university of groningen / faculty of behavioural and social sciences / rema

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

Academic year 2024-2025

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Contents

0. Preface

This document contains the assessment programme of the Research Master Behavioural and Social Sciences. The assessment programme and assessment plan comply with the assessment policy of the Faculty of Behavioural and Social Sciences, the general assessment policy of the University of Groningen (2021) and the protocol setting out the duties and powers of the Board of Examiners of the University of Groningen (Manual for Board of Examiners; 2023).

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

The assessment plan comprises the following topics:

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

The assessment programme comprises the following topics:

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

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

Groningen,

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

1 Learning goals and learning outcomes of the programme

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

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

Table 1. Dublin descriptors and learning outcomes

Description of Master's level according to the Dublin descriptors	Learning outcomes of the Research Master's Programme Behavioural and Social Sciences
A. KNOWLEDGE AND UNDERSTANDING Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.	*Having acquired:* 1. an overview of important contemporary issues and their origins in the social and behavioural sciences. 2. specialized knowledge in the student's theme. 3. an understanding of the need for and additional value of multidisciplinary approaches to complex research issues in the social and behavioural sciences. 4. the capacity to understand approaches in fields related to the students specialization, such that a broad integrated view can be provided when facing complex problems in the field. 5. knowledge of research designs and methods of data collection, as well as the ability to design research that is able to adequately answer an underlying research question. 6. knowledge of advanced statistics and methodology. 7. knowledge of designing and evaluating policy and/or interventions. 8. skills to critically evaluate scientific results, views and concepts.
B. APPLYING KNOWLEDGE AND UNDERSTANDING Can apply their knowledge and understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to	*Having demonstrated the comprehensive ability to:* 1. analyse social and behavioural issues and describe the relevant factors involved and to translate these into scientific research questions that build on the state of the art in a field of the social and behavioural sciences and are well grounded in the literature in this field. 2. apply insights and findings, especially where practical applications have the potential to also inform theoretical issues, in original ways to questions of scientific research and of policy both in disciplinary and in broader, multidisciplinary contexts.

integrate knowledge and handle complexity.	3. select suitable disciplinary approach(es) to questions of scientific research, and collaborate with others from these discipline(s). 4. choose and apply appropriate statistical models, and to critically evaluate the results of statistical analyses. 5. critically evaluate scientific results, views and concepts.
C. MAKING JUDGEMENTS Can formulate judgements on the basis of incomplete or limited information, that rather include reflection on social and ethical responsibilities linked to the application of their knowledge and judgements.	*Having demonstrated the ability to:* 1. select, understand, value, and integrate relevant scientific literature, and to formulate judgements on the basis of the available information. 2. select and apply appropriate data collection methods and data-analytical methods. 3. select and apply appropriate policy and/or intervention strategies. 4. reflect on social and ethical responsibilities with regard to the application of knowledge and judgements, as well as on social and ethical implications of policy decisions and intervention programmes.
D. COMMUNICATION Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.	*Having demonstrated the ability to:* 1. communicate (orally and in writing) conclusions, and the knowledge and rationale underpinning these, to scientists and practitioners (e.g., executives, policymakers, journalists, layman, patients) clearly and unambiguously, including the underpinnings as well as limitations of the conclusions. 2. collaborate in a multidisciplinary setting within the behavioural and social sciences, e.g. with (clinical) psychologists, sociologists, educational scientists. 3. integrate theory and quantitative empirical research ('theory-guided empirical research') into a scientific report, which is comparable to the level of a first draft version of a research paper.
E. LEARNING SKILLS Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	*Having demonstrated:* 1. the skills required to act as a researcher in a largely self-directed or autonomous manner. 2. the ability to reflect on the implications of one's work for the development of theories in the behavioural and social sciences and related fields, such as economics and medicine. 3. the skills to search for information and to manage and archive data. 4. a general work orientation that is required for membership of a research team, contributing to collective goods, effective project management, and participation in a research and/or professional network in one's own research theme. 5. adherence to the principles and procedures concerning integrity in scientific research.

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

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

Table 2 – Overview of the themes and associated disciplines

Discipline / Theme	Mental Health: Perspectives from Neuro- and Clinical Psychology	Lifespan Development and Socialization	Understanding Societal Change
Clinical Neuropsychology	X		
Clinical Psychology	X		
Developmental Psychology		X	
Pedagogical and Educational Sciences		X	
Sociology		X	X
Orthopedagogy		X	
Environmental Psychology			X
Organizational Psychology			X
Social psychology			X
Psychometrics and Statistics	X	X	X

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

Table 3 – Overview of the programme

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

*For students who conduct a clinical traineeship.

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

Table 4 – Learning outcomes (LOs) and courses

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

Note:
LDS = Lifespan Development and Socialization; MH = Mental Health: Perspectives from Neuro- and Clinical psychology; USC = Understanding Societal Change; PS = Psychometrics and statistics
(x): possible learning outcome, depending on the individual choice.

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

Theme	Dublin descriptor	A	B	C	D	E
LDS	Lifespan development (5 ECTS)	1,3,4,5,7, 8	2,3,5	1,2,3	1,3	1,3,5
LDS	Socialization (5 ECTS)	1,2,8	4,5	1	1	2,3
LDS	Modelling interactions between persons and variables (5 ECTS)	1,2,5,6,8	1,4,5	1,2	1	1,2,3
MH	Mental health: a multidimensional perspective (5 ECTS)	1,2,3,4,8	5	1,4	1	1,2,3
MH	Mental health: Advanced Research Methods (5 ECTS)	1,2,3,5,6, 7,8	1,2,5	1,2	1	1,2,3
MH	Clinical interventions and e-health for adults and youth (5 ECTS)	2,7,8	2,3,5	1,3,4	1	4
MH	Neuropsychological Assessment (5 ECTS)	1,2,4,5,8	1,2,4,5	1,2,4	1,3	1,3
USC	Theorizing Change (7.5 ECTS)	1,3,4,8	1,2,5	1,2,4	1	2,4
USC	From problem analysis to intervention design (7.5 ECTS)	3,4,5,6,7, 8	1,2,3,5	1,2,3,4	1,2	3,4
Discipline						
CP	Evidence-based interventions (5 ECTS)	2,5,7,8	3	1	1	2,3
CN	Research in clinical neuropsychology (5 ECTS)	2,5,8	1,5	1		5
CP	Experimental psychopathology (5 ECTS)	2,5,8	1,5	1	1	1,5
DP and PES	Development, learning and instruction (5 ECTS)	2	1,2,5	1,4	1,2	1,2,4
DP	Complexity, dynamics and development (5 ECTS)	1,2,3,4,5, 6,8	2,3,4,5	2	3	5
OP	Researching Power and Leadership (5 ECTS)	1,2,5,7,8	1,3,5	1,2,3	1	1,2,3,4
OP	Understanding Working Life: Major Theories and Research Trends in Organizational Psychology (5 ECTS)	1,3,5,8	1,2	1,4	1	1,2
SP	Culture and Diversity (5 ECTS)	2,8	1,2,5	1,2	1	
SP	Cooperation and Communication (5 ECTS)					
Soc	Economy and Society: Critical Transitions in Advanced Industrialised Societies (5 ECTS)	1,2,3,4,5, 8	1,2,5	1,2	1,2,3	1,2,3,4

Theme	Dublin descriptor	A	B	C	D	E
EP	Environmental Psychology (5 ECTS)	1,2,3,4,5, 7,8	1,2,3,5	1,3,4	1,2	1,2,3
Soc	Solidarity and social contexts (5 ECTS)	1,2,3,8	1,5	1	1	1,2,3,5
OR	Contextualized Assessments & Interventions (5 ECTS)	1,2,3,4,7, 8	1,2,3,5	1,2,3,4	1	1
All disciplines	Literature study (5 ECTS)	1	1,2,4	1,4	1,3,4	1,2,4
Individual	Traineeship (10 ECTS) or	2,4	1,2,3	2	2	1,2,3,4,5
	Clinical traineeship (20 ECTS)	2,4,5,7,8	2,3,4,5	1,2,3,4	1,2	4,5
	Master's Thesis (30 ECTS)	1,2,8	1,2,3,4	1,3	1,3	1,2,3,4,5

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

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

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

3 Course assessments

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

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

In Table 5, we provide a summary of the summative assessment method(s) per course.
In Table 6, we provide a summary of the formative assessment method(s) per course, if applicable.
The learning objectives and type of assessment per course can also be found in Ocasys, the online course catalogue (http://www.rug.nl/ocasys/).

Table 5– Summative assessment method per course

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

	Assessment Method	Written exam with essay questions	Written exam with essay and MC questions	Essay/ Paper	Individual assignment(s)	Individual presentation(s)	Group assignment(s)	Group presentation(s)	Report
Theme MH	Mental Health: a multidimensional perspective			x			x		
Theme MH	Mental Health: Advanced Research Methods				x	x			
Theme MH	Clinical interventions and e-health for adults and youth				x				x
Theme MH	Neuropsychological Assessment	x			x		x		x
Theme USC	Theorizing Change			x					
Theme USC	From problem analysis to intervention design						x	x	
Elective	Structural equation modelling	x		x	x				
Elective	Culture and Diversity			x					
Elective	Multilevel analysis	x		x	x				
Elective	Statistical Analysis of Social Networks	x			x				
Elective	Statistical modelling of single cases	x							x
Elective	Qualitative Research Methods							x	x
Elective	Evidence-based interventions	x						x	
Elective	Research in Clinical Neuropsychology				x	x			
Elective	Experimental psychopathology			x					
Elective	Development, learning and instruction			x		x			
Elective	Contextualized Assessments & Interventions				x	x	x		
Elective	Complexity, dynamics and development			x	x				
Elective	Researching Power and Leadership	x		x		x			
Elective	Understanding Working Life: Major Theories and Research Trends in Organizational Psychology			x	x	x			
Elective	Communication and Cooperation								

	Assessment Method	Written exam with essay questions	Written exam with essay and MC questions	Essay/ Paper	Individual assignment(s)	Individual presentation(s)	Group assignment(s)	Group presentation(s)	Report
Elective	E&S – Critical Transitions in Advanced Industrial Societies			x		x			
Elective	Environmental Psychology	x							
Elective	Solidarity and social contexts			x	x	x			
Individual	Master's Thesis								x
Individual	Traineeship								x
Individual	Clinical traineeship								x

Note: LDS = Lifespan Development and Socialization; MH = Mental Health: Perspectives from Neuro- and Clinical psychology; USC = Understanding Societal Change

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

	Assessment Method	Questions during lecture	Discussion and dialogue during lecture	Assignment with teacher feedback	Assignment with peer feedback	Assignment with self-assessment (with input	Presentation with teacher/ peer feedback	Written self-reflection	Oher,
Type	**Course(s)**								
Joint	How to Theorize	x	x	x					
Joint	Reflecting on science and integrity	x	x	x					
Joint	Preparing your master's thesis: writing your proposal	x	x		x				
Joint	Advanced statistics	x	x	x	x				
LDS	Socialization	x	x	x			x		
LDS	Modelling interactions between persons and variables								
MH	Mental Health: a multidimensional perspective	x	x	x	x				
MH	Clinical interventions and e-health for adults and youth								x
MH	Neuropsychological Assessment			x					

	Assessment Method	Questions during lecture	Discussion and dialogue during lecture	Assignment with teacher feedback	Assignment with peer feedback	Assignment with self-assessment (with input	Presentation with teacher/ peer feedback	Written self-reflection	Oher,
USC	Theorizing Change	x	x	x					
USC	From problem analysis to intervention design	x	x	x					
Elective	Structural equation modelling	x	x	x		x			
Elective	Multilevel analysis	x	x	x					x
Elective	Statistical modelling of single cases			x					
Elective	Research in Clinical Neuropsychology			x	x				
Elective	Experimental psychopathology	x	x	x					
Elective	Contextualized Assessments & Interventions	x	x				x		
Elective	Complexity, dynamics and development	x	x	x		x			
Elective	Researching Power and Leadership	x	x				x		x
Elective	Understanding Working Life: Major Theories and Research Trends in Organizational Psychology	x	x				x		
Elective	Culture and Diversity	x	x	x					x
Elective	Communication and Cooperation								
Elective	E&S – Critical Transitions in Advanced Industrial Societies	x	x	x			x		
Elective	Solidarity and social contexts	x	x	x			x		

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

Course: Complexity, Dynamics and Development
Course coordinator: dr. Ralf Cox

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☒ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
can explain what the complex dynamical systems (CDS) approach entails, as well as its relevance for the social and behavioral sciences	2,3,8	5				☒Individual assignment(s)

is able to explain the differences between CDS techniques and other statistical techniques that (claim to) deal with time and change (e.g. VAR, ARFIMA, MLM)	4,8	5	2		5	☒Individual assignment(s)
can reflect on fundamental issues pertaining to CDS, such as nonlinearity, self-organization, emergence, transition phenomena, hysteresis, fractal scaling and multiscaledness;	1,4					☒Individual assignment(s)
understands fundamental aspects of intra-individual variability (e.g. ergodicity, critical slowing down, error vs. noise, colors of noise), how they can be quantified and how they are related to stability, transitions, performance, learning, and health	5	3				☒Individual assignment(s)
has a working knowledge of the CDS techniques that are taught in this course	1	2	2			☒Individual assignment(s)
can use at least two of these techniques productively to formulate research questions and design a concrete study, preferably related to a MT-project or (potential) PhD-project	6	4	2	3		☒Essay/ Paper

Course: Contextualized Assessments & Interventions
Course coordinator: prof. dr. Anna Lichtwarck-Aschoff

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

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
- have acquired an overview of important theoretical approaches of a contextualized perspective to psychopathology, parenting-learning- and sensory-motor problems;	1, 2, 3, 4					☒Group assignment(s)
- are able to explain the difference between a contextualized perspective and more individualistic perspectives in explaining the emergence of challenges in various domains;	1, 2, 3, 4, 8					☒Group assignment(s)
- are able to identify and formulate the (general) implications of a contextualized perspectives for assessment and intervention;	7, 8	1,2,5				☒Group assignment(s)
- have acquired an overview of specific contextualized assessment and intervention approaches in the field of Orthopedagogy;	1, 2, 3, 4					☒Group assignment(s)
- have acquired hands-on knowledge on intervention & implementation design;	2, 3, 7					☒Group assignment(s)
- are able to conduct (parts of) a contextual assessment about a specific case and report findings in an ideographic problem analysis;			1, 2, 4	1	1	☒Individual assignment(s) ☒Individual presentation(s)
- are able to develop a contextualized intervention plan based on literature and substantiated adaptations to the individual case;		3	1, 2, 3, 4	1	1	☒Individual assignment(s) ☒Individual presentation(s)

- are able to design an implementation & evaluation plan.		3	1, 2, 3, 4	1	1	☒Individual assignment(s) ☒Individual presentation(s)

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

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
are able to identify learning processes throughout the life span from a developmental psychology perspective	2	2				☒Essay/ Paper ☒Individual presentation(s)
are able to identify learning processes throughout the life span from an educational sciences perspective	2	2				☒Essay/ Paper ☒Individual presentation(s)

are able to critically reflect on their own experiences from a developmental psychology and educational sciences perspective, as well as their interrelation		1, 2, 5			2	☒Essay/ Paper ☒Individual presentation(s)
are able to integrate the developmental psychology and educational sciences perspectives when reflecting on learning processes and outcomes			1,4			☒Essay/ Paper ☒Individual presentation(s)
are able to apply both perspectives to an integrative analysis of one of the core themes addressed in the course			1,4		1, 2, 4	☒Essay/ Paper ☒Individual presentation(s)
are able to critically discuss and present an integrative analysis of a core theme addressed in the course				1,2	1, 2, 4	☒Essay/ Paper ☒Individual presentation(s)

Course: Economy & Society – Critical Transitions in Advanced Industrial Societies
Course coordinator: Prof. Dr. Rafael Wittek

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

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
describe selected key (long term) transformations in modern (capitalist) societies, as postulated in current scholarship	1	1	1	1, 2, 3	1, 2, 3, 4	☒Essay/ Paper ☒Individual presentation(s)
critically assess the quality of the available empirical evidence that is used to substantiate specific trends, and identify their shortcomings	5, 8	2, 5	2	1, 3	1, 2, 3, 4	☒Essay/ Paper ☒Individual presentation(s)
describe sociological theories explaining the transformations and their consequences	2, 4		1	1	1, 2, 3, 4	☒Essay/ Paper ☒Individual presentation(s)
critically apply this knowledge to disentangle competing social mechanism explanations related to the antecedents and consequences of specific transformations	3	1, 2, 5	1	1, 2, 3	1, 2, 3, 4	☒Essay/ Paper ☒Individual presentation(s)

Course: Environmental Psychology
Course coordinator: Prof. dr. Linda Steg

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
explain the contribution of psychologists to promoting a sustainable society, in particular to reducing environmental problems	1, 2, 3, 4, 8	1, 2, 5	1, 4	1	1, 3	☒Written exam - essay questions
explain the interactions between human and the natural and built environment	1, 2, 3, 4, 8	1, 2, 5	1	1	1, 3	☒Written exam - essay questions
explain how environmental conditions affect human behaviour and well-being	1, 2, 3, 4, 8	1, 2, 5	1	1	1	☒Written exam - essay questions
apply psychological theories, methods and interventions to understand and manage environmental problems,	2, 5	1, 2, 5	1, 3, 4	1	1, 3	☒Written exam - essay questions
identify which interventions can be implemented to manage environmental problems,	2, 7	3, 5	1, 3, 4	1	1	☒Written exam - essay questions

explain which factors affect the acceptability of environmental policies	2, 7	1, 3, 5	3, 4	1	1	☒Written exam - essay questions
reason why interdisciplinary research is needed to manage environmental problems	2, 3, 4, 8	1	1, 4	1, 2	1, 2	☒Written exam - essay questions

Course: Evidence-based interventions
Course coordinator: dr. Miriam Lommen

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
can articulate the basic principles of evidence based mental health and can articulate the research methodology for validating psychological treatments	5, 8					☒Written exam - essay questions

can search literature for evidence-based-treatments when confronted with a clinical case			1		3	☒Group presentation(s)
can articulate what a clinical guideline is and how it is used in individual treatment	2	3				☒Group presentation(s)
can articulate what a treatment protocol is and how these are used in clinical practice	7		1		3	☒Group presentation(s)
can provide arguments to convince practitioners to implement a specific evidence-based treatment in their setting				1	2	☒Written exam - essay questions

Course: Experimental psychopathology
Course coordinator: Prof. Dr. Rafaele Huntjens

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			

Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
describe the role of various information-processing processes in psychopathology	2			1		☒Essay/ Paper
describe the most often used experimental paradigms in the field	5			1		☒Essay/ Paper
provide a well substantiated view on the tenability of the theoretical models discussed based on empirical results	8	1, 5	1	1	1,5	☒Essay/ Paper
developed a critical attitude towards the clinical applicability of the models discussed			1	1	1	☒Essay/ Paper

Course: Multilevel Analysis
Course coordinator: Prof. dr. Marieke Timmerman

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely Questions with teacher feedback (on Googledrive, and access of all students to all answers and teacher feedback)
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			

Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
have a good understanding of the basic (random intercept and random slope) multilevel models and their assumptions	6					☒Written exam - essay questions ☒Individual assignment(s)
have a working knowledge of multilevel models for repeated measures and of multilevel logistic regression and its estimation methods.	6					☒Written exam - essay questions ☒Individual assignment(s)
have a good knowledge of the type of research questions these models can handle and are able to formulate appropriate research questions for empirical problems.	5,6			1	5	☒Written exam - essay questions ☒Essay/ Paper
are able to use the software MLwiN, to apply it to empirical datasets, interpret results, test hypotheses, and check assumptions.		1,4	2	1	5	☒Essay/ Paper
are able to explain and report the analysis in the methods and results sections of a scientific paper.		5		1	5	☒Essay/ Paper
will have a working knowledge of multilevel logistic regression and its estimation methods.						☒Written exam - essay questions

Course: Qualitative Research Methods
Course coordinator: Dr. Thibault Coppe

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

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☒ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Will be able to formulate the principles and techniques of a variety of qualitative research methods.	1,2,3,4 ,5,8	1,2,5	1,2,4	1,2	1,2,5	☒Individual assignment(s) ☒Group assignment(s)
Will be able to apply this knowledge and understanding of these principles and techniques in gathering material on a range of questions and topics	1,2,3,4 ,5,8	1,2,5	1,2,4	1,2	1,2,3,4 ,5	☒Group assignment(s)
Will have acquired basic qualitative data-analysis skills	2,5	1,2,5	2,5	1,2	1,2,3,4 ,5	☒Group assignment(s)
Will have (further) developed their researcher's reflexivity	1,2,4,5, 8	1,2,5	4	1,2	1,2,5	☒Individual assignment(s)
Will be able to critically reflect on the qualitative research methodology used in social science articles	1,2,3,4 ,8	1,5	1,4	1	2,5	☒Essay/ Paper ☒Individual assignment(s) ☒Group assignment(s)
Will be able to reflect on the philosophical underpinnings and current debates on qualitative research methodology	1,3,4,8	1,5	1,4	1,2	2,4	☒Essay/ Paper ☒Individual assignment(s) ☒Group assignment(s)

Course: Research in Clinical Neuropsychology
Course coordinator: Prof. Dr. Marieke Pijnenborg

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☒ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Develop timely and relevant research ideas in the field of Clinical Neuropsychology.	2, 5	1, 5	1		5	☒Individual assignment(s) ☒Individual presentation(s)
Defend the presented research ideas in the field of Clinical Neuropsychology	2, 5, 8	5	1			☒Individual presentation(s)
Evaluate the presented research ideas in the field of Clinical Neuropsychology	2, 5, 8	5	1			☒Individual presentation(s

Course: Researching Power and Leadership
Course coordinator: TBA

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☒ Presentation with teacher/peer feedback ☐ Written self-reflection ☒ Other, namely homework reflection questions, practical application of materials
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Are able to describe, explain and critically evaluate some of the major theoretical models underlying power and leadership processes	1,2,8	5			1,3	☒Written exam - essay questions
Are able to critically evaluate and apply rhetorical tools and techniques in (vision) communication		3,5			4	☒Individual presentation(s)
Are able to develop hypotheses and research designs to further our understanding in the field of power and leadership	5,7	1,3	1,2,3	1,3	2,3,4	☒Essay/ Paper
Are able to skilfully present and discuss their research ideas		1,3		1	4	☒Group presentation(s)

Course: Solidarity and Social Contexts
Course coordinator: Dr. Başak Bilecen

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☒ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
can identify societal problems that are related to solidarity	1, 2, 3			1		☒Essay/ Paper ☒Individual assignment(s) ☒Individual presentation(s)
can define and reflect upon the application of different levels of theory formation	2, 8	5	1	1	1	☒Essay/ Paper ☒Individual assignment(s) ☒Individual presentation(s)

can define and describe three sociological perspectives; norms, institutions, and networks	1, 2, 8		1	1		☒Essay/ Paper ☒Individual assignment(s) ☒Individual presentation(s)
can apply a sociological perspective of norms, institutions, and networks to a societal problem	8	1, 5	1	1	1, 2, 3, 5	☒Essay/ Paper ☒Individual assignment(s) ☒Individual presentation(s)

Course: Statistical Analysis of Social Networks
Course coordinator: Dr. Christian Steglich

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

know and can assess statistical evidence for a handful of network typical dependencies	1	4				☒Written exam - essay questions ☒Individual assignment(s)
know about the three main types of network data and their corresponding data collection designs	1,5					☒Written exam - essay questions
can indicate per type of network data which class of analysis methods is suitable	6		2			☒Written exam - essay questions
can formulate hypotheses about specific network dependencies and network mechanisms		4				☒Individual assignment(s)
know the prevalent statistical approaches and techniques to analyse network data	6					☒Written exam - essay questions ☒Individual assignment(s)
can perform such analyses with the pertinent software packages and test network hypotheses		4	2			☒Individual assignment(s)
can understand and assess the adequacy of a given network analysis (e.g., published in a journal)	4,8	4,5	2,4			☒Written exam - essay questions ☒Individual assignment(s)

Course: Statistical modelling of single cases
Course coordinator: Prof. dr. Casper Albers

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

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
analyse single case data for common situations using software	4, 5	4	2		5	☒Report
recognise advanced methods for single case designs	4, 5				5	☒Written exam - essay questions
choose the correct design and method for specific research questions	4, 5	4	2		5	☒Written exam - essay questions ☒Report
assess/ interpret the outcome of methods	4, 5	4		1	1, 5	☒Report
explain the outcome of methods in layman's terms	4, 5			1	1, 5	☒Report

Course: Structural Equation Modelling
Course coordinator: Dr. Mark Huisman

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

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Are able to construct path models that reflect causal ordering.	5, 6	4	2		5	☒Written exam - essay questions ☒Essay/ Paper ☒Individual assignment(s)
Are able to construct structural models that consist of observed and latent variables, and assess the identification of the models.	5, 6	4	2			☒Written exam - essay questions ☒Essay/ Paper ☒Individual assignment(s)
Are able to estimate structural model and evaluate model fit.	6					☒Written exam - essay questions ☒Essay/ Paper ☒Individual assignment(s)
Are able to test and interpret the estimated mode in light of a formulated research question.	5, 6	5			5	☒Written exam - essay questions ☒Essay/ Paper ☒Individual assignment(s)
Are able to use the R package lavaan to analyse empirical data with structural equation models.	6					☒Essay/ Paper ☒Individual assignment(s)

Course: Understanding Working Life: Major Theories and Research Trends in Organizational Psychology
Course coordinator: Dr. Anita Keller

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☒ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
discuss and evaluate a given topic area's state of the science	1, 5, 8		1	1		☒Individual assignment(s)
integrate theoretical and practical interests via state-of-the-art field studies		1			1, 2	☒Essay/ Paper ☒Individual presentation(s)
identify how organizational psychology – including its theories and research methods – connect to real-world problems as well as your own research interests.	3	1, 2	4	1	1, 2	☒Essay/ Paper

Course: Advanced Statistics
Course coordinator: Prof. dr. Don van Ravenzwaaij

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☒ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely… Every first lecture of the week contains homework exercises, which we discuss in class during the second lecture of the week.
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Understand some of the most frequently used statistical techniques, including repeated measures models, multivariate models, and Bayesian statistics.	5, 6					☒Written exam - essay & MC questions
Determine which statistical model is most appropriate for a given empirical question.	5	4	2			☒Written exam - essay & MC questions
Apply the new statistical techniques to empirical data sets using various computer programs (e.g., R, SPSS).	6		2			☒Written exam - essay questions
Assess whether the required model assumptions are met for the data at hand.			2			☒Written exam - essay & MC questions
Interpret the results derived from applying a statistical model to empirical data.		5				☒Written exam - essay & MC questions

Reflect upon different philosophical positions concerning retrieving evidence from data by contrasting frequent and Bayesian approaches for hypothesis testing and estimation.		5			5	☒Written exam - essay & MC questions
Grasp the basic concepts of Bayesian statistics.	6	5				☒Written exam - essay & MC questions
Can use the R programming language to conduct statistical analyses	6					☒Written exam - essay questions

Course: Applied Statistics
Course coordinator: Prof. dr. Marijtje van Duijn

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

master the principles of statistical design and analysis, both from experimental and observational studies and understand its implications for validity and generalizability	5,6	1, 4	1,4			☒Written exam - essay & MC questions ☒Individual assignment(s)
master the Fisherian, Neyman-Pearson and Bayesian principles of hypothesis testing, including statistical and practical significance, effect size, confidence interval, power and statistical validity	5,6	1, 4	1,4			☒Written exam - essay & MC questions ☒Individual assignment(s)
are able to perform, using the statistical software R, a complete analysis on a personal research project, including extensive data exploration, model selection guided by the research question	6	4	3		1,3	☒Individual assignment(s)
are able to present and write the first draft of a scientific paper following APA (statistical) guidelines with a short intro on the social research problem, a detailed report of the data analysis in the method, results sections followed by a concise conclusion/discussion.		1,4	1,3,4	1,2,3	1,2,3,4	☒Essay/ Paper ☒Individual presentation(s)

Course: How to Theorize
Course coordinator: prof. dr. Martijn van Zomeren

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

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
can use a number of specific heuristics to creatively generate hypotheses in small groups,	4	5				☒Group assignment(s)
can apply 'critical thinking' about theoretical assumptions to existing theorizing and research,	4, 8	5	4			☒Essay/ Paper ☒Group assignment(s)
can define concepts Through introspection and Collective discussion (Socratic dialogue technique)	1,4					☒Group assignment(s)
can reflect on one's own 'hidden assumptions' as a researcher	8		4		2	☒Essay/ Paper ☒Group assignment(s)
can reflect on the praxis of science and on the importance of creative theory generation and critical thinking in this	1		4		2	☒Group assignment(s)

Course: Preparing your master's thesis: writing your proposal
Course coordinator: dr. Yasin Koc

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

Course: Multidisciplinary research in action
Course coordinator: Dr. Jasperina Brouwer

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
to explain what a multidisciplinary approach entails and apply this successfully in a research proposal;	3,4	2	1	1,2,3	1-5	☒Group assignment(s) ☒Group presentation(s)
to appraise what other disciplines can add to their own discipline and vice versa;	3,4	2,5	1	1,2	1-5	☒Group assignment(s)
to use and integrate theories from their own discipline and insights from other disciplines in a multidisciplinary project;	5,6, 8	1, 2	1	3	1-5	☒Group assignment(s) ☒Group presentation(s)
to explain at least two different disciplinary perspectives on their research question of choice and reflect on their differences and similarities;	1	1,2,5	4	1,2,3	1-5	☒Group assignment(s) ☒Group presentation(s)

to identify different research methods that may be suitable for a chosen research problem;	1,3,4	5	2,3	3	1-5	☒Group assignment(s) ☒Group presentation(s)

Course: Reflecting on Science and Integrity
Course coordinator: Dr. Maarten Derksen

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
discuss the main points of view regarding several fundamental methodological issues in social science, including measurement and validity, replication, reflexivity, and qualitative versus quantitative approaches	1,4,8	5	1	1,2	2	☒Essay/ Paper
discuss the academic incentive system and how it influences scientists' behaviour	1,4,8	5	1,4	1,2	2	☒Essay/ Paper

formulate a reasoned and informed opinion on issues of scientific integrity as they relate to their own discipline	1,4,8	2,5	1,4	1,2	2,5	☒Essay/ Paper
prepare a pre-registration of their research project	5,6,7	3,4	1,3	1		☒Individual assignment(s)
describe the data life cycle of a research scenario	1,5	3	3	1		☒Individual assignment(s)

Course: From problem analysis to intervention design
Course coordinator: prof. dr. Ellen van der Werff

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
conduct a systematic problem analysis about a societal problem		1,2	1,2	1,2	3,4	☒Group assignment(s) ☒Group presentation(s)

decide upon and conduct a causal analysis of factors influencing the societal problem using interdisciplinary theoretical knowledge gained in the domain course Theorizing Change as well as theoretical literature on the specific societal problem as suggested by the tutors in this course.	3,4,8	1,2,5	1	1,2	3,4	☒Group assignment(s) ☒Group presentation(s)
develop a theory-based and evidence-based intervention aiming to address this societal challenge	5,6,7,8	2,3,5	1,3,4	1,2	3,4	☒Group assignment(s) ☒Group presentation(s)
develop a monitoring and evaluation plan to test the effectiveness of an intervention	5,6,7,8	2,3,5	1,3,4	1,2	3,4	☒Group assignment(s) ☒Group presentation(s)

Course: Clinical interventions and e-health for adults and youth
Course coordinator: Prof. dr. Judith Daniels

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☒ Other, namely quiz questions
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			

Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
describe the various phases in cognitive and behavioral therapies	2,7	2,3	1	1		☒Individual assignment(s)
explain the theoretical background of CBT techniques	2,7	2,3	1,3	1		☒Individual assignment(s) ☒Report
recognize empirical evidence for CBT-based interventions	2,8	2,5	1,3			☒Individual assignment(s) ☒Report
Build and propose an individual cognitive case conceptualization	2,7	2,3	3	1		☒Report
formulate a CBT-based treatment plan and treatment goals	2,7	2,3	3	1		☒Report
provide a CBT-based treatment rational for some specific interventions for common mental health problems	2,7	2,3	3	1		☒Report
justify choices made with regard to assessment, interventions and therapeutic contact (i.e. choice of medium, style and content)	2,7,8	2,3,5	1,3	1		☒Report
implement basic CBT elements, for instance in the context of an internet-based preventive cognitive therapy program for relapse prevention of depression in adults	2,7	2,3	3	1		☒Report
reflect on the therapeutic learning process			3			☒Report
discuss the pros and cons of internet-based interventions for mental health	8	5	1,4	1		☒Report

Course: Lifespan development
Course coordinator: Dr. Bertus Jeronimus

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Apply a lifespan perspective to topics in the social and behavioral sciences	1, 5	2		1, 3	1	☒Essay/ Paper
Articulate and argue about criteria for benign and deviant system states	3	2	1	1		☒Essay/ Paper
Compare definitions and criteria across research topics	3, 4		1			☒Essay/ Paper
Reflect upon societal changes and their consequences for these definitions and criteria	1, 8	5				☒Individual presentation(s)

Apply derived concepts and theories to various problems and constructs	3	2		1, 3		☒Essay/ Pape
Recommend solutions to undesirable developmental and societal processes	7	3	3	1	5	☒Essay/ Paper
Formulate a research question and test	5, 8	5	2	3	3	☒Essay/ Paper ☒Individual presentation(s)

Course: Mental Health: Advanced Research Methods
Course coordinator: Dr. Brian Ostafin

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

can describe important paradigms and methods (e.g., psychophysiology, implicit measures, and behavioral observation) used to investigate the processes underlying distress, deficits and disorders	1, 2, 3, 5, 6,7	1	2		1, 3	☒Individual assignment(s) ☒Individual presentation(s)
can provide a well substantiated view on the tenability of the methods discussed, based on empirical results	2, 5, 6, 8	2	1, 2	1	1, 3	☒Individual assignment(s) ☒Individual presentation(s)
will have developed a critical attitude towards the theory and application of the methods discussed	6, 8	1, 2, 5	2	1	1, 2, 3	☒Individual assignment(s) ☒Individual presentation(s)

Course: Mental health: a multidimensional perspective
Course coordinator: Prof. Dr. Rafaele Huntjens

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☒ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			

Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Can apply and integrate multiple perspectives to understand psychopathology	1, 3, 4		1	1	1, 3	☒Essay/ Paper ☒Group assignment(s)
Can construct arguments to separate normal distress from deficits and disorders	1, 2		4		2	☒Essay/ Paper
Can apply critical thinking to topics related to mental health	8	5	1	1	1	☒Essay/ Paper ☒Group assignment(s)
Can identify similarities in problems across different domains	1, 3, 4			1	1	☒Essay/ Paper

Course: Modelling interactions between persons and variables
Course coördinator: prof. dr. Peter de Jonge

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

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
can distinguish between different data sources	1, 2, 6	4		1	1, 3	☒Individual assignment(s)
can recommend appropriate analytic strategies for specific types of data	2, 5, 6	4	2	1	1	☒Individual assignment(s)
can propose requirements to use specific analytic strategies	2, 5, 6	4, 5	2	1	1, 3	☒Individual assignment(s)
Can assess the strength and weaknesses of specific analytic strategies	5, 6, 8	4, 5	2	1	1	☒Individual assignment(s)
can design a study that answers a state of the art research question using appropriate analytic strategies	1, 2, 5, 6, 8	1, 4, 5	1, 2	1	1, 2	☒Individual assignment(s)

Course: Neuropsychological Assessment
Course coordinator: Dr. Geraldina Gaastra

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Critically judge the use of tests with regard to the test instructor, behavior of the patient and environmental factors.	2, 5, 8	5	2		1, 3	☒Individual assignment(s)
Evaluate the rational / practice of neuropsychological assessment, including the rational of deficit measurement and the influence of (neuro)behavioral variables.	1, 2, 4, 5, 8	4, 5	1, 2, 4	1		☒Written exam - essay questions
Integrate the results of multiple aspects of the neuropsychological assessment (e.g. interview, test results, medical history).	2, 8	2, 5	1	1, 3		☒Group assignment(s) ☒Report

Hypothesize within the context of (differential) neuropsychological diagnostics.	2, 8	1, 5	1	1, 3		☒Group assignment(s) ☒Report
Justify a (differential) diagnostic conclusion.	2, 8	1, 5	1, 2	1, 3		☒Group assignment(s)

Course: Socialization
Course coordinator: prof. dr. Tina Kretschmer

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☒ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Compare the usefulness/applicability of different socialization theories for different socializing agents	1, 2, 8					☒Individual assignment(s)
Interpret findings of statistical methods used in socialization research		4				☒Individual assignment(s) ☒Individual presentation(s)

Evaluate design, methodological execution, and results of empirical studies in the realm of socialization research		5				☒Individual assignment(s) ☒Individual presentation(s)
Select relevant literature pertaining to a specific sub-topic within the field of socialization research			1		3	☒Individual assignment(s) ☒Individual presentation(s)
Synthesize existing research findings pertaining to a sub-topic into a systematic review			1	1	3	☒Individual assignment(s)
Formulate directions for future research within a sub-field of socialization research					2	☒Individual assignment(s)

Course: Theorizing Change
Course coordinator: Dr. Antje Schmitt

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

Identify multiple theoretical perspectives on societal challenges arising from or requiring societal change	1, 3, 4, 8	1, 2, 5	2	1		☒Essay/ Paper
Explain such societal challenges from multiple perspectives	1, 3, 4, 8	1, 2, 5	2	1		☒Essay/ Paper
Relate multiple perspectives on such challenges to empirical societal phenomena and policies	1, 3, 4, 8	1, 2, 5	2	1		☒Essay/ Paper
Critically evaluate multiple perspectives on these societal challenges			1, 4	1	2	☒Essay/ Paper
Constructively debate multiple perspectives on these societal challenges			1	1	2, 4	☒Essay/ Paper
Formulate own perspective on such challenges			1	1	2	☒Essay/ Paper
Argue for own perspective on such challenges			1	1	2	☒Essay/ Paper

Course: Culture and Diversity
Course coordinator: Prof. dr. Martijn van Zomeren

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

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☒ Other, namely formative online take-home exam (mc questions), and a number of additional group discussion, feedback and reflection meetings (small groups)
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
analyze culture and diversity in a social-psychological (rather than geographical) sense	2, 8	1, 2, 5	1, 2	1		☒Essay/ Paper
apply cultural-psychological theory and research on fundamental themes relevant to diversity, such as self, emotion, and morality	2, 8	1, 2, 5	1, 2	1		☒Essay/ Paper
apply social-psychological theory and research on diversity-related societal challenges, such as discrimination, prejudice and acculturation	2, 8	1, 2, 5	1, 2	1		☒Essay/ Paper
apply the above knowledge to practical 'everyday' and societal situations (e.g., coping with cultural differences on the workfloor, debates on immigration, effects of segregation and contact between groups)	2, 8	1, 2, 5	1, 2	1		☒Essay/ Paper
integrate the above knowledge to develop a focused research question and hypothesis relevant to a concrete diversity-related societal challenge	2, 8	1, 2, 5	1, 2	1		☒Essay/ Paper
develop a study design to test this hypothesis mentioned under the previous point	2, 8	1, 2, 5	1, 2	1		☒Essay/ Paper

Course: Cooperation and Communication
Course coordinator: dr. Namkje Koudenburg
TBA

Course: Seminars
Course coordinator: Graduate school

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (5,6)**	**B. Applying Knowledge and Understanding (4,5)**	**C. Making Judgements (2)**	**D. Communication (-)**	**E. Learning Skills (5)**	
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**Applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Assessment method(s)**
Understand important national and international, contemporary theories, models, and issues in the social and behavioural sciences, classic and contemporary theoretical models and concepts of human behaviour, and key issues in the area of specialization.	1					Individual assignment
analyse social issues and describe the relevant factors involved and to translate these into scientific research questions apply insights and findings, especially where practical applications have the potential to also inform theoretical issues, in original ways to questions of scientific research and of policy both		1,2,3,4				Individual assignment

in disciplinary and in broader, multidisciplinary contexts choose and apply appropriate statistical models, and to critically evaluate the results of statistical analyses. develop and implement interventions that are aimed at changing behaviour at the individual or group level.						
select, understand, value, and integrate relevant scientific literature, and to formulate judgements on the basis of the available information. reflect on social and ethical responsibilities linked to the application of knowledge and judgements, as well as on social and ethical implications of policy decisions and intervention programmes			1,4			Individual assignment
communicate (orally and in writing) conclusions, and the knowledge and rationale underpinning these, to specialist (e.g., scientists) and non-specialist audiences formulate policy implications of scientific research, taking into account the limitations of the information and scientific insight on which the practical recommendations are based				1,4		Individual presentation
the skills required for further international study in a largely self-directed or autonomous manner. the ability to reflect on the implications of one's work for the development of theories in the behavioural and social sciences and related fields. a general work orientation that is required for membership of an international research team,					1,2,4,5,6	Individual assignment

contributing to collective goods, time management, and participation in a research network in one's own research theme adherence to the principles and procedures concerning integrity in scientific research.						

Course: Literature study
Course coordinator: Graduate school

Dublin descriptors From Assessment Policy in UG (2014)	**A. Knowledge and Understanding (5,6)**	**B. Applying Knowledge and Understanding (4,5)**	**C. Making Judgements (2)**	**D. Communication (-)**	**E. Learning Skills (5)**	
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**Applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Assessment method(s)**
Understand important national and international, contemporary theories, models, and issues in the social and behavioural sciences, classic and contemporary theoretical models and concepts of human behaviour, and key issues in the area of specialization.	1					Essay/ Paper
analyse social issues and describe the relevant factors involved and to translate these into scientific research questions that build on the state of the art		1,2,4				Essay/ Paper

in a field of the social and behavioural sciences and are well grounded in the literature in this field. apply insights and findings, especially where practical applications have the potential to also inform theoretical issues, in original ways to questions of scientific research and of policy both in disciplinary and in broader, multidisciplinary contexts. develop and implement interventions that are aimed at changing behaviour at the individual or group level.						
select, understand, value, and integrate relevant scientific literature, and to formulate judgements on the basis of the available information. reflect on social and ethical responsibilities linked to the application of knowledge and judgements, as well as on social and ethical implications of policy decisions and intervention programmes			1,4			Essay/ Paper
communicate (orally and in writing) conclusions, and the knowledge and rationale underpinning these, to specialist (e.g., scientists) and non-specialist audiences integrate theory and quantitative empirical research ('theory-guided empirical research') into a scientific report, which is comparable to the level of a publishable research paper. formulate policy implications of scientific research, taking into account the limitations of the information and scientific insight on which the practical recommendations are based.				1,3,4		Essay/ Paper

the skills required for further international study in a largely self-directed or autonomous manner. the ability to reflect on the implications of one's work for the development of theories in the behavioural and social sciences and related fields a general work orientation that is required for membership of an international research team, contributing to collective goods, time management, and participation in a research network in one's own research theme.					1,2,4	Essay/ Paper

Course: Traineeship
Course coordinator: Graduate school

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding (1,3)**	**B. Applying Knowledge and Understanding (4,5)**	**C. Making Judgements (2)**	**D. Communication (-)**	**E. Learning Skills (5)**	
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**Applying**	**Analyzing /evaluating**			
Course Learning outcomes After completing the Traineeship, students are able to:						**Assessment method(s)**

to take part and gain experience in doing scientific research in the specific area of the student's master specialization		1,2		2	1,4,5	Report
to participate in scientific research in a wider research project and learn how to become a good collaborator and to execute substantial parts of the whole research cycle	2		2	2		Report
to apply appropriate methods, discuss, contribute to research results, relate the activities to current developments in the field	4	2,3				Report
to reflect on the development of their research skills and the role of research in their future career					2,3,4	Report

Course: Clinical traineeship
Course coordinator: Dr. Elise Bennik

Assessment methods:

1. A. Clinical report of the clinical science traineeship (graded by mentor): grade 1-10, form 1
   B. Presence at reflection or intervision meetings with mentor (fail / pass), form 1
2. Clinical traineeship (graded by external supervisor): grade 1-10, form 2
3. Presentation: fail / pass, form 3
4. Applied scientific report (graded by faculty member): grade 1-10, form 4

All of these assessments need to be rated as sufficient.
The final grade is the weighed mean of
(i) the Clinical Report (may be changed by plus or minus 0.5 points, in line with the grade of the Clinical traineeship external supervisor) and
(ii) the Applied scientific report,
counting for 75% and 25% of the grade, respectively.

Dublin descriptors **From Assessment Policy in UG (2014)**	**A. Knowledge and Understanding**	**B. Applying Knowledge and Understanding**	**C. Making Judgements**	**D. Communication**	**E. Learning Skills**	

Course Learning outcomes **After the clinical science traineeship, the student:**						**Assessment method(s)**
Can apply obtained academic knowledge regarding assessment and / or treatment in a specific professional field	2,7,8	2,3	1,3	1,2	4	Report
Can apply obtained practical skills regarding assessment and / or treatment in a specific professional field	2,7,8	2,3	1,3	1,2	4	Report
Can reflect on and communicate about professional ethics and integrity			4	1,2	4,5	Report
Has developed a professional attitude			4	1	4,5	Report
Can work and cooperate successfully with others			4	1	4	Report
Can discuss state-of-the-art multidisciplinary guidelines in the light of an individual patient	2,4,7,8	2,3,5	1,3,4	1,2		Report
Can apply a single case methodology for clinical practice	5	2,3,4	2	1,2		Report
Can report and reflect on assessment or treatment choices in individual cases	2,4,7,8	2,3,5	1,3,4	1,2		Report
Can reflect on their learning process			4			Report
Can apply insights and findings, gained in practice in original ways to questions of scientific research and of treatment		2,4,5				Report
Can critically evaluate scientific results, views and concepts		2,4,5				Report

Course: Master's thesis
Course coordinator: Graduate school

Description of Master's level according to the **Dublin descriptors**	**Learning outcomes of the Research Master's thesis**
A. KNOWLEDGE AND UNDERSTANDING	*Having demonstrated:* advanced knowledge and understanding of important national and international, contemporary theories, models, and issues in the social and behavioural sciences, classic and contemporary theoretical models and concepts of human behaviour, and key issues in the area of specialization.
B. APPLYING KNOWLEDGE AND UNDERSTANDING	*Having demonstrated the comprehensive ability to:* 1. analyse social and behavioural issues and describe the relevant factors involved and to translate these into scientific research questions that build on the state of the art in a field of the social and behavioural sciences and are well grounded in the literature in this field. 2. apply insights and findings, especially where practical applications have the potential to also inform theoretical issues, in original ways to questions of scientific research and of policy both in disciplinary and in broader, multidisciplinary contexts. 3. select and apply policy and/or intervention evaluations. 4. choose and apply appropriate statistical models, and to critically evaluate the results of statistical analyses. 5. to critically evaluate scientific results, views and concepts.
C. MAKING JUDGEMENTS	*Having demonstrated the ability to:* 6. select, understand, value, and integrate relevant scientific literature, and to formulate judgements on the basis of the available information. 7. select and apply appropriate data collection methods and data-analytical methods. 8. select and apply appropriate policy and/or intervention strategies. 9. reflect on social and ethical responsibilities with regard to the application of knowledge and judgements, as well as on social and ethical implications of policy decisions and intervention programmes.

D. COMMUNICATION	*Having demonstrated the ability to:* 10. communicate (orally and in writing) conclusions, and the knowledge and rationale underpinning these, to scientists and practitioners (e.g., executives, policymakers, journalists, layman, patients) clearly and unambiguously, including the underpinnings as well as limitations of the conclusions. 11. integrate theory and quantitative empirical research ('theory-guided empirical research') into a scientific report, which is comparable to the level of a publishable research paper.
E. LEARNING SKILLS	*Having demonstrated:* 12. the skills required to act as a researcher in a largely self-directed or autonomous manner. 13. the ability to reflect on the implications of one's work for the development of theories in the behavioural and social sciences and related fields, such as economics and medicine. 14. the skills to search for information and to manage and archive data. 15. a general work orientation that is required for membership of a research team, contributing to collective goods, effective project management, and participation in a research and/or professional network in one's own research domain. 16. adherence to the principles and procedures concerning integrity in scientific research.