Courses available for PhD students in the Consortium on Individual Development (CID)

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Introduction

The Graduate Programs of the participating institutes in the Consortium of Individual Development (CID; www.individualdevelopment.nl) offer PhD students and postdocs involved in the consortium a variety of theoretical and methodological classes, as well as advanced, in-depth courses, summer and winter schools with top international speakers, research rounds, and lectures by external speakers.

A list of specialized courses at Master/PhD level organized by the participating Graduate Programs is given below.

If you are interested in following one of the listed courses, please contact the institute involved for availability (follow the link given). Be aware that some of the courses may fill up quickly, so register in time. Also, be aware that additional costs may be involved when following external courses. For administration purposes, please inform Maartje Aukes, Education Coordinator of CID (m.f.aukes@uu.nl or 030 253 6917) about your application.

Amsterdam: Entertainment Communication[1], University of Amsterdam

MSc Communication Science, Graduate School of Communication

	Clashing Views on Youth & Media
Level	Specialization seminar, required for Master's degree (EC specialization)
Requirements	Not applicable
Credits	12 ECTS
Examination	In-class examinations, papers, presentations
Language	English
Timeframe	Offered each semester (Sept – Dec and Feb – May), 16 week course
Content	Upon completion of this course, students should have: • Intellectual leadership: You will be able to identify the most pressing issues in debates about youth and the media. As a result, you will be able to participate competently in the current debates about the influences of the media on youth. • Theoretical competence: You will have a thorough understanding of the most up-to-date international research on the issue, along with an encompassing notion of the most essential communication-scientific concepts and theories. • Critical awareness: You will be able to identify the shortcomings and biases of existing research and to evaluate current developments in the media critically. • Methodological knowledge: You will know which method to apply for which question and under which circumstances. As a result, you will be able to investigate questions about youth and media competently and with up-to-date methods. • Practical skills: You will be able to competently inform teenagers, parents, and the wider public.
Coordinator	Dr. Sindy Sumter
Registration	http://gsc.uva.nl/programmes/content4/entertainment-communication.html

	Digital Media across the Lifespan
Level	Elective (optional for degree)
Requirements	Not applicable
Credits	6 ECTS
Examination	Papers and Presentations
Language	English
Timeframe	Offered 1 or 2 semesters per year (depending upon enrollment) (Sept – Oct or Feb – Mar), 8 weeks
Content	The use of and growth in digital media has been dramatic. Both commercial and nonprofit industries are now working to understand how they can capitalize on

[1] Please note: our MSc program is currently transitioning from *Youth and Media Entertainment* to *Entertainment Communication* (beginning 1 September 2015). The course titles in this file reflect the YME program. The content of the courses will remain similar, but course titles will be changed and course content will be altered somewhat – particularly the specialization seminars – to better reflect the goals of the Entertainment Communication MSc.

	digital media with their audiences. In this class, students will become experts in the trends of digital media and will be able to identify the potential benefits of digital media across all age groups. We will look at the ways that digital media is being used throughout our lives – in marketing, health promotion, entertainment, education, and social life. With each topic, we will ask how digital media use varies across the lifespan. For example, how are marketers effectively using digital media to reach teenagers? How does this differ from their attempts to reach emerging adults? You will learn how to identify the best digital media for your message and for your target age group. The class culminates in a group-based assignment in which students apply their digital media knowledge to the development of a new digital media product for a specific target audience and topic. This is a hands-on project in which students are expected to demonstrate their knowledge of best practices in digital media. This project provides students the opportunity to practice key skills that are critical for future careers in both commercial and nonprofit sectors.
Coordinator	Dr. Jessica Piotrowski
Registration	http://gsc.uva.nl/programmes/content4/entertainment-communication.html

	Success factors in Media Products for Young People
Level	Elective (optional for degree)
Requirements	Not applicable
Credits	6 ECTS
Examination	Papers and Presentations
Language	English
Timeframe	Offered 1 or 2 semesters per year (depending upon enrollment) (Sept – Oct or Feb – Mar), 8 weeks
Content	The media industry produces a practically unlimited number of television series, movies, pop songs, video games, apps for smartphones, and magazines targeted at adolescents and young adults. Still, it is rather unpredictable why some media products become a success, while others fail. This seminar investigates the critical factors that determine the success, or failure, of media productions targeted at adolescents and young adults. The following questions are addressed: What media products satisfy which needs of adolescents and young adults? Why are some television series, songs, or applications preferred over others by youths and what are their specific characteristics? What are the characteristics of new technologies, such as online communication, social media and apps for smartphones, that make them highly attractive for youths? And importantly, which strategies do the producers of media products use to establish their products among young people? The goal of the seminar is to impart hands-on knowledge about the demand side - the media preferences of adolescents and young adults - and about the offer side - how media productions must be designed to appeal to these users. Part of this seminar is a group-based case study on the success or failure of a media product. Moreover, students will analyze the market and develop a strategy to launch a media product of their choice targeted at adolescents or young adults
Coordinator	Dr. Rinaldo Kuehne
Registration	http://gsc.uva.nl/programmes/content4/entertainment-communication.html

	The Blind Spot: Tracking Young Media Users
Level	Elective (optional for degree)
Requirements	Not applicable
Credits	6 ECTS
Examination	Papers and Presentations
Language	English
Timeframe	Offered 1 or 2 semesters per year (depending upon enrollment) (Sept – Oct or Feb – Mar), 8 weeks
Content	For market researchers, advertisers, and program planners it has become increasingly difficult to track and understand the media and consumption behavior of adolescents and young adults. One of the reasons is that today's media environment is fast-changing and young people are often the first to adopt new media technologies. Many commonly used techniques (e.g. surveys) may not be able to assess the latest trends and new forms of media consumption, especially among younger media users. At the same time, social media and mobile devices provide many new opportunities to understand media behavior and to target young media users. It is crucial for professionals to be up to date with new trends and tools to track media behavior. This course will give you a practice-oriented, non-technical introduction to the most advanced new tools to track media behavior, such as experience sampling, media diaries, eye-tracking, wearable biophysiological sensors, automatic facial emotion recognition, and physiological measures. Moreover, the course will show how social media and mobile media devices can be employed by professionals to understand and target young media users. Students will receive up to date insights into the newest advancements with examples from practice and professional life. Students will also have the opportunity to test (some of) these tools during the course to gain hands-on experience. The course will prepare students for future jobs that are related to understanding youth' media behavior and may inspire students to use advanced tools for their master thesis project. Knowledge of methods or statistics is not necessary as this course is a hands-on introduction to the latest techniques and applications. This course will NOT discuss the statistical basics of these research tools but will show, in an applied, concrete way, when and how these tools can be used.
Coordinator	Dr. Susanne Baumgartner
Registration	http://gsc.uva.nl/programmes/content4/entertainment-communication.html

	Youth as Media Consumers
Level	Specialization seminar, required for Master's degree (EC specialization)
Requirements	Not applicable
Credits	12 ECTS
Examination	In-class examinations, papers, presentations
Language	English
Timeframe	Offered each semester (Sept – Dec and Feb – May), 16 week course
Content	Upon completion of this course, students should have gained knowledge about and insights in: • The cognitive, emotional, and social development of children and adolescents and how this predicts their media use and preferences. • The most important views, theories, and empirical findings in the field of

	youth and media. • The methodological and ethical challenges of doing research with children and approaching children as consumers. In addition, you will be able to: • Critically analyze and adequately use scientific literature on youth and the media when answering research, advisory, and policy questions. • Conduct a consultancy research project for a social or commercial organization. • Write a convincing advisory report on how to target a specific age or gender group, for example, for a product promotion, a health campaign, or a media literacy program. • Write a convincing academic report based on an empirical research project • Understand the ethical aspects of doing research with youth and dealing with youth as a target group, and to acknowledge your own responsibility and ethical conduct.
Coordinator	Dr. Jessica Taylor Piotrowski
Registration	http://gsc.uva.nl/programmes/content4/entertainment-communication.html

Amsterdam: William James Graduate School, VU University Amsterdam

Master of Neurosciences

	Behavior Genetics
Level	Master and PhD
Requirements	BSc Biology, Biomedical Sciences, Psychology with profile Biological Psychology or Neuropsychology
Credits	6 ECTS
Examination	Written examination; open-end questions (60%). Practical assignments and papers during the course (40%).
Language	English
Timeframe	Annually, Period 2 (Nov-Dec)
Content	**Course objective.** To provide the Master of Neuroscience students with a solid basis in human behavior genetics and to provide an overview of empirical results. **Course content.** Behavior genetics focuses on the inheritance of individual differences in complex traits. Such traits are most likely influenced by multiple genetic and environmental factors. The effects of genetic and environmental factors may be additive or interactive and lead to individual differences in complex traits and diseases that are quantitative rather than qualitative. In this course theory and principles from population genetics and biometrical genetics will be introduced, including genetic and cultural inheritance of complex phenotypes. Designs of family, adoption and twin studies and their applications to variation in cognitive abilities, personality and psychiatric disease will be discussed. The advances in molecular genetics have generated substantial progress in identifying the genetic basis of heritable traits using linkage and genome-wide association approaches. Both approaches will be reviewed and illustrated using recent studies aiming to identify genes underlying the vulnerability for psychiatric disorders, such as schizophrenia and mood disorders. Practical exercises will guide the student through some of the available online tools that facilitate the interpretation of gene-finding studies.
Coordinator	Dr. R.S.L. Ligthart
Registration	http://www.vu.nl/en/programmes/international-masters/programmes/n-q/neurosciences-msc/ or contact coordinator via 020-5988787

	Complex Trait Genetics
Level	Master and PhD
Requirements	Quantitative methods, Behavior genetics
Credits	6 ECTS
Examination	Home work and written exam
Language	English
Timeframe	Annually, Period 1 (Sept-Oct)
Content	**Course objective**. Provide background into population and biometrical genetics. **Course content**. Quantitative genetics is concerned with the inheritance of those differences between individuals that are of degree rather than of kind (quantitative rather than qualitative). Such differences are seen for most complex traits (e.g. depression, cognitive abilities or attention problems). This course aims

	to provide an understanding of the inheritance of such quantitative differences in behavior, behavioral disorders, endophenotypes (e.g. blood pressure or brain volumes) underlying disease traits (e.g. hypertension or schizophrenia). Quantitative differences, as far as they are inherited, depend on genes with on average small effects and are usually influenced by gene differences at many loci. Consequently these genes cannot be identified by Mendelian segregation ratios (though they are subject to the laws of Mendelian transmission). The methods of quantitative genetics differ in two aspects from those employed in Mendelian genetics: since single progenies are uninformative the unit of study is the population; and the nature of quantitative differences requires the measurement (and not just the classification) of individuals. The extension of Mendelian genetics into quantitative genetics will be made in two stages: the genetic properties of populations (population genetics) and the inheritance of measurements (biometrical genetics). Quantitative genetics is now merging with molecular genetics and the last part of this course will be devoted to methods for the localization and characterization of genes causing quantitative variation.
Coordinator	Prof. dr. D.I. Boomsma
Registration	http://www.vu.nl/en/programmes/international-masters/programmes/n-q/neurosciences-msc/ or contact coordinator via 020-5988787

	Psychophysiology
Level	Master and PhD
Requirements	None
Credits	6 ECTS
Examination	Written examination (50% of grade) and independent performance of a short experiment (20%) and analysis and presentation of the data collected (30%).
Language	English
Timeframe	Annually, Period 1 (Sept – Oct)
Content	**Course objective**. Insight in the link between emotional state and peripheral nervous system activity and the most recent experimental approaches and research designs in the field of bio-behavioral medicine 2) Practical skills in the measurement of autonomic nervous system and cardiovascular stress-reactivity. **Course content**. In plenary lectures we will outline the organization of the autonomic nervous system and the cardiovascular system and how their activity is reflected in peripheral physiological signals. The lectures are interspersed with a series of practicals, where the students apply a broad arsenal of instruments and techniques (ElectroCardioGram, ImpedanceCardioGram, Skin-conductance, Respiration, Finger Blood Pressure, Hormones) to record these signals and to extract parameters that can be used to index psychological processes (e.g. mental load, emotion and stress). This will be done in a standardized laboratory setting using the Biopac system as well as in naturalistic open-field settings using the Vrije Universiteit Ambulatory Monitoring System (VU- AMS). Amongst others, students will measure (on each other): skin-conductance responses to emotion, cardiorespiratory coupling, baro reflex regulation, and sympathetic and parasympathetic reactivity to mental and physical stress. The main principles and strategies for data analysis will be covered in the lectures and applied in the practicals to the self-recorded data sets.
Coordinator	Prof. dr. J.C.N. de Geus
Registration	http://www.vu.nl/en/programmes/international-masters/programmes/n-q/neurosciences-msc/ or contact coordinator via 020-5988787

	Statistical Genetics for Gene Hunting
Level	Master and PhD
Requirements	Behavioral Genetics, Complex Trait Genetics
Credits	5 ECTS
Examination	Weekly assignments (25%) & exam (75%). Practicals need to be completed in order to obtain a final grade.
Language	English
Timeframe	Annually, Period 2 (Nov – Dec)
Content	**Course objective**. Provide practical skills for genetic linkage and association studies. **Course content**. The first part of the course will focus on parametric and non-parametric linkage analysis in pedigrees, with special emphasis on Mendelian inheritance of complex phenotypes. The second part of the course will concentrate on genome-wide association studies (GWAS). With the advent of SNP microarray-chips that can map the largest part of the common genetic variance, GWAS have been playing a significant role in the field of genetics for the last couple of years. With higher resolution than the classical linkage studies, GWAS have been able to uncover many variants with small effects on complex traits. Besides teaching the main theoretical concepts underlying GWAS and linkage analysis, this course also includes the hands on training needed to handle the large amounts of data and statistical tests. In the practical you will prepare your data, run GWAS and linkage analyses, learn how to visualize and interpret the output and distinguish real signal from noise. The practicals include the use of Merlin, PLINK, Haploview, WGA-viewer, Galaxy, SPSS.
Coordinator	Dr. J.J. Hottenga, Dr. A. Abdellaoui
Registration	http://www.vu.nl/en/programmes/international-masters/programmes/n-q/neurosciences-msc/ or contact coordinator via 020-5988787

Groningen: GSMS (Graduate School of Medical Science), UMC Groningen

	GSMS courses
Level	Master and PhD
Language	English
Content	The Graduate School of Medical Sciences (GSMS) organizes all (research) master and PhD tracks within the University Medical Center Groningen (UMCG). Two of the research institutes of the UMCG that are incorporated in the Graduate School of Medical Sciences are relevant for CID: • BCN (Behavioral and Cognitive Neurosciences) • SHARE (Science in Healthy Ageing and healthcaRE) These institutes organize institute-specific courses for the education programs of the Masters and PhD tracks. See the GSMS study guide for a full list of courses and detailed information. The University of Groningen and the UMCG focus on Healthy Ageing as a unifying theme of research.
Registration	http://www.rug.nl/research/gradschool-medical-sciences/ or Ms. D.H. (Diana) Koopmans (d.h.koopmans@umcg.nl)

Leiden: Graduate School of Social and Behavioral Sciences, Leiden University

	Attachment and developmental psychopathology: Theory, research and clinical applications
Level	Master and PhD
Requirements	Not applicable
Credits	5 ECTS
Examination	The course is completed with an exam. The exam will mainly cover topics that are discussed in the handbook but have not been presented or discussed during the lectures. Students have the opportunity to also take an oral exam on the Handbook of Attachment.
Language	English
Timeframe	Semester 1, block II (week 46 – week 4)
Content	This course concerns the state of the art of attachment theory and research. Current research from Leiden University as well as from other research groups will be discussed. During this course, students will have the chance to get "a look behind the scenes" in studies that have recently been conducted (or are currently going on) at the Center of Child and Family Studies. The Handbook of Attachment and (more recent) articles that have been published in international scientific journals will be discussed. Students need to fill in a review form regarding the article that will be discussed. Moreover, the students will develop a research proposal. The student aims to formulate an unanswered research question and defines a series of possible hypotheses, and an adequate study design. Furthermore a workshop on video feedback intervention will be given, after which the students prepare an intervention session as an intervener. **Course objectives** • A thorough knowledge and understanding of attachment and life history theories based on the Handbook of Attachment, and of methodological approaches, which are used in the papers. • Developing a research proposal, showing the capacity to apply various theoretical frameworks, and the ability of critically selecting, studying and analyzing literature relevant to the issue. • Reviewing recent papers, thus showing the ability to engage in the international academic debate. • Orally presenting a new research proposal and defend it in a discussion. • Prepare and conduct an intervention session using video feedback.
Coordinator	Prof. dr. M.J. Bakermans-Kranenburg
Registration	https://studiegids.leidenuniv.nl/courses/show/46211/attachment_and_developmental_psychopathology_theory_research_and_clinical_applications

	Developmental Clinical Neuroscience
Level	PhD
Requirements	None
Credits	5 ECTS
Examination	Seminars (30% or 40%), Paper (60%), Assignment (10%)

Language	English
Timeframe	Semester 1, Block I (week 36 – week 45)
Content	Social and behavioral development of children is highly dependent upon neuro-anatomical, neurobiological and environmental factors. These factors may exert their influence directly or indirectly, via, for example, cognitive development. It is important to learn in more detail about the mechanisms through which social and behavioral problems might develop, as they might also provide tools for prevention and intervention schemes, regardless of whether these are pharmacological or behavioral in nature. The main aim of this course is to elucidate genotype-endophenotype-phenotype pathways to developmental psychopathology. Attention will be given to several genetic disorders, medical and psychiatric illnesses that become evident in childhood, adolescence or early adulthood (Neurofibromatosis Type 1, Phenylketonuria, X-chromosomal disorders, Substance Abuse, Perinatal Risk Factors, Autism Spectrum Disorders, Psychosis, Aggression and Antisocial Behavior). **Course objectives** The following objectives apply with regard to the content of the program: • A thorough understanding of the methodological approaches, which are commonly used in brain-behavior research. • The capacity to identify a theoretical framework suitable for addressing relevant problems and issues in brain-behavior research. • Advanced, up to date knowledge of research findings in selected neurodevelopmental diseases and disorders. • The ability to critically select, study and analyze literature relevant to the issues and problems presented by the curriculum and the connected research programs. • The capacity to report independently about relevant research, which is carried out according to current academic standards. • The ability to present in English and write scientific reports in English.
Coordinator	Dr. S.C.J. Hijbregts
Registration	https://studiegids.leidenuniv.nl/courses/show/54445/developmental-clinical-neuroscience

	Developmental Cognitive Neuroscience
Level	PhD
Requirements	MSc Psychology (research)
Credits	5 ECTS (12 hrs.)
Examination	Class Participation and Discussion (10%), Presenting (30%), Paper (60%)
Language	English
Timeframe	Semester 2, Block IV (week 15 – week 27)
Content	Developmental cognitive neuroscience investigates the relations between brain development and cognitive, affective and social development. This class will cover the biological bases of cognitive and affective functioning from a developmental perspective, focusing on childhood and adolescence. Fundamental questions that will be covered include: How does brain development, including changes in function, morphology, and connectivity, relate to typical and atypical development of cognitive and affective functions, such as learning, attention, memory, motivation and decision-making? How do genetic and environmental questions interact during the course of development to shape the brain, mind and behavior? **Course objectives**

	• Explore relevant theoretical debates in developmental science and neuroscience methods used to address the relevant questions in this field. • Consideration of the major methods of developmental cognitive neuroscience including functional magnetic resonance imaging (fMRI), recordings of evoked response potentials (ERPs), and behavioral marker tasks. We will devote particular attention to the unique challenges of applying these methods to the study of children. • Give group presentations on relevant articles and write a research proposal.
Coordinator	Mw Dr. A.C.K. van Duijvenvoorde
Registration	https://studiegids.leidenuniv.nl/courses/show/46393/developmental_cognitive_neuroscience

	Learning, cognition and the brain
Level	Master and PhD
Requirements	See website
Credits	5 ECTS
Examination	Research proposal (40%), weekly essay questions (40%), and group assignments (20%).
Language	Dutch
Timeframe	Semester 1, block I (week 36 – week 45)
Content	Children have a tremendous potential to learn and benefit from education during their development. The human brain allows this learning to take place but also limits what, when, and how much can be learned. In recent years, research in (developmental) cognitive neuroscience has provided important insights into the workings of the developing mind. This has led to the emergence of a new field 'Educational Neuroscience' which aims to build a bridge between the cognitive sciences and education. In this course, students will read theoretical and empirical studies about learning from the fields of developmental cognitive neuroscience, educational neuroscience, education, and cognitive development. Students will gain in-depth knowledge about the challenges and opportunities offered by new techniques to study the brain, and will learn more about the relation between cognitive development and learning. **Course objectives** The aim of this course is to help students gain a thorough understanding of the cognitive and neuropsychological processes that take place during learning, and explore implications for education and instruction. At completion of the course, students will be able to: • Demonstrate in-depth understanding of recent insights in learning and educational neuroscience. • Do so with respect to general learning situations as well as specific areas (e.g., reading, mathematics). • Demonstrate a sound understanding of methodological consideration in the investigation of these processes. • Discuss and evaluate the implications of knowledge of these processes for educators, teachers, trainers, and policy makers.
Lecturers	Dr. Linda van Leijenhorst
Registration	https://studiegids.leidenuniv.nl/courses/show/46199/learning_cognition_and_the_brain

	Test theory and scale development
Level	Master and PhD
Requirements	Not applicable
Credits	5 ECTS
Examination	Written exam (60%) and oral presentation (40%)
Language	English
Timeframe	Semester 2, block III (week 5 – week 14)
Content	The course provides an overview of psychometrics in particular test theory. Test theory is presented from the perspective of both classical test theory and item-response theory including an exposition of reliability and validity in all their facets. Multivariate analysis techniques commonly used in evaluating and analyzing tests, such as reliability analysis, validity, discriminant analysis, and item-response theory will be presented at a conceptual level. **Course objectives:** • A thorough understanding of the various theories and methodological approaches (data analysis techniques included) that are commonly used in the research programs that are central to this master. • The ability of critically selecting, studying and analyzing literature relevant to the issues and problems presented by the curriculum and the connected research programs. • The ability to independently formulate, perform and assess scientific research at a level suitable to preparing scientific publications. • The ability to write scientific reports in English. • Advanced, up to date knowledge of quantitative en qualitative research methodology.
Coordinator	Dr. J.R. van Ginkel
Registration	https://studiegids.leidenuniv.nl/courses/show/46225/test_theory_and_scale_development

	Conducting and evaluating empirical research
Level	Master and PhD
Requirements	Knowledge of statistics, research methods and SPSS at the level of the Leiden Bachelor's Degree Program Education and Child Studies.
Credits	5 ECTS
Examination	Grades are mainly based on a final research paper, but the course also contains other obligatory assignments.
Language	English
Timeframe	Semester 1, block I (week 36 – week 45)
Content	The course aims to get students acquainted with the practice of empirical research on the level required for their Research Master's thesis. Scientific papers are examined in detail regarding their organization and research methods. Attention will be paid to both the methodological design and the statistical analysis of results. The course offers tools for assessing the quality of published research results as well as for producing one's own (basic) research report.
Coordinator	Dr. M. Malda
Registration	https://studiegids.leidenuniv.nl/courses/show/46209/conducting_and_evaluating_empirical_research

	Methods and instruments in cognitive and affective neuroscience
Level	Master and PhD
Requirements	N.a.
Credits	5 ECTS
Examination	Essay: 100%
Language	English
Timeframe	Semester 1, block II (week 46 – week 4)
Content	The focus in MICAN is on knowledge about neuroscience methods and techniques in research context, in order to measure the biological origins of behavior, learning and emotion. In a series of two-hour sessions a range of methods and techniques will be discussed, including MRI, EEG, cognitive paradigms, genetics, saliva measures (hormones), psychophysiology (heart rate and skin conductance) and eye-tracking. Many of the sessions will include a practical demonstration of the technique and software to analyze the data. Focus will be on: – type of questions that can be addressed using these techniques – do's and don'ts – opportunities and limitations – experimental set-up – theoretical background of techniques.
Coordinator	Dr. S. van Rijn
Registration	https://studiegids.leidenuniv.nl/courses/show/46201/methods_and_instruments_in_cognitive_and_affective_neuroscience

	Applied Multivariate Data Analysis
Level	Master and PhD
Requirements	N.a.
Credits	5 ECTS
Examination	Assignments during the course.
Language	English
Timeframe	Semester 2, Blok III (week 5 – week 14) and IV (week 15 – week 27)
Content	The complete course Applied Multivariate Data Analysis is a joint undertaking of the Institute of Psychology and the Institute of Education and Child Studies and runs both in the spring and the fall semester. Participants can start either in the spring or the fall. The course is part of the Research Master program (in Educational Sciences). Each part has meetings once a week during the whole semester (see the Course Schedule for precise details), and both parts consist of a series of topics each of which includes "when and why to use a special statistical technique", "how to use a special technique" and "how to interpret the results". Topics of AMDA – Fall semester include (1) logistic regression, (2) item response theory, (3) principal component analysis, confirmatory factor analysis and structural equation modeling, (4) nonparametric regression and nonparametric principal components analysis (using optimal scaling), and (5) meta-analysis. Topics of the spring semester include (1) quasi-experimental design, (2) multilevel analysis including longitudinal analysis, (3) cluster analysis, (4) mediation and moderation, (5) missing data. The treatment of each topic in the course will have a similar structure, in particular: • Exposition of the situations in which a particular technique should be used and why, illustrated with an example from actual research, where

	possible. • A summary exposition of the basic principles and the working of the technique and how it can be applied to real data. • Discussion of the output of computer programs (mostly SPSS, sometimes specialized software) designed to carry out the analyses. • The participants have to hand in written work (assignments), on which grades are based. The assignment consists of a data analysis with the technique in question. • Students will have to have a passing grade on all assignments. The final grade for each part will be an average of all individual grades. Grades can only be awarded to participants who have handed all assignments of a semester. Thus separate grades are awarded for each semester. **Course objectives** After completion of this course, participants should have: • A thorough understanding of the various theories and methodological approaches (data analysis techniques included), which are commonly, used in the research programs that are central to this research master. • The ability to independently formulate, perform and assess scientific research at a level suitable to preparing scientific publications. • The ability to write scientific reports in English. • Advanced, up to date knowledge of quantitative and qualitative research methodology.
Coordinator	Dr. Ralph C.A. Rippe
Registration	https://studiegids.leidenuniv.nl/courses/show/46215/applied_multivariate_data_analysis_Spring

Nijmegen: BSI (Behavioural Science Institute), Radboud University

	Workshops, Colloquia, Lectures
Level	Master and PhD
Timeframe	All year
Content	The BSI organizes a range of workshops, colloquia, lectures and symposia that may be of interest to PhD students working in CID. Check the website http://www.ru.nl/bsi/ for the latest update on their events (left column).
Registration	http://www.ru.nl/bsi/

Rotterdam: NIHES (Netherlands Institute for Health Sciences), Erasmus MC

	Child Psychiatry
Level	Master and PhD
Requirements	Some knowledge of basic epidemiological issues
Credits	1.1 ECTS
Examination	Examination/presentation/assignment during course
Language	English
Timeframe	Once every 2 years (uneven years); Period: spring
Content	This four-day course focuses on the principles and practice of psychiatric epidemiology. Basic concepts and issues that are specific to both child and adult psychiatric epidemiology are covered. Psychiatric issues that will be used to illustrate concepts and practice of psychiatric epidemiology include: prevalence studies, longitudinal studies, the role of risk and resilience, and genetic epidemiology. Invited speakers will cover particular topics such as migration and psychiatric disorder, the epidemiology of bipolar disorder, schizophrenia and addiction in more detail. Maximum 40 participants. **Objectives**: • Understanding the basic concepts of psychiatric epidemiology. • Ability to evaluate and judge applied psychiatric research.
Coordinator	Prof. Henning Tiemeier
Registration	http://nihes.nl/courses/psychiatric-epidemiology/

	Family Based Genetic Analysis (GE05)
Level	Master and PhD
Requirements	Basic understanding of genetic epidemiology (level ESP29) and statistics (regression analysis and maximum likelihood estimation); familiarity with PC-compatible computers is required.
Credits	1.4 ECTS
Examination	Assignment
Language	English
Timeframe	Annually; Period: February/March
Content	The course focuses on theoretical background and practical issues in the genetic analysis of complex traits. It considers two main gene-finding approaches: model-free linkage studies, and pedigree-based association analyses. It also addresses the analysis of qualitative outcomes — such as diseases — and quantitative (or continuous) traits. As well as maximum-likelihood estimation and Haseman-Elston methods for model-free linkage analysis, we will also cover issues such as extreme sampling, the inclusion of covariates, and the generalization of methods based on sibling pairs to other pedigree structures. Family-based association studies will be explored in the context of candidate genes and whole-genome association analysis. Various methods will be considered, including Transmission Disequilibrium-like tests, total tests that use between-family and within family variation, and testing for maternal genotype and

	parent-of-origin effects. The course combines lectures with hands-on exercises using computer programs that can be freely downloaded from the Internet. **Objective**: • To familiarize participants with the theory of family-based studies, and also with genome-wide genetic analysis using open-source programs such as Merlin, R/GenABEL and PLINK.
Coordinator	Najaf Amin
Registration	http://nihes.nl/courses/family-based-genetic-analysis/

	Maternal and Child Health (HS09)
Level	Master and PhD
Requirements	Introductory level of epidemiology
Credits	0.9 ECTS
Examination	Examination, presentation and/or an assignment during course
Language	Dutch/English
Timeframe	Once every 2 years (uneven years); Period: spring
Content	The health of women of child bearing age and of children have an important impetus on public health. The aim of the course is to provide an insight into child health from conception onwards. Determinants of fecundity, pregnancy and pregnancy outcome are discussed as a prerequisite for child health. Perinatal and infant mortality in an international perspective, growth and development are discussed as important health indicators. Preventive interventions such as vaccinations, screening programs and health promotion are discussed. Special attention is given to the health of groups at risk for health problems such as children of low socio-economic classes and children of ethnic minorities. Psychosocial health problems are said to be on the increase. Facts and figures in an international perspective will be presented. In adolescence, life style habits are developed and appropriate health promotion is important. Examples of health promotion programs are discussed. The program consists of presentations, exercises and group discussions. **Topics covered**: • Determinants of fecundity, pregnancy and pregnancy outcome • Perinatal and infant mortality • Growth and development preventive interventions • Psycho-social health problems • The health of groups at risk • Adolescence and health promotion **Objectives**: • Gain insight into child health from conception onwards.
Coordinator	Prof. Hein Raat
Registration	http://nihes.nl/courses/maternal-and-child-health/

Utrecht: BCRM (Brain Center Rudolf Magnus), UMC Utrecht
PhD program Clinical and Experimental Neuroscience
Graduate School of Life Sciences, Utrecht University

	Current Issues in clinical Neuroscience
Level	PhD
Requirements	Some basic neuroscience knowledge
Credits	1.5 ECTS
Examination	None
Language	English
Timeframe	Annually end of May beginning of June
Content	The course is aimed at giving students an insight in translation from basic/fundamental research (with a clinical question as base) to the clinical practice. Each year we choose another focus (based on one of our 5 main diseases of interest of the Brain Center Rudolf Magnus) for the course. The course takes 4 days and is given over a two weeks period. The course encompasses keynote lectures, lab tours and group assignments.
Coordinator	Varies depending on topic, general logistics via BCRM
Registration	Via email to BCRM secretariat (bcrm-secretariaat@umcutrecht.nl)

	Developmental Neurobiology
Level	PhD
Requirements	At least at Master level molecular and cellular knowledge
Credits	1.5 ECTS
Examination	None
Language	English
Timeframe	Bi-annually, June
Content	**Aim** The aim of this course is to provide participants with a thorough understanding of the molecular and cellular basis of neural development and to discuss techniques and animal models that can be used to study the developing nervous system. **Contents** The course is divided into several sessions covering different aspects of neural development, different technical approaches and various animal models. Several sessions are closed by a lecture on disease to illustrate how the topics discussed relate to neural injury or disease. **Topics include**: • Early development of the nervous system (e.g. IPSC, stem cells, neural differentiation) • Neuronal network formation and function (e.g. axon guidance) • Molecular factors (e.g. transcription factors) • Techniques (e.g. in utero electroporation) • Animal models (e.g. C. Elegans, zebrafish) At the start of the course the participants will be asked to provide a brief overview of their work (one slide blitz presentation). **Format**

	Lectures and master classes by experts in the field, demonstrations (in utero/ex vivo electroporation), and a key lecture by an international speaker.
Coordinator	Prof. dr. Jeroen Pasterkamp
Registration	Via email to BCRM secretariat (bcrm-secretariaat@umcutrecht.nl)

Utrecht: CAS (Utrecht Centre for Child and Adolescent Studies), Utrecht University
Graduate School of Social and Behavioral Sciences (GSSBS)
Faculty of Social Sciences

	Conceptual and Methodological Issues in Intervention Research
Level	Master and PhD
Credits	2 ECTS
Content	During this advanced course, which is primarily intended for PhDs who are themselves involved in the intervention research, participants (PhD students and/or CAS staff) will present their own work and problems/questions they encounter. These questions concern conceptual, methodological, and practical issues involved in planning and carrying out intervention research: conceptualizing, designing, and testing behavioral/social interventions; use of empirical evidence, theory and clinical practice in formulating study aims and hypotheses; implementing rigorous design in clinical practice: eligibility, recruitment, enrollment, assessment of intervention integrity; testing interventions for diverse populations; selecting measures; planning and conducting the data analysis: statistical power, effectiveness, moderator/mediator models; issues involved in reporting and publishing of intervention studies: what to report, in which journals; and ethical issues involved in intervention research. The course is organized around the elements of the empirical cycle, such as the process of conceptualization and operationalization, research strategies and methods, data gathering, data analysis and writing of report. However, the exact topic of each session will be determined based on interests/needs of participating PhD students. For each session, two to three participants (PhD students and/or CAS staff) prepare presentation and send the literature to be read for this session. The main aim of the course is that PhDs learn how to critically reflect on the conceptual and methodological choices they (and others) make. The sessions take places once in 6 weeks.
Coordinator	Prof. dr. M. Deković
Registration	http://www.uu.nl/en/research/child-and-adolescent-studies

	Person-Environment Transactions
Level	Master and PhD
Requirements	None
Credits	2 ECTS
Content	The aim of this prolonged course – returning 4-weekly meetings – is to develop a deeper understanding of person-environment (PE) transactions. This understanding is developed by reflecting on and discussing: the evolutionary background of person-environment transactions, the types of interactions that exist and on which explanatory level they take form (i.e., personality traits, temperament, genes), the neurobiological phenomena associated with these transactions, which developmental periods have special relevance for the study of these transactions, etcetera. Also, the empirical means with which these transactions can be unveiled will be scrutinized. As many participants will at least have some basic knowledge on PE transactions, the didactic concept of this course is grounded in elaborate group discussion and

	reflection. Each meeting, one or two group members will prepare a critical contribution that is taken as the starting point for the meeting. This contribution can have different forms, such as discussing a recently published or seminal research paper, presenting data and/or results from one's own study on PE transactions, sharing possible research ideas or ideas for grant proposals, strategies for adequate analyses, and so on. In this way, a group-based effort can spur on each individuals' knowledge about and competence in research on PE transactions.
Coordinator	Dr. R. Hutteman
Registration	http://www.uu.nl/en/research/child-and-adolescent-studies

	Studying Development: Longitudinal Analyses
Level	Master and PhD
Requirements	Open to PhD students interested in development and using longitudinal methods
Credits	2 ECTS
Examination	None
Language	English
Timeframe	Annually; throughout the year
Content	The aim of this prolonged course – returning six-weekly meetings– is to develop a deeper understanding of longitudinal analyses. Different types of longitudinal analyses can be discussed: Cross-lagged path analyses, latent growth models, latent class growth models and mixture models, latent transition models, sequential analyses, etc. A deeper understanding of these analyses is developed by reflecting on and discussing the types of longitudinal analyses that exist and which type of research questions they can answer, which types of analyses fit with different ideas about development, the complexities and common problems associated with these analyses, the interpretation of the results, etcetera. As many participants will at least have some basic knowledge on longitudinal analyses, the didactic concept of this course is grounded in elaborate group discussion and reflection. Each meeting, one or two group members will select an article and prepare a critical contribution, that is taken as the starting point for the meeting. This contribution can have different forms, such as discussing the results of longitudinal analyses of a recently published or seminal research paper, presenting data and/or results from one's own longitudinal analyses, strategies for adequate analyses, and so on. In this way, a group-based effort can spur on each individual's knowledge about and competence in longitudinal analyses.
Coordinator	Prof. dr. S. Branje
Registration	http://www.uu.nl/en/research/child-and-adolescent-studies

	The role of peers in young people's development
Level	Master and PhD
Requirements	None
Credits	1 ECTS
Content	In this course the focus lays on the role of peers in different stages of young people's life, i.e. childhood, adolescence and young adulthood. Different theories, perspectives and research methodologies (e.g. social network designs, experimental design, observational design) will be discussed to get a deeper understanding on how and why peers play an important role in the life of young

	people's development. This course is primarily for participants (PhD students and/or CAS staff) who are conducting research on this topic, or are interested to do so in the future. Because participants will have a basic knowledge on this topic and work on different sub-themes using different methodologies, this will contribute to participant's knowledge and initiate possible collaborations between participants. The meetings will be once every 6 weeks, in which participants will present their findings on this theme and/or introduce and discuss a paper with an interesting perspective, analysis and/or research methodology. Also, other experts in this research field from other Universities will be invited to present their research on peers.
Coordinator	Dr. Z. Harakeh
Registration	http://www.uu.nl/en/research/child-and-adolescent-studies

Utrecht: Department of Methodology and Statistics, Utrecht University

The Department of Methodology and Statistics provides training for PhD candidates and other researchers. These courses are organized throughout the academic year as part of the Graduate School of Social and Behavioral Sciences, or during the summer months as part of the Utrecht Summer School. See: http://www.uu.nl/en/organisation/faculty-of-social-and-behavioural-sciences/education/phd-courses/postgraduate-education.
As soon as the Summer Schools for 2016 have been planned we will update the section below.

	Survey Research: Design, Implementation and Data Processing
Level	Summer School 2015
Requirements	Minimally bachelor level knowledge of methods and statistics
Credits	1.5 ECTS
Language	English
Timeframe	17 August 2015 - 21 August 2015
Content	Changes in technology and society strongly influence modern survey research. This course covers the essentials of modern survey methodology and analysis and is organized by the Department of Methodology and Statistics in collaboration with Statistics Netherlands (CBS). Topics include state of the art survey design, questionnaire construction and testing, modes of data collection, including online surveys and mixed mode design, data processing- and survey analysis techniques, as scale and index construction and the use of administrative data. Best practice guidelines for phases of the survey from design to implementation, analysis and reporting will be discussed. International comparative surveys are included.
Coordinator	Prof. dr. E.D. de Leeuw
Registration	http://www.utrechtsummerschool.nl/courses/social-sciences/survey-research-design-implementation-and-data-processing

	Survey Research: Statistical Analysis and Estimation
Level	Summer School 2015
Requirements	This course assumes general knowledge of survey methodology and statistics. Participants should be acquainted with the basics of Analysis of Variance, Multiple Regression Analysis, standard errors, and have some hands-on experience with a statistical package (e.g., SPSS, Stata, SAS). No prior knowledge of R is assumed.
Credits	1.5 ECTS
Language	English
Timeframe	24 August 2015 - 28 August 2015
Content	The course is based on a total survey error perspective and discusses the major sources of survey error. Participants will be presented with tools for detection and adjustment of such errors. Analysis methods are introduced using both SPSS and R. Topics include complex sampling, nonresponse adjustment, measurement error, analysis of incomplete data and advanced use of administrative data. Special attention will be given to the analysis of complex surveys that include weighting, stratification and design effects. This course is organized by the Department of Methodology and Statistics (UU) in collaboration with Statistics

	Netherlands (CBS).
Coordinator	Dr. Jorre Vannieuwenhuyze
Registration	http://www.utrechtsummerschool.nl/courses/social-sciences/survey-research-statistical-analysis-and-estimation

	Applied Multivariate Analysis
Level	Summer School 2015
Requirements	Students should be familiar with the following concepts: null hypothesis, alternative hypothesis, population, sample, statistical significance, practical and theoretical significance, correlation, regression, t-test and ANOVA. Some experience with SPSS is advisable.
Credits	3 ECTS
Language	English
Timeframe	17 August 2015 - 28 August 2015
Content	This course offers hands-on experience using SPSS for the most frequently encountered multivariate statistical techniques in the social and behavioral sciences. The emphasis is on applying multivariate techniques using the computer program SPSS, and on how to interpret SPSS output in substantive terms. We do not discuss the mathematical details of these techniques.
Coordinator	Dr. David Hessen
Registration	http://www.utrechtsummerschool.nl/courses/social-sciences/applied-multivariate-analysis

	Introduction to Structural Equation Modelling using Mplus
Level	Summer School 2015
Requirements	Researchers are expected to have a basic knowledge of regression analysis and exploratory factor analysis
Credits	1.5 ECTS
Language	English
Timeframe	17 August 2015 - 21 August 2015
Content	The main objective of this course is to learn how to analyze several models with Mplus (e.g., path models, multiple group models, cross-lagged models, CFA, EFA, growth models, introduction to Bayesian models). No previous knowledge of Mplus is assumed, but prior knowledge of SEM, however not mandatory, will make this course more useful.
Coordinator	Dr Rens van de Schoot
Registration	http://www.utrechtsummerschool.nl/courses/social-sciences/introduction-to-structural-equation-modelling-using-mplus

	Advanced course on using Mplus
Level	Summer School 2015
Requirements	Note that we assume participants have Mplus experience, basic SEM knowledge (for example, you need to know how to run a default LGM model), and basic knowledge about Bayesian analyses.
Credits	1.5 ECTS

Language	English
Timeframe	24 August 2015 - 28 August 2015
Content	This is a five-day course on structural equation modeling (SEM) using Mplus for researchers in the social and behavioral sciences who are already experienced Mplus users. The course consists of in-depth lectures on topics such as model fit, FIML, continuous, categorical, nominal and count variables, the TECH1 output, power analysis, and Bayesian analysis. In addition, more complex models are discussed such as multiple group CFA and measurement invariance, advanced LGM models, advanced longitudinal models (e.g. recent development with respect to cross-lagged panel models, McArdle's latent difference/change score models, state-trait models). Participants obtain hands-on experience with these topics and models during computer labs (see the course overview for more details).
Coordinator	Dr. Rens van de Schoot
Registration	http://www.utrechtsummerschool.nl/courses/social-sciences/advanced--course-on-using-mplus

	Statistical Programming with R
Level	Summer School 2015
Requirements	Understanding of basic statistical procedures such as t-tests, (M)AN(C)OVA, and regression is required.
Credits	1.5 ECTS
Language	English
Timeframe	10 August 2015 - 14 August 2015
Content	R is rapidly becoming the standard platform for data analysis, and is able to perform an enormous range of statistical procedures not available in other statistical programs, such as SPSS. This course offers an elaborate introduction into statistical programming in R. Students learn to operate R, make high quality graphics, fit, assess and interpret a variety of statistical models and do basic statistical programming. The statistical programming in this course covers plotting, regression models for linear, dichotomous, ordinal and multivariate data, multilevel data, repeated measures, and basic bootstrapping and Monte Carlo simulation techniques.
Coordinator	Gerko Vink
Registration	http://www.utrechtsummerschool.nl/courses/social-sciences/statistical-programming-with-r

	Qualitative analysis: Theory and practice
Level	PhD
Credits	1 ECTS
Language	Dutch
Timeframe	1, 8 and 15 October 2015
Content	In deze driedaagse cursus gaat het primair om de analyse van kwalitatieve gegevens, zoals transcripten van interviews en focusgroepen en veldnotities van participerende observaties. Er wordt gewerkt vanuit de interpretatieve benadering van kwalitatief onderzoek waarbij wordt gezocht naar de betekenis van de waarnemingen. Omdat de analyse onlosmakelijk is verbonden met alle andere stappen in het onderzoek is er ook aandacht voor de vraagstelling, opzet, dataverzameling en rapportage.

	Het **doel** van de cursus is praktische vaardigheden te leren om de analyse te beginnen en succesvol af te ronden, zonder het noodzakelijk theoretisch inzicht uit het oog te verliezen.
Coordinator	Dr. Hennie Boeije
Registration	http://www.uu.nl/organisatie/faculteit-sociale-wetenschappen/kwalitatieve-analyse-theorie-en-praktijk

Utrecht: LOT (Landelijke Onderzoekschool Taalwetenschap), Utrecht University

Netherlands Graduate School of Linguistics

	Winter and Summer Schools
Level	PhD
Language	English
Timeframe	Winter and summer schools
Content	The LOT graduate program in linguistics organizes every year a winter and a summer school with a different program each year. We therefore refer the PhDs to the LOT website (http://www.lotschool.nl/) for the most recent and upcoming schools. LOT institutes take turns in organizing the Winter School (in January) and Summer School (in June/July). The topics of the courses are determined by general considerations in accordance with the research topics of LOT, and the proposals made by the curriculum committee in collaboration with the organizing institute.
Registration	http://www.lotschool.nl/