



Clinical and Developmental Psychopathology (MScRes)

Vrije Universiteit Amsterdam - Fac. der Gedrags- en Bewegingswetensch. - RM Clinical and Developmental Psychopath - 2016-2017

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 2016-2017 Research Master Clinical and Developmental Psychopathology](#)

[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:

- [Research master Clinical and developmental psychopathology, year 1, Compulsory courses](#)
- [Research master Clinical and developmental psychopathology, year 1, Elective courses](#)

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

Below the first year compulsory courses.

Vakken:

Naam	Periode	Credits	Code
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 1, Elective courses

Electives Pool WJGS. Students choose one of these courses.

Opleidingsdelen:

- [Electives Pool research masters FGB Graduate School](#)

Vakken:

Naam	Periode	Credits	Code
Advanced Research Training	Ac. Jaar (september)	6.0	P_MADVRT

Electives Pool research masters FGB 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
Advanced Organizational Research Skills	Periode 2	6.0	P_MADORS
Autism and Developmental Disorders	Periode 2	6.0	P_MAUTDEV
Leadership and Organisations	Periode 2	6.0	P_MLEAORG
Memory and Memory Disorders	Periode 2	6.0	P_MMEMORY
Neuroscience and Education	Periode 2	6.0	P_MNEURED
The Psychology of Emotion Regulation: From Basic Principles to Clinical Applications	Periode 2	6.0	P_MPEMREG

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:

- [Research master Clinical and developmental psychopathology, year 2, Compulsory courses](#)
- [Research master Clinical and developmental psychopathology, year 2, Elective courses](#)

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

Below the second year compulsory courses.

Vakken:

Naam	Periode	Credits	Code
Master's Thesis	Ac. Jaar (september)	30.0	P_MTHECDP
Practical I: Skills for Clinical Research	Periode 1	6.0	P_MPRACT1
Practical II: Initiating and Performing Academic-Clinical Research	Periode 2	6.0	P_MPRACT2

Practical III: Advanced Res meth in clin	Periode 3	6.0	P_MPRACT3
Trends in Brain and Behaviour	Periode 1	6.0	P_MTRBRBE

Research master Clinical and developmental psychopathology, year 2, Elective courses

Electives Pool WKGS. Students choose one of these courses.

Opleidingsdelen:

- [Electives Pool research masters FGB Graduate School](#)

Vakken:

Naam	Periode	Credits	Code
Advanced Research Training	Ac. Jaar (september)	6.0	P_MADVRT

Electives Pool research masters FGB 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
Advanced Organizational Research Skills	Periode 2	6.0	P_MADORS
Autism and Developmental Disorders	Periode 2	6.0	P_MAUTDEV
Leadership and Organisations	Periode 2	6.0	P_MLEAORG
Memory and Memory Disorders	Periode 2	6.0	P_MMEMORY
Neuroscience and Education	Periode 2	6.0	P_MNEURED
The Psychology of Emotion Regulation: From Basic Principles to Clinical Applications	Periode 2	6.0	P_MPEMREG

Other information

Opleidingsdelen:

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

Research master Clinical and developmental psychopathology - Transition rules

For courses that are lectured only once every two years and will not be lectured in 2016/17 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
Cognitive Behaviour Therapy		6.0	P_MCOBETH
Juvenile Delinquency and Antisocial Development		6.0	P_MJUVDL
Parenting and Mental Health		6.0	P_MPARMEN

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 Organizational Research Skills

Vakcode	P_MADORS ()
Periode	Periode 2
Credits	6.0
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. J. te Nijenhuis
Examinator	dr. J. te Nijenhuis
Docent(en)	dr. J. te Nijenhuis
Lesmethode(n)	Hoorcollege, Practicum, Deeltoets extra zaalcapaciteit
Niveau	400

Doel vak

To gain knowledge and insight in advanced statistical techniques and experience with the practical use of these techniques.

Inhoud vak

Different--relevant for organizational psychology--research methods will be described and explained, such as meta-analysis, methods to calculate utility, and (field) experiments and quasi-experiments. In the course, practical examples and assignments will be provided to obtain an in-depth understanding of these methods and their usefulness for human resource management and organizational development.

Onderwijsvorm

Lectures and practical assignments

Toetsvorm

Assignments and written exam

Literatuur

Scientific papers and/or (book-)chapters

Aanbevolen voorkennis

Bachelor-level methodology and statistics

Overige informatie

This course will be taught in English. At the moment of writing, it is unknown who will coordinate and teach this course.

Advanced Research Training

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

Autism and Developmental Disorders

Vakcode	P_MAUTDEV ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. S.M. Begeer
Examinator	dr. S.M. Begeer
Docent(en)	dr. S.M. Begeer
Lesmethode(n)	Hoorcollege
Niveau	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.

Inhoud vak

Autism Spectrum Disorders are complex neurobiological disorders that last throughout an individual's lifetime. With a prevalence of 1 in 68, 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

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.

Cognitive Behaviour Therapy

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

Vakcode	P_MEPIDRE ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	prof. dr. A.C. Huizink
Examinator	prof. dr. A.C. Huizink
Docent(en)	dr. A.M. Willemen, prof. dr. A.C. Huizink
Lesmethode(n)	Hoorcollege, Werkcollege
Niveau	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

Toetsvorm

Written exam on methods and statistical skills; writing the methods section of a paper.

Literatuur

Mandatory reading includes: Woodward, M. (2014). *Epidemiology: Study Design and Data Analysis* (3rd Ed.) Boca Raton, FL: CRC Press Taylor & Francis Group. ISBN 978-1-4398-3970-6

Additional mandatory reading is provided through BlackBoard; this varies per lecture

Optional reading provided through BlackBoard.

Students can use Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics* (4th Ed.). London: Sage. ISBN 978-1-446249185 or a newer edition if they have limited SPSS skills

Juvenile Delinquency and Antisocial Development

Vakcode	P_MJUVDL ()
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. T. Olthof
Examinator	dr. T. Olthof
Lesmethode(n)	Hoorcollege, Werkcollege
Niveau	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

Vakcode	P_MLEAORG ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	R.D. Ronay
Examinator	R.D. Ronay
Docent(en)	R.D. Ronay
Lesmethode(n)	Hoorcollege
Niveau	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

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

Memory and Memory Disorders

Vakcode	P_MMEMORY (815102)
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. R.J. Godijn
Examinator	dr. R.J. Godijn
Docent(en)	dr. R.J. Godijn
Lesmethode(n)	Hoorcollege
Niveau	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

Quizzes, presentations and research proposal.

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.

Neuroscience and Education

Vakcode	P_MNEURED ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. N.M. van Atteveldt
Examinator	dr. N.M. van Atteveldt
Docent(en)	prof. dr. A.C. Krabbendam, dr. N.M. van Atteveldt
Lesmethode(n)	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 approaches used in educational 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

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

Practical I: Skills for Clinical Research

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

Niveau	500
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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

Vakcode	P_MPRACT2 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	prof. dr. A.C. Huizink
Examinator	prof. dr. A.C. Huizink
Docent(en)	prof. dr. A.C. Huizink
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	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

Vakcode	P_MPRACT3 ()
Periode	Periode 3
Credits	6.0

Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	prof. dr. J.W.R. Twisk
Examinator	prof. dr. J.W.R. Twisk
Docent(en)	prof. dr. J.W.R. Twisk
Lesmethode(n)	Hoorcollege, Computerpracticum
Niveau	500

Doel vak

Learning to prepare data analysis for research projects

Psychopathology

Vakcode	P_MPSYPAT ()
Periode	Periode 1+2
Credits	12.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. S.M. Begeer
Examinator	dr. S.M. Begeer
Docent(en)	prof. dr. C. Schuengel, dr. S.M. Begeer, prof. dr. A.C. Krabbendam, prof. dr. A.C. Huizink, prof. dr. M. van der Gaag
Lesmethode(n)	Hoorcollege, Werkcollege, Overig, Bijeenkomst
Niveau	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 and Paper presentation (50%). There is one re-exam for all components together

Literatuur

- Mandatory and optional reading will be provided through BlackBoard.

Randomized Controlled Trials of Psychological Interventions

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

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

Scientific Writing and Presenting (CDP)

Vakcode	P_MSWP CDP ()
Periode	Periode 4
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. S.M. Begeer
Examinator	dr. S.M. Begeer
Docent(en)	dr. S.M. Begeer
Lesmethode(n)	Hoorcollege
Niveau	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)

Systematic Reviews and Meta-analyses of Psychological Interventions

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

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

Doel vak

- a. Acquire knowledge of and insight into modern theories of, and research on, emotion regulation.
- b. Learn to generate and discuss new and critical questions about emotion regulation research.
- c. Learn to develop a proposal for new, theory-driven empirical research in the area of emotion regulation.
- d. Learn how to apply insights from emotion regulation research to address clinical problems.
- e. Develop oral and written presentation skills to communicate effectively within the scientific forum.

Inhoud vak

Unwanted emotions are implicated in virtually all forms of psychopathology throughout the lifespan. It is therefore vital for clinical and developmental psychologists to understand what causes people to fail or succeed at emotion regulation, and how people can be taught to regulate their emotions more effectively.

Over the past twenty years, research on emotion regulation has developed into a vibrant and productive scientific discipline. The sheer volume of emotion regulation research is overwhelming, with more than 18,000 articles appearing annually on this topic. Furthermore, the study of emotion regulation is inherently interdisciplinary, and involves vital contributions from developmental psychology, clinical psychology, social and personality psychology, psychophysiology and social-cognitive and affective neuroscience.

In this course, we want to help students to get a grasp of the large and complex literature on the science of emotion regulation. In the first part of the course, we address basic issues in emotion regulation theory, including its development across the lifespan, biological foundations, emotion regulation strategies, implicit emotion regulation and social emotion regulation. During the second part of the course, we relate emotion regulation processes to psychopathology and consider the role of emotion regulation in psychotherapy. Finally, in the third part of the course, we consider specific clinical applications of emotion regulation research, covering such topics as anger management, restorative environments, and language as an emotion regulation tool.

Onderwijsvorm

The format of this course is highly interactive, and includes the following activities:

- Thought questions: For each class, the students will formulate one or more thought questions based on the required readings for that day. This ensures that everyone has thought actively about the readings. During the class, these questions will provide the basis a discussion and lecture.
- Article presentation: Each student will prepare a presentation on a selected article in the area of emotion regulation. The goal of this presentation is to provide a more in-depth examination of emotion regulation research and its major findings.
- Research proposal: At the end of the course, each student will write an innovative research proposal on a topic that is relevant to emotion regulation science. This proposal will receive extensive feedback from the other students and the lecturer,

Toetsvorm

Thought questions (handed in before each class), oral presentations (one per student for the whole course), and written research proposal.

Literatuur

Selected readings. The selection will be announced two weeks before the start of the course, so that we can include the very latest work in the area. Students who wish to get a sense of the contents of the course may pick up the following paper: Koole, S. L., & Aldao, A. (in press). The self-regulation of emotion: Theoretical and empirical advances. In K. D. Vohs & R. F. Baumeister (Eds.), *Handbook of self-regulation* (3rd edition, pp. 101-112). New York: Guilford. This article can be

downloaded for free via this link:

https://www.researchgate.net/publication/277711749_The_Self-Regulation_o

(you have to join ResearchGate for the download).

Aanbevolen voorkennis

Because the course builds on a basic understanding of psychopathology and its developmental origins, background knowledge in clinical and development psychology is recommended. However, this background is not compulsory.

Doelgroep

This course is an elective course within the Research Master Clinical and Developmental Psychology. However, emotion regulation is a major topic in many other areas, including social and personality psychology and cognitive neuroscience. Therefore, the course is open to all research masters students, and to PhD students after consultation with the coordinator.

Intekenprocedure

Students sign up via VUnet, and find more information on Blackboard

Theory of Therapeutic and Preventive Intervention

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

Doel vak

- a. To understand in general terms how psychological science tries to understand processes through which preventive and therapeutic interventions reach their effects, and to find some initial research orientation in this field;
- b. To critically discuss medical model versus contextual model of psychotherapy effectiveness;
- c. To develop the habit of scrutinizing the evidence base for particular therapeutic approaches and intervention protocols;
- d. To 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. We will make it clear that different schools of thought and research are possible, and that it is not only important to know and understand those divergent ways of thinking, but also to actively participate and contribute to this debate with arguments and relevant evidence. 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.

Onderwijsvorm

Lectures as well as seminars with researchers and clinical experts.

Toetsvorm

Written exam; oral presentation. 60/40 weight

Literatuur

Wampold, B.E. & Imel, Z.E. (2015). The great psychotherapy debate: The evidence for what makes psychotherapy work (2nd Ed.). New York and London: Routledge. ISBN 978-0-8058-5709-2 (or as e-book 978-0-203-58201-5)

List of additional required reading will be announced on Blackboard

Trends in Brain and Behaviour

Vakcode	P_MTRBRBE ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Gedrags- en Bewegingswetensch.
Coördinator	dr. N.C. Lee
Examinator	dr. N.C. Lee
Docent(en)	dr. N.C. Lee, dr. M. Huizinga, dr. N.M. van Atteveldt
Lesmethode(n)	Hoorcollege, Werkcollege
Niveau	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 and neuropsychological research, as well as current trends related to mental health. It will also cover the integration of these 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 methods. Students will work on a research proposal using methods from neuropsychology and neuroscience, and focusing how methods in these fields can be utilized to increase our understanding of psychopathology.

Inhoud vak

This course will focus on using neuropsychology and neuroscience to understand psychopathology. It builds on the theoretical background in psychopathology which students have developed during the first year of the RMCDP programme. This course focuses on extending this knowledge by examining psychopathology using a brain and behaviour approach. Brain-behaviour relationships can be studied in diverse populations ranging from children to adults and patient populations to healthy controls. It is becoming increasingly clear that in the future innovative insights can greatly benefit from integrated studies of brain and cognition.

During the first part of the course students will become acquainted with neuropsychological and 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. These methods will subsequently be discussed relation to three dominant areas of neuroscience research within the field of psychopathology. The first, developmental neuroscience, examines normal and abnormal developmental trajectories. Childhood and adolescence are pivotal periods in shaping future mental health, and the origins of many disorders can be found during this period. Therefore, a thorough understanding of the mechanisms of neural development is essential to facilitate positive outcomes. The second area is affective neuroscience, a field of research which aims to elucidate the neural mechanisms of emotion processing, an ability which is often disturbed in those with mental health disorders. The third area, neuroeconomics, is a relatively new approach which combines paradigms from behavioural economics with neuroscience techniques. This relatively new field has already provided insights into the etiology of a diverse range of disorders, ranging from psychosis to bipolar disorder.

During the second part of the course students will learn how to use these approaches to write a research proposal incorporating neuropsychological and/or neuroscientific methods. As well as writing the proposal, students will be encouraged to practice critically reflecting on their own work, and identifying strengths and weaknesses. Students will receive feedback on their proposal from lecturers and fellow students and be expected to use this to improve their work.

Onderwijsvorm

Lectures and tutorials

Toetsvorm

To pass this course students will need to:

- Pass the final exam consisting of open-ended questions (50% of final grade)
- Write an integrative research proposal (50% of final grade)
- Actively participate in giving feedback to fellow students on their research questions and research proposals during feedback meetings (Graded as pass/fail)

Literatuur

Research articles and book chapters provided via blackboard.