



## Cognitive Neuropsychology (MScRes)

Vrije Universiteit Amsterdam - Fac. der Gedrags- en Bewegingswetensch. - RM Cognitive Neuropsychology - 2015-2016

The Research Master program in Cognitive Neuropsychology is part of the William James Graduate School. The curriculum consists of obligatory courses and elective courses. It is a two year program of total 120 ECTS, 60 ECTS a year.

### **Goals of the Program**

The aim of the Research Master is to provide students with the skills and knowledge to interpret clinical neuropsychological cases in terms of cognitive and neuropsychological theories. Moreover, students learn to use those cases to improve these theories. The curriculum consists of multiple courses in cognitive psychology, clinical neuropsychology, neuroscience, and general academic skills concerning methodology, writing, and modern brain imaging techniques.

[Course program 2015-2016 Research Master Cognitive Neuropsychology](#)

[Academic calendar 2015-2016](#)

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

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## Research master Cognitive neuropsychology, year 1

First year Research Master Cognitive Neuropsychology consists of compulsory and elective courses.

Opleidingsdelen:

- [Research master Cognitive neuropsychology, year 1, Compulsory courses](#)
- [Research master Cognitive neuropsychology, year 1, Elective courses 1](#)
- [Practical electives](#)

## Research master Cognitive neuropsychology, year 1, Compulsory courses

Below the first year compulsory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Data Analysis</a>	Periode 1	6.0	P_MADV DAT
<a href="#">Aging and Dementia</a>	Periode 1, Periode 3	6.0	P_MAGINGD
<a href="#">Brain Imaging</a>	Periode 4	6.0	P_MBRIMAG
<a href="#">Medical Neuroscience and Neuroanatomy</a>	Periode 1+2	6.0	P_MMEDINN
<a href="#">Programming for Psychologists</a>	Periode 3	6.0	P_MPPOPSY

## Research master Cognitive neuropsychology, year 1, Elective courses 1

Students choose either one of the courses out of the Electives Pool, or (only once during their programme) the Review Paper.

Opleidingsdelen:

- [Electives Pool research masterls William James Graduate School](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Review Paper</a>	Ac. Jaar (september)	6.0	P_MREVPAP

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

## Practical electives

Choose one of two Practical Electives.

Elective package contains 2 compulsory courses. Elective package 2 contains a clinical internship. Only students that fulfill the requirements for the clinical internship can choose package 2.

Opleidingsdelen:

- [Elective package 1](#)
- [Research master Cognitive neuropsychology, year 1, Elective package 2](#)

## Elective package 1

Vakken:

Naam	Periode	Credits	Code
<a href="#">Practical Skills for Researchers</a>	Periode 4+5+6	18.0	P_MPRACSK
<a href="#">Seminar Attention</a>	Periode 5	6.0	P_MSEMATT

## Research master Cognitive neuropsychology, year 1, Elective package 2

Elective package 2 contains a clinical internship and several workshops. Both are lectured in the Dutch language.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Klinische stage RM Cognitive Neuropsychology</a>	Periode 4+5+6	24.0	P_MKSRMCNP

## Research master Cognitive neuropsychology, year 2

Second year Research Master Cognitive Neuropsychology consists of compulsory and elective courses.

Opleidingsdelen:

- [Research master Cognitive neuropsychology, year 2, Compulsory courses](#)
- [Research master Cognitive neuropsychology, year 2, Elective courses 3](#)

## Research master Cognitive neuropsychology, year 2, Compulsory courses

Below the second year compulsory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Master's Thesis Clinical and Cognitive Neuropsychology</a>	Ac. Jaar (september)	30.0	P_MTHCCNP
<a href="#">Neuropsychological Dysfunctioning in Psychiatric Disorders</a>	Periode 1	6.0	P_MNDPD
<a href="#">Seminar Cognitive Neuroscience</a>	Periode 1	6.0	P_MSEMCNS
<a href="#">Thesis Proposal RMCNP</a>	Periode 3	6.0	P_MTHPROP

## Research master Cognitive neuropsychology, year 2, Elective courses 3

Students choose either two of the courses out of the Electives Pool, or ((only once during their programme) the Review Paper, and one course out of the electives pool (so 12 EC in total).

Opleidingsdelen:

- [Electives Pool resarch masterls William James Graduate School](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Review Paper</a>	Ac. Jaar (september)	6.0	P_MREVPAP

## 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

## Other information

Opleidingsdelen:

- [Research master Cognitive neuropsychology - Transition rules](#)
- [Subscription terms](#)

## Research master Cognitive neuropsychology - Transition rules

For courses that will not be lectured anymore from 2013/14, 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="#">Human Information Processing</a>		6.0	P_MHINFOP
<a href="#">Memory and Memory Disorders</a>		6.0	P_MMEMORY

Neuroscience and Education		6.0	P_MNEURED
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## 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 the 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 Data Analysis

<b>Vakcode</b>	P_MADV DAT (815033)
<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>	dr. M. Gallucci
<b>Examinator</b>	dr. M. Gallucci
<b>Docent(en)</b>	dr. M. Gallucci
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

This course provides a theoretical overview and detailed practical knowledge concerning statistical analyses of social psychological data.

### **Inhoud vak**

After an introduction of the general linear model, with emphasis on estimation of effect sizes and hypothesis testing, the course concentrates on applications of the model, such as analysis of variance, regression analysis, path analysis, and logistic regression. Along with these techniques, issues such as mediation, moderation, and hypothesis testing are considered. The aim of the course is to enable students to plan, execute, and interpret appropriate statistical analyses for applied and experimental research data. Because the application of advanced statistical techniques is central to the course, students will have several assignments to analyze existing data sets, and interpret the results.

### **Onderwijsvorm**

Lectures and tutorials.

### **Toetsvorm**

Exams and assignments.

### **Literatuur**

- Cohen, J., Cohen, P., West, S.G., & Aiken, L.S. (2003), Applied Multiple regression / correlation; analysis for the behavioural sciences (3rd ed. ) Hillsdale, NJ: Erlbaum
- Additional material provided during the course.

## **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.

## Aging and Dementia

<b>Vakcode</b>	P_MAGINGD (815181)
<b>Periode</b>	Periode 1, Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. E.J.A. Scherder
<b>Examinator</b>	prof. dr. E.J.A. Scherder
<b>Docent(en)</b>	prof. dr. E.J.A. Scherder
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

## Doel vak

Provide an advanced course on the neuropathological, cognitive and behavioural consequences of aging and age- related neurodegenerative diseases, in particular dementia.

## Inhoud vak

The neuropathology characteristic for aging and various subtypes of dementia will be related to specific functional neuronal circuits. Based on these functional neuronal circuits the clinical outcome in terms of cognitive and behavioural disorders will be explained. Specific attention will be given to the relationship between dementia and motor activity and between dementia and pain experience.

## Onderwijsvorm

Plenary lectures, with an emphasis on interaction with the students.

## Toetsvorm

Open-end questions.

## Literatuur

E. Scherder. Aging and Dementia. Neuropsychology, motor skills and pain. VU Uitgeverij.

## Overige informatie

This course will be lectured twice:

- In periode 1 the course is scheduled for the Research master Cognitive neuropsychology.
- In period 3 the course is scheduled for the Master psychology, trace Clinical neuropsychology.

## Brain Imaging

<b>Vakcode</b>	P_MBRIMAG (815103)
<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. T.H.J. Knapen
<b>Examinator</b>	dr. D.J. Heslenfeld
<b>Docent(en)</b>	dr. T.H.J. Knapen, D.M. van Es MSc
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

Students will learn to analyse and interpret imaging data from different modalities, such as fMRI and EEG. Emphasis will be placed on the analysis of imaging data as time series.

### Inhoud vak

Treatment of the mathematical and physical concepts of the different recording techniques, among which basic linear algebra, Fourier analysis and GLM.

Students will learn to programmatically analyse fMRI and EEG data using Python. Standard GLM analysis for fMRI is conducted using FSL.

Half of the course will be practicals in which students will gain hands-on experience with EEG and fMRI data analysis using open-source tools.

Each student will be required to discuss one paper from the field at the end of the course.

### Onderwijsvorm

Class teaching, Practicals, Presentations

### Toetsvorm

Final Exam, open-end questions 40%

Practical assignments 40%

Article presentation 20%

### Literatuur

Handbook of Functional MRI Data Analysis, Poldrack et al, Cambridge press. Further EEG analysis literature to be announced.

### Overige informatie

Prior knowledge of Python programming and statistics is recommended.

## 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

**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.

## Human Information Processing

<b>Vakcode</b>	P_MHINFOP (815048)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. S.A. Los

<b>Examinator</b>	dr. S.A. Los
<b>Docent(en)</b>	dr. S.A. Los
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

Introduction to the major theories of human information processing and the experimental methods to test them.

### Inhoud vak

In this course you will be familiarized with the literature on human information processing, which aims at understanding the functional architecture of processes intervening stimulus and response. Major themes include: (1) serial versus parallel organization of mental processes (2) continuous versus discrete transmission of information between consecutive processes (3) the controversy of the central bottleneck (4) the role of preparation and executive control. These themes are studied from a functional perspective: The focus is on what these processes are supposed to be doing rather than on where in the brain these processes are implemented. The dominant method in this literature is mental chronometry, which aims at making inferences on the basis of latency measures, such as response times and the onset of event-related brain potentials.

### Onderwijsvorm

Lectures.

### Toetsvorm

Written examination with open questions.

### Literatuur

Journal articles to be specified on Blackboard.

### Overige informatie

As of 2015-16, this course is no longer taught. Students who took this course in 2014-15 but did not conclude it successfully have two more possibilities to do so in 2015-16. Please contact the coordinator of the course to discuss this if necessary.

## 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.

## **Klinische stage RM Cognitive Neuropsychology**

<b>Vakcode</b>	P_MKSRMCNP ()
<b>Periode</b>	Periode 4+5+6
<b>Credits</b>	24.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	S.R. van Eck MSc
<b>Examinator</b>	S.R. van Eck MSc
<b>Niveau</b>	400

### **Doel vak**

De stage Klinische Neuropsychologie dient ter oriëntatie op het werk van een neuropsycholoog binnen een klinische setting (zoals een bijvoorbeeld een verpleeghuis, revalidatiecentrum, algemeen ziekenhuis/medisch centrum of psychiatrische instelling). De stagiair leert met name het psychodiagnostisch proces in toenemende mate zelfstandig uitvoeren en wordt betrokken bij behandeling/advisering.

### **Inhoud vak**

Oefenen van klinische vaardigheden.

### **Onderwijsvorm**

Kennis onder begeleiding toepassen in de praktijk. De stageperiode neemt minimaal 560 uur in beslag (een halfjaar of meer) en vraagt een ruime tijdsinvestering. De afdeling ondersteunt naar vermogen het vinden van

een stageplaats, maar de student heeft een eigen verantwoordelijkheid in het welslagen van het zoekproces. De plaats moet voldoen aan de door de afdeling gestelde eisen. Neem dus altijd contact op met de stagecoördinator. Bij aanvang van de master zal aan de RM-studenten met interesse in het klinisch traject voorlichting worden gegeven over de klinische stage.

Naast de stage dienen de volgende stagebijeenkomsten gevolgd te worden:

- 4 bijeenkomsten Intervisie (contactpersoon S.R. van Eck)
- 4 bijeenkomsten Gesprekstechnieken (contactpersoon F. Jonker)

Tevens zijn de hoorcolleges horende bij het vak Research Mastervak 'Practical Skills voor Researchers' (vakcode: P\_MPRACSK) verplicht (contactpersoon Sander Los).

### Toetsvorm

- Stagebeoordeling geschiedt zoals omschreven in de stagehandleiding, verkrijgbaar bij Susanne van Eck.
- Class Assignments horende bij het vak 'Practical Skills for Researchers'

### Vereiste voorkennis

Voor toelating tot het klinisch traject (en daarmee de klinische stage) gelden strikte richtlijnen, te vinden op de website:

[http://www.vu.nl/en/Images/Voorwaarden\\_klinisch\\_traject\\_CNPx\\_V032414\\_tcm12-314881.pdf](http://www.vu.nl/en/Images/Voorwaarden_klinisch_traject_CNPx_V032414_tcm12-314881.pdf)

### Overige informatie

Dit vak is basis voor de Basisaantekening Psychodiagnostiek.

Voor de aanvraag van de BAPD moeten drie casussen worden beschreven volgens de richtlijnen van het NIP.

De docenten die de stagebijeenkomsten verzorgen zijn Susanne van Eck, Aafra ter Horst, Frank Jonker en Nadine van der Esch.

## 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 Clinical and Cognitive Neuropsychology**

<b>Vakcode</b>	P_MTHCCNP (815105)
<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>	dr. R.J. Godijn
<b>Examinator</b>	dr. R.J. Godijn
<b>Niveau</b>	500

### **Doel vak**

To actively conduct experimental research in cognitive (neuro)psychology and report the results of this independent study in the master's thesis.

### **Inhoud vak**

Students choose a topic in line with their personal interests in cognitive (neuro)psychology. Research for the master thesis can be conducted at the departments of Cognitive Psychology of Clinical Neuropsychology, an external research organization (eg., TNO), a company, or an (international) university other than the VU University.

A specific research question, hypotheses and testable predictions are formulated and reported to the department. Approval of this research proposal by the internal supervisor is required prior to the start of the study. The internal supervisor is a person from the academic staff of the departments of Cognitive Psychology of Clinical Neuropsychology who may be accompanied by an external supervisor if the research is performed outside the department.

The research performed by the students provides the basis for the master's thesis. The master's thesis is written in journal article style and should be written at a level appropriate for submission to an academic journal.

### Toetsvorm

The thesis is evaluated on the basis of the quality of the student's master thesis and the quality of student's performance during the research. Students are expected to present their project in the style of a conference talk to the staff or at a formal conference. The internal supervisor and the head of the department grades the thesis according to eight generally acknowledged scientific criteria.

### Literatuur

Not applicable.

### Overige informatie

Students are expected to have attended at least 10 colloquia before they can receive their thesis grade. They have to hand in the filled out colloquium card to the coordinator of the Wiliam James Graduate School.

## Medical Neuroscience and Neuroanatomy

<b>Vakcode</b>	P_MMEDINN (815124)
<b>Periode</b>	Periode 1+2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	prof. dr. E.J.A. Scherder
<b>Examinator</b>	prof. dr. E.J.A. Scherder
<b>Docent(en)</b>	prof. dr. E.J.A. Scherder
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

This course provides the medical background in neurology and anatomy for clinical applications of neuroscience. Key fields covered by this course are the structure, functions and dysfunctions of:

- the human brain, with special focus on
- the central versus the peripheral nervous system
- the brainstem, the spinal cord
- vasculature, blood flow and cerebrospinal fluid circulation
- autonomic, neuroendocrine, and regulatory functions
- higher neural functions

After completing the course the student is supposed to have the knowledge and the skills to examine the functions and diagnose dysfunctions in the central and peripheral nervous system.

### Onderwijsvorm

Lectures and practical assignments

### Toetsvorm

Acquired knowledge and skills of the student will be tested by means of:

- Exam (open questions)
- Satisfactory completion of the practical anatomical sessions.

Partial grades are only valid during the study year in which the grade has been achieved.

## Literatuur

Neuroanatomy through Clinical cases. Author: Hal Blumenfeld. Second Edition. Publisher: Sinauer. ISBN978-0-87893-058-6.

## Memory and Memory Disorders

<b>Vakcode</b>	P_MMEMORY (815102)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. R.J. Godijn
<b>Examinator</b>	dr. R.J. Godijn
<b>Docent(en)</b>	dr. R.J. Godijn
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

The course aims to give students an overview of memory at the cognitive and neurophysiological level, and to give students the background to interpret memory disorders in patients with brain damage.

### Inhoud vak

The course focuses on various approaches in the study of human memory and memory disorders. We will discuss working memory, encoding-retrieval interactions, interference and forgetting implicit memory, and the brain substrate of memory. We will also discuss clinical testing of memory, and memory loss after local brain damage, dementia, and other conditions.

### Onderwijsvorm

12 two- hour lectures and workshops, assignments and oral presentations.

### Toetsvorm

Exam, assignments, and presentation.

### Literatuur

Various papers, to be announced via 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.

## 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.

## Neuropsychological Dysfunctioning in Psychiatric Disorders

<b>Vakcode</b>	P_MNDPD ()
<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>	dr. H. van Ewijk
<b>Examinator</b>	dr. H. van Ewijk
<b>Docent(en)</b>	dr. H. van Ewijk
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	500

### Doel vak

Understanding potential factors underlying neuropsychological dysfunctioning in different psychiatric disorders by looking at the neuroanatomical, neuroendocrine, and/or neuropharmacological basis. Obtaining knowledge of neuroscientific and behavioural interventions restoring psychological functioning.

### Inhoud vak

Studying psychiatric disorders is a great way to investigate neuropsychological functioning, since psychiatric disorders are often associated with deficits in one or more neuropsychological functions. Both psychiatry and (neuro)psychology benefit from research in this area: on the one hand, investigating neuropsychological dysfunctioning can be very useful for diagnostic purposes and might help elucidate the often heterogeneous character of a mental disorder. On the other hand, it can enlarge our knowledge of the brain regions involved in different psychiatric disorders and in specific cognitive disturbances. The course consists of a series of lectures, in which each lecture covers a specific psychiatric disorder (such as eating disorders, Schizophrenia, or ADHD) from a neuroscience perspective. Each lecture will cover current knowledge about the disorder from different angles, such as neuropsychology, neuroimaging, neurophysiology and/or neuropharmacology. Furthermore, connections will be made between these different angles (e.g. 'is there a specific brain network implicated in the pathophysiology of this disorder', or 'how is the neurophysiology connected to the behavioural symptoms?').

Basic knowledge of psychiatry, cognitive neuropsychology and neuropharmacology is required.

### Onderwijsvorm

Guest lectures and group presentations

### Toetsvorm

Exam and presentations

### Literatuur

Scientific papers (will be provided during the course)

### Overige informatie

Basic knowledge of psychiatry, cognitive neuropsychology and neuropharmacology is required.

## Neuroscience and Education

<b>Vakcode</b>	P_MNEURED ()
<b>Credits</b>	6.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. N.M. van Atteveldt
<b>Examinator</b>	dr. N.M. van Atteveldt
<b>Docent(en)</b>	drs. A.M. Boschloo, prof. dr. A.C. Krabbendam
<b>Lesmethode(n)</b>	Hoorcollege

### Doel vak

The aim of the course Neuroscience and Education is to provide students with the knowledge and skills necessary to evaluate and conduct research at the interface between neuroscience and education.

### Inhoud vak

Many scientists, policymakers and teachers share the belief that knowledge of the brain is relevant to educational practice. Yet, implementing neuroscientific findings in the classroom is by no means straightforward. This course will focus on the interdisciplinary knowledge and skills needed to integrate neuroscientific and educational approaches and to translate neuroscientific research to educational practice. Students will learn how to integrate diverse methodological approaches, ranging from the highly controlled laboratory experiments typical to the cognitive neuroscience approach, to the qualitative approaches used in the social sciences. During the whole course, students are encouraged to critically reflect on the current enthusiasm for a brain-based education. In this context, the course will specifically discuss the proliferation of neuromyths and the ethical issues arising from the neuroeducational approach.

### Onderwijsvorm

Lectures and tutorials

### Toetsvorm

Written exam with open-end questions (50%); research proposal (50%).

### Literatuur

A selection of relevant articles, to be announced.

### 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.

## 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  
 - Willemsen, 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 Skills for Researchers

<b>Vakcode</b>	P_MPRACSK ()
<b>Periode</b>	Periode 4+5+6
<b>Credits</b>	18.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Gedrags- en Bewegingswetensch.
<b>Coördinator</b>	dr. S.A. Los
<b>Examinator</b>	dr. S.A. Los
<b>Docent(en)</b>	dr. S.A. Los, dr. M.V. Milders
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

## Doel vak

To provide students with necessary practical skills to design, perform, and present an individual research project in cognitive neuropsychology, clinical neuropsychology or cognitive neuroscience.

## Inhoud vak

Each student is allocated to an individual research project, proposed and supervised by a member of the department of Clinical Neuropsychology or Cognitive Psychology. Alongside this project there are twelve meetings during which students are familiarized with a variety of practical issues related to research in cognitive neuropsychology, such as ethics, writing, presenting, factorial design, and neuropsychological assessment. During the course, students deliver three writing samples (an abstract, an essay, and a brief research report) and two oral presentations (a 5-minutes research proposal and a 10-minutes presentation of completed research in a final symposium).

## Onderwijsvorm

Lectures and research internship

## Toetsvorm

Two class assignments (pass / fail); research internship (20%); writing samples: abstract (10%), essay (20%), research report (30%); presentations: research proposal (pass / fail); 10-minutes presentation (20%).

## Literatuur

Literature is directly related to the student's research project. Some articles will be provided by the supervisor at the beginning of the project, others are dug up by the students as the project unfolds. Class assignments can be completed on the basis of the slides presented during the meetings.

## Programming for Psychologists

<b>Vakcode</b>	P_MPROPSY (815120)
<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>	dr. D.B.B. Schreij
<b>Examinator</b>	dr. D.B.B. Schreij
<b>Lesmethode(n)</b>	Hoorcollege, Practicum
<b>Niveau</b>	400

### Doel vak

Acquire programming skills and use them to build your own experiments. Learn the intricacies of experimental design.

### Inhoud vak

You will learn how to design psychological experiments and how to implement these using the OpenSesame software package and the Python programming language. Although you will mainly be working with OpenSesame, which is specifically designed for constructing experiments, this course will also address general programming principles that will facilitate the learning of other programming languages in the future. We will furthermore look at how to efficiently design behavioral experiments, with the focus on randomization procedures, how to present visual and auditory stimuli, and on how to record responses of participants.

### Onderwijsvorm

6 x 1 hour lecture, 12 x 4 hours practicals (compulsory), assignments (twice a week).

### Toetsvorm

Of the 12 assignments, at least 8 need to be marked 6 or higher. At the end there will be an exam consisting of essay questions and programming assignments. You are allowed to bring your book and any other material.

### Literatuur

Online documentation.

## Review Paper

<b>Vakcode</b>	P_MREVPAP (815104)
<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. W. Donk
<b>Examinator</b>	dr. W. Donk
<b>Niveau</b>	500

### Doel vak

To write a current literature review that covers an open issue in clinical or cognitive (neuro)psychology.

### Inhoud vak

The review paper is a literature review written by the student under supervision of a member of the department of Clinical Neuropsychology or the department of Cognitive Psychology. Students may write a review on the basis of a self-selected topic provided that they find a member of the department willing to supervise the writing of the paper.

The topic must be narrow enough for the students to cover the literature within the designed period, but must be broad enough so that something is gained from writing a review, and must be of current interest in the literature.

-The review must be written at such level that it could be published in an academic journal

### Onderwijsvorm

Students will be individually monitored and instructed by their supervisor in writing a literature review.

Further guidelines are given on the blackboard site 'Master Thesis Cognitive Neuropsychology'

### Toetsvorm

The literature review is evaluated on the basis of the quality of paper and is graded by the supervisor.

### Literatuur

Depends on the topic of research.

### Overige informatie

The supervisor for the review paper cannot also be a thesis supervisor.

The topic of the review may not be the same as the topic of the review written in PSR.

## Seminar Attention

<b>Vakcode</b>	P_MSEMATT (815100)
<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>	dr. R.J. Godijn
<b>Examinator</b>	prof. dr. J.L. Theeuwes
<b>Docent(en)</b>	prof. dr. J.L. Theeuwes
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

To learn how to interpret and analyze theories and findings on attention and eye-movements. Learn how to set up experiments. Learn how to present and to write an essay.

### Inhoud vak

The format of the seminar will be a discussion of one or two target articles, and student presentations, each week. Target articles for each week will be "classic" articles representing early and/or important studies on a specific topic or recent new papers in attention and eye movements. For the presentations, each student has to present the main findings of the target article for that week and is required to find a recent paper on the topic covered by the target article. Students have to prepare a 20 minute oral presentation in Microsoft Powerpoint. The rest of the class will be spent discussing the target articles and their relationship to the presented papers. Each student will give two presentations. The presentation will determine 30% of the course grade for each student. The target papers will be available on the course website and accessible via blackboard. One week after the last class, each student will submit a final paper (up to 8 pages, 12 pt. font, double spaced) on one of the topics covered in class. The paper will consist of a brief review of (at least) 6 research papers (including those already covered on that topic in class) and a proposal for a new experiment. The paper will be worth 40%. Each class all students have to turn in a sheet of paper with a short question/remark about one of the papers discussed during that class (30% of the grade). Students will receive an introduction into the arts of oral presenting and of writing an essay as a preparation to the assignments.

### Onderwijsvorm

Lectures and practical assignments.

### Toetsvorm

Student presentation (30%), and writing a paper (40%) and sheet of paper with a short question/remark about one of the papers discussed (30%). Students are required to be present during all meetings. Attending the class is required.

### Literatuur

Articles.

## Seminar Cognitive Neuroscience

<b>Vakcode</b>	P_MSEMCNS (815098)
<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>	dr. A.V. Belopolskiy
<b>Examinator</b>	dr. A.V. Belopolskiy
<b>Docent(en)</b>	dr. A.V. Belopolskiy
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

**Doel vak**

To extend students' knowledge in the field of cognitive and clinical neuroscience.

**Inhoud vak**

Over the last two decennia, scientific research in the field of cognitive neuroscience has led to fundamental new insights in the relation between brain function and behavior. Research is ongoing, and in many cases, the latest insights have not yet traversed their ways down into the regular textbooks. This seminar offers students the possibility to discuss state of the art research. The latest insights into topics such as working memory, multisensory perception, and the mirror neuron system will be covered. The seminar will also cover important questions regarding legal and ethical aspects of cognitive and clinical neuroscience research.

**Onderwijsvorm**

Lectures, literature study, oral presentations and discussions.

**Toetsvorm**

Oral presentation, contribution to discussion, and a review paper.

**Literatuur**

Research papers to be announced.

**Overige informatie**

The requirement to participate is the completion of the basic Cognitive Neuroscience and Neuropsychology course. Alternatively, students may study the required literature by self- study. You need to contact the professor of Seminar Cognitive Neuroscience beforehand. Before you can enter the Seminar, you will need to pass an oral exam with the professor. Note that it is your own responsibility to contact the professor, study the literature and make an appointment for the oral exam.

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

<b>Vakcode</b>	P_MPEMREG ()
<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

## Thesis Proposal RMCNP

<b>Vakcode</b>	P_MTHPROP ()
<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>	dr. R.J. Godijn
<b>Examinator</b>	dr. R.J. Godijn
<b>Docent(en)</b>	dr. R.J. Godijn
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Doel vak

To learn to write a grant proposal, to learn to defend it in public

### Inhoud vak

Students write up a proposal for their thesis research, in the format of a grant proposal (an NWO grant will be used as template). They defend this proposal in front of a "committee" consisting of staff members, with fellow students in the audience.

### Onderwijsvorm

2 plenary lectures on "how to" and to check progress, individual mentorship by future internal thesis supervisor.

### Toetsvorm

70% written proposal, 30% oral defense.

## 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.