (clinical) psychologists, sociologists, educational scientists.</li> <li>3. integrate theory and quantitative empirical research ('theory-guided empirical research') into a scientific report, which is comparable to the level of a first draft version of a research paper.</li> </ol>
<p><b>E. LEARNING SKILLS</b></p> <p>Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>	<p><i>Having demonstrated:</i></p> <ol style="list-style-type: none"> <li>1. the skills required to act as a researcher in a largely self-directed or autonomous manner.</li> <li>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.</li> <li>3. the skills to search for information and to manage and archive data.</li> <li>4. a general work orientation that is required for membership of a research team, contributing to collective goods, effective project management, and participation in a research and/or professional network in one's own research theme.</li> <li>5. adherence to the principles and procedures concerning integrity in scientific research.</li> </ol>

## 2 Constructive alignment – programme and individual courses: learning outcomes, activities and assessment

According to their interest, each student chooses a theme upon entering the programme, and have the option to choose a specialization during the programme. The specializations to select from depends on the theme, as each theme is associated with a few disciplines, as summarized in Table 2.

**Table 2 – Overview of the themes and associated disciplines**

<b>Discipline / Theme</b>	<b>Mental Health: Perspectives from Neuro- and Clinical Psychology</b>	<b>Individual Development in Social Context</b>	<b>Understanding Societal Change</b>
<b>Clinical Neuropsychology</b>	X		
<b>Clinical Psychology</b>	X		
<b>Developmental Psychology</b>		X	
<b>Pedagogical and Educational Sciences</b>		X	
<b>Sociology</b>		X	X
<b>Orthopedagogy</b>		X	
<b>Environmental Psychology</b>			X
<b>Organizational Psychology</b>			X
<b>Social psychology</b>			X
<b>Psychometrics and Statistics</b>	X	X	X

The theme and specialization chosen determine specific courses to include in the exam programme of the student involved. In the theme courses the theme is highlighted from the common and multidisciplinary perspectives of the different specialisations involved. Each specialisation offers compulsory courses and optional courses. Students further specialise via their seminars, and their individual research projects: the (clinical) traineeship and master's thesis. All students develop their abilities to work in a multidisciplinary setting and acquire a firm basis in science theory, methodology and statistics. An overview of the programme is provided in Table 3.

**Table 3 – Overview of the programme**

	Year 1		Year 2	
Type of course	First semester	Second semester	First semester	Second semester
<b>Theory and training in multidisciplinary perspectives</b>	Theme courses (15ECTS)		Multidisciplinary research in action (5ECTS)	
<b>Specialisation</b>		Specialisation courses (10-20ECTS total)		
<b>Theory of Science</b>	How to theorize (2.5ECTS)		Reflecting on Science and Integrity (7.5ECTS)	
<b>Statistics &amp; methodology</b>	Advanced statistics (7.5ECTS)	Applied statistics (10ECTS)		
		Elective methods course (5ECTS total)		
<b>Research experience and professional development</b>		Traineeship (10ECTS) Systematic review and meta-analysis workshop	How to write an effective research proposal (5ECTS) Master's thesis (30ECTS)*	Master's thesis, possibly including course 'Writing in English' (30ECTS) Clinical Traineeship (20 ECTS)
	Seminars			

\*For students who conduct a clinical traineeship.

The programme has been designed according to the principles of constructive alignment. To see how the individual courses that jointly make up the exam programme of an individual student, relate to the learning outcomes of the programme, it is instructive to consider the learning outcomes per Dublin descriptor for each course in the programme, as outlined in Table 4.

**Table 4 – Learning outcomes (LOs) and courses**

	Dublin descriptor	A. Knowledge and Understanding	B. Applying Knowledge and Understanding	C. Making Judgements	D. Communication	E. Learning Skills
<b>Joint</b>	<b>LOs Joint courses</b>	<b>1,2,3,4,5,6,7,8</b>	<b>1,2,3,4,5</b>	<b>1,2,3,4</b>	<b>1,2,3</b>	<b>1,2,3,4,5</b>
<b>Type (Discipline)</b>						
<b>Compulsory</b>	How to Theorize	1,4,8	5	4		2
<b>Compulsory</b>	Reflecting on science and integrity	1,4,5,6,7,8	2,3,4,5	1,3,4	1,2	2,5
<b>Compulsory</b>	Multidisciplinary research in action	1,3,4,5,6,8	1,2,5	1,2,3,4	1,2,3	1,2,3,4,5
<b>Compulsory</b>	Advanced statistics	5,6	4,5	2		5
<b>Compulsory</b>	Applied Statistics	5,6	1,4	1,3,4	1,2,3	1,2,3,4
<b>Compulsory</b>	Seminar	1	1,2,3,4	1,4	1,4	1,2,4,5
<b>Compulsory</b>	Preparing for your master's thesis: writing your proposal	5		1	1,3	1,4,5
<b>Elective</b>	Qualitative Research Methods	1,2,3,4,5,8	1,2,5	1,2,4	1,2	1,2,3,4,5
<b>Elective (PS)</b>	Structural equation modelling	5,6	4,5	2		5
<b>Elective (PS)</b>	Multilevel analysis	5,6	1,4,5	2	1	5
<b>Elective (PS)</b>	Statistical Analysis of Social Networks	1,4,5,6,8	4,5	2,4		
<b>Elective (PS)</b>	Statistical modelling of single cases	4,5	4	2	1	1,5
<b>Theme specific compulsory</b>	<b>LOs IDS theme courses</b>	<b>1,2,3,4,5,6,7,8</b>	<b>2,3,4,5</b>	<b>1,2,3</b>	<b>1,3</b>	<b>1,2,3,5</b>
	<b>LOs MH theme courses</b>	<b>1,2,3,4,5,6,7,8</b>	<b>1,2,3,5</b>	<b>1,2,(3),4</b>	<b>1</b>	<b>1,2,3,(4)</b>
	<b>LOs USC theme courses</b>	<b>1,2,3,4,5,6,7,8</b>	<b>1,2,3,5</b>	<b>1,2,3,4</b>	<b>1,2,3</b>	<b>1,2,3,4</b>

Note:

 IDS = Individual Development in Social Context; MH = Mental Health: Perspectives from Neuro- and Clinical psychology; USC = Understanding Societal Change; PS = Psychometrics and statistics  
 (x): possible learning outcome, depending on the individual choice.

**Table 4 (continued)– Learning outcomes (LOs) and courses**

Theme	Dublin descriptor	A	B	C	D	E
<b>IDS</b>	Lifespan development (5 ECTS)	1,3,4,5,7,8	2,3,5	1,2,3	1,3	1,3,5
<b>IDS</b>	Socialization (5 ECTS)	1,2,8	4,5	1	1	2,3
<b>IDS</b>	Modelling persons and variables over time (5 ECTS)	1,2,5,6,8	1,4,5	1,2	1	1,2,3
<b>MH</b>	Mental health: a multidimensional perspective (5 ECTS)	1,2,3,4,8	5	1,4	1	1,2,3
<b>MH</b>	Mental health: Advanced Research Methods (5 ECTS)	1,2,3,5,6,7,8	1,2,5	1,2	1	1,2,3
<b>MH</b>	Clinical interventions and e-health for adults and youth (5 ECTS)	2,7,8	2,3,5	1,3	1	
<b>USC</b>	Theorizing Change (7.5 ECTS)	1,3,4,8	1,2,5	1,2,4	1	2,4
<b>USC</b>	From problem analysis to intervention design (7.5 ECTS)	3,4,5,6,7,8	1,2,3,5	1,2,3,4	1,2	3,4
<b>Discipline</b>						
<b>CP</b>	Evidence-based interventions (5 ECTS)	2,5,7,8	3	1	1	2,3
<b>DP, OR and PES</b>	Development, learning and instruction (5 ECTS)	2	1,2,5	1,4	1,2	1,2,4
<b>DP</b>	Complexity, dynamics and development (5 ECTS)	1,2,3,4,5,6,8	2,3,4,5	2	3	5
<b>Soc</b>	Economy and Society: Critical Transitions in Advanced Industrialised Societies (5 ECTS)	1,2,3,4,5,8	1,2,5	1,2	1,2,3	1,2,3,4
<b>EP</b>	Environmental Psychology (5 ECTS)	1,2,3,4,5,7,8	1,2,3,5	1,3,4	1,2	1,2,3
<b>Soc</b>	Solidarity and social contexts (5 ECTS)	1,2,3,8	1,5	1	1	1,2,3,5
<b>OR</b>	Contextualized Assessments & Interventions (5 ECTS)	1,2,3,4,7,8	1,2,3,5	1,2,3,4	1	1
<b>All disciplines</b>	Literature study (5 ECTS)	1	1,2,4	1,4	1,3,4	1,2,4
<b>Individual</b>	Traineeship (10 ECTS) or	2,4	1,2,3	2	2	1,2,3,4,5
	Clinical traineeship (20 ECTS)	2,4,5,7,8	2,3,4,5	1,2,3,4	1,2	4,5
	Master's Thesis (30 ECTS)	1,2,8	1,2,3,4	1,3	1,3	1,2,3,4,5

The following courses are also part of the Research Master's programme. These are shared courses from the one-year Master's programme. The learning outcomes can be found via the link provided.

Link: <https://www.rug.nl/gmw/oer/reglementen-onderwijs-gmw> (click Appendix 2: assessment plan → psychology).

<b>Discipline</b>	<b>Course</b>
SP	Culture and Diversity (PSMSB-15)
SP	Cooperation and Communication (PSMSB-17)
OP	Power and Leadership (PSMAB-7)
OP	Selection, assessment and job performance (PSMAB-14)
CNP	Neuropsychological assessment (PSMNV-2)
CNP	Advanced clinical neuropsychology (PSMNB-1)
CNP	Neuropsychological rehabilitation and treatment (PSMNB-5)
CP	Explaining psychopathology (PSMKB-9)

Note: The disciplines (and abbreviations) are: Clinical Neuropsychology (CN), Clinical Psychology (CP), Developmental Psychology (DP), Pedagogical and Educational Sciences (PES), Sociology (Soc), Orthopedagogy (OR), Environmental Psychology (EP), Organizational Psychology (OP), Social Psychology (SP), Psychometrics and Statistics (PS)

For each individual course, the learning objectives, activities and assessment are designed according to the principles of constructive alignment. For each individual course in our programme, we do have such a table, which can be found in Appendix 1.

The learning objectives and type of assessment per course can also be found in Ocasys, the online course catalogue (<https://www.rug.nl/ocasys/>).

### 3 Course assessments

We distinguish formative and summative assessments. Formative assessment takes place during the course to stimulate and guide the student's learning process in the proper direction. This can take many forms, from group discussions under guidance of the teacher, to written feedback on assignments.

Summative assessment is to assess whether the student achieved the learning goals of the course. For each course, the summative assessment is aligned with the learning goals of the course involved. That is, the content, its level and the assessment method are chosen such that all learning objectives are assessed in a proper way. We distinguish the following types of summative assessment methods: written exam with essay questions, written exam with both essay and MC questions, written exam with only MC questions (Note: this option is not used in the current program), essay/paper, individual assignment(s), individual presentation(s), group assignment(s), group presentation(s), portfolio, and report. At the curriculum level, the assessment methods are well-balanced across the various courses, with respect to type and scheduling. This is done to optimize the learning effectivity, while ensuring that the learning outcomes of the programme are achieved.

The programme courses are examined in English, including papers and other assignments written by students. Traineeship reports are exempted from this rule (see TER article 2.2.5, 1c and 3c).

In Table 5, we provide a summary of the summative assessment method(s) per course.

In Table 6, we provide a summary of the formative assessment method(s) per course, if applicable.

The learning objectives and type of assessment per course can also be found in Ocasys, the online course catalogue (<http://www.rug.nl/ocasy/>).

**Table 5– Summative assessment method per course**

	Assessment Method	Written exam with essay questions	Written exam with essay and MC questions	Essay/ Paper	Individual assignment(s)	Individual presentation(s)	Group assignment(s)	Group presentation(s)	Report
Type	<b>Course</b>								
Joint	How to Theorize				x				
Joint	Reflecting on science and integrity			x	x				
Joint	Multidisciplinary research in action				x		x	x	
Joint	Preparing for your master's thesis: writing your proposal								x
Joint	Advanced statistics		x						
Joint	Applied Statistics		x	x	x	x			
Joint	Seminar					x			
Theme IDS	Lifespan development			x		x			
Theme IDS	Socialization				x	X			

	Assessment Method	Written exam with essay questions	Written exam with essay and MC questions	Essay/ Paper	Individual assignment(s)	Individual presentation(s)	Group assignment(s)	Group presentation(s)	Report
Theme IDS	Modelling persons and variables over time				x				
Theme MH	Mental Health: a multidimensional perspective			x			x		
Theme MH	Mental Health: Advanced Research Methods				x				
Theme MH	Clinical interventions and e-health for adults and youth				x				x
Theme USC	Theorizing Change			x					
Theme USC	From problem analysis to intervention design						x	x	
Elective	Structural equation modelling	x			x				
Elective	Multilevel analysis	x		x					
Elective	Statistical Analysis of Social Networks	x			x				
Elective	Statistical modelling of single cases	x							x
Elective	Qualitative Research Methods	x			x		x		
Elective	Evidence-based interventions	x						x	
Elective	Development, learning and instruction			x					
Elective	Contextualized Assessments & Interventions				x				
Elective	Complexity, dynamics and development			x	x				
Elective	E&S – Critical Transitions in Advanced Industrial Societies			x		x			
Elective	Environmental Psychology	x		x					
Elective	Solidarity and social contexts			x		x			
Individual	Master's Thesis								x
Individual	Traineeship								x
Individual	Clinical traineeship								x

Note: IDS = Individual Development in Social Context; MH = Mental Health: Perspectives from Neuro- and Clinical psychology; USC = Understanding Societal Change

The following courses are also part of the Research Master's programme. These are shared courses from the one-year Master's programme. The assessment methods can be found via the link provided.

Link: <https://www.rug.nl/gmw/oer/reglementen-onderwijs-gmw> (click Appendix 2: assessment plan → psychology).

	<b>Course</b>
Elective	Culture and Diversity (PSMSB-15)
Elective	Cooperation and Communication (PSMSB-17)
Elective	Power and Leadership (PSMAB-7)
Elective	Selection, assessment and job performance (PSMAB-14)
Theme MH	Neuropsychological assessment (PSMNV-2)
Elective	Advanced clinical neuropsychology (PSMNB-1)
Elective	Neuropsychological rehabilitation and treatment (PSMNB-5)
Elective	Explaining psychopathology (PSMKB-9)

**Table 6– Formative assessment method per course (if applicable)**

	<b>Assessment Method</b>	<b>Questions during lecture</b>	<b>Discussion and dialogue during lecture</b>	<b>Assignment with teacher feedback</b>	<b>Assignment with peer feedback</b>	<b>Assignment with self-assessment (with input)</b>	<b>Presentation with teacher/peer feedback</b>	<b>Written self-reflection</b>	<b>Other,</b>
<b>Type</b>	<b>Course(s)</b>								
Joint	How to Theorize	x	x	x					
Joint	Reflecting on science and integrity	x	x	x					
Joint	Preparing for your master's thesis: writing your proposal	x	x		x				
Joint	Advanced statistics	x	x	x	x				
IDS	Socialization	x	x	x			x		
IDS	Modelling persons and variables over time								
MH	Mental Health: a multidimensional perspective	x	x	x	x				
MH	Clinical interventions and e-health for adults and youth			x					
USC	Theorizing Change	x	x	x					
USC	From problem analysis to intervention design	x	x	x					
Elective	Structural equation modelling	x	x	x		x			
Elective	Multilevel analysis	x	x	x					x
Elective	Statistical modelling of single cases			x					
Elective	Contextualized Assessments & Interventions	x	x				x		
Elective	Complexity, dynamics and development	x	x	x		x			

	<b>Assessment Method</b>	<b>Questions during lecture</b>	<b>Discussion and dialogue during lecture</b>	<b>Assignment with teacher feedback</b>	<b>Assignment with peer feedback</b>	<b>Assignment with self-assessment (with input)</b>	<b>Presentation with teacher/peer feedback</b>	<b>Written self-reflection</b>	<b>Other,</b>
Elective	E&S – Critical Transitions in Advanced Industrial Societies	<b>x</b>	<b>x</b>	<b>x</b>			<b>x</b>		
Elective	Solidarity and social contexts	<b>x</b>	<b>x</b>	<b>x</b>			<b>x</b>		

## Appendix 1 – Per individual course: Alignment of learning outcomes of the programme and the course and the assessment mode

**Course:** Complexity, Dynamics and Development

**Course coordinator:** dr. Ralf Cox

<b>Dublin descriptors</b>  <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>  <input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input checked="" type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
can explain what the complex dynamical systems (CDS) approach entails, as well as its relevance for the social and behavioral sciences	2,3,8	5				<input checked="" type="checkbox"/> Individual assignment(s)
is able to explain the differences between CDS techniques and other statistical techniques that (claim to) deal with time and change (e.g. VAR, ARFIMA, MLM)	4,8	5	2		5	<input checked="" type="checkbox"/> Individual assignment(s)

can reflect on fundamental issues pertaining to CDS, such as nonlinearity, self-organization, emergence, transition phenomena, hysteresis, fractal scaling and multiscaledness;	1,4					<input checked="" type="checkbox"/> Individual assignment(s)
understands fundamental aspects of intra-individual variability (e.g. ergodicity, critical slowing down, error vs. noise, colors of noise), how they can be quantified and how they are related to stability, transitions, performance, learning, and health	5	3				<input checked="" type="checkbox"/> Individual assignment(s)
has a working knowledge of the CDS techniques that are taught in this course	1	2	2			<input checked="" type="checkbox"/> Individual assignment(s)
can use at least two of these techniques productively to formulate research questions and design a concrete study, preferably related to a MT-project or (potential) PhD-project	6	4	2	3		<input checked="" type="checkbox"/> Essay/ Paper

**Course:** Contextualized Assessments & Interventions

**Course coordinator:** prof. dr. Anna Lichtwarck-Aschoff

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>
						<input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input checked="" type="checkbox"/> Presentation with teacher/peer feedback

<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			<input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Course Learning outcomes After the course, the students:</b>						<b>Summative assessment method(s)</b>
Are able to identify contextualized perspectives and explain how they differ from more individualistic perspectives in conceptualizing the emergence & maintenance of challenges in various domains (e.g. learning, sensory-motor, socio-emotional, parenting),	1, 2, 3, 4					<input checked="" type="checkbox"/> Individual assignment(s)
Are able to explain the difference between a contextualized perspective and more individualistic perspectives in explaining the emergence of challenges in various domains	1, 2, 3, 4, 8					<input checked="" type="checkbox"/> Individual assignment(s)
Are able to critically reflect on the implications of a contextualized perspective for assessment and intervention	7, 8	1,2,5				<input checked="" type="checkbox"/> Individual assignment(s)
Are able to formulate a contextualized assessment for a specific case			1, 2, 4	1	1	<input checked="" type="checkbox"/> Individual assignment(s)
Are able to formulate a contextualized intervention approach based on literature and substantiated adaptations to the individual case		3	1, 2, 3, 4	1	1	<input checked="" type="checkbox"/> Individual assignment(s)
Are able to design an implementation & evaluation plan		3	1, 2, 3, 4	1	1	<input checked="" type="checkbox"/> Individual assignment(s)

**Course:** Development, learning and instruction  
**Course coordinator:** Dr. Mayra Mascareño-Lara

<b>Dublin descriptors</b>  <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>  <input type="checkbox"/> Questions during lecture <input type="checkbox"/> Discussion and dialogue during lecture <input type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
are able to identify learning processes throughout the life span from a developmental psychology and educational sciences perspective	2	2				<input checked="" type="checkbox"/> Essay/ Paper
are able to critically reflect on their own experiences from a developmental psychology and educational sciences perspective, as well as their interrelation		1, 2, 5			2	<input checked="" type="checkbox"/> Essay/ Paper
are able to integrate the developmental psychology and educational sciences perspectives when reflecting on learning processes and outcomes			1,4			<input checked="" type="checkbox"/> Essay/ Paper

are able to apply both perspectives to an integrative analysis across core themes addressed in the course			1,4		1, 2, 4	<input checked="" type="checkbox"/> Essay/ Paper
are able to critically discuss and present an integrative analysis across core theme addressed in the course				1,2	1, 2, 4	<input checked="" type="checkbox"/> Essay/ Paper

**Course:** Economy & Society – Critical Transitions in Advanced Industrial Societies

**Course coordinator:** Prof. Dr. Rafael Wittek

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b> <input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input checked="" type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
describe selected key (long term) transformations in modern (capitalist) societies, as postulated in current scholarship	1	1	1	1, 2, 3	1, 2, 3, 4	<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Individual presentation(s)

critically assess the quality of the available empirical evidence that is used to substantiate specific trends, and identify their shortcomings	5, 8	2, 5	2	1, 3	1, 2, 3, 4	<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Individual presentation(s)
describe sociological theories explaining the transformations and their consequences	2, 4		1	1	1, 2, 3, 4	<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Individual presentation(s)
critically apply this knowledge to disentangle competing social mechanism explanations related to the antecedents and consequences of specific transformations	3	1, 2, 5	1	1, 2, 3	1, 2, 3, 4	<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Individual presentation(s)

**Course:** Environmental Psychology

**Course coordinator:** Prof. dr. Linda Steg

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	A. Knowledge and Understanding (1,4,8)	B. Applying Knowledge and Understanding (5)	C. Making Judgements (-)	D. Communication (-)	E. Learning Skills (2)	<b>Formative assessment method(s)</b> <input type="checkbox"/> Questions during lecture <input type="checkbox"/> Discussion and dialogue during lecture <input type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	Remembering / understanding	applying	Analysing /evaluating /creating			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>

explain the contribution of psychologists to promoting a sustainable society, in particular to reducing environmental problems	1, 2, 3, 4, 8	1, 2, 5	1, 4	1	1, 3	☒Written exam - essay questions ☒Essay/ Paper
explain the interactions between human and the natural and built environment	1, 2, 3, 4, 8	1, 2, 5	1	1	1, 3	☒Written exam - essay questions ☒Essay/ Paper
explain how environmental conditions affect human behaviour and well-being	1, 2, 3, 4, 8	1, 2, 5	1	1	1	☒Written exam - essay questions ☒Essay/ Paper
apply psychological theories, methods and interventions to understand and manage environmental problems	2, 5	1, 2, 5	1, 3, 4	1	1, 3	☒Written exam - essay questions ☒Essay/ Paper
identify which interventions can be implemented to manage environmental problems	2, 7	3, 5	1, 3, 4	1	1	☒Written exam - essay questions ☒Essay/ Paper
explain which factors affect the acceptability of environmental policies	2, 7	1, 3, 5	3, 4	1	1	☒Written exam - essay questions ☒Essay/ Paper
reason why interdisciplinary research is needed to manage environmental problems	2, 3, 4, 8	1	1, 4	1, 2	1, 2	☒Written exam - essay questions ☒Essay/ Paper

**Course:** Evidence-based interventions

**Course coordinator:** dr. Miriam Lommen

<p><b>Dublin descriptors</b></p> <p><b>From Assessment Policy in UG (2014)</b></p>	<p><b>A. Knowledge and Understanding (1,4,8)</b></p>	<p><b>B. Applying Knowledge and Understanding (5)</b></p>	<p><b>C. Making Judgements (-)</b></p>	<p><b>D. Communication (-)</b></p>	<p><b>E. Learning Skills (2)</b></p>	<p><b>Formative assessment method(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Questions during lecture</li> <li><input type="checkbox"/> Discussion and dialogue during lecture</li> <li><input type="checkbox"/> Assignment with teacher feedback</li> <li><input type="checkbox"/> Assignment with peer feedback</li> <li><input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer)</li> <li><input type="checkbox"/> Presentation with teacher/peer feedback</li> </ul>
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<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			<input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Course Learning outcomes After the course, the students:</b>						<b>Summative assessment method(s)</b>
can articulate the basic principles of evidence based mental health	5, 8					<input checked="" type="checkbox"/> Written exam - essay questions
can articulate the research methodology for validating psychological treatments	5, 8					<input checked="" type="checkbox"/> Written exam - essay questions
can search literature for evidence-based-treatments when confronted with a clinical case and assess the applicability of the literature to the case			1		3	<input checked="" type="checkbox"/> Group presentation(s)
can articulate what a clinical guideline is as well as its strengths and limitations	2	3				<input checked="" type="checkbox"/> Group presentation(s)
can articulate what routine outcome monitoring is as well as its strengths and limitations	2	3				<input checked="" type="checkbox"/> Group presentation(s)
can select relevant information from the clinical guidelines when optimizing individual treatment						<input checked="" type="checkbox"/> Group presentation(s)
can select relevant information from the treatment protocols when optimizing individual treatment						<input checked="" type="checkbox"/> Group presentation(s)
can provide arguments to convince practitioners to rely on guidelines and treatment protocols in their setting	7		1		3	<input checked="" type="checkbox"/> Group presentation(s)
can provide arguments to convince practitioners to implement a specific evidence-based treatment in their setting				1	2	<input checked="" type="checkbox"/> Written exam - essay questions

**Course:** Multilevel Analysis

**Course coordinator:** Prof. dr. Marieke Timmerman

<b>Dublin descriptors</b>  <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>  <input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely Questions with teacher feedback (on GoogleDrive, and access of all students to all answers and teacher feedback)
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
have a good understanding of the basic (random intercept and random slope) multilevel models and their assumptions	6					<input checked="" type="checkbox"/> Written exam - essay questions <input checked="" type="checkbox"/> Essay/ Paper
have a working knowledge of multilevel models for repeated measures and of multilevel logistic regression and its estimation methods.	6					<input checked="" type="checkbox"/> Written exam - essay questions <input checked="" type="checkbox"/> Essay/ Paper
have a good knowledge of the type of research questions these models can handle and are able to formulate appropriate research questions for empirical problems.	5,6			1	5	<input checked="" type="checkbox"/> Written exam - essay questions <input checked="" type="checkbox"/> Essay/ Paper

are able to use the software MLwiN, to apply it to empirical datasets, interpret results, test hypotheses, and check assumptions.		1,4	2	1	5	<input checked="" type="checkbox"/> Essay/ Paper
are able to explain and report the analysis in the methods and results sections of a scientific paper.		5		1	5	<input checked="" type="checkbox"/> Essay/ Paper
will have a working knowledge of multilevel logistic regression and its estimation methods.	6					<input checked="" type="checkbox"/> Written exam - essay questions

**Course:** Qualitative Research Methods

**Course coordinator:** dr. Ole Gmelin

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	A. Knowledge and Understanding (1,4,8)	B. Applying Knowledge and Understanding (5)	C. Making Judgements (-)	D. Communication (-)	E. Learning Skills (2)	<b>Formative assessment method(s)</b> <input type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input checked="" type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	Remembering / understanding	applying	Analysing /evaluating /creating			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
Will be able to compare the principles and techniques of a variety of qualitative research methods.	1,2,3,4,5,8	1,2,5	1,2,4	1,2	1,2,5	<input checked="" type="checkbox"/> Individual assignment(s) <input checked="" type="checkbox"/> Group assignment(s)

						<input checked="" type="checkbox"/> Written exam - essay questions
Design and conduct essential methods of qualitative data collection.	1,2,3,4,5,8	1,2,5	1,2,4	1,2	1,2,3,4,5	<input checked="" type="checkbox"/> Group assignment(s)
Analyze data using dominant methods of qualitative data analysis in the social sciences.	2,5	1,2,5	2	1,2	1,2,3,4,5	<input checked="" type="checkbox"/> Group assignment(s)
Will have (further) developed their researcher's reflexivity	1,2,4,5,8	1,2,5	4	1,2	1,2,5	<input checked="" type="checkbox"/> Individual assignment(s)
Evaluate the quality of qualitative research in the social sciences	1,2,3,4,8	1,5	1,4	1	2,5	<input checked="" type="checkbox"/> Individual assignment(s) <input checked="" type="checkbox"/> Group assignment(s)
Will be able to reflect on the philosophical underpinnings and current debates on qualitative research methodology	1,3,4,8	1,5	1,4	1,2	2,4	<input checked="" type="checkbox"/> Individual assignment(s) <input checked="" type="checkbox"/> Group assignment(s) <input checked="" type="checkbox"/> Written exam - essay questions

**Course:** Solidarity and Social Contexts

**Course coordinator:** tba

<b>Dublin descriptors</b>  <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>
						<input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input checked="" type="checkbox"/> Presentation with teacher/peer feedback

<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			<input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Course Learning outcomes After the course, the students:</b>						<b>Summative assessment method(s)</b>
can critically analyze societal challenges related to solidarity, considering historical and contemporary perspectives.	1, 2, 3			1		<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Individual presentation(s)
can differentiate and evaluate various levels of theory formation and their applicability to empirical research.	2, 8	5	1	1	1	<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Individual presentation(s)
can explain and compare three key sociological perspectives— norms, institutions, and networks—and their relevance to social structures and interactions.	1, 2, 8		1	1		<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Individual presentation(s)
can apply sociological theories of norms, institutions, and networks to real-world societal problems, demonstrating analytical depth and theoretical integration.						<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Individual presentation(s)
Can develop and articulate a well-structured, argument-driven academic paper that engages with sociological literature and empirical evidence.						<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Individual presentation(s)
can communicate research findings effectively through clear and persuasive oral presentations, adapting to academic and professional audiences.	8	1, 5	1	1	1, 2, 3, 5	<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Individual presentation(s)

**Course:** Statistical Analysis of Social Networks

**Course coordinator:** Dr. Christian Steglich

<b>Dublin descriptors</b>  <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>  <input type="checkbox"/> Questions during lecture <input type="checkbox"/> Discussion and dialogue during lecture <input type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
know and can assess statistical evidence for a handful of network typical dependencies	1	4				<input checked="" type="checkbox"/> Written exam - essay questions <input checked="" type="checkbox"/> Individual assignment(s)
know about the three main types of network data and their corresponding data collection designs	1,5					<input checked="" type="checkbox"/> Written exam - essay questions
can indicate per type of network data which class of analysis methods is suitable	6		2			<input checked="" type="checkbox"/> Written exam - essay questions
can formulate hypotheses about specific network dependencies and network mechanisms		4				<input checked="" type="checkbox"/> Individual assignment(s)
know the prevalent statistical approaches and techniques to analyse network data	6					<input checked="" type="checkbox"/> Written exam - essay questions

					<input checked="" type="checkbox"/> Individual assignment(s)
can perform such analyses with the pertinent software packages and test network hypotheses		4	2		<input checked="" type="checkbox"/> Individual assignment(s)
can understand and assess the adequacy of a given network analysis (e.g., published in a journal)	4,8	4,5	2,4		<input checked="" type="checkbox"/> Written exam - essay questions <input checked="" type="checkbox"/> Individual assignment(s)

**Course:** Statistical modelling of single cases

**Course coordinator:** Dr. Laura Bringmann

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	A. Knowledge and Understanding (1,4,8)	B. Applying Knowledge and Understanding (5)	C. Making Judgements (-)	D. Communication (-)	E. Learning Skills (2)	<b>Formative assessment method(s)</b>  <input type="checkbox"/> Questions during lecture <input type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	Remembering / understanding	applying	Analysing /evaluating /creating			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
analyse single case data for common situations using software	4, 5	4	2		5	<input checked="" type="checkbox"/> Report
recognise advanced methods for single case designs	4, 5				5	<input checked="" type="checkbox"/> Written exam - essay questions

choose the correct design and method for specific research questions	4, 5	4	2		5	<input checked="" type="checkbox"/> Written exam - essay questions <input checked="" type="checkbox"/> Report
assess/ interpret the outcome of methods	4, 5	4		1	1, 5	<input checked="" type="checkbox"/> Report
explain the outcome of methods in layman's terms	4, 5			1	1, 5	<input checked="" type="checkbox"/> Report

**Course:** Structural Equation Modelling

**Course coordinator:** Dr. Mark Huisman

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b> <input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input checked="" type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
Are able to estimate path models, evaluate the fit, and interpret the results	5, 6	4	2		5	<input checked="" type="checkbox"/> Written exam - essay questions <input checked="" type="checkbox"/> Individual assignment(s)
Are able to estimate confirmatory factor models, evaluate the fit, and interpret the results;	5, 6	4	2			<input checked="" type="checkbox"/> Written exam - essay questions <input checked="" type="checkbox"/> Individual assignment(s)

Are able to estimate structural equation models, evaluate the fit, and interpret the results;	6					<input checked="" type="checkbox"/> Written exam - essay questions <input checked="" type="checkbox"/> Individual assignment(s)
Are able to test and interpret the estimated mode in light of a formulated research question.	5, 6	5			5	<input checked="" type="checkbox"/> Written exam - essay questions <input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Individual assignment(s)
are able to analyze longitudinal data with structural equation models;						<input checked="" type="checkbox"/> Written exam - essay questions <input checked="" type="checkbox"/> Individual assignment(s)
Are able to compare groups of respondents using structural equation models;						<input checked="" type="checkbox"/> Written exam - essay questions <input checked="" type="checkbox"/> Individual assignment(s)
Are able to use use the R package lavaan to estimate structural equation models.	6					<input checked="" type="checkbox"/> Individual assignment(s)

**Course:** Advanced Statistics

**Course coordinator:** Prof. dr. Don van Ravenzwaaij

<b>Dublin descriptors</b>  <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>
						<input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input checked="" type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback

<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			<input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...  Every first lecture of the week contains homework exercises, which we discuss in class during the second lecture of the week.
<b>Course Learning outcomes After the course, the students:</b>						<b>Summative assessment method(s)</b>
Understand repeated measures models and multivariate models.						<input checked="" type="checkbox"/> Written exam - essay & MC questions
Are familiar with various approaches to estimation and testing, including least squares, maximum likelihood and Bayesian inference.	5, 6					<input checked="" type="checkbox"/> Written exam - essay & MC questions
Determine which statistical model is most appropriate for a given empirical question.	5	4	2			<input checked="" type="checkbox"/> Written exam - essay & MC questions
Are able to perform all statistical analyses learned in this course using the software package R.	6		2			<input checked="" type="checkbox"/> Written exam - essay questions
Assess whether the required model assumptions are met for the data at hand.			2			<input checked="" type="checkbox"/> Written exam - essay & MC questions
Interpret the results derived from applying a statistical model to empirical data.		5				<input checked="" type="checkbox"/> Written exam - essay & MC questions
Reflect upon different philosophical positions concerning retrieving evidence from data by contrasting frequentist and Bayesian approaches for hypothesis testing and estimation.		5			5	<input checked="" type="checkbox"/> Written exam - essay & MC questions

**Course:** Applied Statistics

**Course coordinator:** Prof. dr. Marijtje van Duijn

<b>Dublin descriptors</b>  <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>  <input type="checkbox"/> Questions during lecture <input type="checkbox"/> Discussion and dialogue during lecture <input type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
master the principles of statistical design and analysis, both from experimental and observational studies and understand its implications for validity and generalizability	5,6	1, 4	1,4			<input checked="" type="checkbox"/> Written exam - essay & MC questions <input checked="" type="checkbox"/> Individual assignment(s)
master the Fisherian, Neyman-Pearson and Bayesian principles of hypothesis testing, including statistical and practical significance, effect size, confidence interval, power and statistical validity	5,6	1, 4	1,4			<input checked="" type="checkbox"/> Written exam - essay & MC questions <input checked="" type="checkbox"/> Individual assignment(s)
are able to perform, using the statistical software R, a complete analysis on a personal research project, including extensive data exploration, model selection guided by the research question	6	4	3		1,3	<input checked="" type="checkbox"/> Individual assignment(s)

are able to present and write the first draft of a scientific paper following APA (statistical) guidelines with a short intro on the social research problem, a detailed report of the data analysis in the method, results sections followed by a concise conclusion/discussion.		1,4	1,3,4	1,2,3	1,2,3,4	<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Individual presentation(s)
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**Course:** How to Theorize

**Course coordinator:** prof. dr. Martijn van Zomeren

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b> <input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
can use a number of specific heuristics to creatively generate hypotheses in small groups,	4	5				<input checked="" type="checkbox"/> Individual assignment(s)
can apply 'critical thinking' about theoretical assumptions to existing theorizing and research,	4, 8	5	4			<input checked="" type="checkbox"/> Individual assignment(s)

can define concepts Through introspection and Collective discussion (Socratic dialogue technique)	1,4					<input checked="" type="checkbox"/> Individual assignment(s)
can reflect on one's own 'hidden assumptions' as a researcher	8		4		2	<input checked="" type="checkbox"/> Individual assignment(s)
can reflect on the praxis of science and on the importance of creative theory generation and critical thinking in this process	1		4		2	<input checked="" type="checkbox"/> Individual assignment(s)

**Course:** Preparing for your master's thesis: writing your proposal

**Course coordinator:** dr. Yasin Koc

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>  <input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input type="checkbox"/> Assignment with teacher feedback <input checked="" type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
are able how write a (thesis) research proposal	5		1	1, 3	1, 4, 5	<input checked="" type="checkbox"/> Report
are able how to evaluate research project proposals	5		1	1, 3	1, 4, 5	<input checked="" type="checkbox"/> Report

**Course:** Multidisciplinary research in action

**Course coordinator:** Dr. Jasperina Brouwer

<b>Dublin descriptors</b>  <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>  <input type="checkbox"/> Questions during lecture <input type="checkbox"/> Discussion and dialogue during lecture <input type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
to explain what a multidisciplinary approach entails and apply this successfully in a research proposal;	3,4	2	1	1,2,3	1-5	<input checked="" type="checkbox"/> Group assignment(s) <input checked="" type="checkbox"/> Group presentation(s)
to appraise what other disciplines can add to their own discipline and vice versa;	3,4	2,5	1	1,2	1-5	<input checked="" type="checkbox"/> Group assignment(s)
to use and integrate theories from their own discipline and insights from other disciplines in a multidisciplinary project;	5,6, 8	1, 2	1	3	1-5	<input checked="" type="checkbox"/> Group assignment(s) <input checked="" type="checkbox"/> Group presentation(s)
to recognize the factors that can hamper and strengthen the success of multidisciplinary projects, and apply tools to benefit from these;						<input checked="" type="checkbox"/> Group assignment(s) <input checked="" type="checkbox"/> Group presentation(s)

to explain at least two different disciplinary perspectives on their research question of choice and reflect on their differences and similarities;	1	1,2,5	4	1,2,3	1-5	<input checked="" type="checkbox"/> Group assignment(s) <input checked="" type="checkbox"/> Group presentation(s)
to identify different research methods that may be suitable for a chosen research problem;	1,3,4	5	2,3	3	1-5	<input checked="" type="checkbox"/> Group assignment(s) <input checked="" type="checkbox"/> Group presentation(s)
to reflect on different research projects and evaluate the (added) value of multidisciplinary and interdisciplinary research.						<input checked="" type="checkbox"/> Individual assignment(s)

**Course:** Reflecting on Science and Integrity

**Course coordinator:** Dr. Maarten Derksen

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	A. Knowledge and Understanding (1,4,8)	B. Applying Knowledge and Understanding (5)	C. Making Judgements (-)	D. Communication (-)	E. Learning Skills (2)	<b>Formative assessment method(s)</b> <input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	Remembering / understanding	applying	Analysing /evaluating /creating			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>

discuss the main points of view regarding several fundamental methodological issues in social science, including prediction, generalisation, causality and reduction	1,4,8	5	1	1,2	2	<input checked="" type="checkbox"/> Essay/ Paper
discuss the main positions in the reproducibility crisis and the debate concerning its resolution						<input checked="" type="checkbox"/> Individual assignment(s)
discuss the basic facts about the scientific incentive system and how it influences scientists' behaviour	1,4,8	5	1,4	1,2	2	<input checked="" type="checkbox"/> Essay/ Paper
examine the fundamental character of their discipline, particularly regarding prediction, generalisation, and objectivity						<input checked="" type="checkbox"/> Individual assignment(s)
formulate a reasoned and informed opinion on issues of scientific integrity as they relate to their own discipline	1,4,8	2,5	1,4	1,2	2,5	<input checked="" type="checkbox"/> Essay/ Paper
prepare a pre-registration of their research project	5,6,7	3,4	1,3	1		<input checked="" type="checkbox"/> Individual assignment(s)
analyse the data life cycle of a research project	1,5	3	3	1		<input checked="" type="checkbox"/> Individual assignment(s)

**Course:** From problem analysis to intervention design

**Course coordinator:** prof. dr. Ellen van der Werff

<b>Dublin descriptors</b>  <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>
						<input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback

<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			<input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Course Learning outcomes After the course, the students:</b>						<b>Summative assessment method(s)</b>
conduct a systematic problem analysis about a societal problem		1,2	1,2	1,2	3,4	<input checked="" type="checkbox"/> Group assignment(s) <input checked="" type="checkbox"/> Group presentation(s)
conduct a causal analysis of factors influencing the selected societal or organizational problem based on (interdisciplinary) theoretical knowledge gained in the domain course Theorizing Change as well as theoretical literature on the specific problem and identify the main causes	3,4,8	1,2,5	1	1,2	3,4	<input checked="" type="checkbox"/> Group assignment(s) <input checked="" type="checkbox"/> Group presentation(s)
Develop and present a theory- and evidence-based intervention aiming to address this societal or organizational challenge	5,6,7,8	2,3,5	1,3,4	1,2	3,4	<input checked="" type="checkbox"/> Group assignment(s) <input checked="" type="checkbox"/> Group presentation(s)
Develop and present a monitoring and evaluation plan to test the effectiveness of the intervention	5,6,7,8	2,3,5	1,3,4	1,2	3,4	<input checked="" type="checkbox"/> Group assignment(s) <input checked="" type="checkbox"/> Group presentation(s)

**Course:** Clinical interventions and e-health for adults and youth

**Course coordinator:** Prof. dr. Judith Daniels

<b>Dublin descriptors</b>  <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>  <input type="checkbox"/> Questions during lecture <input type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely quiz questions
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
describe the various phases in cognitive and behavioral therapies	2,7	2,3	1	1		<input checked="" type="checkbox"/> Individual assignment(s)
explain the theoretical background of CBT techniques	2,7	2,3	1,3	1		<input checked="" type="checkbox"/> Individual assignment(s) <input checked="" type="checkbox"/> Report
recognize empirical evidence for CBT-based interventions	2,8	2,5	1,3			<input checked="" type="checkbox"/> Individual assignment(s) <input checked="" type="checkbox"/> Report
Build and propose a functional analysis	2,7	2,3	3	1		<input checked="" type="checkbox"/> Report
formulate a CBT-based treatment plan and treatment goals	2,7	2,3	3	1		<input checked="" type="checkbox"/> Report

justify choices made with regard to assessment, interventions and therapeutic contact (i.e. choice of medium, style, and content)	2,7,8	2,3,5	1,3	1		<input checked="" type="checkbox"/> Report
implement basic CBT elements	2,7	2,3	3	1		<input checked="" type="checkbox"/> Report
reflect on the therapeutic learning process			3			<input checked="" type="checkbox"/> Report

**Course:** Lifespan development

**Course coordinator:** Dr. Bertus Jeronimus

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b> <input type="checkbox"/> Questions during lecture <input type="checkbox"/> Discussion and dialogue during lecture <input type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>

Apply a lifespan perspective to topics in the social and behavioral sciences	1, 5	2		1, 3	1	☒Essay/ Paper
Articulate and argue about criteria for benign and deviant system states	3	2	1	1		☒Essay/ Paper
Compare definitions and criteria across research topics	3, 4		1			☒Essay/ Paper
Reflect upon societal changes and their consequences for these definitions and criteria	1, 8	5				☒Individual presentation(s)
Apply derived concepts and theories to various problems and constructs	3	2		1, 3		☒Essay/ Paper
Recommend solutions to undesirable developmental and societal processes	7	3	3	1	5	☒Essay/ Paper
Formulate a research question and procedure to test this question	5, 8	5	2	3	3	☒Essay/ Paper ☒Individual presentation(s)

**Course:** Mental Health: Advanced Research Methods

**Course coordinator:** Dr. Brian Ostafin

<b>Dublin descriptors</b>  <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>
						<input type="checkbox"/> Questions during lecture <input type="checkbox"/> Discussion and dialogue during lecture <input type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback

<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			<input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Course Learning outcomes After the course, the students:</b>						<b>Summative assessment method(s)</b>
can describe important paradigms and methods used in the field	1, 2, 3, 5, 6,7	1	2		1, 3	<input checked="" type="checkbox"/> Individual assignment(s)
can provide a well substantiated view on the tenability of the methods discussed, based on empirical results	2, 5, 6, 8	2	1, 2	1	1, 3	<input checked="" type="checkbox"/> Individual assignment(s)
will have developed a critical attitude towards the theory and application of the methods discussed	6, 8	1, 2, 5	2	1	1, 2, 3	<input checked="" type="checkbox"/> Individual assignment(s)

**Course:** Mental health: a multidimensional perspective

**Course coordinator:** Prof. Dr. Rafaele Huntjens

<b>Dublin descriptors From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>
						<input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input checked="" type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback

<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			<input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Course Learning outcomes After the course, the students:</b>						<b>Summative assessment method(s)</b>
Can understand the additional value of a multidisciplinary approach to complex research questions in the field of mental health						<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Group assignment(s)
Can apply and integrate knowledge from different disciplines to understand psychopathology	1, 3, 4		1	1	1, 3	<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Group assignment(s)
Can construct arguments to separate normal distress from deficits and disorders	1, 2		4		2	<input checked="" type="checkbox"/> Essay/ Paper
Can apply critical thinking to topics related to mental health	8	5	1	1	1	<input checked="" type="checkbox"/> Essay/ Paper <input checked="" type="checkbox"/> Group assignment(s)
Can collaborate in a multidisciplinary setting						<input checked="" type="checkbox"/> Group assignment(s)

**Course:** Modelling persons and variables over time

**Course coördinator:** prof. dr. Peter de Jonge

<b>Dublin descriptors</b>  <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>  <input type="checkbox"/> Questions during lecture <input type="checkbox"/> Discussion and dialogue during lecture <input type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
can distinguish between different data sources	1, 2, 6	4		1	1, 3	<input checked="" type="checkbox"/> Individual assignment(s)
can recommend appropriate analytic strategies for specific types of data involving a time component	2, 5, 6	4	2	1	1	<input checked="" type="checkbox"/> Individual assignment(s)
can propose requirements to use specific analytic strategies	2, 5, 6	4, 5	2	1	1, 3	<input checked="" type="checkbox"/> Individual assignment(s)
can assess the strength and weaknesses of specific analytic strategies	5, 6, 8	4, 5	2	1	1	<input checked="" type="checkbox"/> Individual assignment(s)

can design a study that answers a state of the art research question using appropriate analytic strategies	1, 2, 5, 6, 8	1, 4, 5	1, 2	1	1, 2	<input checked="" type="checkbox"/> Individual assignment(s)
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**Course:** Socialization

**Course coordinator:** prof. dr. René Veenstra

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (1,4,8)</b>	<b>B. Applying Knowledge and Understanding (5)</b>	<b>C. Making Judgements (-)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (2)</b>	<b>Formative assessment method(s)</b>  <input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input checked="" type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
Compare the appropriateness of socialization theories for different socializing agents	1, 2, 8					<input checked="" type="checkbox"/> Individual assignment(s)
Interpret the results of statistical methods used in socialization research		4				<input checked="" type="checkbox"/> Individual assignment(s) <input checked="" type="checkbox"/> Individual presentation(s)
Evaluate the design, methodological execution, and results of empirical studies of socialization		5				<input checked="" type="checkbox"/> Individual assignment(s) <input checked="" type="checkbox"/> Individual presentation(s)

Select relevant literature on a specific subtopic within the field of socialization research			1		3	<input checked="" type="checkbox"/> Individual assignment(s) <input checked="" type="checkbox"/> Individual presentation(s)
Synthesize existing research on a subtopic into a systematic review			1	1	3	<input checked="" type="checkbox"/> Individual assignment(s)
Formulate directions for future research within a subfield of socialization research					2	<input checked="" type="checkbox"/> Individual assignment(s)

**Course:** Theorizing Change

**Course coordinator:** prof. Dr. Martijn van Zomeren

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	A. Knowledge and Understanding (1,4,8)	B. Applying Knowledge and Understanding (5)	C. Making Judgements (-)	D. Communication (-)	E. Learning Skills (2)	<b>Formative assessment method(s)</b> <input checked="" type="checkbox"/> Questions during lecture <input checked="" type="checkbox"/> Discussion and dialogue during lecture <input checked="" type="checkbox"/> Assignment with teacher feedback <input type="checkbox"/> Assignment with peer feedback <input type="checkbox"/> Assignment with self-assessment (with input from teacher, e.g., a model answer) <input type="checkbox"/> Presentation with teacher/peer feedback <input type="checkbox"/> Written self-reflection <input type="checkbox"/> Other, namely...
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	Remembering / understanding	applying	Analysing /evaluating /creating			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Summative assessment method(s)</b>
Identify relevant theoretical perspectives addressing societal challenges	1, 3, 4, 8	1, 2, 5	2	1		<input checked="" type="checkbox"/> Essay/ Paper

Explain such societal challenges through analyzing and comparing multiple theoretical perspectives	1, 3, 4, 8	1, 2, 5	2	1		☒ Essay/ Paper
Critically evaluate multiple theoretical perspectives on societal challenges by assessing their strengths and limitations	1, 3, 4, 8	1, 2, 5	2	1		☒ Essay/ Paper
Constructively debate multiple theoretical perspectives on societal challenges			1	1	2, 4	☒ Essay/ Paper
Develop and describe an own perspective on societal challenges, based on analysis, comparison, evaluation, and possibly synthesis of existing theories.			1	1	2	☒ Essay/ Paper
Reflect on and explain the relevance of theory and theory integration in shaping policy changes and developing development.			1	1	2	☒ Essay/ Paper

**Course:** Seminars

**Course coordinator:** Graduate school

<b>Dublin descriptors From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (5,6)</b>	<b>B. Applying Knowledge and Understanding (4,5)</b>	<b>C. Making Judgements (2)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (5)</b>	
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>Applying</b>	<b>Analysing /evaluating /creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Assessment method(s)</b>
Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances	1					Individual assignment

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.						
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.		1,2,3,4				Individual assignment
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.			1,4			Individual assignment
Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.				1,4		Individual presentation
Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.					1,2,4,5,6	Individual assignment

**Course:** Literature study

**Course coordinator:** Graduate school

<b>Dublin descriptors From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding (5,6)</b>	<b>B. Applying Knowledge and Understanding (4,5)</b>	<b>C. Making Judgements (2)</b>	<b>D. Communication (-)</b>	<b>E. Learning Skills (5)</b>	
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<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>Applying</b>	<b>Analysing / evaluating / creating</b>			
<b>Course Learning outcomes</b> <b>After the course, the students:</b>						<b>Assessment method(s)</b>
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.						☑Essay/ Paper
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						☑Essay/ Paper
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.						☑Essay/ Paper
Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.						☑Essay/ Paper

**Course:** Traineeship

**Course coordinator:** Graduate school

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	<b>A. Knowledge and Understanding</b>	<b>B. Applying Knowledge and Understanding (4,5)</b>	<b>C. Making Judgements (2)</b>	<b>D. Communication (1)</b>	<b>E. Learning Skills (5)</b>	
<b>Bloom's revised Taxonomy (Biggs &amp; Tang, 2011)</b>	<b>Remembering / understanding</b>	<b>Applying</b>	<b>Analyzing /evaluating</b>			
<b>Course Learning outcomes</b> After completing the Traineeship, students are able to:						<b>Assessment method(s)</b>
to take part and gain experience in doing scientific research in the specific area of the student's master specialization or theme		1,2		2	1,4,5	Report
to participate in scientific research in a wider research project and learn how to become a good collaborator and to execute substantial parts of the whole research cycle	2		2	2		Report
to apply appropriate methods, discuss, contribute to research results, relate the activities to current developments in the field	4	2,3				Report
to reflect on the development of their research skills and the role of research in their future career					2,3,4	Report

**Course:** Clinical traineeship

**Course coordinator:** Dr. Elise Bennik

**Assessment methods:**

1. A. Clinical report of the clinical science traineeship (graded by mentor): grade 1-10, form 1
- B. Presence at reflection or intervision meetings with mentor (fail / pass), form 1

2. Clinical traineeship (graded by external supervisor): grade 1-10, form 2
3. Presentation: fail / pass, form 3
4. Applied scientific report (graded by faculty member): grade 1-10, form 4

All of these assessments need to be rated as sufficient.

The final grade is the weighed mean of

- (i) the Clinical Report (may be changed by plus or minus 0.5 points, in line with the grade of the Clinical traineeship external supervisor) and
- (ii) the Applied scientific report, counting for 75% and 25% of the grade, respectively.

<b>Dublin descriptors</b> <b>From Assessment Policy in UG (2014)</b>	<b>A.</b> <b>Knowledge</b> <b>and</b> <b>Understandi</b> <b>ng</b>	<b>B. Applying</b> <b>Knowledge</b> <b>and</b> <b>Understand</b> <b>ing</b>	<b>C. Making</b> <b>Judgements</b>	<b>D.</b> <b>Commu</b> <b>nication</b>	<b>E.</b> <b>Learnin</b> <b>g Skills</b>	
<b>Course Learning outcomes</b> <b>After the clinical science traineeship, the student:</b>						<b>Assessment method(s)</b>
Can apply obtained academic knowledge regarding assessment and / or treatment in a specific professional field	2,7,8	2,3	1,3	1,2	4	Report
Can apply obtained practical skills regarding assessment and / or treatment in a specific professional field	2,7,8	2,3	1,3	1,2	4	Report
Can reflect on and communicate about professional ethics and integrity			4	1,2	4,5	Report
Has developed a professional attitude			4	1	4,5	Report
Can work and cooperate successfully with others			4	1	4	Report
Can discuss state-of-the-art multidisciplinary guidelines in the light of an individual patient	2,4,7,8	2,3,5	1,3,4	1,2		Report

Can apply a single case methodology for clinical practice	5	2,3,4	2	1,2		Report
Can report and reflect on assessment or treatment choices in individual cases	2,4,7,8	2,3,5	1,3,4	1,2		Report
Can reflect on their learning process			4			Report
Can apply insights and findings, gained in practice in original ways to questions of scientific research and of treatment		2,4,5				Report
Can critically evaluate scientific results, views and concepts		2,4,5				Report

**Course:** Master's thesis

**Course coordinator:** Graduate school

Description of Master's level according to the <b>Dublin descriptors</b>	<b>Learning outcomes of the Research Master's thesis</b>
<b>A. KNOWLEDGE AND UNDERSTANDING</b>	<p><i>Having demonstrated:</i></p> <p>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.</p>
<b>B. APPLYING KNOWLEDGE AND UNDERSTANDING</b>	<p><i>Having demonstrated the comprehensive ability to:</i></p> <ol style="list-style-type: none"> <li>1. analyse social and behavioural 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.</li> <li>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, multidisciplinary contexts.</li> <li>3. select and apply policy and/or intervention evaluations.</li> </ol>

	<ol style="list-style-type: none"> <li>4. choose and apply appropriate statistical models, and to critically evaluate the results of statistical analyses.</li> <li>5. to critically evaluate scientific results, views and concepts.</li> </ol>
<b>C. MAKING JUDGEMENTS</b>	<p><i>Having demonstrated the ability to:</i></p> <ol style="list-style-type: none"> <li>6. select, understand, value, and integrate relevant scientific literature, and to formulate judgements on the basis of the available information.</li> <li>7. select and apply appropriate data collection methods and data-analytical methods.</li> <li>8. select and apply appropriate policy and/or intervention strategies.</li> <li>9. reflect on social and ethical responsibilities with regard to the application of knowledge and judgements, as well as on social and ethical implications of policy decisions and intervention programmes.</li> </ol>
<b>D. COMMUNICATION</b>	<p><i>Having demonstrated the ability to:</i></p> <ol style="list-style-type: none"> <li>10. communicate (orally and in writing) conclusions, and the knowledge and rationale underpinning these, to scientists and practitioners (e.g., executives, policymakers, journalists, layman, patients) clearly and unambiguously, including the underpinnings as well as limitations of the conclusions.</li> <li>11. 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.</li> </ol>
<b>E. LEARNING SKILLS</b>	<p><i>Having demonstrated:</i></p> <ol style="list-style-type: none"> <li>12. the skills required to act as a researcher in a largely self-directed or autonomous manner.</li> <li>13. 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.</li> <li>14. the skills to search for information and to manage and archive data.</li> <li>15. a general work orientation that is required for membership of a research team, contributing to collective goods, effective project management, and participation in a research and/or professional network in one’s own research domain.</li> <li>16. adherence to the principles and procedures concerning integrity in scientific research.</li> </ol>