



## Clinical and Developmental Psychopathology (MScRes)

Vrije Universiteit Amsterdam - Fac. der Gedrags- en Bewegingswetensch. - RM Clinical and Developmental Psychopath - 2015-2016

The Research Master program in Clinical and Developmental Psychopathology is part of the William James Graduate School. It is a two year program of total 120 ECTS, 60 ECTS a year.

### **Goals of the Program**

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

[Course program 2015-2016 Research Master Clinical and Developmental Psychopathology](#)

[Teaching and Examination Regulations WJGS \(PDF\)](#)

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## Research master Clinical and developmental psychopathology, year 1

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

Opleidingsdelen:

- [Electives Pool research masterls William James Graduate School](#)
- [Research master Clinical and developmental psychopathology, year 1, Compulsory courses](#)

### Electives Pool resarch masterls William James Graduate School

students choose max. 1 course from the Electives pool in each year.  
Some of the courses will taught every other year.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Research Training</a>	Ac. Jaar (september)	6.0	P_MADVRT
<a href="#">Advanced Structural Models</a>	Periode 2	6.0	P_MADSTRM
<a href="#">Brain, Cognition, and Mental Health</a>	Periode 2	6.0	P_MBRCOGM
<a href="#">Cognitive Behaviour Therapy</a>	Periode 2	6.0	P_MCOBETH
<a href="#">Juvenile Delinquency and Antisocial Development</a>	Periode 2	6.0	P_MJUVDL
<a href="#">Leadership and Organisations</a>	Periode 2	6.0	P_MLEAORG
<a href="#">Neural Models of Cognitive Processes</a>	Periode 2	6.0	P_MNEUMOD
<a href="#">Parenting and Mental Health</a>	Periode 2	6.0	P_MPARMEN
<a href="#">Perception</a>	Periode 2	6.0	P_MPERCEP
<a href="#">The Psychology of Emotion Regulation: From Basic Principles to Clinical Applications</a>	Periode 2	6.0	P_MPEMREG
<a href="#">Thinking and Deciding</a>	Periode 2	6.0	P_MTHIDEC

### Research master Clinical and developmental psychopathology, year 1, Compulsory courses

Below the first year compulsory courses.

Vakken:

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

## Research master Clinical and developmental psychopathology, year 2

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

Opleidingsdelen:

- [Electives Pool research masterls William James Graduate School](#)
- [Research master Clinical and developmental psychopathology, year 2, Compulsory courses](#)

## Electives Pool resarch masterls William James Graduate School

students choose max. 1 course from the Electives pool in each year.  
Some of the courses will taught every other year.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Research Training</a>	Ac. Jaar (september)	6.0	P_MADVRT
<a href="#">Advanced Structural Models</a>	Periode 2	6.0	P_MADSTRM
<a href="#">Brain, Cognition, and Mental Health</a>	Periode 2	6.0	P_MBRCOGM
<a href="#">Cognitive Behaviour Therapy</a>	Periode 2	6.0	P_MCOBETH
<a href="#">Juvenile Delinquency and Antisocial Development</a>	Periode 2	6.0	P_MJUVDL
<a href="#">Leadership and Organisations</a>	Periode 2	6.0	P_MLEAORG
<a href="#">Neural Models of Cognitive Processes</a>	Periode 2	6.0	P_MNEUMOD
<a href="#">Parenting and Mental Health</a>	Periode 2	6.0	P_MPARMEN
<a href="#">Perception</a>	Periode 2	6.0	P_MPERCEP

<a href="#">The Psychology of Emotion Regulation: From Basic Principles to Clinical Applications</a>	Periode 2	6.0	P_MPEMREG
<a href="#">Thinking and Deciding</a>	Periode 2	6.0	P_MTHIDEC

## Research master Clinical and developmental psychopathology, year 2, Compulsory courses

Below the second year compulsory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Master's Thesis</a>	Ac. Jaar (september)	30.0	P_MTHECDP
<a href="#">Practical I: Skills for Clinical Research</a>	Periode 1	6.0	P_MPRACT1
<a href="#">Practical II: Initiating and Performing Academic-Clinical Research</a>	Periode 2	6.0	P_MPRACT2
<a href="#">Practical III: Advanced Research meth in clin</a>	Periode 3	6.0	P_MPRACT3
<a href="#">Trends in Brain and Behaviour</a>	Periode 1	6.0	P_MTRBRBE

## Other information

Opleidingsdelen:

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

## Research master Clinical and developmental psychopathology - Transition rules

For courses that will not be lectured anymore from 201/14, the student is granted two opportunities to succeed the course.

For courses that are lectured only once every two years and will not be lectured in 2013/14, the student is granted one opportunity to succeed the course.

Below the courses to which a transition rule is applied.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Autism and Developmental Disorders</a>		6.0	P_MAUTDEV

## Subscription terms

1. For the following of classes and/or for taking an exam, the student has to register via the Student portal. When a student has registered himself for the classes of a course, the student is automatically also registered for the first upcoming exam of the course. When a student is not registered for the courses of a course (e.g. in case of a resit), the student registers for the exam only. The student needs to verify that the registration was successful. The student should timely de-register himself when he decides not to follow a course, or take an exam.

2. The student needs to register ultimately four weeks before the start of the period the course is scheduled for. Registration for an exam is possible till two weeks before the date of the exam. Late registration will result in administration costs.

3. De-registering for a course is possible via the Student portal till four weeks before the start of the period a course is scheduled for. De-registering for an exam is possible via het Student portal till two weeks before the date of the exam. In case of circumstances beyond one's control it is possible to de-register after the official de-registration deadlines at the programme secretariat for a course or exam.

4. Registration for courses and exams after the deadline is still possible if you pay 25 euro administration fee; calculated per course. The administration fee is maximized at 50 euro's a time. In the case the student thinks to have a justified reason for a late registration, the student can ask the Faculty board for release of these costs. The decision of the Faculty board is binding in this case.

5. When a student does not appear at the exam, without de-registering, the result will be booked as 'no show'.

## Advanced Research Training

<b>Vakcode</b>	P_MADVRT ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. J.W. van Prooijen
<b>Examinator</b>	dr. J.W. van Prooijen
<b>Niveau</b>	400

### Doel vak

To gain additional experience in designing and conducting a research study, analyzing the data, and writing a report.

### Inhoud vak

This is a free choice-course that is designed for students who would like to gain more research experience. Students will participate in the research programme by a staff member. In close collaboration with the staff member, the student will design and conduct a research study, and

analyze the data. Typically, the supervisor will be a different staff member than the student's supervisor for Research project I, II, or III, unless explicitly approved of by the coordinator of this course. The project will end with a research report written by the student.

### Onderwijsvorm

Individual supervision

### Toetsvorm

Research report, to be graded according to the faculty's evaluation forms.

### Literatuur

Depends on the topic

### Overige informatie

The supervisor for this course should be part of (one of) the department(s) that organise the Research master programme the student is enrolled in.

The supervisor will be assigned depending on availability and on the specific project that the student will work on.

Students can take this course only once, so either in year 1 or in year 2, not in both years.

## Advanced Structural Models

<b>Vakcode</b>	P_MADSTRM ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. J.M. Tybur
<b>Examinator</b>	dr. J.M. Tybur
<b>Docent(en)</b>	dr. J.M. Tybur
<b>Lesmethode(n)</b>	Hoorcollege, Practicum
<b>Niveau</b>	400

### Doel vak

This course is designed to give students the skills to use structural equation modeling to analyze their data and to understand structural equation modeling results reported in the scientific literature.

### Inhoud vak

The course will cover fundamental issues in social psychology research, including ethics in collecting and reporting data, assumptions underlying the null hypothesis significance testing framework, statistical power, and methods in assessing reliability and validity of instruments and methods. Each student will also research, write a paper on, and give a presentation on a method used in social psychology research.

### Onderwijsvorm

There will be eight lectures in which the instructor teaches about structural equation modeling and seven practicum sessions in which the

instructor will assist students with conducting analyses in the computer lab.

### **Toetsvorm**

Assessment will include a research paper, a data analysis assignment, and a final exam. Partial grades are only valid during the study year in which the grade has been achieved.

### **Literatuur**

Brown, T. A. (2006). Confirmatory factor analysis for applied research. New York: Guilford. Additional Journal articles will be assigned and available on blackboard.

### **Overige informatie**

This course assumes basic knowledge of multiple regression and null hypothesis significant test.

## **Autism and Developmental Disorders**

<b>Vakcode</b>	P_MAUTDEV ()
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. S.M. Begeer
<b>Examinator</b>	dr. S.M. Begeer
<b>Docent(en)</b>	dr. S.M. Begeer
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### **Doel vak**

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

### **Inhoud vak**

Autism Spectrum Disorders are complex neurobiological disorders that last throughout an individual's lifetime. With a prevalence of 1 in 150, they are more common than pediatric cancer, diabetes, and AIDS combined. However, few disorders seem more confusing than autism. Common stereotypes, of the withdrawn, mute child with repetitive activities, do no justice to the wide variety of individuals with an autism spectrum diagnosis. To date, there is no single treatment protocol for all children with autism spectrum disorders. More importantly, the information about the effectiveness of treatments is very limited. While the main focus will be on autism, several other disorders with overlapping problem domains will also be discussed.

### **Onderwijsvorm**

Lectures and presentation meetings.

### **Toetsvorm**

Written exam, oral presentation and research proposal.

## Literatuur

Recent research papers provided through BlackBoard.

## Overige informatie

This course is taught every two years. It is not taught in 2015-16, but will be taught again in 2016-17.

Students who took the course in 2014-15 but did not pass it, have the right to one resit in 2015-16. Please contact the course coordinator in that case.

## Brain, Cognition, and Mental Health

<b>Vakcode</b>	P_MBRCOGM ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. A.J. Fett MSc
<b>Examinator</b>	dr. A.J. Fett MSc
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

## Doel vak

The aim of this course is to provide deeper insights into the cognitive-neuroscience perspective of psychopathology. Lectures will take a translational stance to bridge the gap between cognitive neuroscience research and clinical practice. An integrated series of lectures and tutorials will address research in applied and basic neuroscience that investigates the link between mental health, cognition and brain functioning. More specifically, students will acquire profound knowledge about cognitive theories and brain mechanisms of different psychiatric disorders, their explanatory value for the instantiation and maintenance of illness symptoms, and knowledge about how brain and cognition research inform current treatment approaches.

## Inhoud vak

The cognitive-neuroscience approach to mental health focuses on the relationship between the brain, cognition and behaviour in diverse populations ranging from children to adults and patient populations to healthy controls. This course revolves around the view that mental health is the consequence of a dynamic interplay of biological-, psychological – and socio-cultural factors and utilises a developmental cognitive-neuroscience framework to elucidate the core processes involved in the onset, maintenance, and recovery from psychiatric disorders. The students will acquire knowledge about how biological and psychological factors that are associated with psychiatric vulnerability affect the brain and learn about the cognitive and neural mechanisms that are underlying the most important psychiatric disorders, such as PTSD, anxiety or eating disorders. The course will also address recent trends in various areas of psychopathology, including novel research and treatment approaches, such as transcranial magnetic stimulation, and the question whether these can normalize brain function and structure in patients. Various distinguished lecturers from the VU and other universities will present state-of-the-art knowledge from their field of psychopathology research in weekly lectures. The students will be

encouraged to actively engage with the invited experts and will discuss the presented material and related questions in more detail during the weekly tutorial group meetings. The course includes a fieldtrip to a neuroscience lab.

### Onderwijsvorm

Lectures, tutorial groups and field trip

### Toetsvorm

- Actively participate in both the lectures and tutorial groups (attendance is mandatory).
- Pass the final exam by achieving a mark of 5,5 or higher (the exam will consist of open-ended questions)

### Literatuur

Research articles and book chapters will be provided via Blackboard.

### Overige informatie

This course will be lectured by distinguished lecturers from the VU University and collaborating departments in other universities.

## Cognitive Behaviour Therapy

<b>Vakcode</b>	P_MCOBETH ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	C. Wessel MSc
<b>Examinator</b>	prof. dr. M. van der Gaag
<b>Docent(en)</b>	prof. dr. W.J.M.J. Cuijpers, prof. dr. M. van der Gaag
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

The students will have an overview of the state of the art in research on cognitive behaviour therapy; they will critically evaluate the scientific status of the research in the field; they will design research studies in a group session as well as in an individual presentation.

### Inhoud vak

Cognitive behaviour therapy is by far the best examined psychotherapy, which has been applied in many target groups and in a range of mental health and general medical conditions. Cognitive behaviour therapy is the best intervention to use as an example of how research on psychotherapy can be conducted. In this course we focus on the core elements of what cognitive behaviour therapy is, in which target groups it can be used and how it can be adapted for using it in different target groups. We will also focus on the cognitive theories of mental disorders. It can also be used very well to explain the problems of examining how therapies work (mediators and moderators). Furthermore, we will focus on how to design studies using this type of therapy.

**Onderwijsvorm**

Lectures

**Toetsvorm**

2 written exams and an oral presentation.

**Literatuur**

Dobson & Dobson (2009) Evidence-based Practice of Cognitive Behavioral Therapy; New York, Guildford Press

- a reader with recent papers.

**Overige informatie**

This course is taught every two years. It is taught in 2015-16, but will not be taught in 2016-17.

## Epidemiological Research in Clinical and Developmental Psychopathology

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

**Doel vak**

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

**Inhoud vak**

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

**Onderwijsvorm**

Lectures

Seminars

Practice sessions (Tutor: W.K. Cheong)

**Toetsvorm**

Writing a paper, written exam.

**Literatuur**

- Field, A. (2013). Discovering Statistics Using IBM SPSS Statistics (4th Ed.). London: Sage. ISBN 978-1-446249185
- Mandatory reading provided through BlackBoard
- Optional reading provided through BlackBoard

## Juvenile Delinquency and Antisocial Development

<b>Vakcode</b>	P_MJUVDL ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. T. Olthof
<b>Examinator</b>	dr. T. Olthof
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

You learn to describe and relate environmental and child-personal factors involved in the development of antisocial behavior and to explain why some children develop antisocial behaviors.

### Inhoud vak

Juvenile Delinquency and Antisocial Behavior is focused on the etiology, course and consequences of behavioral problems that may ultimately result in antisocial behavior development. Central to this course are environmental factors, such as parent-child and peer relationships, and child-personal factors, such as genetic and neurocognitive influences. Each week, we will focus on a specific factor that potentially underlies the development of antisocial behavior. Based on various case studies you will focus on how that particular factor may play a role in children's antisocial development and to which extent that factor can explain the behavior of the person that is the subject of the case study. In addition, we will consider and discuss potential interventions for antisocial behavioral problems.

### Onderwijsvorm

Lectures, seminars and group work.

### Toetsvorm

Written exam (50%), assignment (50%).

### Literatuur

To be announced.

### Overige informatie

This course is taught every two years. It is taught in 2015-16, but will not be taught in 2016-17.

## Leadership and Organisations

<b>Vakcode</b>	P_MLEAORG ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	R.D. Ronay
<b>Examinator</b>	R.D. Ronay
<b>Docent(en)</b>	R.D. Ronay
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

Leaders must be able to manage information, diagnose problems, and make effective decisions, as well as coordinate and motivate the human and social capital of their organizational members. This course aims to prepare you to understand and meet these goals by familiarizing you with leadership theory, and providing you with practical experiences through case studies and experiential activities.

### Inhoud vak

This course uses insights from psychology and management science to inform students about leadership theory and practice. In addition to formal lectures, we will use a combination of case studies and practical exercises to help students develop their decision-making skills, their powers of persuasion and influence, and their ability to negotiate more effectively with others.

### Onderwijsvorm

Lectures

### Toetsvorm

Course contribution (10%); Group project (25%); Final exam (65%). Partial grades are only valid during the study year in which the grade has been achieved.

### Literatuur

Course packet including articles, chapters, and cases

## Master's Thesis

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

### Doel vak

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

### Inhoud vak

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

### Onderwijsvorm

Individual trajectory within one of the participating research groups.

### Toetsvorm

Paper, research log, oral presentation.

### Vereiste voorkennis

Research Project I

### Overige informatie

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

## Neural Models of Cognitive Processes

<b>Vakcode</b>	P_MNEUMOD (815051)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. W. Kruijne
<b>Examinator</b>	dr. W. Kruijne
<b>Docent(en)</b>	dr. W. Kruijne
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

Computational models are an important feature in cognitive neuroscience. When used appropriately, they allow for the integration of findings from a wide range of experiments, as well as detailed predictions. As opposed to many theories, they are rich in detail and allow for a mechanistic view on how the brain operates.

In this course, you will:

-> Learn about how models can enrich the field of cognitive neuroscience

- > Gain insight into different types of models, their strengths and weaknesses
- > Obtain in-depth knowledge about several specific models
- > Get hands-on experience with a variety of models

### Inhoud vak

The course starts with a general introduction on models within the field of cognitive neuroscience, and getting familiar with the software used in the practical sessions. Then, you will learn about some prototypical neural models, and their applications within (and beyond) your field. The practical sessions will have you explore the inner workings of these models, by means of exercises and essay questions.

In the second half of the course, you will learn about a wider variety of models, with different levels of abstraction. Furthermore, you will dive into (and present) articles where models, inspired by the prototypical ones discussed in the lectures, have been applied in cognitive neuroscience.

### Onderwijsvorm

Lectures and discussion, computer tutorial and practicals, one oral presentation.

### Toetsvorm

Grades are based on a weighted average of performance on a final exam, the oral presentation and the practical sessions.

### Literatuur

articles, tutorials and other reading material on blackboard

### Overige informatie

This course is taught every two years. It is taught in 2015-16, but not in 2016-17.

## Parenting and Mental Health

<b>Vakcode</b>	P_MPARMEN ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. C. Schuengel
<b>Examinator</b>	prof. dr. C. Schuengel
<b>Docent(en)</b>	prof. dr. C. Schuengel, dr. M. Oosterman
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

To gain theoretical insight in the models that connect parenting to the development of psychopathology, either as a risk or a resilience factor, most prominently attachment theory and emotional security theory. To scrutinize the assumptions of current research that examines environmentally mediated linkages between parenting and development and models of intergenerational transmission of attachment and psychopathology. To learn how to avoid common confounds in parenting-

mental health research. To become proficient in analyzing theoretical propositions in terms of causal models, including mediating and moderating mechanisms. To critically examine evidence for theoretical models of attachment and emotional security.

### **Inhoud vak**

From the perspective of developmental psychopathology, the role of parenting at different system levels is highlighted. This includes an in-depth theoretical treatment of parent-child relationships, as well as parental behaviour and socialization practices, the exposure of children to conflicts between parents, and child maltreatment. Particular attention is paid to research that links parenting to child outcomes on the psychophysiological level, and to research into the buffer that parenting may provide against risk factors for the development of psychopathology, including chronic disease, physical and intellectual disabilities, bullying, and instable family arrangements. This course also pays attention to the methodological challenges in distinguishing environmental family effects from biological effects, including the use of interventions as well as experiments of nature such as adoption or foster care. Developmental psychopathology offers different theoretical tools to analyse the interactions of factors at different systems levels. A common thread in the course will be training in analysis of theoretical models, using mediating and moderating mechanisms as theoretical tools, and learning how evidence for mediating and moderating effects can be derived from quantitative research data.

### **Onderwijsvorm**

Lectures and seminars.

### **Toetsvorm**

Written exam and paper. Both count for 50% of the grade.

### **Literatuur**

- Cummings, E.M., Davies, P.T. (2010). Marital conflict and children: An emotional security perspective. New York: Guilford. Ch 1 t/m 8
- Sroufe, L.A., Egeland, B., Carlson, E.A., & Collins, W.A. (2005). The development of the person. New York: Guilford. Ch 1 t/m 14
- Holmbeck, G. N. (1997). Toward Terminological, Conceptual, and Statistical Clarity in the Study of Mediators and Moderators: Examples From the Child-Clinical and Pediatric Psychology Literatures. *Journal of Consulting & Clinical Psychology*, 65, 599-610.
- Graham-Bermann, S. A., Lynch, S., Banyard, V., Devoe, E. R., & Halabu, H. (2007). Community-based intervention for children exposed to intimate partner violence: An efficacy trial. *Journal of Consulting and Clinical Psychology*, 75(2), 199-209. Retrieved from WOS:000245394600001
- Oppenheim, D., Koren-Karie, N., & Sagi-Schwartz, A. (2007). Emotion dialogues between mothers and children at 4.5 and 7.5 years: Relations with children's attachment at 1 year. *Child Development*, 78(1), 38-52.
- Bakermans-Kranenburg, M. J., & Van IJzendoorn, M. H. (2009). The first 10,000 Adult Attachment Interviews: Distributions of adult attachment representations in clinical and non-clinical groups. *Attachment & Human Development*, 11(3), 223-263. Retrieved from ISI:000266203900001
- Willemen, A. M., Schuengel, C., & Koot, H. M. (2009). Physiological regulation of stress in referred adolescents: the role of the parent-adolescent relationship. *Journal of Child Psychology and Psychiatry*, 50(4), 482-490. Retrieved from ISI:000264564500013

### **Overige informatie**

This course is taught every two years. It is taught in 2015-16, but will not be taught in 2016-17.

## Perception

<b>Vakcode</b>	P_MPERCEP (815047)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	A.M. van Loon
<b>Examinator</b>	A.M. van Loon
<b>Docent(en)</b>	A.M. van Loon
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

To familiarize students with the theories and methods of the scientific study of perception.

### Inhoud vak

Advanced topics of perception, including:

- Representation
- Feature extraction
- Perceptual construction
- Object, face, and scene recognition
- Visual memory
- Dynamics of perception
- Neuropsychology of perception
- Neurochemistry of perception
- Multisensory perception
- Conscious vs. subconscious perception

### Onderwijsvorm

Lectures and literature study. Lectures will consist of one part relevant background, one part discussion of specific (classic and recent) research articles.

### Toetsvorm

2 written examinations on classic and recent research articles with a mixture of multiple choice and open end questions.  
The two written examinations each account for 50% of the end grade.

### Literatuur

- List of research papers (provided during the course)
- Background reading for those unfamiliar with the basics of perception: Goldstein, E.B. Sensation and Perception. 8th Edition or higher. London: Wadsworth/Cengage.

### Aanbevolen voorkennis

Introductory knowledge of perception is assumed (things like basic physiology of the eye, ear and of neurons, rods vs. cones, center-surround, Gestalt principles, what versus where processing). The above-mentioned book by Goldstein is a good reference for reading beforehand or for looking up things.

### Overige informatie

This course is taught every two years. It is taught in 2015-16, but will not be taught in 2016-17.

## Practical I: Skills for Clinical Research

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

### Inhoud vak

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

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

<b>Vakcode</b>	P_MPRACT2 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. J.M. Koot
<b>Examinator</b>	prof. dr. J.M. Koot
<b>Docent(en)</b>	prof. dr. J.M. Koot
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Doel vak

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

### Inhoud vak

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

**Onderwijsvorm**

Lectures and seminars.

**Toetsvorm**

Review, oral presentation and paper including a study design.

**Literatuur**

- Recent research papers, proposals and protocols
- EMGO+ Quality Handbook ( <http://www.emgo.nl/kc/> )

**Overige informatie**

this course is taught by Prof.dr. J.M. Koot and researchers

**Practical III: Advanced Res meth in clin**

<b>Vakcode</b>	P_MPRACT3 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. J.W.R. Twisk
<b>Examinator</b>	prof. dr. J.W.R. Twisk
<b>Docent(en)</b>	prof. dr. J.W.R. Twisk
<b>Lesmethode(n)</b>	Hoorcollege, Computerpracticum
<b>Niveau</b>	500

**Doel vak**

Learning to prepare data analysis for research projects

**Psychopathology**

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

**Doel vak**

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

an orientation on a variety of approaches, and to stimulate the process of integrating different perspectives.

### **Inhoud vak**

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

### **Onderwijsvorm**

Lectures as well as seminars.

### **Toetsvorm**

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

### **Literatuur**

- Blaney, P.H., & Millon, T. (2009). Oxford Textbook of Psychopathology. New York: Oxford University Press ISBN 978-0-19-537421-6
- Beauchaine, T.P., & Hinshaw, S.P. (2008). Child and Adolescent Psychopathology. Hoboken, NJ: Wiley. ISBN 978-0-470-00744-0
- Additional mandatory and optional reading will be provided through BlackBoard.

## **Randomized Controlled Trials of Psychological Interventions**

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

### **Doel vak**

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

### **Inhoud vak**

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

well as practical aspects of carrying out a RCT.

### Onderwijsvorm

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

### Toetsvorm

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

### Literatuur

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

## Research Project

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

### Doel vak

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

### Inhoud vak

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

### Onderwijsvorm

Individual trajectory within one of the participating research groups.

### Toetsvorm

Development of plan, oral presentation.

### Overige informatie

The course will be lectured by prof. dr. W.J.M.J. Cuijpers, prof. dr. J.M. Koot and prof. dr. C. Schuengel.

## Scientific Writing and Presenting (CDP)

<b>Vakcode</b>	P_MSWPCDP ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. S.M. Begeer
<b>Examinator</b>	dr. S.M. Begeer
<b>Docent(en)</b>	dr. S.M. Begeer
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

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

### Inhoud vak

In course part on writing a top down approach is used with successive focus on the structure of a research report, its paragraphs and sentences. During this part gradual improvement of the text is aimed for by writing and truning in the introduction, the methods and results section, and finally the discussion. During the course part on presenting the student learns to present information in English clearly, structured and in a correct way. The focus will be on writing an empirical article, although attention is also given to the writing of a literature review or a theoretical article. The course addresses key problem areas in written English and APA guidelines. Students will learn to present empirical research for international audiences (e.g., oral presentation). The module addresses issues such as structuring a presentation, responding to questions, and the use media of facilities. Specifically, the course includes the following topics:

Writing: Focus is on main parts of a scientific paper, structure and coherence at the paragraph and sentence level. Further, grammar and punctuation, the use of active and passive sentences, phrasing, academic vocabulary, readability, correction and referencing will be taught.

Presenting: Focus will be on preparation and performance of PowerPoint and poster-presentations. Further, attention will be given to use of vocabulary and idiom in presentations in English, verbal fluency, build-up of presentations, pronunciation and sentence production, use of grammar and body language.

### Onderwijsvorm

Lectures, workshops, and writing assignments.

### Toetsvorm

Writing a paper, oral presentation.

### Literatuur

- Reader.
- Students are advised to acquire the APA manual.

## Overige informatie

This course is taught by a teacher from the Taalcentrum VU  
([www.taalcentrum.vu.nl](http://www.taalcentrum.vu.nl))

## Systematic Reviews and Meta-analyses of Psychological Interventions

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

### Doel vak

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

### Inhoud vak

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

### Onderwijsvorm

Lectures as well as seminars.

### Toetsvorm

Paper, written exam.

### Literatuur

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

## The Psychology of Emotion Regulation: From Basic Principles to Clinical Applications

<b>Vakcode</b>	P_MPEMREG ()
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<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. S.L. Koole
<b>Examinator</b>	dr. S.L. Koole
<b>Docent(en)</b>	dr. S.L. Koole
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Students will a) know main theories and empirical findings in the area of emotion regulation; b) can related these to state-of-the-art (experimental) reseach methods; c) can relate these to clinical applications. of intra-individual techniques will be discussed.

### Inhoud vak

- a) Emotion regulation theory
- b) Main findings and methods of the area.
- c) Clinical applications.

### Onderwijsvorm

Lectures and work groups.

### Toetsvorm

Oral presentations and written exam.

### Literatuur

Selected Readings, to be announced

## Theory of Therapeutic and Preventive Intervention

<b>Vakcode</b>	P_MTHEOTH ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. C. Schuengel
<b>Examinator</b>	prof. dr. C. Schuengel
<b>Docent(en)</b>	prof. dr. C. Schuengel, prof. dr. W.J.M.J. Cuijpers
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Doel vak

- a. Acquire knowledge of and insight into the processes through which interventions reach their effects;
- b. Acquire knowledge of and insight into the way scientific research may test rationales for particular interventions;
- c. Develop the habit of scrutinizing the evidence base for particular therapeutic approaches and intervention protocols;
- d. Develop skills for critically analyzing intervention rationales, to judge their empirical support, and to apply theory in designing

interventions for specific problems.

### **Inhoud vak**

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

The framework for the course is set by introducing the debate on design and justification of interventions by discussing the protagonists of the debate, key concepts, and theoretical models. Empirical evidence for the respective schools of thought is examined in a next step. Overviews are presented on psychological theories for specific therapeutic change mechanisms as well as change mechanisms based on common and incidental factors. As a special case in point, research on post hoc explanations of effective interventions will be discussed for Eye Movement Desensitization Therapy (EMDR). The course works towards the application of frameworks that can be used for optimal design of interventions, and the design of empirical tests of their effectiveness.

In seminars, the theoretical and empirical foundation of mechanisms of intervention will be brought to bear on current practices in psychotherapy, in particular psychodynamic therapy and e-health psychotherapy.

### **Onderwijsvorm**

Lectures as well as seminars with researchers and clinical experts.

### **Toetsvorm**

Written exam; oral presentation. Both count for 50% of the grade.

### **Literatuur**

- Wampold, B.E. (2001) The great psychotherapy debate: Models, methods, and findings. Mahwah, N.J.: Lawrence Erlbaum. ISBN 0-8058-3202-5 (or as e-book 1-4106-0480-2);
- Embry DD, Biglan A. Evidence-based kernels: Fundamental units of behavioral influence. Clin Child Fam Psychol Rev (2008) 11:75–113
- Cuijpers P, van Straten A, Donker T, Andersson G (2011). Psychological treatment of depression: Results of a series of meta-analyses. Nordic Journal of Psychiatry, Epub ahead of print.
- Cuijpers et al. (in revision). Do we know how psychotherapies for adult depression work?
- Kazdin, A.E. (2007). Mediators and mechanisms of change in psychotherapy research. Annual Review of Clinical Psychology, 3, 1-27.
- Craig P, Dieppe P, Macintyre S, Mitchie S, Nazareth I, Petticrew M. Developing and evaluating complex interventions: the new Medical Research Council guidance. BMJ 2008;337:a1655
- Medical Research Council. 1 A framework for the development and evaluation of RCTs for complex interventions to improve health. London: MRC, 2000.

- Schuengel, C., Sterkenburg, P. S., Jeczynski, P., Janssen, C. G. C., & Jongbloed, G. (2009). Supporting affect regulation in children with multiple disabilities during psychotherapy: A multiple case design study of therapeutic attachment. *Journal of Consulting and Clinical Psychology, 77*, 291-301.
- Scott, S., & Dadds, M. R. (2009). Practitioner Review: When parent training doesn't work: theory-driven clinical strategies. *Journal of Child Psychology and Psychiatry, 50*(12), 1441-1450.
- Schubert S, Lee CW (2009). Adult PTSD and Its Treatment With EMDR: A Review of Controversies, Evidence, and Theoretical Knowledge. *Journal of EMDR Practice and Research, 3*, 117-132.
- Bakermans-Kranenburg, M. J., Van IJzendoorn, M. H., & Juffer, F. (2003). Less is more: Meta-analyses of sensitivity and attachment interventions in early childhood. *Psychological Bulletin, 129*(2), 195-215.

## Thinking and Deciding

<b>Vakcode</b>	P_MTHIDEC (815049)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. M. Meeter
<b>Examinator</b>	dr. M. Meeter
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

Students will learn to understand different theories, research methods and practical aspects about human judgment, rational thinking, perceptual and value-based choices.

### Inhoud vak

How do we make decisions? Are we rational? Why not? And why do we tend to choose one option of another? How do we process information and choose a specific action accordingly? Are psychological and/or neuroscientific methods able to answer these questions?

In this course students will learn to think about these topics, and place them into a scientific framework. Psychological, economic perspectives will be discussed as well as the underlying neuronal processes that might give rise to particular choice behavior.

### Onderwijsvorm

Lectures, literature study, oral presentations & discussion by students.

### Toetsvorm

1) Oral presentation & discussion, 2) a mini-quiz per class (two short questions about the literature), and 3) writing a review paper.

### Literatuur

A selection of articles.

## Trends in Brain and Behaviour

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

### Doel vak

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

### Inhoud vak

The neuroscience approach to mental health focuses on the relationship between the brain and behaviour. Brain-behaviour relationships can be studied in diverse populations ranging from children to adults and patient populations to healthy controls. This course revolves around the view that mental health and mental dysfunction are the consequence of the dynamic interplay of biological factors, psychological factors and socio-cultural factors. It is becoming increasingly clear that in the future innovative insights will depend on integrated studies of brain and cognition.

This course will focus on using neuroscience to understand psychopathology. During the first half of the course students will become acquainted with neuroscientific research methods, and the ways in which these methods can be combined with those used in clinical, developmental and cognitive research to further understanding of mental disorders. The lecturers will focus on normal and abnormal developmental trajectories. During the second half of the course students will learn how to use an interdisciplinary brain and cognition approach to write a research proposal for a grant application, such as the NWO TopTalent grant. Students will receive extensive feedback on their proposal from lecturers and fellow students. In the final week of the course students will present and defend their proposals in front of a panel of experts.

### Onderwijsvorm

Lectures and tutorials

**Toetsvorm**

To pass this course students will need to:

- Write an integrative research proposal.
- Give an oral presentation in which they defend the content of their research proposal.
- Actively participate in giving feedback to fellow students on their research proposals.

**Literatuur**

Research articles and book chapters provided via blackboard.