

Curriculum Vitae | **Gjalt-Jorn Peters**

This curriculum vitae has two forms. The first follows the principles set out in the San Francisco Declaration on Research Assessment and Declaration (2012) and the Dutch “Erkennen en Waarderen” (2019). The second uses the old format. This curriculum vitae is dated 2022-09-06.

Personal **information**

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Date (and place) of birth: 1981-10-26 (Sneek, the Netherlands)

References

Because this is an internal job application, part of the committee is familiar with some of my work. To facilitate gathering information about areas that are harder to assess from within the Open University, I list three references (with permission) that can be used to gather more information, if so desired.

Reference: research

I have collaborated extensively with prof. dr. Rik Crutzen over the years, on empirical studies as well as on developing theoretical and methodological ideas. I consider him best placed to evaluate my scientific skills.

Prof. dr. Rik Crutzen
Professor in Behavior Change and Technology, Maastricht University
rik.crutzen@maastrichtuniversity.nl

Reference: leadership

In 2020, Dr. Sylvia Roozen and I co-led an international consortium of over 150 experts in the fields of behavioural science, epidemiology, and communication science where we created an online tool (see Valorization section below). As a result, she is well placed to evaluate my leadership skills.

Dr. Sylvia Roozen
Secretary General, International Federation for Spina Bifida and Hydrocephalus
sylvia.roozen@ifglobal.org

Reference: valorization

Since my PhD project (2005-2008) I have collaborated extensively with Jellinek Preventie in general and drs. Floor van Bakkum in particular. As a consequence, she is well placed to evaluate my valorization skills.

Drs. Floor van Bakkum
Manager Preventie, Jellinek Preventie
floor.van.bakkum@jellinek.nl

Modern **form**

This form of the curriculum vitae is organized based on the requirements listed in the [vacancy](#) and the profile report as no convention exists as yet for curriculum vitae that conform to the [DORA](#) and “[Recognition and Rewards](#)” principles. Publications are sparingly listed where pertinent, but for the complete list, the reader is referred to the Old Form that is included below.

Research

The [vacancy](#) and profile report describe ‘leeropdracht’ (study field), based in the dual foci of translation methodology and statistics and meta science and augmented with a coherent research line, an emphasis on open science, the charge to professionalize colleagues regarding theory, methodology and statistics, as well as acquisition of funding.

Over the past decade-and-a-half since I defended my Phd. thesis, my research has shifted from behavior change research to facilitate the prevention of nightlife-related risk behavior towards methodological research. I retained the post-positivist perspective I was trained in during my PhD., and at present work on methods for quantitative research, qualitative research, and systematic reviews, with a strong Open Science focus (because of the importance of Open Science for this vacancy, this has a dedicated section below). I increasingly aim to connect philosophy of science to theory, methodology, analyses, and operations, reflecting on the epistemic affordances of the used implementations on each level.

My currently unfolding research line is centered around unequivocal and comprehensive construct definitions, developing methods to move from construct validity towards test validity, developing explorative qualitative methods to complement complex systems approaches in psychology, and developing and implementing operational procedures to facilitate open, cumulative living systematic reviews. This research line has the benefit of fitting well with the broad spectrum of meta-scientific, methodological, and statistical research that is currently ongoing in the two sections that will merge into the department of Theory, Methods, and Statistics. Over the years, it may act as a convenient lens to provide focus and facilitate convergence of these research efforts, catalyzed by broad external developments such as psychology coming to terms with the replication, theory, and measurement crisis; the Heerlen-Noord program; and the ELSA lab (Ethical, Legal, and Societal Aspects of AI).

To briefly illustrate this research line, I selected a four-page preprint, a presentation I gave in August at the European Health Psychology Society, and an open source and open access repository that I am involved in developing (in progress). For a full list of my publications, see the Old Form CV.

Peters, G.-J. Y., Zörgő, S., & van der Maas, H. (2022). The Qualitative Network Approach (QNA). PsyArXiv. <https://doi.org/hwzj>

Peters, G.-J. Y., Ackermans, R., & Gruijters, S. (2022). *After the End of Construct Validity: Thinking About and Studying How Psychological Measurement Instruments Work*. EHPS 2022. <https://osf.io/v5hkc>

[PsyCoRe.one](#): Decentralized Unequivocality: Open Construct Definitions and instructions to support research and practice.

Open Science

The [vacancy](#) and profile report list an emphasis and proven track record in Open Science.

I am strongly committed to Open Science in the definition outlined by [UNESCO](#) and including practices such as preregistration. I have co-founded and am currently Editor-in-Chief of *Health Psychology Bulletin*, the first Health Psychology journal dedicated to operate consistent with Open Science principles. I make my scientific products publicly available, preregister my research, post preprints for articles, and regularly encourage colleagues to do the same. Within my university, I am involved in several committees where I advocate for Open Science principles such as building Open Infrastructure, using open-source software, creating a platform for structural science communication and knowledge translation (i.e., valorization), and creating the infrastructure required to make it easy for researchers to share all their materials and data.

I develop an analysis suite for qualitative research that facilitates applying Open Science principles when doing qualitative research (the Reproducible Open Coding Kit; ROCK), and I co-led the development of a preregistration form for systematic reviews. In addition, I developed and maintain the {preregr} R package (<https://preregr.openscience>), a package to democratize and diversify the preregistration form landscape, realize machine-readable preregistrations, and allow preregistration forms to be embedded in R Markdown or Quarto-based workflows. Together with James Green and a number of other researchers I developed OpenDrawer, an initiative to make it as easy as possible to declare the existence of a dataset (<https://opendrawer.org>).

I am advisory board member of the Open Science special interest group in the European Health Psychology Society (see next section), and I am the contact person for the nascent Open Science Community Heerlen. In addition, I co-authored a number of articles specifically promoting Open Science practices, a selection of which is listed below.

Peters, G.-J. Y., Abraham, C. S., & Crutzen, R. (2012). Full disclosure: Doing behavioural science necessitates sharing. *The European Health Psychologist*, *14*(4), 77–84. <https://doi.org/10.31234/osf.io/n7p5m>

Peters, G.-J. Y., Kok, G., Crutzen, R., & Sanderman, R. (2017). Health Psychology Bulletin: Improving publication practices to accelerate scientific progress. *Health Psychology Bulletin*, *1*(1), 1–6. <https://doi.org/10.5334/hpb.2>

Kwasnicka, D., ten Hoor, G. A., van Dongen, A., Gruszczyńska, E., Hagger, M. S., Hamilton, K., Hankonen, N., Heino, M. T. J., Kotzur, M., Noone, C., Rothman, A. J., Toomey, E., Warner, L. M., Kok, G., Peters, G.-J., & Luszczynska, A. (2020). Promoting scientific integrity through open science in health psychology: Results of the Synergy Expert Meeting of the European health psychology society. *Health Psychology Review*, *1*–17. <https://doi.org/10.1080/17437199.2020.1844037>

Teaching

The [vacancy](#) and profile report list affinity with methodological innovations in the bachelor curriculum, educational innovation in a broader sense, and an emphasis on a critical academic attitude, and the aim to stimulate post-initial professional development within the faculty and externally.

Since I taught my first methods and statistics course in 2001 (as a second-year student), I have taught methods and statistics courses every year, first at Maastricht University, and then at the Open University of the Netherlands. In this period, I taught all courses common to the psychology bachelor curriculum, and participated in the development of most of them. In addition, since I completed the Intervention Mapping summer school in Maastricht in 2004, I have been regularly teaching about behavior change science. Over the years, I have developed materials for and taught introductory courses in qualitative and quantitative methods, advanced quantitative methods, general methodology, behavior change science, and basics of philosophy of science. Outside student education settings I have taught more advanced topics such as systematic reviews, meta-analyses, sample size planning, qualitative methods, preregistration, Open Data and data management, and specific sets of analyses required for applied behavior change research.

I constantly look for ways to improve the curricula and courses I am involved in. This has resulted in the development of a number of approaches to optimize the didactic parameters of a course, such as facilitating achieving constructive alignment and creating item bank clusters that are both homogenous and valid (see the section on development of R packages below). Consistent with Open Science principles (also see that section below), I believe that all educational materials produced with public money should be Open Educational Resources. Two tangible educational innovations that I co-initiated in recent years were the transition away from SPSS in favor of jamovi and R and the migration of the previously scattered teaching materials around methodology and statistics to a collaborative open access book with a strong version control workflow.

In addition to producing regular course materials, I am involved in writing a number of Open Access books that share three purposes: support teaching by providing free resources for students; support knowledge translation and valorization by promoting novel methods; and promote Open Science. These books are listed here.

Open Methodologie en Statistiek (OpenMenS; many authors)

This book collects the texts in our Methods and Statistics curriculum that were previously separate PDFs scattered throughout various courses. It currently serves four purposes. First, combining these into one book supports our team's goal of optimizing the coordination and streamlining of these texts across the research skills curriculum. Second, incrementally adding new content decreases our reliance on Closed Science resources (e.g., paywalled textbooks). Third, this provides a persistent resource for our students throughout the curriculum, making it easy for them to (re)find things from previous courses as they work on their Bachelor's and Master's theses. Fourth, it provides a convenient resource in keeping staff members in other departments updated as the curriculum evolves to integrate the improved practices being developed in response to the replication crisis, the measurement crisis, and the theory crisis. We implemented a versioning scheme for the (living) book and aim to implement both a priori and structural quality control mechanisms involving peer review.

Rosetta Stats (many authors)

This book (but see [here](#) for Dutch-language version) supports teaching students about multiple statistical packages. It is based on Rosetta Code: the same analysis illustrated in different statistical packages. This prepares students for a job market where different employers use different packages.

The ROCK book (Zörgő & Peters)

This book is primarily meant to become a manual for using the Reproducible Open Coding Kit, an open standard for qualitative data representation and coding. We aim to slowly extend it to a full-fledged textbook on qualitative research.

The Book of Behavior Change (Crutzen & Peters)

This book was started as an Open Access guide to develop behavior change interventions, incorporating a number of newly developed theoretical and methodological tools.

SysRevvig (Peters)

This book will become an open access resource for conducting systematic reviews (e.g., qualitative reviews and meta-analyses) using the metabefor R package, both in general and embedded in teaching.

Impact (valorization)

The [vacancy](#) and profile report list the aim to valorize both the teaching and the research of the new department.

I strongly believe that researchers and universities have the responsibility to invest in knowledge translation as well as knowledge production. I try to take this responsibility by collaborating with prevention organizations and universities of applied sciences (i.e., 'hogescholen'). In addition, I regularly participate in advisory committees and co-initiate collaborations to address societal issues. Below, I list a number of recent examples.

VERLICHT

One of the neighborhoods of Heerlen, the Open University's hometown, is Heerlen-Noord. This is one of 20 neighborhoods that the Dutch government will invest heavily in over the next years (see <https://bit.ly/krant-2022-kabinet-achterstand-probleemwijken-wegwerken>). In this program, I co-developed and co-coordinate the monitoring part. This is an opportunity for the department of Theory, Methods and Statistics to simultaneously further develop better construct definitions, valid measurement instruments that work well with populations with practical education and often low literacy, better understanding of the relevant behavior change processes, and contribute to societal impact (<https://verlicht.one/docs/1>).

Academy of Behavior Change

Together with four collaborators, I founded the Academy of Behavior Change, of which I am currently secretary and treasurer. The Academy of Behavior Change is a Dutch foundation founded to improve the quality of the development and application of behavior change expertise.

Your COVID-19 Risk

In March 2020, together with three other board members of the Academy of Behavior Change, I initiated the [Your COVID-19 Risk](#) project. In this project we ultimately united over a 150 experts from all over the

world. Over a period of two months, I co-led this group of volunteers as we developed an online tool that helped people estimate their risk to contract and spread COVID-19. The tool included a behavior change intervention, was translated to 22 languages, and was used by more than 60000 people in over a hundred countries.

MDMA Policy think tank

In 2019, together with four other experts (dr. Jan van Amsterdam, dr. Ton Nabben, drs. Floor van Bakkum, and drs. Judith Noijen) I initiated a think tank on MDMA policy. We gathered a group of 18 experts in various fields related to drug policy, and over 2019 and 2020, we developed and applied an extension of Multi-Criterion Decision Analysis and we wrote a report that we presented to politicians, policy makers, journalists, and scientists.

van Amsterdam, J., Peters, G.-J. Y., Pennings, E., Blickman, T., Hollemans, K., Breeksema, J. J. J., Ramaekers, J. G., Maris, C., van Bakkum, F., Nabben, T., Scholten, W., Reitsma, T., Noijen, J., Koning, R., & van den Drink, W. (2021). Developing a new national MDMA policy: Results of a multi-decision multi-criterion decision analysis. *Journal of Psychopharmacology, OnlineFirst*. <https://doi.org/10.1177/0269881120981380>

Celebrate Safe

From 2015 onwards, I have been a member of the Celebrate Safe project group. Celebrate Safe is a public-private collaboration between nightlife organizations (representing festivals as well as clubs), prevention organizations, nightlife first-aid organizations, security organizations, and scientists. The goal is to create a safer nightlife together.

Presentations, workshops, and (social) media

I regularly provide presentations and workshops to various professional organizations, and am sometimes interviewed by journalists. To give an impression, I listed six examples here.

- Advice session about Intervention Mapping and behavior change (Trimbos Institute, January 2020)
- Newspaper article about Your COVID-19 Risk (Volkskrant, May 2020)
- Online Intervention Mapping training (Radboud University, September 2020)
- Newspaper article about MDMA Policy Think Tank (NRC, November 2020)
- Presentation “Students, alcohol, drugs, and tobacco” (Trimbos Institute, November 2020)
- Presentation about MDMA Policy Think Tank (Unity, Jellinek, December 2020)

In addition to traditional media, I communicate research findings and engage in discussions on Twitter (see the section on network and collaborations).

R package development

I develop, contribute to, and maintain a number of R packages and jamovi modules that aim to serve both functions of open-source scientific infrastructure outlined above: implement newly developed theoretical, methodological, and statistical advances; and make existing methods accessible to the wider scientific community. For the oldest of these packages (userfriendlyscience), I included a citation suggestion: this package has currently been cited 105 times. I list the packages I contribute to and maintain below.

R package name	Downloads per month	Number of downloads*
<i>Packages available for use (i.e., submitted to CRAN)</i>		
userfriendlyscience provides access to more sophisticated functionality in other packages.	1041	72599
ufs is a refactored and updated version of userfriendlyscience . This package is also a jamovi module.	1363	65577
rosetta supports the Rosetta Stats book and implements a number of R functions designed to operate similar to their SPSS equivalents in terms of interface and output. This package is also a jamovi module.	450	19085
rock implements the Reproducible Open Coding Kit for R, facilitating adhering to Open Science principles in qualitative research and encouraging documentation of decisions and justifications.	421	16133
behaviorchange implements a number of recently developed theoretical and methodological tools for behavior change researchers and intervention developers. This package is also a jamovi module.	561	27286
psyverse contains functions to improve definitions, operationalizations, and consistency of psychological constructs	268	7890
justifier implements a very generic approach that enables machine- and human-readable decisions and justifications.	368	14371
rmdpartials enables creating R Markdown partials that can allow nicely formatted output when a function is used in an R Markdown file.	1004	27177
preregr contains functions to specify, create, and complete preregistration forms in a human- and machine-readable format	261	2916
limonaid facilitates both programmatically producing LimeSurvey surveys (that can then be imported) and importing data from LimeSurvey surveys.	315	2470
yum contains functions to work with and parse YAML files.	416	17248
totals:	6468	270435
<i>Packages under development</i>		
gdpR helps anonymize datasets to comply with the GDPR legislation.		
mdmcda implements Multi-Decision Multi-Criterion Decision Analysis.		
comma fills the gap between project-specific tasks and general-purpose credit taxonomies such as CRediT by enabling contribution matrix conversions.		
metabefor supports the comprehensive planning of entities to extract in systematic reviews and enables creating open, machine-readable, and easily combinable extraction forms, facilitating the creation of open cumulative living systematic review databases		
scda implements single case design analyses.		
md4e facilitates developing course materials and item banks in Markdown (optionally R Markdown).		

bookmark allows embedding and processing of metadata in bookdown and quarto projects.

* Note that the numbers of downloads are underestimates as they only include CRAN downloads: downloads of jamovi modules and downloads of the development version (through the GitLab repositories) are not counted.

Network and collaborations

The [vacancy](#) and profile report list a network relevant to the research of the Department of Theory, Methods, and Statistics.

I believe that personal development, scientific progress, and innovations in education are fostered by frequent interaction with people outside one's own team. By facilitating perspectives that go beyond the customs of one's own immediate environment, such interactions can shed new light on issues and promote novel solutions.

Therefore, I have long been an active member of the European Health Psychology Society (EHPS), having been a board member of the Synergy subdivision as well as the Executive Committee for a number of years. During this time, I also started an EHPS WhatsApp group to facilitate social interaction and community building that currently has around 250 members. I am also involved, although to a lesser degree, in the communities around the European Society for Prevention Research (EUSPR), the Club Health conference, the International Society for Quantitative Ethnography, and the (Dutch) Association for Research in Psychology and Health (ARPH). I also have contacts at organizations such as the Center for Open Science, the Cochrane Collaboration, and the UCL Center for Behavior Change. Outside academia my network mostly spans professional prevention organizations that are active in Dutch nightlife settings, such as Jellinek Preventie, VeiligheidNL, the Trimbos Institute, Soa Aids Nederland, and Rutgers, regional prevention organisations such as Mondriaan in Limburg, Novadic-Kentron in Noord-Brabant, and Parnassia in Zuid-Holland, as well as hogescholen (polytechnics or universities of applied sciences) such as Hogeschool Zuyd, Fontys, Hogeschool Utrecht, and the Thomas More hogeschool in Antwerp.

I actively participate in scientific discussions on Twitter, mostly in three partly intertwined communities that are centered around 1) Open Science in psychology; 2) statistics, methods, and data science; and 3) health psychology and behavior change. My twitter handle is [@matherion](#) and I currently have around 1800 followers.

Funding, awards, and supervision of PhD candidates

The [vacancy](#) and profile report list experience with acquiring funding and supervision of PhD candidates.

The most notable funding opportunity that I am involved in concerns the Heerlen-Noord program. This represents a long term (25 years) investment to ameliorate the circumstances in this deprived neighbourhood. Together with two co-coordinators, I developed an innovative monitoring approach for which we are in the process of recruiting two staff members. Over the next years and decades, this initiative promises to generate numerous opportunities for funding research projects that simultaneously serve the research line of the Department of Theory, Methods, and Statistics and achieve societal impact. In addition, the Dutch ministry of Interior and Kingdom Relations of the Netherlands is interested in implementing this approach nationally, producing additional opportunities for valorization.

Thus far, I have been selective in grant proposal submissions. In 2019, I submitted two grants to a ZonMw call, both addressing nightlife-related risk behavior. One of these was awarded (€400K), and the PhD candidate we recruited is currently working on this project. In the university's multidisciplinary research program and associated call, I co-submitted and was awarded two PhD. Students. The first, Sjuul Dirkx, is supervised together with prof. dr. Bart Frijns and prof. dr. Karel Kreijns. The second, Birce Yılmazkarasu, is supervised together with prof. dr. Roland Klemke and dr. Deniz Iren.

Together with prof. dr. Bart Frijns I am involved in the ELSA lab. This "Ethical, Legal, and Societal Aspects of Artificial Intelligence" lab is positioned on the Brightlands campus and forms a hub for multiple grant initiatives and related activities. One of its aims is to leverage artificial intelligence solutions to address societal issues related to financial literacy, debts, and poverty. In this multi-organization endeavor we represent the Open University in a large group including Brightlands, Maastricht University, the Dutch Police, the Dutch Tax Office, Statistics Netherlands, and Hogeschool Zuyd. One of the main grants that has been obtained thus far concerns a multi-year subsidy to develop an ambitious Free/Libre Open Source Software platform for ESM/EMA (Experience Sampling Method and Ecological Momentary Assessment) data collection as well as administration of JITAIs (Just In Time Adaptive Interventions) in a way that facilitates augmentation with machine learning.

I have also been involved, albeit not as an initiator, in a number of other successful grant proposals. Recent examples are the Safe Sport Allies Erasmus+ Collaborative Partnership initiated by the Thomas More Hogeschool in Antwerp, the subsidies that funded the Celebrate Safe projects that were awarded directly by the Dutch Ministry of Health, Wellbeing and Sports, and a recent subsidy to develop an intervention targeting party tourists in Amsterdam.

In 2017, I was nominated for the OU Science Prize. Apart from this, I have not won any awards. (I also never self-nominated, despite learned societies typically awarding candidates following self-nomination.)

PhD candidate supervision

I have been co-promotor for six PhD candidates. Two have already obtained their PhDs (dr. Siu Hing Lo, 2011; dr. Sylvia Roozen, Cum Laude, 2019) and four are in the process (drs. Marwin Snippe, drs. Tjeerd de Zeeuw, drs. Sjuul Dirkx, and drs. Birce Yılmazkarasu). I have been involved in several other PhD projects as collaborator (e.g., dr. Gill ten Hoor, dr. Jeroen Bommelé, and dr. Nathalie Berninger).

Leadership, service, administration, and editorial responsibilities

For the past years, I have been in a small number of leadership roles. One marked example is the Your COVID-19 Risk project from 2020, where Sylvia Roozen and me co-led a team of over 150 experts in behavior change, health promotion, and epidemiology to develop an open source online tool in 22 languages to support COVID-19 preventative behaviors. More recently, I was appointed as associate professor, and since that time I have started taking up more leadership roles in the section of Methods and Statistics. To prepare for my becoming the chair of this section in January 2023, I am currently following an intensive Academic Leadership course.

Throughout my career, I have been active in various service and administration roles and committees, such as Faculty Councils and Education Committees, at my current and previous university. Currently, I am a

member of the Research Operations Board, the Library Committee, and the Enterprise Architecture team at the university level, as well as and the Research Council at the faculty level. I have held several board roles in learned societies (see the section on Network and Collaborations). I strongly value socializing, and in a less formal capacity frequently initiate and stimulate social gatherings.

I am currently Editor-in-Chief of Health Psychology Bulletin and a member of the Research Methods and Data Analysis Editorial Board of Health Psychology Review. I review for a variety of journals in health psychology and the wider discipline.

Old **form**

This curriculum vitae follows the format that was common before [DORA](#) and "[Erkennen en Waarderen](#)".

Professional experience

2021-present: Associate Professor, Open University of the Netherlands

In my current position I support the section chair in leading the section. In addition to shifting to a more supervisory role regarding colleagues' research and teaching efforts I become increasingly involved in the coordination of the research efforts of our faculty, both within the faculty and more broadly. The latter manifests itself specifically in my involvement in the ELSA lab (Ethical, Legal, and Societal Aspects of AI) and the co-development and co-coordination of VERLICHT, the monitoring program of Heerlen-Noord.

2011-2021: Assistant Professor, Open University of the Netherlands

In this position I taught statistics, specifically coordinating the courses Introduction to Research and Cross-Sectional Research and being involved in the other methods and statistics courses in the psychology curriculum. In my research, I studied the theory, methods, and statistics used in psychology in general and intervention development and behavior change in particular, as well as studying nightlife-related risk behavior.

2008-2011: Post Doc, Maastricht University

This was a combined job as post-doc/teacher, where I studied fear appeal effectiveness and the preference for fear appeals exhibited by intervention developers and several other categories of key actors, such as politicians. In addition, I coordinated a course where we stimulated students' self-reflection skills and basic academic skills, and taught statistics, systematic behavior change (Intervention Mapping), and social psychology.

2004-2008: PhD Candidate, Maastricht University

In my PhD project, I conducted research on determinants of various ecstasy use-related behaviors and subsequently developed a website serving as a behavior change intervention.

2001-2004: Various teaching and research assistant jobs, Maastricht University

During my study of psychology, I fulfilled various teaching and research assistant jobs. I have taught courses in statistics (introduction to statistics, an(c)ova, repeated measures, regression (linear and logistic), test-theory (both classic and modern) and chi-square), programming (Delphi), introduction to cognitive psychology, and personality psychology. As research assistant, I assisted with data entry and the development of a psychological instrument to assess malingering.

Education

2004-present: Various courses, trainings and workshops

Most courses, trainings and workshops I attended concerned statistical methods. In addition, in my role as board member of Synergy, a subdivision of the European Health Psychology Society, I have organized and attended several expert meetings on various topics in health psychology. A notable exception is the

intensive Academic Leadership course that I am in the process of following in preparation for my transition to roles with more emphasis on leadership.

2000-2004: Psychology (Cum Laude), Maastricht University

I studied a psychology curriculum designed to emphasize modern developments in the field, specifically the biological and cognitive revolutions. Within this curriculum, I specialized in cognitive ergonomics.

1999-2000: Computer Science, University of Twente

Based on my affinity with ICT and coding, I started studying computer science upon high school graduation. However, this curriculum turned out to be mostly about mathematics instead of actual coding, and I stopped after six months.

Taught workshops, trainings, and seminars

I frequently teach short or long workshops, trainings, and seminars, mostly in methods and statistics and in behavior change, at all levels up to and including the post-academic level. This section lists a small but representative selection of recent examples.

- 2022-08-23 Peters, G.-J. Y. & Noone, C. *Preregistration for fun and profit: a workshop in two parts.*
[European Health Psychology Society conference | workshop | Bratislava, Slovakia]
- 2021-02-17 Gruijters, S. L. K., & Peters, G.-J. Y. *Meaningful change definitions: a power-up for sample size computations.*
[Open Science SIG of the European Health Psychology Society | webinar | online]
- 2021-01-31 Zörgő, S., & Peters, G.-J. Y. *Open Science and the Reproducible Open Coding Kit.*
[International Conference on Quantitative Ethnography 2020 | workshop | online]
- 2021-01-22 Verboon, P., & Peters, G.-J. Y. *The generalized logistic model in single case designs.*
[D-Day 2020 | workshop | Poitiers, France & online]
- 2020-09-17 Peters, G.-J. Y. *Intervention Mapping: A lightning workshop.*
[Radboud University | workshop | online]
- 2019-09-03 Crutzen, R., & Peters, G.-J. Y. *Improving behavior change intervention effectiveness: determining determinant importance and optimizing behavior change techniques effectiveness.*
[European Health Psychology Society | workshop | Dubrovnik, Croatia]
- 2019-03-21 De Hoog, N. & Peters, G.-J. Y. *Introduction to Systematic Reviews and Meta-Analysis.*
[Open University of the Netherlands | workshop | Eindhoven, the Netherlands]

Quantitative indicators of scientific performance

Although quantitative indicators of scientific performance are not indicative of a researcher's scientific performance, their competences, or their contributions to scientific progress, they form the core of the old approach to academic curriculum vitae and have therefore been included here.

My scientific output has been cited around 6000 times. My H-index is 33 and my i10-index is 54. I have 13 publications that have received 100 citations or more. The most cited article was cited 709 times (Kok et al., 2016); my most cited first-author article was cited 634 times (Peters, Ruiters & Kok, 2013). The majority of my most-cited publications were published in health psychology's flagship journal, *Health Psychology*

Review (present impact factor: 9.638). [My Google Scholar profile](#) shows the number of citations to each of my publications.

Publications, sorted anti-chronologically

A selection of publications that are in preparation, under review, and in typesetting

Peters, G.-J. Y., Crutzen, R., and other authors TBD. *Knowing What We're Talking About: Facilitating Decentralized, Unequivocal Publication of and Reference to Psychological Construct Definitions and Instructions*. To be submitted to Meta Psychology.

Crutzen, R., & Peters, G.-J. Y. (2022). *A lean method for selecting determinants when developing behavior change interventions* [Preprint]. PsyArXiv. <https://doi.org/hph9>. In revision.

Crutzen, R., & Peters, G.-J. Y. (2022). *The Regression Trap: Why Regression Analyses Are Not Suitable For Selecting Determinants To Target In Behavior Change Interventions* [Preprint]. PsyArXiv. <https://doi.org/gkx2bf>. In revision.

Grujters, S. L. K., Fleuren, B. P. I., & Peters, G.-J. Y. (2021). *Crossing the seven Cs of internal consistency: Assessing the reliability of formative instruments* [Preprint]. PsyArXiv. <https://doi.org/10.31234/osf.io/qar39>

Grujters, S. L. K., & Peters, G.-J. Y. (2019). *Gauging the impact of behavior change interventions: A tutorial on the Numbers Needed to Treat* [Preprint]. PsyArXiv. <https://doi.org/10.31234/osf.io/2bau7>. Under review.

Metz, G., Peters, G.-J. Y., & Crutzen, R. (2022). *Acyclic Behavior Change Diagrams: A Tool to Report and Analyze Interventions* [Preprint]. PsyArXiv. <https://doi.org/hrz4>. In revision.

Peters, G.-J. Y., Roozen, S., Crutzen, R., ten Hoor, G., Kwasnicka, D., Varol, T., et al. *The Your COVID-19 Risk Assessment Tool, Data Analysis and Open Access Data Repository*. Rejected; to be resubmitted.

Peters, G.-J. Y. & Zörgő, S. *The Reproducible Open Coding Kit: A Human- and Machine-Readable Standard for Coding Qualitative Data*. To be submitted to the International Journal of Qualitative Methods.

Crutzen, R. & Peters, G.-J. Y., et al. *An international comparison of determinant structures: evidence for different determinant structures or different measurement?* To be submitted to Psychology & Health.

Peters, G.-J. Y. *Diamond Plots: A tutorial to introduce a visualisation tool that facilitates interpretation and comparison of multiple sample estimates while respecting their inaccuracy*. Preprint, to be submitted to Health Psychology Bulletin. <https://doi.org/10.31234/osf.io/fzh6c>

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