

## Advanced Issues in Social Psychology (H002367)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 6.0**

**Study time 180 h**

**Course offerings and teaching methods in academic year 2026-2027**

A (semester 1)      Dutch      Gent      seminar

**Lecturers in academic year 2026-2027**

Van Hiel, Alain	PP07	lecturer-in-charge
Bostyn, Dries	PP07	co-lecturer
Depauw, Hilde	PS04	co-lecturer
Dierckx, Kim	PP07	co-lecturer

**Offered in the following programmes in 2026-2027**

	<b>crdts</b>	<b>offering</b>
<a href="#">Bachelor of Science in Sociology</a>	6	A
<a href="#">Master of Science in Psychology(main subject Theoretical and Experimental Psychology)</a>	6	A

**Teaching languages**

Dutch

**Keywords**

Certain course competences of experimental social psychology

**Position of the course**

- This course contributes to the educational line experimental psychology and is an advanced course in social psychology.

**Contents**

The content depends on the chosen topic.  
Topics can be chosen from the following domains: self-concept, self-esteem, person perception, attitudes, social schemata, stereotypes, automaticity, motivated cognition, group processes.

**Initial competences**

Sociale Psychologie

**Final competences**

- 1 To be able to relate and situate social psychological concepts, and to be able to demonstrate their implications
- 2 To know the recent developments in the domain of social psychology.
- 3 To define, prepare and develop a research question.
- 4 To be able to choose among a multitude of research methods and techniques.
- 5 To be able to design and evaluate a study.
- 6 To select and integrate literature in order to create knowledge.
- 7 To cooperate with colleagues, principals and staff.

**Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

**Conditions for exam contract**

This course unit cannot be taken via an exam contract

**Teaching methods**

Group work, Seminar

### Extra information on the teaching methods

Seminars with discussion groups. Developing a research proposal.  
This course assumes the responsible use of generative artificial intelligence (GAI).  
During the lessons, what this means will be explained.  
No lecture recordings will be made available.

### Study material

Type: Reader

Name: separate articles (primary literature)  
Indicative price: Free or paid by faculty  
Optional: no  
Language : English  
Number of Pages : 200  
Oldest Usable Edition : Not relevant, this is primary literature  
Available on Ufora : Yes  
Online Available : Yes  
Available in the Library : Yes  
Available through Student Association : No  
Additional information: Students consult articles while writing a research paper. They do not need to download them.  
Moreover, the articles are freely available.

### References

De Jong, K., Yassen, N. M., Seinen, T. M., Nimphy, C., Platania, N. M., Hughes, N. L., & Steggles, K. (2025). Physiological, acoustic, and self-reported responses to benign and challenging therapy situations: A pilot study with psychotherapy trainees. *Psychotherapy Research*, 1–10. <https://doi.org/10.1080/10503307.2025.2539403>

Ellemers, N., van der Toorn, J., Paunov, Y., & van Leeuwen, T. (2019). The Psychology of Morality: A Review and Analysis of Empirical Studies Published From 1940 Through 2017. *Personality and Social Psychology Review*, 23, 332-366.

Greene, J. D. (2008). The secret joke of Kant's soul. In W. Sinnott-Armstrong (Ed.), *Moral psychology, Vol. 3. The neuroscience of morality: Emotion, brain disorders, and development* (pp. 35–80). Boston Review.

Major, B., Mendes, W. B., & Dovidio, J. F. (2013). Intergroup relations and health disparities: a social psychological perspective. *Health Psychology*, 32, 514-524. doi: 10.1037/a0030358.

Paxton, J. M., Ungar, L., & Greene, J. D. (2012). Reflection and reasoning in moral judgment. *Cognitive Science*, 36(1), 163–177.

Stanger, N., & Backhouse, S. H. (2020). A Multistudy Cross-Sectional and Experimental Examination Into the Interactive Effects of Moral Identity and Moral Disengagement on Doping. *Journal of Sport and Exercise Psychology*, 42, 185-200.

### Course content-related study coaching

- Interactive support using Ufora.
- Office hours: Kim Dierckx, Monday 10am to 12am.

### Assessment moments

continuous assessment

### Examination methods in case of periodic assessment during the first examination period

### Examination methods in case of periodic assessment during the second examination period

### Examination methods in case of permanent assessment

Assignment

### Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

**Extra information on the examination methods**

Evaluation of written and oral reports.

Feedback on the non-periodical evaluation:

on request by student, during all the phases of the task.

**Calculation of the examination mark**

The course consists of continuous assessment not tied to exam periods:

- Presentations: 60%
- Research proposal: 40%

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

If a student obtains less than 10/20 on one or more components of the continuous assessment, they can no longer pass the course as a whole. If the final score would nevertheless be a mark of ten or more out of twenty, this will be reduced to the highest unsuccessful mark (i.e., 9/20).

**Facilities for Working Students**

Possibility of feedback by appointment during and after office hours