

CAS EDUCATIONAL PROGRAMME

V. Domain specific courses offered by CAS staff¹

Courses scheduled for 2024 – 2025

1 - Data collection for longitudinal youth research

2 ECTS

(coordinators: Esther Bernasco & Amanda van Loon)

For many PhD candidates (and other early career researchers), data collection takes up a large part of their time. Properly preparing for data collection can eliminate a lot of stress and extra work later while collecting your data, analyzing the results, or writing papers. Yet, most researchers did not receive any formal training on how to coordinate data collection, which means we constantly keep reinventing the wheel. The goal of this course is to prepare you for your longitudinal data collection with youth, offering hands-on information and workshops so that at the end of each session, you have tools that you can directly apply to your own data collection. Each week we will dive into and work on a specific aspect of your data collection (such as method specification, participant communication, registration systems, and data anticipation). The course includes a combination of (1) live interactive lectures, where there is plenty of room for your questions and sharing the struggles on your project with the group, (2) knowledge clips, that you can watch back any time you need, and (3) workshops, where you can use templates and examples to work on aspects of your own data collection (such as flyers, information letters, and data management protocols).

This course is mainly directed at CAS PhD candidates who are involved in data collection but is open to all early career researchers who are involved in several stages of the design and execution of a data collection project (e.g., junior researchers, post docs, and (research) master students are also welcome). A requirement for this course is that you are currently or about to start preparing for longitudinal data collection in samples involving children and/or adolescents. If you're already some time into your data collection, this course is not very well suited for you, as many of the topics will already be in the past. If this is the case for you, please contact us to discuss which parts of our course might be of specific help to your project.

When: This is an 10-week course, consisting of five bi-weekly sessions with a duration of 3,5 hours each, starting on October 17 2024. Sessions are held at Utrecht Science Park (Heidelberglaan 1/Padualaan 14, Utrecht).

#2 - Person-Environment Transactions

2 ECTS

(coordinator: Odilia Laceulle)

Child and adolescent development is typically the result of both individual characteristics (personality, self-regulation, genes, (neuro)biological factors etc.), and characteristics of the environment (parenting, life events, societal norms etc.). Whereas each factor may uniquely contribute to development, factors often work together and mutually drive both normal and abnormal development. Aim of this course is to increase knowledge about and competence in research on person-environment (PE) transactions. By the end of this course, you will:

1. Have developed a deeper understanding of PE transactions. Papers shall be discussed on topical theoretical frameworks and explore theoretical dimensions important to obtain a fine-grained understanding of PE interactions, such as the explanatory level of PE transactions and sensitive developmental periods.
2. Have knowledge of state-of-the-art research methods that are used to unveil PE transactions.

¹ The domain specific courses can be followed also within other PhD training programs, either in Utrecht, or at another university. The only requirement for taking up a particular course as part of the PhD-curriculum is, that the pertinent course is part of either a PhD-program in a national Research School, part of a PhD-program or a graduate school at another university. Proposal for choice of courses will be registered in the Education and Supervision Agreement of the Graduate School, and will be in accordance with the criteria of the Graduate School.

3. Be able to apply a PE transactional perspective to your own field of research. You will present on and get feedback on a research or grant proposal. In this way, you can practice with the gained knowledge in a way that is directly relevant for your own research.

By combining group discussion with an individual goal, you can benefit from each individuals' knowledge about and competence in research on PE transactions, while at the same time warranting a close connection to your own PhD thesis.

When: The course is organized in the spring semester and consists of 4 meetings of two hours each. Each meeting includes two parts: a theoretical and a more practical part.

#3 – Studying Development: Longitudinal Analyses

2 ECTS

(coordinator: Stefanie Nelemans)

Answering questions on child and adolescent development requires longitudinal data analysis. The aim of this course is to develop a deeper understanding of longitudinal analyses, with a particular focus on the critical connection between developmental questions and types of analysis. Depending on the input and interests of the participants, different types of longitudinal analyses will be discussed (e.g., longitudinal measurement invariance models, (random-intercept) cross-lagged path analyses, latent growth models, latent class growth/mixture models, etcetera). A deeper understanding of these analyses is developed by reflecting on and discussing how different types of longitudinal analyses may answer different developmental questions and which types of analyses fit with different ideas about development. Note that the meetings can also include a somewhat more 'applied' focus on the complexities and common problems associated with these types of longitudinal analyses, the interpretation of results, etcetera, but learning how to analyze longitudinal data is not the main focus of this course (see courses provided by UU Methods & Statistics)

The didactic concept of this course is grounded in elaborate group discussion and reflection. Each meeting, one or two group members will prepare for the meeting. This preparation can have different forms, such as sharing a research article with your peers and preparing questions for a group discussion, discussing the results of longitudinal analyses of a recently published or seminal research paper, presenting an analysis strategy or data or results from one's own PhD project, and so on. In this way, a group-based effort can spur on everyone's knowledge about and competence in longitudinal analyses.

When: The 8 meetings take place once every 4-6 weeks, between October and June. Dates are set together with course participants.

#4 – Tacit Academic Knowledge: Hidden Rules for Academic Success

1.5 ECTS

(coordinator: Sander Thomaes)

In preparing for an academic career, PhD students spend much time and effort on gaining what may be called "formal" or declarative knowledge—knowledge of the subject matter and methods relevant to one's field. They typically gain less "tacit knowledge"—knowledge of how one should deal with oneself, with one's work, and with others. How do I decide what are important problems to work on? How do I write up my research findings in a way that interests and convinces others? How can I decide on the best potential outlets for my manuscripts? How can I be a productive scholar without neglecting other responsibilities? How do I wisely create opportunities for myself on the job market?

Tacit knowledge, and the ability to act upon it, is critically important at determining young scholars' success in academia. The goal of this course is to teach tacit academic knowledge in a way that helps PhD students to make more informed work-related decisions, and in a way that supports PhD students in their building gratifying, successful careers. The course will consist of three 4-hour sessions, in which the following questions will be addressed: (1) How to get your research published?, (2) How to get your proposals funded?, (3) How to optimize your productivity?, (4) How to deal with setbacks and experience gratification from your work?, (5) How to develop an own style of work?, and (6) How to avoid sloppy science and to ethical research? Students can attend all sessions, but alternatively they can also choose to attend those sessions that are of most interest to them.

When: Spring semester

#5 – Conducting a Meta-Analysis

2 ECTS

(coordinator: Joyce Endendijk)

This course is primarily intended for researchers (DaSCA students/PhD students/CAS staff) who are involved in, or who will start conducting a meta-analysis. The aim is to go through all the steps of a meta-analysis, from defining the research question and designing a literature search strategy, to analyzing and writing down the results in a scientific article. Open science principles in the context of meta-analysis will also be discussed. The course consists of seven meetings (max. 2 hours each) that are each dedicated to a specific step of the meta-analysis: 1) research question & in- and exclusion criteria, 2) literature search, 3) writing the introduction, 4) coding system, 5) effect sizes & multilevel approach, 6) reporting results, 7) writing the discussion. Participants prepare for the meetings by reading literature on meta-analyses as well as high-quality examples of meta-analyses, and by bringing in drafts of sections of their own study. The meetings provide researchers with the opportunity to cooperate, to give and receive peer-feedback, and to share tips and tricks regarding best practices for meta-analyses. In case group members have not started with a meta-analysis yet, they can be asked to select a meta-analytical article and prepare a critical contribution on this article which will be discussed during one of the meetings.

When: between February and May. Dates will be set in consultation with the participants of the course.

6 - Conceptual and Methodological Issues in Intervention Research

1.5 ECTS

(coordinators: Janna Keulen/Natasha Koper/Inge van der Valk)

The aim of this course is to develop a deeper understanding of conducting intervention research. During this advanced course, which is primarily intended for PhDs who are themselves involved in intervention research, issues that researchers may encounter will be addressed. These issues concern conceptual, methodological, and practical issues involved in planning and carrying out intervention research, such as:

- Conceptualizing, designing, and testing behavioral/social interventions;
- Implementing rigorous design in (clinical) practice (eligibility, recruitment, enrollment, assessment of intervention integrity);
- Testing interventions for diverse populations;
- Selecting measures / instruments for screening and/or risk assessment and/or evaluation;
- Planning and conducting the data analysis;
- (cost-)effectiveness;
- Moderator/mediator models);
- Issues involved in reporting and publishing of intervention studies (what to report, in which journals; and ethical issues).

Next to PhD students, more experienced researchers from in- and outside university participate in this intervention research group. As all participants are one way or another involved in intervention research, the didactic concept of this course is grounded in presentations and elaborate group discussion and reflection. Most meetings, one or two group members will present on their ongoing or finished intervention research, followed by a group discussion. Other meetings, one or two group members select an article and prepare a critical contribution, that is taken as the starting point for the meeting. Contributions can have different forms, such as discussing the results of one's own analyses, strategies for adequate analyses, an upcoming press release, the tension between science and practice, and so on. In this way, a group-based effort can spur on everyone's knowledge and skills relevant for conducting intervention research. In addition to the above, specific meetings are organized that focus on a certain topic associated with intervention research.

When: The meetings takes place around 4 times a year. Please indicate your interest by sending an email to cas@uu.nl.

Courses scheduled for 2025 – 2026 (courses may be updated)

- #7 - Publishing in Social Science** 1 ECTS
(coordinator: Sander Thomaes)
When: Spring semester.
- # 8 - Observational research** 2 ECTS
(coordinator: Rianne van Dijk & Monika Donker)
When: The course takes place every other year from February – April.
- #9 - Designing research using intensive longitudinal data** 1.5 ECTS
(coordinator: Astrid Poorthuis)
When: Six 2-hour meetings starting in February and taking place every 2 or 3 weeks. Dates will be set in consultation with the participants of the course.