



VU University Amsterdam - Fac. der Gedrags- en Bewegingswetensch. - RM Social Psychology - 2015-2016

The Research Master program in Social Psychology 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

The teaching program focuses on providing in-depth knowledge of major fields in social psychology by emphasizing general principles underlying social behavior.

The first year consists of 4 theoretical courses (including one elective choice course), one expert workshop, 3 academic skills course, and a Research Project.

The second year consists of 3 theoretical courses (again including one elective choice course), one expert workshop, and two research projects, leading to your Ma-thesis.

[Course program 2015-2016 Research Master Social Psychology](#)

[Academic calendar 2015-2016](#)

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

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First year research master Social Psychology

Below the first year courses of the Research Master Social Psychology

Programme components:

- [Electives 1st year Research master's in Social Psychology](#)

Courses:

Name	Period	Credits	Code
Advanced Data Analysis	Period 1	6.0	P_MADV DAT
Advanced Research Methods	Period 4	6.0	P_MADV RES
Applied Social Psychology	Period 3	6.0	P_MAPPL SP
Basic Principles 1: Evolutionary Processes in Social Behaviour	Period 2	6.0	P_MBASIC_1
Expert Workshop I	Period 5+6	6.0	P_MEXPWRK_1
Motivation and Emotion	Period 5	6.0	P_MMOTEMO
Research Project I	Ac. Year (September)	12.0	P_MRESPRJ_1
Writing and Presenting	Period 1	6.0	P_MWRITPR

Electives 1st year Research master's in Social Psychology

Students choose either one of the courses from the Electives Pool, or choose (only once during their RM programme) a Free Choice course.

Programme components:

- [Electives Pool research master's William James Graduate School](#)

Courses:

Name	Period	Credits	Code
Free Choice Course RM Social Psychology	Ac. Year (September)	6.0	P_MFREECC

Electives Pool research master's William James Graduate School

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

Courses:

Name	Period	Credits	Code
Advanced Research Training	Ac. Year (September)	6.0	P_MADV RT

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

Second year research master Social Psychology

Below the second year courses of the Research Master Social Psychology

Programme components:

- [Electives 2nd year Research master's in Social Psychology](#)

Courses:

Name	Period	Credits	Code
Basic Principles 2: Group Processes	Period 2	6.0	P_MBASICP_2
Bridging Social Psychology	Period 1	6.0	P_MBRIDGI
Expert Workshop II	Period 1	6.0	P_MEXPWRK_2
Research Projects II & III (M-thesis)	Ac. Year (September)	36.0	P_MRESPRJ_23

Electives 2nd year Research master's in Social Psychology

Students choose either one of the courses out of the Electives Pool, or (only once during their programme), a Free Choice course

Programme components:

- [Electives Pool research master's William James Graduate School](#)

Courses:

Name	Period	Credits	Code
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Free Choice Course RM Social Psychology	Ac. Year (September)	6.0	P_MFREECC
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Electives Pool research 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.

Courses:

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

Other information

Programme components:

- [Transition rules](#)
- [Subscription terms](#)

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.

There are no courses to which the transition rule applies in 2013-14.

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

Course code	P_MADV DAT (815033)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. M. Gallucci
Examinator	dr. M. Gallucci
Teaching staff	dr. M. Gallucci
Teaching method(s)	Lecture
Level	400

Course objective

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

Course content

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.

Form of tuition

Lectures and tutorials.

Type of assessment

Exam and assignments.

Course reading

- 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 Methods

Course code	P_MADVRES (815179)
Period	Period 4
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. J.M. Tybur
Examinator	dr. J.M. Tybur
Teaching staff	dr. J.M. Tybur
Teaching method(s)	Lecture
Level	500

Course objective

This course is designed to prepare research master students to critically assess methods used in social psychology research, and to prepare students to design their own studies.

Course content

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.

Form of tuition

Class will meet 11 times. In each class, we will have a mixture of lecture from the instruction, presentations from students to the class, and class discussion. The instructor will also provide some interactive

tutorials using G*Power and SPSS.

Type of assessment

Assessment will include short quizzes on the assigned reading material at the beginning of every class. Students will also be evaluated on a presentation, a data analysis assignment, and a paper written on a method or instrument.

Course reading

Journal articles will be assigned and available on blackboard.

Remarks

For Research Master's students a module on programming experiments within Authorware Professional is included in the course.

Advanced Research Training

Course code	P_MADVRT ()
Period	Ac. Year (September)
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. J.W. van Prooijen
Examinator	dr. J.W. van Prooijen
Level	400

Course objective

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

Course content

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.

Form of tuition

Individual supervision

Type of assessment

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

Course reading

Depends on the topic

Remarks

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

Course code	P_MADSTRM ()
Period	Period 2
Credits	6.0
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. J.M. Tybur
Examinator	dr. J.M. Tybur
Teaching staff	dr. J.M. Tybur
Teaching method(s)	Lecture, Practical
Level	400

Course objective

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.

Course content

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.

Form of tuition

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.

Type of assessment

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.

Course reading

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

Remarks

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

Applied Social Psychology

Course code	P_MAPPLSP (815128)
Period	Period 3
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. M. van Vugt
Examinator	prof. M. van Vugt
Teaching staff	prof. M. van Vugt, dr. J. Maas
Teaching method(s)	Lecture
Level	400

Course objective

To learn how social psychology is used in applied settings to understand and ameliorate social problems.

Course content

Social psychology generates scientific insights that have wide-ranging implications for everyday life. Over the last decades, social psychology theory and research has been applied to many societal areas, including health, prosocial behavior, poverty, leadership, management, coaching, relationship counseling, sustainability, nature and well-being.

In this course, an overview will be given of the main ways in which social psychology can be applied by inviting experts from within and outside the department to present their applied research to you. We will also consider how social psychological approaches can be fruitfully combined with sociological, economic, political, organizational, and evolutionary perspectives to tackle societal issues.

Form of tuition

Lectures and work groups.

Type of assessment

Exam (open-end questions) (50%), research proposal (40%), presentation (10%).

Course reading

Selected articles, to be announced via Blackboard.

Remarks

Students from the master Psychology, route Social Psychology and from the research master Social Psychology will attend the lectures of this course.

Basic Principles 1: Evolutionary Processes in Social Behaviour

Course code	P_MBASIC_1 ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. F. Righetti
Examinator	dr. T.V. Pollet

Teaching staff	dr. F. Righetti, dr. T.V. Pollet
Teaching method(s)	Lecture
Level	400

Course objective

To familiarize students with research in social behavior from an evolutionary perspective.

Course content

This course familiarizes students with research on social behavior from an evolutionary perspective. Examples of topics that are covered in the course: family relationships, friendships, choice of partner, jealousy. During the lectures these themes will be approached from an evolutionary viewpoint. To get a more in depth discussion and knowledge of the themes students will give a presentation, conduct research and write two research essays.

Form of tuition

classical lectures, presentations by peers.

Type of assessment

(group) presentations and 2 research essays.

Course reading

Articles (will be distributed via blackboard).

Basic Principles 2: Group Processes

Course code	P_MBASICP_2 (815032)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. M. van Vugt
Examinator	prof. M. van Vugt
Teaching staff	prof. M. van Vugt
Teaching method(s)	Seminar
Level	500

Course objective

- To demonstrate knowledge and understanding of the core domains of group processes
- Recognize the diversity of theoretical perspectives underpinning group processes
- Understand the evolutionary perspective on group processes
- Apply theories to real-world groups

Course content

Here are some questions we will address in the course:

- Why do humans live in groups?
- Are we selfish or altruistic by nature?
- Is there a biological basis to leadership?
- Why do some teams perform better than others?
- Are crowds wiser than single individuals?

- Are intergroup encounters always hostile?
- Does power corrupt?
- What are the evolutionary functions of laughter, music, sports and religion?

Form of tuition

Small scale lectures, individual presentations, class room demonstrations, and group work.

Type of assessment

- Written essay exam
- Individual presentation
- Writing a research proposal

Course reading

Selection of relevant articles from social psychology, anthropology, evolutionary biology and economics.

Brain, Cognition, and Mental Health

Course code	P_MBRCOGM ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. A.J. Fett MSc
Examinator	dr. A.J. Fett MSc
Teaching method(s)	Lecture, Seminar
Level	400

Course objective

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.

Course content

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.

Form of tuition

Lectures, tutorial groups and field trip

Type of assessment

- 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)

Course reading

Research articles and book chapters will be provided via Blackboard.

Remarks

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

Bridging Social Psychology

Course code	P_MBRIDGI (815041)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. P.A.M. van Lange
Examinator	prof. dr. P.A.M. van Lange
Teaching staff	prof. dr. P.A.M. van Lange
Teaching method(s)	Lecture
Level	500

Course objective

The central goal of this course is threefold. First, the course provides a comprehensive overview of the various views regarding the benefits of bridging social psychology. Second, the course addresses various theoretical issues and societal problems that call for a transdisciplinary approaches, thereby also illustrating the drawbacks of mono- disciplinary approaches. Third, the course focuses on theoretical, analytical, and methodological skills, using assignments in which students write concise grant proposals on topics that are inherently transdisciplinary.

Course content

Social psychology may be regarded as the science of social phenomena, and as such is meaningfully linked to several other fields of psychology and disciplines beyond psychology. Given its breadth and location within the scientific landscape, the potential of social psychology to bridge with other fields and disciplines is increasingly recognized. Such bridging may bring about theoretical benefits (e. g., contributing to an overarching theory), including methodological benefits (e. g., contributing to convergent measurement), and societal benefits (e. g., contributing to knowledge that helps us understand and potentially solve a societal problem). The central goal of this course is threefold. First, the course provides a comprehensive overview of the various views regarding the benefits of bridging social psychology. Second, the course addresses various theoretical issues and societal problems that call for a transdisciplinary approaches, thereby also illustrating the drawbacks of mono- disciplinary approaches. Third, the course focuses on theoretical, analytical, and methodological skills, using assignments in which students write concise grant proposals on topics that are inherently transdisciplinary.

Form of tuition

group assignment
lecture
literature survey
Lectures and tutorials

Type of assessment

interim examination
Essays and assignments

Course reading

- Van Lange, P.A.M. (Ed., 2006). Bridging Social Psychology: The benefits of transdisciplinary approaches. Mahwah, New Jersey: Erlbaum.
- Various articles.

Cognitive Behaviour Therapy

Course code	P_MCOBETH ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	C. Wessel MSc
Examinator	prof. dr. M. van der Gaag
Teaching staff	prof. dr. W.J.M.J. Cuijpers, prof. dr. M. van der Gaag
Teaching method(s)	Lecture
Level	400

Course objective

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.

Course content

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.

Form of tuition

Lectures

Type of assessment

2 written exams and an oral presentation.

Course reading

Dobson & Dobson (2009) Evidence-based Practice of Cognitive Behavioral Therapy; New York, Guildford Press
- a reader with recent papers.

Remarks

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

Expert Workshop I

Course code	P_MEXPWRK_1 (815039)
Period	Period 5+6
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. P.A.M. van Lange
Examinator	prof. dr. P.A.M. van Lange
Teaching staff	prof. dr. P.A.M. van Lange, dr. D.P. Balliet, prof. dr. D. Tice
Teaching method(s)	Lecture, Seminar
Level	400

Course objective

The primary objective for Model A is threefold: (a) to get an up-to-date overview of interdependence theory; (b) to link interdependence theory to research examples, and (c) to propose innovative research ideas by applying the logic of interdependence theory to issues of great scientific and/or societal interest.

The primary for Module B is to address the nature and structure of the self, as well as human nature and humans as cultural animals, the self and human sexuality, dualism and the mind- body problem, free will, and choice and the self.

Course content

This workshop consists of two modules. In each module leading international scientists will teach on a topic in their area of expertise. The topics of both modules are specializations in social psychology and their neighboring disciplines.

Module A: Interdependence and Social Interaction. Much of human thought, affect, and behavior is rooted in social interaction experiences. To understand social interaction (i. e., its determinants and consequences), it is essential to analyze the key features of the situation in which an interaction takes place. Interdependence Theory provides the tools for analyzing different situations and how they may influence psychological processes and interaction patterns.

Module B: The Self. This module will cover a range of topics pertaining to the study of the self in social psychology. Lectures and readings will discuss the nature and structure of the self, self- knowledge, self- regulation theory, self- esteem, self- defeating behavior, self- handicapping, and procrastination. The course will also cover human nature and humans as cultural animals, the self and human sexuality, dualism and the mind- body problem, free will, and choice and the self. Coverage of many topics will include discussion of research methods for studying the self.

Form of tuition

literature survey
practical
working group
Workshop

Type of assessment

Essays and assignments

Course reading

- Module A: Kelley, H., Holmes, J., Kerr, N., Reis, H., Rusbult, C., & Van Lange, P. (2003). An atlas of interpersonal situations. New York: Cambridge;
- Module B: Baumeister, R.F., (2005), The cultural animal: Human nature, meaning and social life, Oxford: Oxford University Press;
- Various articles.

Expert Workshop II

Course code	P_MEXPWRK_2 (815042)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. J.W. van Prooijen
Examinator	dr. J.W. van Prooijen
Teaching staff	prof. K.D. Williams
Teaching method(s)	Lecture
Level	500

Course content

This workshop consists of two modules. In each module leading international scientists will teach on a topic in their area of expertise. The topics of both modules are specializations in social

psychology and their neighbouring disciplines. **Module A: Social Acceptance vs Ostracism:** This workshop will cover a range of topics pertaining to social psychological theory and research on acceptance and ostracism (also known as social exclusion and rejection). Lectures will summarize 15 years of research on the topic, and students are required to give lectures to the class on alternative lines of research or theories. Additionally, students will form small groups and design a testable hypothesis regarding ostracism, and present their designs and expected results to the class. **Module B: Neuroscientific Foundations of Social Behavior:** Social cognition refers broadly to the set of basic psychological mechanisms involved in social perception and decision-making. This workshop will provide an overview of the social cognition literature, with an emphasis on how these processes interact with emotion, goals, and motivation in social contexts. Throughout the course, recent advances in cognitive and affective neuroscience will be integrated into discussions to provide additional insight into social cognitive processes.

Form of tuition

lecture
 literature survey
 discussion
 practical
 workshop

Type of assessment

Module A: Presentations (50%) and an assignment (50%). If either the presentations or the assignment are insufficient, the student needs to write an additional paper on a topic to be determined by the teacher.

Module B: Participation (50%) and a written assignment (50%). Social media bonus marks are also available for students who go beyond the course content.

Course reading

Module A:

- Williams, K.D., Forgas, J.P., & von Hippel, W. (Eds.) (2005). *The social outcast: Ostracism, social exclusion, rejection, and bullying*. New York: Psychology Press;
- Williams, K.D. (in press). *Ostracism: Effects of being excluded and ignored* In M. Zanna (Ed.), *Advances in Experimental Social Psychology*. New York: Academic Press.
- Williams, K.D. (2007). *Ostracism*. *Annual Review of Psychology*, 58, 425-452 Several other readings

Module B:

- Ward, J. (2011). *The student's guide to social neuroscience*. New York: Psychology Press.
- Several additional research articles.

Free Choice Course RM Social Psychology

Course code	P_MFREECC ()
Period	Ac. Year (September)
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.

Coordinator	dr. J.W. van Prooijen
Examinator	dr. J.W. van Prooijen
Level	400

Course content

In this course students have the opportunity to select a free choice course. In order to fulfill the requirements of Free Choice Course 1, students have to attend a course outside the department of Social Psychology (VU). Students can select a course from another department at the VU or at another university. Free Choice selections should be made in consultation with the coordinator of the Research Master's in Social Psychology and approved by both the Research Master committee of the department of Social psychology and the department offering the course. A list of already approved courses will be available from the secretariat.

Juvenile Delinquency and Antisocial Development

Course code	P_MJUVDL ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. T. Olthof
Examinator	dr. T. Olthof
Teaching method(s)	Lecture, Seminar
Level	400

Course objective

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.

Course content

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.

Form of tuition

Lectures, seminars and group work.

Type of assessment

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

Course reading

To be announced.

Remarks

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

Leadership and Organisations

Course code	P_MLEAORG ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	R.D. Ronay
Examinator	R.D. Ronay
Teaching staff	R.D. Ronay
Teaching method(s)	Lecture
Level	400

Course objective

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.

Course content

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.

Form of tuition

Lectures

Type of assessment

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.

Course reading

Course packet including articles, chapters, and cases

Motivation and Emotion

Course code	P_MMOTEMO (815177)
Period	Period 5
Credits	6.0
Language of tuition	English

Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. F. Righetti
Examinator	dr. F. Righetti
Teaching staff	dr. F. Righetti
Teaching method(s)	Lecture
Level	400

Course objective

This course is designed to help students develop an understanding of the concepts, methods and research findings central to the study motivation and emotions.

Course content

Everyone knows that motivation and emotions are important, but how exactly do they function in human behavior? This course provides a comprehensive overview of both historical and recent developments in (social) psychological research on motivation and emotions. The course is designed to help students develop an understanding of the concepts, methods and research findings central to the study motivation and emotions. The course consists of different forms of tuition (i. e., lectures, class discussions, and peer-based learning) and requires an active participation and preparation of students. Moreover, during the course students will design and propose an empirical study in the area of motivation or emotion.

Form of tuition

Lectures and discussion.

Type of assessment

Research proposal; class discussion questions; individual research presentations.

Course reading

Approximately four empirical journal articles per lecture. Additional independent research and reading will be required in preparation for the research proposal.

Neural Models of Cognitive Processes

Course code	P_MNEUMOD (815051)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. W. Kruijne
Examinator	dr. W. Kruijne
Teaching staff	dr. W. Kruijne
Teaching method(s)	Lecture
Level	400

Course objective

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

Course content

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.

Form of tuition

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

Type of assessment

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

Course reading

articles, tutorials and other reading material on blackboard

Remarks

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

Parenting and Mental Health

Course code	P_MPARMEN ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. C. Schuengel
Examinator	prof. dr. C. Schuengel
Teaching staff	prof. dr. C. Schuengel, dr. M. Oosterman
Teaching method(s)	Lecture
Level	400

Course objective

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.

Course content

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.

Form of tuition

Lectures and seminars.

Type of assessment

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

Course reading

- Cummings, E.M., Davies, P.T. (2010). Marital conflict and children: An emotional security perspective. New York: Guilford. Ch 1 t/m 8
- Sroufe, L.A., Egeland, B., Carlson, E.A., & Collins, W.A. (2005). The development of the person. New York: Guilford. Ch 1 t/m 14
- Holmbeck, G. N. (1997). Toward Terminological, Conceptual, and Statistical Clarity in the Study of Mediators and Moderators: Examples From the Child-Clinical and Pediatric Psychology Literatures. *Journal of Consulting & Clinical Psychology*, 65, 599-610.
- Graham-Bermann, S. A., Lynch, S., Banyard, V., Devoe, E. R., & Halabu, H. (2007). Community-based intervention for children exposed to intimate partner violence: An efficacy trial. *Journal of Consulting and Clinical Psychology*, 75(2), 199-209. Retrieved from WOS:000245394600001
- Oppenheim, D., Koren-Karie, N., & Sagi-Schwartz, A. (2007). Emotion dialogues between mothers and children at 4.5 and 7.5 years: Relations with children's attachment at 1 year. *Child Development*, 78(1), 38-52.
- Bakermans-Kranenburg, M. J., & Van IJzendoorn, M. H. (2009). The first

10,000 Adult Attachment Interviews: Distributions of adult attachment representations in clinical and non-clinical groups. *Attachment & Human Development*, 11(3), 223-263. Retrieved from ISI:000266203900001
 - Willemen, A. M., Schuengel, C., & Koot, H. M. (2009). Physiological regulation of stress in referred adolescents: the role of the parent-adolescent relationship. *Journal of Child Psychology and Psychiatry*, 50(4), 482-490. Retrieved from ISI:000264564500013

Remarks

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

Perception

Course code	P_MPERCEP (815047)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	A.M. van Loon
Examinator	A.M. van Loon
Teaching staff	A.M. van Loon
Teaching method(s)	Lecture
Level	400

Course objective

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

Course content

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

Form of tuition

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

Type of assessment

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.

Course reading

- 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.

Recommended background knowledge

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.

Remarks

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

Research Project I

Course code	P_MRESPRJ_1 (815038)
Period	Ac. Year (September)
Credits	12.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. J.W. van Prooijen
Examinator	dr. J.W. van Prooijen
Level	400

Course objective

To gain research experience under the supervision of a staff member.

Course content

Throughout the first year students will conduct a research project. In this course groups of students, under the guidance of a faculty member, will participate in a research project and write a formal report on the research progress. Students will learn how to design and program an experiment or an applied study. This research project is intended to involve students in research and to allow them to apply their acquired theoretical, methodological and statistical knowledge in developing an original research project. In general, it is expected that the research project consists of a series of two empirical studies to be conducted in small student groups. The form and content of first-year projects may vary widely depending on the student's particular area of interest.

Form of tuition

active participation, practical, tutorials

Type of assessment

Research presentation, research paper.

Course reading

Depends on the subject.

Remarks

This course will be lectured by staff members of the department Social and Organisational Psychology.

This course is a requirement for the course Research Projects II & III (M-thesis).

Research Projects II & III (M-thesis)

Course code	P_MRESPRJ_23 (815044)
Period	Ac. Year (September)
Credits	36.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. J.W. van Prooijen
Examinator	dr. J.W. van Prooijen
Level	500

Course objective

To gain research experience under the supervision of a staff member.

Course content

The second year will be concluded with two extensive research projects. Students will conduct two original research projects leading to a written report in the style of a journal article. Also, students are expected to present their projects in the style of a conference paper to the staff and fellow students; or at a formal conference. Ideally, one of these research projects will be conducted during a foreign internship under supervision of a leading expert in the field.

Form of tuition

Practical, self-study, tutorials

Type of assessment

Research paper

Course reading

Depends on chosen research subject

Entry requirements

Research Project I

Remarks

This course starts in period 3 and ends in period 6.

This course will be coordinated by dr. J.W. van Prooijen.

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

Course code	P_MPEMREG ()
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. S.L. Koole
Examinator	dr. S.L. Koole
Teaching staff	dr. S.L. Koole
Teaching method(s)	Seminar

Level	400
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Course objective

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.

Course content

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

Form of tuition

Lectures and work groups.

Type of assessment

Oral presentations and written exam.

Course reading

Selected Readings, to be announced

Thinking and Deciding

Course code	P_MTHIDEC (815049)
Period	Period 2
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	prof. dr. M. Meeter
Examinator	prof. dr. M. Meeter
Teaching method(s)	Lecture
Level	400

Course objective

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

Course content

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.

Form of tuition

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

Type of assessment

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

Course reading

A selection of articles.

Writing and Presenting

Course code	P_MWRITPR (815034)
Period	Period 1
Credits	6.0
Language of tuition	English
Faculty	Fac. der Gedrags- en Bewegingswetensch.
Coordinator	dr. K. Mortier
Examinator	dr. K. Mortier
Teaching staff	dr. D.P. Balliet, dr. K. Mortier
Teaching method(s)	Lecture
Level	400

Course content

In this course students will be trained in two important academic skills: writing, and presenting. Students will be trained in writing an empirical journal article. The focus will be both on key problem areas in written English and on guidelines which are specific to APA- style (e. g., guidelines on writing style, biased language, presentation of statistics). Second, students will be trained in presenting empirical research for international audiences (e. g., oral presentation). The focus will be on how to structure a presentation, responding to questions, and how to use media facilities.

Form of tuition

Lectures and tutorials

Type of assessment

Midterm and final paper (50%)

Presentation (50%).

Course reading

M. Platow (2002). Giving Professional Presentations in the Behavioral Sciends and Related Fields. Psychology Press. ISBN 1-84169-060-0.