Honours internship topics 2019-2020

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Psychology - Sleep research

Title:
Comparative sensitivity of behavioral sleep resistance measures in sleep-disordered patients and good sleeper controls

Promotor:
Prof. dr. O. Mairesse

Supervisor:
Prof. dr. O. Mairesse

Contact by...

☒ E-mail: olivier.mairesse@vub.be
☐ Telephone:
☐ Office:

How many people can be selected for this internship?
2 max

Language needed to do this internship?
Mostly French for the patient population. Dutch, French or English for the good sleeper controls

Abstract (max 250 words):
Unintentional sleep and performance impairment due to extended wakefulness are often the cause of traffic and work accidents. Therefore, large-scale screening instruments assessing the ability to resist falling asleep during monotonous tasks are needed. The current widespread computer use in industrial and home settings offers the possibility to use
software-based instruments as an alternative for expensive hardware interfaces to assess sleep resistance. In this study, we first aim to compare the sensitivity to sleep disruption of shortened versions (8 min) of two validated simple RT-based tasks (Psychomotor Vigilance Task (PVT) and the Behavioral Sleep Resistance Test (BSRT)) both in 1) sleep-disordered patients addressed to a sleep lab and healthy controls subjected to extended wakefulness (24h of sleep deprivation). The second aim is to determine for different classes of sleep disturbances to which amount of sleep deprivation in healthy subjects their baseline performance on both tasks corresponds. Finally these results will be compared against measures of executive functions, subjective assessments of sleepiness and fatigue and polysomnographic parameters.

**General timing described in the task section is:**

- [ ] Fixed
- [x] Flexible (may be required to perform assessments on Sundays)
- [ ] Other:

**The student can perform the following tasks:**

**T&I = Estimated timing and extra information**

Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

- [x] Read and select relevant literature, T&I: 2 days

- [] Develop research question(s), T&I:

- [] Develop a research design, T&I:

- [] Write a research proposal, T&I:

- [x] Develop and/or validate stimulus material/questionnaires, T&I: 2 days

- [x] Recruit participants, T&I: 10 days

- [] Conduct a Pilot study, T&I:

- [x] Conduct the actual study, T&I: 42 days

- [x] Analyze data that you collected yourself, T&I: 2 days
Will the student have the chance to become a co-author if the work leads to a publication?

☐ No, because
☑ Yes, if contribution is substantial and of quality

The student will need the following training at an estimated time which will be provided by:

☐ / 

The following prior knowledge is needed:

Skills required with MS Office package (Excel). Knowledge of statistical packages is a plus.
Several measures exist to assess the content of employees’ psychological contract—that is, their perception of the mutual obligations between themselves and their employer. In addition, measures also exist to assess the extent to which the psychological contract is breached (i.e., does the employer fulfill its obligations to the employee). However, these measures have all been developed and validated in the US, and no validated Dutch
General timing described in the task section is:

☐ Fixed:

☒ Flexible: At the start of the internship, we will develop a general timeline for the project and for the internship. The goal is to find a schedule that fits the available time of the applicant, while being sufficiently realistic to allow for meaningful progress in the project.

☐ Other:

The student can perform the following tasks:

T&I = Estimated timing and extra information

Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

☒ Read and select relevant literature, T&I: 40 hours

☐ Develop research question(s), T&I:

☒ Develop a research design, T&I: 40 hours

☒ Write a research proposal, T&I: 40 hours

☐ Develop and/or validate stimulus material/questionnaires, T&I:

☒ Recruit participants, T&I: 40 hours

☐ Conduct a Pilot study, T&I:

☒ Conduct the actual study, T&I: 40 hours
Will the student have the chance to become a co-author if the work leads to a publication?

- No, because
- Yes, the student will be the first author on the manuscript that will be written

The student will need the following training at an estimated time which will be provided by:

<table>
<thead>
<tr>
<th>Training 1: Confirmatory Factor Analysis, T&amp;I: 4 hours, provided by Prof. Tim Vantilborgh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training 2: Measurement invariance, T&amp;I: 4 hours, provided by Prof. Tim Vantilborgh</td>
</tr>
<tr>
<td>Training 3: Differential item functioning, T&amp;I: 4 hours, provided by Prof. Tim Vantilborgh</td>
</tr>
</tbody>
</table>

The following prior knowledge is needed:

- Some understanding of the basics of statistics and research methods is required.
Personality is often seen as stable individual differences in habitual patterns of behavior, thought and emotion. Whereas such a conceptualization of personality is straightforward, it also limits our understanding of (the effects of) personality. Individuals differ in their habitual thoughts, feelings and behaviors, but also in the way they respond to situations and the way they change and develop over time. This realization has led to a recent rise of studies focusing on either short- or long-term changes in personality.

In this internship, the idea is to perform a systematic review of those studies, which should allow us to get a better understanding of the triggers, consequences and correlates of personality change.
General timing described in the task section is:

- [ ] Fixed:
- [x] Flexible:
- [ ] Other:

The student can perform the following tasks:

* T&I = Estimated timing and extra information

Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

- [x] Read and select relevant literature, T&I:
- [x] Develop research question(s), T&I:
- [ ] Develop a research design, T&I:
- [x] Write a research proposal, T&I:
- [ ] Develop and/or validate stimulus material/questionnaires, T&I:
- [ ] Recruit participants, T&I:
- [ ] Conduct a Pilot study, T&I:
- [ ] Conduct the actual study, T&I:
- [ ] Analyze data that you collected yourself, T&I:
- [ ] Analyze existing data, T&I:
- [ ] Interpret and present data, T&I:
- [x] Write down findings in the form of a paper, T&I:
- [ ] Participate at a conference, T&I:
- [ ] Present the research at a conference, T&I:
- [ ] Other: ......., T&I:

Will the student have the chance to become a co-author if the work leads to a publication?
☐ No, because
☒ Yes, if the contribution is substantial

The student will need the following training at an estimated time which will be provided by:

/

The following prior knowledge is needed:

/
## Work and Organizational Psychology - Ecologically Momentary Assessment

### Title:

/  

### Promotor:

Prof. Dr. Sara De Gieter  
Prof. Dr. Joeri Hofmans  
Prof. Dr. Tim Vantilborgh

### Supervisor:

See promotors

### Contact by...

- E-mail: Joeri.hofmans@vub.be  
- Telephone: 
- Office:

### How many people can be selected for this internship?

2

### Language needed to do this internship?

English

### Abstract (max 250 words):

Influenced by rapid technological advancements during the last decades, a detailed assessment of individuals in naturalistic settings of daily life became feasible. The methods used for collecting such data can be subsumed under the umbrella of ambulatory assessment. In a typical
ambulatory assessment study, participants’ behaviors, feelings and cognitions (along with relevant situational features) are recorded repeatedly during the routine activity of everyday life. In a daily diary study on the effect of work demands on mental exhaustion, for example, participants would be asked to complete the same questionnaire (measuring their daily work demands and mental exhaustion) every day for two weeks. Although the merits of ambulatory assessment are well known, performing such studies can be challenging.

A key factor contributing to this is the lack of easy-to-use software. Hence, a first focus of the internship might be to look for and test (both commercial and open source) software packages for performing ambulatory assessment research. The outcome of this internship might take the form of a report that details the positive and negative aspects of those packages and offers an advice to researchers willing to engage in ambulatory assessment.

A second important factor is the lack of measurement instruments suitable for use in ambulatory assessment. To address this limitation, a second finality of the internship might be to look for/to construct/to test ambulatory assessment measurement instruments. The outcome of this internship might take the form of a report that details the construction of a measurement instrument suited for ambulatory assessment.

**General timing described in the task section is:**

- [x] Fixed
- [ ] Flexible
- [ ] Other:

**The student can perform the following tasks:**

**T&I = Estimated timing and extra information**

Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

- [x] Read and select relevant literature, T&I:
- [ ] Develop research question(s), T&I:
- [ ] Develop a research design, T&I:
- [x] Write a research proposal, T&I:
- Develop and/or validate stimulus material/questionnaires, T&I:
- Recruit participants, T&I:
- Conduct a Pilot study, T&I:
- Conduct the actual study, T&I:
- Analyze data that you collected yourself, T&I:
- Analyze existing data, T&I:
- Interpret and present data, T&I:
- Write down findings in the form of a paper, T&I:
- Participate at a conference, T&I:
- Present the research at a conference, T&I:
- Other: ......., T&I:

**Will the student have the chance to become a co-author if the work leads to a publication?**

- No, because
- Yes, if the contribution is substantial

**The student will need the following training at an estimated time which will be provided by:**

/ 

**The following prior knowledge is needed:**

/
Blend the Future - Blended learning in higher education - 1

**Title:**
Blended observations: what do classroom and online observations reveal about teachers’ use of blended learning?

**Promotor:**
Prof. dr. Katrien Struyven and/or Prof. dr. Jo Tondeur

**Supervisor:**
Dr. Céline Cocquyt and/or dra. Anja Garone

**Contact by...**
- E-mail: blendthefuture@vub.be
- Telephone:
- Office:

**How many people can be selected for this internship?**
1 or 2 maximum

**Language needed to do this internship?**
Depending on the observational context: Dutch or English

**Abstract (max 250 words):**
In a rapidly changing and global society, the VUB invests a lot in innovative learning environments, which integrate the strengths of online and face-to-face learning, the so-called blended learning. It is the ultimate goal of our project to improve the quality of education by professionalizing and supporting the VUB teaching staff with regard to blended learning.

During the upcoming academic year, we will launch several online courses
about educational innovation and a personalized blended trajectory regarding the implementation of blended learning for VUB teaching staff. Hence, we are interested in examining the online and offline educational practices of the participants of these professional development initiatives (PDI).

Possible research questions are:
How do face-to-face classes organized by participants of the PDI evolve throughout the year?
How do participants of the PDI use Canvas and the available tools throughout the year?
How do these face-to-face classes and online learning environments ‘blend’?

Suggested methodology: observational research

This research will be conducted in close cooperation with dra. Anja Garone, who currently is devoting her PhD-research to this topic.

General timing described in the task section is:

☐ Fixed
☒ Flexible: depending on when the participants follow the PDI
☐ Other:

The student can perform the following tasks:
T&I = Estimated timing and extra information
Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

☒ Read and select relevant literature, T&I: inherent part of the internship
☐ Develop research question(s), T&I:
☐ Develop a research design, T&I:
☐ Write a research proposal, T&I:
☒ Develop and/or validate stimulus material/questionnaires, T&I: developing an observation scheme
☐ Recruit participants, T&I:
| ☑ Conduction a Pilot study, T&I: testing and fine-tuning the observation scheme |
| ☑ Conduct the actual study, T&I: depending on the timing |
| ☑ Analyze data that you collected yourself, T&I: analysis of pilot data |
| ☑ Analyze existing data, T&I: |
| ☑ Interpret and present data, T&I: presentation of findings during research & team meetings |
| ☑ Write down findings in the form of a paper, T&I: in laymen’s terms |
| ☑ Participate at a conference, T&I: |
| ☑ Present the research at a conference, T&I: |
| ☑ Other: ......., T&I: |

**Will the student have the chance to become a co-author if the work leads to a publication?**

| ☑ Yes, if the pilot work is of high quality and if the student made a significant contribution in the research team. |
| ☑ No, because |

**The student will need the following training at an estimated time which will be provided by:**

Training possibilities can be discussed depending on the students’ prior knowledge

**The following prior knowledge is needed:**

Notions of and interest for observational research is a plus
Blend the Future - Blended learning in higher education – 2

Title:
Canvas usage and professional development preferences of university teaching staff

Promotor:
Prof. dr. Katrien Struyven and/or Prof. dr. Jo Tondeur

Supervisor:
Dr. Céline Cocquyt and/or dra. Anja Garone

Contact by...

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☐ Telephone:
☐ Office:

How many people can be selected for this internship?
1

Language needed to do this internship?
Dutch and English are possible

Abstract (max 250 words):
In a rapidly changing and global society, the VUB invests a lot in innovative learning environments, which integrate the strengths of online and face-to-face learning, the so-called blended learning. It is the ultimate goal of our project to improve the quality of education by professionalizing and supporting the VUB teaching staff with regard to blended learning.

Last academic year, our project-team conducted a VUB-wide survey among
VUB teaching staff. It examined Canvas usage and behaviour based on the UTAUT-scale, as well as professional development preferences. Throughout the upcoming year, replication studies in other institutions of higher education will likely take place. Consequently, there is a lot of data available to be analysed and reported upon. Hence, specific research questions can be discussed with the team.

Methodology: descriptive statistics, comparative statistics

This research will be conducted in close cooperation with dra. Anja Garone, who currently is devoting her PhD-research to this topic.

**General timing described in the task section is:**

- □ Fixed
- ✗ Flexible: the main data is collected and can be analyzed depending on the students’ timing
- □ Other:

**The student can perform the following tasks:**

**T&I = Estimated timing and extra information**

Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

- ✗ Read and select relevant literature, T&I: inherent part of the internship
- ✗ Develop research question(s), T&I: developing RQ’s based on available variables
- □ Develop a research design, T&I:
- □ Write a research proposal, T&I:
- □ Develop and/or validate stimulus material/questionnaires, T&I:
- □ Recruit participants, T&I:
- □ Conduct a Pilot study, T&I:
- □ Conduct the actual study, T&I:
- □ Analyze data that you collected yourself, T&I:
Will the student have the chance to become a co-author if the work leads to a publication?

- No, because
- Yes, if the student reveals findings that are not yet reported in an already published article

The student will need the following training at an estimated time which will be provided by:

- Training possibilities can be discussed depending on the students’ prior knowledge

The following prior knowledge is needed:

- Interest in statistics and knowledge of statistical software is a plus
Title: Neural correlates of social action sequences

Promotor: Frank Van Overwalle

Supervisor: Responsible experimenter

Contact by...

☒ E-mail: Frank.VanOverwalle@vub.be
☐ Telephone:
☐ Office:

How many people can be selected for this internship?

2

Language needed to do this internship?

English

Abstract (max 250 words):

An increasing number of studies demonstrate a role for the cerebellum in social processing (Van Overwalle et al., 2014; Van Overwalle et al., 2016). The main hypothesis is that the cerebellum is responsible for automatizing social actions sequences, so that social understanding and interaction can unfold very intuitively and smoothly. During this internship, to investigate the role of the cerebellum in social action sequences, depending on the design and focus of the specific experiment, you will help to develop these novel tasks (behavioral pilots), and/or you will investigate the neural correlates of a newly developed task using neuroimaging (fMRI). Examples
of social sequencing tasks can be found in Heleven et al. (2019) or Van Overwalle et al. (2019).

**General timing described in the task section is:**

- □ Fixed
- ☑ Flexible Since we have multiple research ideas regarding brain stimulation, the timing depends on the specific project. The timings below are just a suggestion. Durations should be correct.
- □ Other:

**The student can perform the following tasks:**

**T&I = Estimated timing and extra information**

Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

- ☑ Read and select relevant literature, T&I: During the whole internship
- □ Develop research question(s), T&I:
- ☑ Develop a research design, T&I: You will either help to develop novel action sequencing tasks (behavioral pilot studies), or you will investigate the neural correlates of an already newly developed task adjusted under the scanner (fMRI)
- □ Write a research proposal, T&I:
- ☑ Develop and/or validate stimulus material/questionnaires, T&I: If necessary, depends on design
- ☑ Recruit participants, T&I: The intern will help us recruiting participants voor the stimulation study, and can rely on our participant list.
- ☑ Conduct a Pilot study, T&I: If necessary
- ☑ Conduct the actual study, T&I: The student will use a specific neurostimulation technique (TMS or tDCS)
- ☑ Analyze data that you collected yourself, T&I: After conducting the experiment, the student will analyse the behavioral data.
- □ Analyze existing data, T&I:
Will the student have the chance to become a co-author if the work leads to a publication?

☐ No, because

☒ Yes, if the student understands the research and all steps in it so he/she can explain all research aspects and contribute in writing the article, did perform or contribute to the above checked steps in the research.

The student will need the following training at an estimated time which will be provided by:

Training 1: Neuroimaging fMRI technique, T&I: while conducting the experiment, provided the responsible experimenter.

The following prior knowledge is needed:

The student already has or will have knowledge about statistics for 2nd bachelors: correlations, ANOVA,...
Social processing impairments in cerebellar patients

Promotor:
Elien Heleven

Supervisor:
Elien Heleven

Contact by...
- E-mail: elien.heleven@vub.be
- Telephone:
- Office:

How many people can be selected for this internship?
2

Language needed to do this internship?
English, Dutch and French

Abstract (max 250 words):
An increasing number of studies demonstrate a role for the cerebellum in social processing (Van Overwalle et al. 2014; Van Overwalle et al. 2016). During this internship, you will investigate the effects of cerebellar brain lesions on social information processing, investigating cerebellar patients’ performances on a series of social tasks (e.g. the social sequencing tasks used in Heleven et al. 2019), and compare them to neurotypical healthy controls. If at any given moment we do not have sufficient patients to test, the student can choose to participate in other cerebellar projects of the lab.
General timing described in the task section is:

☐ Fixed:

☒ Flexible We would like the student to start as soon as possible since we currently have patients willing to participate. The study will however run for a long period of time.

☐ Other:

The student can perform the following tasks:

T&I = Estimated timing and extra information

Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

☒ Read and select relevant literature, T&I: During the whole internship

☐ Develop research question(s), T&I:

☐ Develop a research design, T&I:

☐ Write a research proposal, T&I:

☐ Develop and/or validate stimulus material/questionnaires, T&I:

☒ Recruit participants, T&I: The intern will contact recruited patients and will search for matching controls if needed.

☐ Conduct a Pilot study, T&I:

☒ Conduct the actual study, T&I: The student will make appointments with the patients and control participants and conduct the study at their home or where they are hospitalized.

☒ Analyze data that you collected yourself, T&I: After conducting the experiment, the student will analyze the behavioral data.

☐ Analyze existing data, T&I:

☒ Interpret and present data, T&I: The student will present the findings in a powerpoint presentation for the supervisor.

☒ Write down findings in the form of a paper, T&I: After all analyses and interpretation.

☒ Participate at a conference, T&I: Students will be given the opportunity
Will the student have the chance to become a co-author if the work leads to a publication?

- No, because
- Yes, if contribution is substantial and of quality.

The student will need the following training at an estimated time which will be provided by:

| Training 1: Experimental protocol, T&I: prior to conducting the experiment, provided by Elien Heleven. |

The following prior knowledge is needed:

- The student already has or will have knowledge about statistics for 2nd bachelors: correlations, ANOVA,...
- The student has a drivers’ license, access to a car and is fluent in French.
Social Psychology – Social Neuropsychology – 3

Title:
The effects of neurostimulation on social processing

Promotor:
Elien Heleven

Supervisor:
Elien Heleven

Contact by...

☒ E-mail: elien.heleven@vub.be
☐ Telephone:
☐ Office:

How many people can be selected for this internship?
2

Language needed to do this internship?
English

Abstract (max 250 words):
An increasing number of studies demonstrate a role for the cerebellum in social processing (Van Overwalle et al. 2014; Van Overwalle et al. 2016). During this internship, you will investigate the effects of cerebellar brain stimulation on (non-)social information processing using a neurostimulation technique (tDCS or TMS). Studies using these techniques are currently limited (Van Dun et al. 2017). Depending on the design and focus of the specific experiment, we will use a new or existing task. For example the social sequencing tasks used in Heleven et al. (2019).
General timing described in the task section is:

- [ ] Fixed
- [x] Flexible Since we have multiple research ideas regarding brain stimulation, the timing depends on the specific project. The timings below are just a suggestion. Durations should be correct.
- [ ] Other:

The student *can* perform the following tasks:

**T&I = Estimated timing and extra information**

Note: the promotor, supervisor and student will plan which tasks the student *will* perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

- [x] Read and select relevant literature, T&I: During the whole internship
- [ ] Develop research question(s), T&I:
- [x] Develop a research design, T&I: Based on new developments in neurostimulation literature we will develop a procedure
- [ ] Write a research proposal, T&I:
- [ ] Develop and/or validate stimulus material/questionnaires, T&I:
- [x] Recruit participants, T&I: The intern will help us recruiting participants voor the stimulation study, and can rely on our participant list.
- [x] Conduct a Pilot study, T&I: If necessary
- [x] Conduct the actual study, T&I: The student will use a specific neurostimulation technique (TMS or tDCS)
- [x] Analyze data that you collected yourself, T&I: After conducting the experiment, the student will analyse the behavioral data.
- [ ] Analyze existing data, T&I:
- [x] Interpret and present data, T&I: The student will present the findings in a powerpoint presentation for the supervisor.
- [x] Write down findings in the form of a paper, T&I: After all analyses and interpretation.
- [x] Participate at a conference, T&I: Students will be given the opportunity
Will the student have the chance to become a co-author if the work leads to a publication?

- No, because
- Yes, if the student understands the research and all steps in it so he/she can explain all research aspects and contribute in writing the article, did perform or contribute to the above checked steps in the research.

The student will need the following training at an estimated time which will be provided by:

Training 1: Neurostimulation techniques, T&I: while conducting the experiment, provided by Elien Heleven.

The following prior knowledge is needed:

The student already has or will have knowledge about statistics for 2nd bachelors: correlations, ANOVA,...
**Title:**
The effects of social rejection on persons engaging in non-suicidal self-injury

**Promotor:**
Elien Heleven and Imke Baetens

**Supervisor:**
Elien Heleven

**Contact by...**
- E-mail: elien.heleven@vub.be
- Telephone:
- Office:

**How many people can be selected for this internship?**
1

**Language needed to do this internship?**
English and Dutch

**Abstract (max 250 words):**
Non-suicidal self-injury (NSSI), defined as deliberate damage to the body surface without suicidal intent (Plener, Kaess, Schmahl, Pollak, Fegert, Brown, 2018), is a common phenomenon among adolescents, with a mean lifetime prevalence rate of 18% worldwide (Muehlenkamp, Claes, Havertape, & Plener, 2012). We will investigate whether social rejection provides a context which alters the perception of NSSI images in people engaging in NSSI. Based on the idea of pain offset relief conditioning, we expect NSSI images and context to be related to neutral or positive affect,
but not the context and feelings before engaging in NSSI such as the experience of social rejection. We expect our manipulation of social rejection, using the Cyberball task, to lead to a less positive view of the self. Based on the benefits and barriers model (Hooley & Franklin 2018), we hypothesize that the instability or disappearance of a positive self-image will lead to psychological and physiological reactions when other barriers (e.g. aversion for NSSI stimuli) are also weak or non-existing. We hypothesize more strong reactions for people that previously engaged in NSSI, as compared to healthy control subjects. Before and after the experimental task, we will ask our participants’ attitudes on specific benefits and barriers that are linked to NSSI, in order to test this. Depending on funding, this will be a behavioral or fMRI experiment.

General timing described in the task section is:

☐ Fixed:

☒ Flexible: We plan conducting the study in the second semester of the academic year 19-20 depending on ethical approvals and development of the design.

☐ Other:

The student can perform the following tasks:
T&I = Estimated timing and extra information

Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

☒ Read and select relevant literature, T&I: During the whole internship

☐ Develop research question(s), T&I:

☐ Develop a research design, T&I:

☐ Write a research proposal, T&I:

☒ Develop and/or validate stimulus material/questionnaires, T&I: If necessary

☒ Recruit participants, T&I: The intern will contact patients and will search for matching controls (probably first year bachelor students).

☐ Conduct a Pilot study, T&I:

☒ Conduct the actual study, T&I: The student will make appointments with
the patients and control participants and conduct the study at the Posner lab. If we will perform an fMRI study, the study will be conducted in the fMRI facilities of the University hospital in Ghent or Brussel.

☑️ Analyze data that you collected yourself, T&I: After conducting the experiment, the student will analyze the behavioral data.

☐ Analyze existing data, T&I:

☑️ Interpret and present data, T&I: The student will present the findings in a powerpoint presentation for the supervisor.

☑️ Write down findings in the form of a paper, T&I: After all analyses and interpretation.

☐ Participate at a conference, T&I:

☐ Present the research at a conference, T&I:

☐ Other: ......., T&I:

**Will the student have the chance to become a co-author if the work leads to a publication?**

☐ No, because

☑️ Yes, if contribution is substantial and of quality.

**The student will need the following training at an estimated time which will be provided by:**

Training 1: Experimental protocol, T&I: prior to conducting the experiment, provided by Elien Heleven.

Training 2: If we perform an fMRI study the student will follow an fMRI safety training, T&I: prior to conducting the experiment, provided by a responsible trainer.

**The following prior knowledge is needed:**

The student already has or will have knowledge about statistics for 2nd bachelors: correlations, ANOVA,...
Brain, Body and Cognition – Neurostimulation and cognition

**Title:**
The effect of tDCS on sequence learning

**Promotor:**
Natacha Deroost

**Supervisor:**
PhD student of Natacha Deroost (to be determined)

**Contact by...**
- E-mail: nderoost@vub.be
- Telephone:
- Office:

**How many people can be selected for this internship?**
1

**Language needed to do this internship?**
Dutch or English

**Abstract (max 250 words):**
Acquiring sensitivity about regularities in the environment, like sequencing actions in driving and sports, or sequencing sounds in language and music, is indispensable for human cognition. The process by which we acquire the knowledge to learn the correct order of successive actions in time is called sequence learning. During this internship, you will investigate the neural mechanisms underlying sequence learning by using a non-invasive brain stimulation technique, transcranial direct current stimulation (tDCS). It is presumed that tDCS modulates brain excitability at cortical and subcortical levels by shifting the resting potential of neurons. You will learn how to
apply anodal tDCS (1-2 mA) to healthy young adults during and after sequence learning as assessed in a computerized task, the serial reaction time task.

**General timing described in the task section is:**

- [ ] Fixed
- [x] Flexible between February and May 2020
- [ ] Other:

**The student can perform the following tasks:**

**T&I = Estimated timing and extra information**

Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

- [x] Read and select relevant literature, T&I: During the whole internship
- [ ] Develop research question(s), T&I:
- [x] Develop a research design, T&I: The student can contribute to the experimental design
- [ ] Write a research proposal, T&I:
- [ ] Develop and/or validate stimulus material/questionnaires, T&I:
- [x] Recruit participants, T&I:
- [x] Conduct a Pilot study, T&I:
- [x] Conduct the actual study, T&I: The student will apply tDCS during four sessions. Each session will last one hour, approximately.
- [x] Analyze data that you collected yourself, T&I: After conducting the experiment, the student will contribute to the data analysis.
- [ ] Analyze existing data, T&I:
- [x] Interpret and present data, T&I: The student will present the findings in a powerpoint presentation to the research team.
- [x] Write down findings in the form of a paper, T&I: After all analyses and interpretation.
Will the student have the chance to become a co-author if the work leads to a publication?

☐ No, because

☒ Yes, if the student understands the research and all steps in it so he/she can explain all research aspects and contribute in writing the article, did perform or contribute to the above checked steps in the research

The student will need the following training at an estimated time which will be provided by:

Training 1: tDCS, T&I: while conducting the experiment, provided by a PhD student of Natacha Deroost

The following prior knowledge is needed:

The student already has or will have knowledge about statistics: correlation, t-test (2nd bach), ANOVA and other multivariate analyses (3rd bach),... The student has obtained credits (min. 6 ECTS) in an introductory course cognitive psychology prior to the start of the internship.
Belgian Ageing Studies – Social gerontology – Art

Title:

ENCOUNTER#7, my body is (not) an object.

Promotor:

Dr. An-Sofie Smetcoren

Supervisor:

dra. Sylvia Hoens

Contact by...

☒ E-mail: Sylvia.Hoens@vub.be An-Sofie.Smetcoren@vub.be (always put us both in mailing)
☐ Telephone:
☐ Office:

How many people can be selected for this internship?

1

Language needed to do this internship?

Dutch

Abstract (max 250 words):

This internship will take place within the 'ENCOUNTER project'. This is a project created by artist Joost van Wijmen and focuses on people in care institutions where it wants to investigate in a practical performative way the ageing body, and thus the changes of their own body consciousness and the impact it has on the social interaction between older people and their social environment. As researchers we participate and support the research approach in which our aim is 2-fold:
1. Mapping out how people living in a residential care home experience the impact of physical change on their own identity. How do people experience the aging body? How much attention do they want to pay to their body? What does the body mean to a person?
2. Mapping out how people living in a residential care home experience the (growing) physical dependence and physical contact with care providers. What does physical contact do to the person? How do they experience this? (within the framework of care provision) Does the care for the body correspond to what they expect/wish? How do they deal with contact, intimacy, timidity, etc? What impact does this have on one's own identity?

The research results can serve to make healthcare professionals aware of taboo themes (nudity, intimacy, timidity, etc.) and can give advice on how to treat the aging body with respect and the emotional impact this has on the individual.

General timing described in the task section is:

- Fixed
- Flexible: The project starts in October, however, given the duration of the project and the multiple times of data collection, the timing can be considered as flexible.
- Other:

The student can perform the following tasks:

T&I = Estimated timing and extra information

Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

- Read and select relevant literature, T&I: during the whole internship, however, this will be the main focus/task in the beginning (to become acquainted with the theme)
- Develop research question(s), T&I: Already present, however, the intern can specify these questions (or develop subquestions) based on the literature.
- Develop a research design, T&I:
- Write a research proposal, T&I:
Will the student have the chance to become a co-author if the work leads to a publication?

☐ No, because

☒ Yes, if the student contributes to writing the report, they will of course have co-ownership. This is also the case if this research would lead to writing a scientific paper.

The student will need the following training at an estimated time which will be provided by:

Training 1: Creative research methodologies, T&I: the training is part of the course ‘Thesis seminar’, provided by dr. An-Sofie Smetcoren

Training 2: Training concerning Qualitative research, presentation of research results, etc., T&I: No dates of training yet, provided by the Doctoral Schools for Human Science
The following prior knowledge is needed:

Having an understanding of qualitative research designs and adjoining software (e.g. Max QDA) is considered to be an advantage, but not a necessity.
**Title:**

Narratives of the life course among lonely older adults

**Promotor:**

Prof. Liesbeth De Donder

**Supervisor:**

Lise Switsers

**Contact by...**

- E-mail: lise.switsers@vub.be
- Office: 3B247

**How many people can be selected for this internship?**

1

**Language needed to do this internship?**

Dutch

**Abstract (max 250 words):**

Are you curious about life stories of the elderly? Can you listen carefully? Then the life story method is suited to you. This method aims at collecting life events that the interviewee considers important in his life. Life stories also provide an image of changes in someone's life. As a research group, we are curious about the life stories of lonely older adults. Themes such as housing, participation, social contacts, income, work, etc. can certainly be
addressed in these life stories. This research work will focus on life story interviews, a literature review concerning narrative research will be developed, as gathering data and analyzing the life story interviews.

Furthermore, if you have also interest in quantitative research, we can conduct a survey within local municipalities in Flanders concerning local policy focusing on loneliness in later life.

**General timing described in the task section is:**

- [ ] Fixed
- [x] Flexible: Since we have multiple research ideas regarding brain stimulation, the timing depends on the specific project. The timings below are just a suggestion. Durations should be correct.
- [ ] Other:

**The student can perform the following tasks:**

_T&I = Estimated timing and extra information_

Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

- [x] Read and select relevant literature, T&I: During the whole internship
- [x] Develop research question(s), T&I: If the student is interested, a Quantitative and/or qualitative study can be conducted.
- [x] Develop a research design, T&I: Based on new developments in neurostimulation literature we will develop a procedure to conduct life story interviews with older adults.
- [ ] Write a research proposal, T&I:
- [x] Develop and/or validate stimulus material/questionnaires, T&I: Use and adapt life story interviews and procedures concerning life story research, if interested a survey concerning loneliness policy can be performed.
- [x] Recruit participants, T&I: The intern will help us recruiting participants voor the stimulation study, and can rely on our participant list.
- [ ] Conduct a Pilot study, T&I:
- [ ] Conduct the actual study, T&I:
Will the student have the chance to become a co-author if the work leads to a publication?

☐ No, because

☒ Yes, if the student understands the research and all steps in it so he/she can explain all research aspects and contribute in writing the article, did perform or contribute to the above checked steps in the research.

The student will need the following training at an estimated time which will be provided by:

/

The following prior knowledge is needed:

/
**BILD – Cultural Education**  
(Brussels research centre on innovation in learning and diversity)

**Title:**

| Cultural Mediation and Dementia |

**Promotor:**

| Free De Backer |

**Supervisor:**

| Free De Backer |

**Contact by...**

| ☑ E-mail: free.de.backer@vub.be |
| ☐ Telephone: |
| ☐ Office: |

**How many people can be selected for this internship?**

| 1 |

**Language needed to do this internship?**

| English |

**Abstract (max 250 words):**

In the near future, Europe will face an increased number of people with dementia. Dementia can affect everyone across age and population and the disease also affects the relatives. People with dementia are at high risk of isolation from the surrounding community and it may lead to a lack of joy in life. Their loss of situational awareness and loss of emotional control and understanding complicates their participation in ordinary social activities such as visiting a library or museum and participating in dance or music.
activities. Also, cultural institutions experience a lack of knowledge and competencies among the employees to be able to accommodate the growing group of people with dementia and the special needs for cultural dissemination required to include these citizens. Facing these challenges, the overall aim for the project is to create better social inclusion of people with dementia, through training of cultural mediators working in cultural institutions.

### General timing described in the task section is:

- **Fixed:**
- **Flexible:** The specific timing for certain tasks depends on what the project partners decide at the end of November (2019).
- **Other:**

### The student can perform the following tasks:

**T&I = Estimated timing and extra information**

Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

<table>
<thead>
<tr>
<th>Task</th>
<th>T&amp;I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and select relevant literature</td>
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</tr>
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<td>Develop research question(s)</td>
<td>T&amp;I</td>
</tr>
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<tr>
<td>Develop and/or validate stimulus material/questionnaires</td>
<td>T&amp;I</td>
</tr>
<tr>
<td>Recruit participants</td>
<td>T&amp;I: depends on the project decision; if so, the intern will assist us in recruiting participants for the tool-testing session</td>
</tr>
<tr>
<td>Conduct a Pilot study</td>
<td>T&amp;I: depends on the project decision</td>
</tr>
<tr>
<td>Conduct the actual study</td>
<td>T&amp;I</td>
</tr>
<tr>
<td>Analyze data that you collected yourself</td>
<td>T&amp;I: after conducting the pilot study, the student will analyse the data</td>
</tr>
<tr>
<td>Analyze existing data</td>
<td>T&amp;I</td>
</tr>
</tbody>
</table>
Will the student have the chance to become a co-author if the work leads to a publication?

☐ No, because
☐ Yes, if the student understands all the steps in the research, contributes to the research, and takes the lead in writing the manuscript.

The student will need the following training at an estimated time which will be provided by:

/

The following prior knowledge is needed:

/
Pleegzorg

Promotor:
Johan Vanderfaeillie

Supervisor:
Johan Vanderfaeillie

Contact by...

☐ E-mail: johan.vanderfaeillie@vub.be
☐ Telephone:
☐ Office:

How many people can be selected for this internship?
2

Language needed to do this internship?
Nederlands

Abstract (max 250 words):
Valoriseren van bestaande databases

General timing described in the task section is:
☐ Fixed
☒ Flexible
☐ Other:

The student can perform the following tasks:
**T&I = Estimated timing and extra information**
Note: the promotor, supervisor and student will plan which tasks the student will perform and when, taking into account that the internship will encompass a total of 45 to 50 full time days (i.e. 7 hours a day).

- Read and select relevant literature, T&I:
- Develop research question(s), T&I:
- Develop a research design, T&I:
- Write a research proposal, T&I:
- Develop and/or validate stimulus material/questionnaires, T&I:
- Recruit participants, T&I:
- Conduct a Pilot study, T&I:
- Conduct the actual study, T&I:
- Analyze data that you collected yourself, T&I:
- Analyze existing data, T&I:
- Interpret and present data, T&I:
- Write down findings in the form of a paper, T&I:
- Participate at a conference, T&I:
- Present the research at a conference, T&I:
- Other: ..., T&I:

**Will the student have the chance to become a co-author if the work leads to a publication?**
- No, because
- Yes,

**The following prior knowledge is needed:**
Kennis van het gebied van pleegzorg.