Career Management, Planning and Development

**Specialization**  
Work and Organizational Psychology

**Credits**  
9 EC

**Code**  
BA11

**Semester**  
Semester 1, period 1 & Semester 2, period 2

**Level**  
2

**Prerequisites**  
Basic courses in Work and Organizational Psychology

**Lecturer(s)**  
Ms. dr. ing. I de Pater & Ms. dr. U-C Klehe

**Information**  
Ms. dr. ing. I de Pater, Room: A 10.17, Tel: 020-525 6733, I.E.dePater@uva.nl

**Content and goals**
This course will focus on theory and research done in the field of career-planning, -management and -success. Topics that will be discussed are: job search behavior, job uncertainty, unemployment, career selection, career success, mentoring and coaching, the older employee, diversity in career management.

**Teaching format**
The literature will be discussed in workgroup meetings. During some of these meetings, students will hold presentations about the literature, and practical applications of the theory will be discussed. Because of the interactive character of these meetings and the active involvement and participation that is expected from students, attendance of all meetings is obligatory!

**Assessment**
Consists of two parts. Part A: a written exam about the literature and the material covered in the lectures and part B: a paper. The final mark will be the mean of the two assessments, but both need to be passed separately. Registration for the exam at least one week prior to the examination date is mandatory. This should be done through Studieweb.

**Study Materials and Costs**
- To be announced

**Lecture times**
- Mo. 01-09-2008 thru 10-11-2008 10.00 - 13.00 h  Building A, room 413
- Tue.31-03-2009 thru 16-06-2009 10.00 - 13.00 h  Building A, room 305

**Exam dates**
- Ma. 06-10-2008 11.00-13.00 h  Part A
- Ma. 17-11-2008 11.00-13.00 h  Part B
- Ma. 12-01-2008 10.00-13.00 h  Resit (both parts)
- Di. 12-05-2009 16.00-18.00 h  Part A
- Di. 23-06-2009 13.00-15.00 h  Part B
- Di. 25-08-2009 13.00-16.00 h  Resit (both parts)
Recruitment, Selection and Work Performance

Specialization: Work and Organizational Psychology
Credits: 9 EC
Code: BA00V
Semester: Semester 1, period 1
Level: 2
Prerequisites: First year and research training (OP)
Lecturer(s): Mrs. dr. U-C Klehe
Information: Mrs. dr. U-C Klehe, Room: A 7.18, Tel: 020-525 6745, U.Klehe@uva.nl

Content and goals
This course will focus on a number of general topics of personnel psychology. Topics that will be discussed are: function-analysis, job performance, individual differences, personnel planning, recruitment and selection, training, fairness, and leaving of employees.

Teaching format
Every week there will be one (biweekly two) meetings. During these meetings, group discussions will take place, cases will be discussed and analysed. There will be take-home assignments which will have to be presented during the meetings.

Assessment
There will be two exams which will both cover the literature and the content of the lectures. There will be multiple choice and essay questions. Students can also gain extra points by doing and presenting assignments during the course. If one fail one of the exams, one will have to take a re-sit which covers the whole course. You have to sign up for the exams (and the re-sit) via studieweb at least one week before the exam.

Study Materials and Costs
- Articles will be made available later.

Lecture times
Tue. 02-09-2008 thru 14-10-2008 09.00-11.00 hour Building A, room B
Th. 11-09-2008 15.00-17.00 hour Building A, room E
Th. 25-09-2008 15.00-17.00 hour Building A, room E
Th. 16-10-2008 15.00-17.00 hour Building A, room E
Th. 30-10-2008 09.00-11.00 hour Building A, room E
Tue. 04-11-2008 thru 11-11-2008 11.00-13.00 hour Building A, room B
Th. 06-11-2008 09.00-11.00 hour Building A, room A
Th. 13-11-2008 09.00-11.00 hour Building A, room E

Exam dates
Tue. 21-10-2008 09.00-12.00 hour Part A
Tue 18-11-2008 09.00-12.00 hour Part B
Tue.06-01-2009 09.00-13.00 hour Resit (both parts)
Social Cognitive Development

Specialization  Developmental Psychology
Credits  9 EC
Code  MO08
Semester  Semester 1, period 1
Level  2
Participants  Max. 25
Lecturer  Prof. dr. L. Oppenheimer, room A1009
Information  Secretariat Developmental Psychology, room A1008, tel. 020-525 6830

Objectives
The purpose of this course is to obtain insights into the development of social knowledge and social-cognitive abilities. Two different aspects of this development are discussed: (a) theoretical backgrounds of the development of social knowledge and social-cognitive abilities and (b) the relationship between this developing understanding and attitudes toward and knowledge of social issues such as peace and war with an emphasis on the development of enemy images.

Summary
Development occurs within social contexts. To become a socially competent and adaptive individual, children have to learn to understand the nature of interpersonal relationships and abilities to positively manage such relationships. In turn, the development of this understanding effects children’s attitudes toward and knowledge of different social issues and vice versa. In the first part of the course the development of knowledge about the social context and interpersonal understanding, as well as abilities to manage different contexts are discussed. Central themes concern the development of self-other differentiation, theory of mind, knowledge about social rules, the role-taking ability, and so on. In addition, attention is paid to the consequences of failing social-cognitive development resulting in the inability of some children to maintain themselves in peer groups (e.g., peer rejection) and anti-social behaviour (e.g., aggression and withdrawal). In the second part of the course, the focus is on the relationship between social-cognitive development and the understanding of peace, violence, and war. In particular the development of enemy images, hate, and effects of violence, conflict, and war on development are discussed.

Teaching format
Weekly seminar

Assessment
Presentation and paper

Textbooks
• Selected Papers.

Lesson Dates
Tue.02-09-2008 thru 18-11-2008  11.00-13.00 hrs, room A409

Special Conditions
The course is in English only if there are foreign students enrolled.
Cross-Cultural Psychology

Specialization: Social Psychology
Credits: 6 EC
Code: BS15
Semester: Semester 1, Period 1 & Semester 2, Period 1(Conditional)
Level: 2
Participants: Semester 1: Max. 48, semester 2: Max. 88
Lecturer: Dr. D.A. van Hemert, room A 912, tel. 020-525 6886, D.A.vanHemert@uva.nl

Summary
Cross-cultural psychology studies differences and similarities in psychological functioning across cultural and ethnic groups, and tries to explain these differences and similarities in terms of sociocultural, ecological, and biological factors. This course highlights different areas of research, such as development, personality, and social behavior (for example, the extent to which people conform, their values, their interpretations of their own and others’ behavior, and gender-specific behavior). In addition, cross-cultural differences in measured intelligence and potential explanations for these differences are discussed within the context of the public debate on the causes of cultural and ethnic differences. Another topic is cultural differences in language development and the Sapir-Whorf hypothesis of linguistic relativity, which states that language determines thinking. The relation between emotions and culture is extensively discussed, as well as similarities and differences in sensory perception (hearing, seeing, tasting), perception of two-dimensional figures and perception of depth. More applied topics in this course are acculturation and intercultural relations, and cross-cultural differences in communication and negotiation. Finally, methodological aspects of cross-cultural psychology will be discussed in detail, including design, ways to collect data, and possible sources of bias.

Lessons
Classes.

Assessment
Written Exam.

Textbook

Lesson Dates
Semester 1
Mo. 08-09-2008 thru 13-10-2008 11.00-13.00 hours  Building A Room A305
Mo. 09-02-2009 thru 23-03-2009 15.00-17.00 hours  Building A Room E
Mo. 09-03-2009 thru 23-03-2009 15.00-17.00 hours  Building A Room E

Examination Dates
Mo. 20-10-2008  11.00-13.00 hours
Mo. 30-03-2009  11.00-13.00 hours (reexamination)
Wed.12-08-2009 13.00-15.00 hours (reexamination)

Remark
The course will be taught in English during the first semester. In the second semester the course will be taught Dutch when Dutch students object to the course being taught in English. This will be known in January. If you wish to take this course in the second semester, please make sure to select a second-choice course in case the course will be taught in Dutch. In case of large number of students, regular students in the social psychology bachelor have priority.
Social Cognition

Specialization
Social Psychology

Credits
7 EC

Code
BS18

Semester
Semester 1, Period 1

Level
2

Lecturer
prof. dr. J.A. Förster, dr. N.B. Jostmann and others

Information
prof. dr. J.A. Förster, room A 925, J.A.Förster@uva.nl

Summary
Social cognition research examines how people process information about other people. How do we perceive others? How is information about others represented in memory? How and when can information about others be changed in memory? How do we explain other peoples’ behavior? And how do the concepts we have in mind influence our behavior? Social cognition research focuses on the cognitive processes involved in information processing and uses mainly experimental methodology to identify fundamental principles of judgment and decision making. One main issue is the activation of knowledge in memory. When do we activate stereotypic thoughts while evaluating another person and when do we look more at individual details? And, is activation of such thoughts always conscious? Social cognition research also examines how we define ourselves within the social context. For example, social comparison processes are a vital part of our self definition.

Lessons
Lectures and workgroup meetings with obligatory attendance for students who specialize in Social Psychology.

Assessment
Exam and an assignment. The exam will consist of both multiple choice and essay questions, about the literature and the material covered in the lectures.

Textbook
Book to be announced and selected papers.

Lesson Dates
Thu. 11-09-2008 thru 06-11-2008 11.00-13.00 h Building A-Room E

Workgroup meetings with obligatory attendance for students who specialize in Social Psychology

Examination Dates
Thu. 20-11-2008 11.00-13.00 h
Tue. 24-02-2009 11.00-13.00 h (Resit).
Tue. 11-08-2009 11.00-13.00 h (Resit).

Remark
Lectures, exams, and assignments are in English. Attendance is obligatory.
Summary
Stereotypes are so prevalent in society and cause so much damage that researchers wondered about their psychological functions. From a cognitive perspective, stereotypes are represented in memory and help to disambiguate new information. Thus, it is important to understand how stereotypes are learned and stored in memory. Stereotypic concepts can be activated and help us to prepare action. They provide us with guidelines for efficient communication, are informative with respect to certain achievement domains and they facilitate decision making and judgment – clearly though at the expense of accuracy. Furthermore, recent research focuses on the influence of stereotypes on peoples’ own behavior, showing self fulfilling prophecies when expectancies about ones’ own performances are low. Last but not least, research deals with the problem of overcoming stereotypes, examining the role of thought suppression, antidiscrimination laws, and social norms, to name just a few.

In this seminar we will discuss basic fundamental principles of stereotyping, prejudice, and discrimination. We will approach the questions in a dispassionate manner, with the purpose of understanding and explaining. However, we will also discuss implications of this basic research for the reduction of prejudice and discrimination.

Lessons
Weekly seminar.

Assessment
Active participation, exam, and weekly assignments.

Textbooks
• Selected papers.
• Book to be announced.

Lesson Dates
Tu. 16-09-2008 thru 28-10-2008 13.00-15.00 hours, BuildingA-A410

Examination Dates
Tu. 04-11-2008 13.00-15.00 hours
Tu. 24-02-2009 11.00-13.00 hours (reexamination).

Special Conditions
• Lectures, assignments, and exams are in English.
• Attendance is obligatory.
Evolutionary (cognitive) Psychology

Specialization Developmental Psychology
Credits 6 EC
Code AK06
Semester Semester 1, Period 2
Level 2
Remarks Parallel Sessions for International Students
Lecturer Mw.drs. A. Ploeger, room A701, A.Ploeger@uva.nl, tel. 020-525.6082

Objectives
Acquiring knowledge about: the basic tenets of evolutionary psychology; empirical studies done by evolutionary psychologists; theoretical issues in evolutionary psychology; controversies in evolutionary psychology. Being able to formulate the value of evolutionary approaches in psychology and being able to think critically about theories and studies done by evolutionary psychologists.

Summary
Evolutionary psychology assumes that the human mind is the result of an evolutionary process. Knowledge about this evolutionary process may contribute to the understanding of the structure and the working of the human mind. First we give an introduction to evolutionary theory and evolutionary psychology. Specific issues that will be explained in the light of evolutionary theory are language, theory of mind, and social exchange. Theoretical issues that will be explained concern the evolution of the brain, the modularity of the mind and the plasticity of the brain. Controversies we will talk about are the (im)possibility of testing evolutionary hypotheses and the question whether the assumptions of evolutionary psychology are true.

Teaching format
Parallel sessions for Exchange students in English; weekly one-hour meetings with the teacher

Examination
Take home exercises and paper

Textbooks
• Papers that have to be copied by the students (approx. € 20,-)

Lesson Dates
Thu 06-11-2008 thru 18-12-2008 11.00-12.00 / 12.00 – 13.00 h room: to be agreed on
Stereotypes 2: Applications

Specialization: Social Psychology
Credits: 6 EC
Code: MS28
Semester: Semester 1, Period 2
Level: 3
Prerequisites: Bachelor Social Psychology
Lecturer: Ms. Juliane Degner
Information: Secretariat Social Psychology, room A919, tel. 020-525 6890

Summary
Stereotypes, prejudice, racism and discrimination are the causes of many societal problems and conflicts all over the world. The intensity of these problems varies from wars to unfair treatment during employer selection procedures. Prejudice is such a common phenomenon, that the focus of this course lies on the development of interventions that fight prejudice.

During the first part of this course, the most important social psychological approaches of stereotyping will be discussed. From inter-group to more social-cognitive analyses. Subsequently, several forms of prejudice in language and behavior and the antecedents of prejudice will be discussed.
During the second part of the course students will be divided into subgroups to work on the development of an intervention that fights one specific form of prejudice. This intervention shall be based on theory, but will be shaped into an applicable form.

Lessons
Lectures and workgroup meetings

Assessment
Exam and an assignment (paper).

Textbook
Book to be announced

Lesson Dates
Mo. 10-11-2008 thru 05-01-2009 11.00-13.00 h BuildingA-A409

Examination Dates
Mo. 12-01-2009 11.00-13.00 h
Wed. 25-02-2009 11.00-13.00 h (Resit).
**Development of the Self-System**

**Specialization**  Developmental Psychology  
**Credits**  9 EC  
**Code**  MO09  
**Semester**  Semester 1, period 2  
**Level**  2  
**Participants**  Max. 25  
**Lecturer**  Prof. dr. L. Oppenheimer, room A1009  
**Information**  Secretariat Developmental Psychology, room A1008, tel. 020-525 6830

**Objectives**  
The purpose of this course is to obtain insights into the way self-relevant information is developmentally organized and structured with an emphasis on co-construction processes.

**Summary**  
Knowledge about the self (i.e., self-relevant information) is (co-)constructed in and by social contexts. In this course, the development of two different aspects of the self are discussed. The aspects concern (a) the organizational and structural characteristics of self-relevant information as well as the regulatory role of the self in affect and behavior and (b) co-construction processes in the development of particular self-relevant information. In the first part of the course, contemporary models and theories are discussed in which the self is perceived as a “dynamic system” that is subject to continuous changes, involving differentiation and integration, across age. Self-relevant information is then thought to be organized as context- and domain-related knowledge. The nature of this organization is discussed in terms of complexity of the storage of self-relevant information in memory. Complexity may have important consequences for affect and behavior regulation (e.g., dissociation). In the second part of the course, knowledge about the self is perceived as a product of co-construction processes with a focus on socialization (e.g., parenting and peer relations) within cultural settings. Recent research indicates that the way society is perceived to be structured and the way in which parents raise their children have differential effects on the development of self-relevant information (i.e., the way the self is perceived and evaluated). Findings from cross-cultural research are discussed.

**Teaching format**  
Weekly seminar

**Assessment**  
Tests and paper

**Textbooks**  
- Selected papers

**Lesson Dates**  
Orals:  
Mo. 24-11-2008 thru 26-01-2009 11.00-13.00 hrs, room A413

**Special Conditions**  
The course is in English only if there are foreign students.
Post-traumatic stress disorder: Aetiology and treatment

Summary and objectives
This course will deal with the phenomenology, assessment, aetiology and treatment of post-traumatic stress disorder (PTSD), a prevalent emotional disorder with onset after traumatic experiences, such as accidents, natural disasters, physical or sexual violence or war exposure. The first part of the course will aim to provide the students with basic knowledge about the symptoms, diagnostic criteria, epidemiology and assessment of PTSD. The second part will then deal with current theoretical models aiming to explain the development and maintenance of the disorder. In this part, we will especially focus on critically examining current research into the role of memory processes in PTSD. In the final part of the course, evidence-based treatments will be presented. At the conclusion of the course, students should (a) possess basic knowledge on the phenomenology, assessment, aetiology and treatment of PTSD, (b) be familiar with current theoretical models of the disorder as well as methods and results of empirical studies testing these models, (c) be able to critically examine research studies in this area, (d) be familiar with the current status of evidence-based treatments of PTSD and (e) have a feel for the strategies involved in these treatments.

Teaching format
Two sessions p.w. Monday sessions have the formula of lectures, whereas the Thursday sessions are more interactive, including small group discussions, role plays and video examples. Students are given regular homework assignments in preparation of each session. Methods include presentations given by the instructor, interactive sessions based on literature prepared by the students and/or homework assignments, small group discussions, role plays and video examples illustrating symptomatology, assessment and treatment.

Study materials
• An electronic reader will be prepared (consult the Blackboard for more information).

Assessment
If attendance and active participation are satisfactory, the final mark will be the weighed mean of the marks for two homework assignments and the final written exam.

Lesson dates
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<td>Mon.</td>
<td>24-11-2008 thru 19-01-2009</td>
<td>15.00-17.00 hrs</td>
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<td>Thu.</td>
<td>27-11-2008 thru 22-01-2009</td>
<td>15.00-17.00 hrs</td>
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Examination dates
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<td>Mon.</td>
<td>23-02-2009</td>
<td>13.00-15.00 h (resit exam)</td>
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Sports Psychology, Part I & II

Specialization Developmental Psychology
Credits 10 EC (part I: 6 EC, part II: 4 EC)
Code MO10 (part I), MO11 (part II)
Semester Semester 1 and 2, Individual study
Level 2/3
Lecturer Drs. G. Weltevreden, room A704, tel. 020-525 6834, G.M.Weltevreden@uva.nl

Summary
This course consists of two parts. Students can take only part I (for 6 EC) or only part II (for 4 EC), or do both (for 10 EC).

Part I: For the First part of the course, the student selects a subject within the domain of Sports Psychology that he or she wishes to broaden his/her knowledge in. Examples are: attention and concentration, (pre) match tension, motivation, talent development, team spirit and injuries. It is also possible to go for the psychological aspects of physical movement, the question why people (don’t) exercise, how people learn new movements, which psychological factors play a role in that and which factors determine sport behavior.

Part II: The second part consists of the writing of four papers, each containing about 1000 words, about different sport psychology themes, based on one introductory book on sports psychology and at least two other sources per paper.

Lessons
There is no teaching for this course as this is an individual course. Throughout the year, students can make an appointment with the teacher to discuss the possibilities.

Assessment
Part I: Individual study and the selection of an essay- or literature exam
Part II: The writing of four papers

Textbook
The student collects and selects the literature for this course, the teacher has to approve of the selected literature. Examples:

Lesson Dates
N/A: Individual

Remarks
For part I students can choose to have an essay-exam as assessment. For this, they will receive take-home questions for which they will have to write short essays. This requires a more intensive processing of the material with an emphasis on understanding and vision.

Students who have no background in Sports Psychology can also take part in this course, but they will have to write an exam about Weinberg, R.S. & Gould. D. (2007) Foundations of Sport and Exercise Psychology, 4th edition. Champaign, IL: Human Kinetics for part I.