Maastricht University *Leading in Learning!*

Prospectus | 08/09

Faculty of Psychology and Neuroscience

Master

Faculty of Psychology and Neuroscience

Prospectus

Master of Science in Psychology (MSc)

2008 • 2009

Maastricht University

P.O. Box 616 6200 MD Maastricht
The Netherlands

FACULTY of PSYCHOLOGY and NEUROSCIENCE

Visiting Address:	Universiteitssingel 40, East 6229 ER Maastricht
Postal Address:	P.O. Box 616 6200 MD Maastricht
Telephone:	+31 (0)43 - 38 81911/38 8436
Fax:	+31 (0)43 - 38 84575

Edited by: *Irma Kokx, Nico Metaal*
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Timetable Master

programme 2008-2009

	August					September				
week	**31**	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
Mon		4	11	18	25	1	8	15	22	29
Tue		5	12	19	26	2	9	16	23	30
Wen		6	13	20	27	3	10	17	24	
Thu		7	14	21	28	4	11	18	25	
Fri	1	8	15	22	29	5	12	19	26	
Sat	2	9	16	23	30	6	13	20	27	
Sun	3	10	17	24	31	7	14	21	28	

	October					November				
week	**40**	**41**	**42**	**43**	**44**	**44**	**45**	**46**	**47**	**48**
Mon		6	13	20	27		3	10	17	24
Tue		7	14	21	28		4	11	18	25
Wen	1	8	15	22	29		5	12	19	26
Thu	2	9	16	23	30		6	13	20	27
Fri	3	10	17	24	31		7	14	21	28
Sat	4	11	18	25		1	8	15	22	29
Sun	5	12	19	26		2	9	16	23	30

	December					January				
week	**49**	**50**	**51**	**52**	**1**	**1**	**2**	**3**	**4**	**5**
Mon	1	8	15	22	29		5	12	19	26
Tue	2	9	16	23	30		6	13	20	27
Wen	3	10	17	24	31		7	14	21	28
Thu	4	11	18	25		1	8	15	22	29
Fri	5	12	19	26		2	9	16	23	30
Sat	6	13	20	27		3	10	17	24	31
Sun	7	14	21	28		4	11	18	25	

	February					March					
week	**5**	**6**	**7**	**8**	**9**	**9**	**10**	**11**	**12**	**13**	**14**
Mon		2	9	16	23		2	9	16	23	30
Tue		3	10	17	24		3	10	17	24	31
Wen		4	11	18	25		4	11	18	25	
Thu		5	12	19	26		5	12	19	26	
Fri		6	13	20	27		6	13	20	27	
Sat		7	14	21	28		7	14	21	28	
Sun	1	8	15	22		1	8	15	22	29	

	April					May				
week	**14**	**15**	**16**	**17**	**18**	**18**	**19**	**20**	**21**	**22**
Mon		6	13	20	27		4	11	18	25
Tue		7	14	21	28		5	12	19	26
Wen	1	8	15	22	29		6	13	20	27
Thu	2	9	16	23	30		7	14	21	28
Fri	3	10	17	24		1	8	15	22	29
Sat	4	11	18	25		2	9	16	23	30
Sun	5	12	19	26		3	10	17	24	31

	June					July				
week	**23**	**24**	**25**	**26**	**27**	**27**	**28**	**29**	**30**	**31**
Mon	1	8	15	22	29		6	13	20	27
Tue	2	9	16	23	30		7	14	21	28
Wen	3	10	17	24		1	8	15	22	29
Thu	4	11	18	25		2	9	16	23	30
Fri	5	12	19	26		3	10	17	24	31
Sat	6	13	20	27		4	11	18	25	
Sun	7	14	21	28		5	12	19	26	

Agenda

19-08 till 22-08 Inkom (General Introduction)
01-09 till 05-09 Introduction week
08-09 till 24-10 First Course period
23-10 Exam A (or paper)
24-10 Exam B (or paper)
16-12 Resits A, p.1.
18-12 Resits B, p. 1

27-10 till 12-12 Second Course period

11-12 Exam A (or paper)
12-12 Exam B (or paper)
22-12 till 02-01 Christmas Break, no lessons

17-02 Resits A, p.2.
19-02 Resits B, p.2
23-02 till 27-02 Carnaval, no lessons

10-04 till 13-04 Easter Break, no lessons
30-04 Queen's Birthday, no lessons
01-05 no lessons
04-05 no lessons
05-05 Liberation Day, no lessons
21-05 Ascension, no lessons
22-05 no lessons

01-06 With Monday, no lessons

Table of Contents

Introductory Note

Central to our faculty is the training of Bachelor and Master students in Biological and Cognitive Psychology. Students will benefit from the comprehensiveness of our curriculum and will have ample opportunities to conduct research with faculty members who work on the cutting edge of their fields.

Our psychology curriculum consists of a three-year Bachelor programme and two separate Master's programmes. As far as the latter are concerned, the regular Master's programme comprises several one-year tracks, while the Research Master consists of two-year tracks.

Tracks within the regular Master focus on exciting themes that bear strong relevance to practical problems. In the field of Applied Cognitive Psychology, these are: *Health and Social Psychology*, *Psychology and Law,* and *Work and Organisational Psychology*. In the field of Biological Psychology, there are the following tracks: *Developmental Psychology*, *Cognitive Neuroscience* and *Neuropsychology*.

The aim of the Research Master is to train students who want to pursue a career as a researcher. Within this master, four specializations are offered: *Cognitive Neuroscience*, *Fundamental Neuroscience, Neuropsychology* and *Psychopathology*.

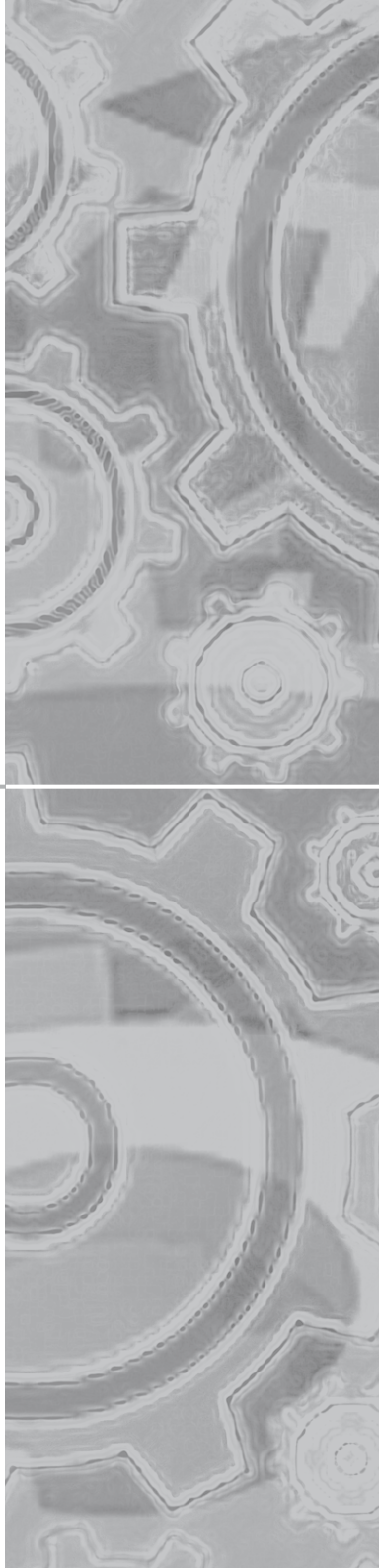
This prospectus gives a detailed description of the various courses that form the building blocks of our Master's programmes. A brief summary of the main issues in each course is given, but also more practical information (e.g., books, course coordinators etc.). In addition, all the important dates are included, such as the beginning and the end of the academic year, holidays, courses, exams, and internships. Furthermore, the prospectus provides an overview of the organization of the faculty and the rules and regulations relating to exams. Finally, this prospectus may serve as a reference book for students and staff.

The faculty wishes all students a productive and academically inspiring year!

Maastricht, July, 2008
Prof. dr. Harald Merckelbach,
Dean of the Faculty of Psychology and Neuroscience

For more information, go to: www.psychology.unimaas.nl

Psychology at Maastricht University



The Maastricht Psychology Curriculum

The Psychology Programme at Maastricht University started in 1995. Two turbulent and influential developments in psychology have helped to shape the profile of the Psychology Programme. The one concerns the rise of Cognitive Psychology and the other that of Biological Psychology.

One of the key issues in Cognitive Psychology is that our behaviour is not primarily determined by the events that happen around us, but rather by our interpretation of them. It's not the creaking branch in dark woods that causes the solitary walker to run away frightened, but rather the interpretation of that sound. If you were inexperienced and frightened you would be inclined to associate this noise with something scary. If on the other hand you are familiar with forest noises you could interpret it differently and exhibit different behaviour. All kinds of often unconscious 'thought processes' take place between the stimulus from outside and our reaction or response to this. These we call cognitive processes. The rise of Cognitive Psychology is linked to the large-scale application of the computer. The way in which the computer transcribes raw data into workable information seems to be a fruitful metaphor for the way people think. It is because of this association that the cognitive approach is also referred to as the 'information processing approach'.

Biological Psychology takes as its starting point that everything we consciously or unconsciously perceive, do and think, is based on patterns of brain activity. One must realize that there are more neurons in our brain than there are stars in the universe. This explains why the human brain is considered to be the most complex structure around. Each neuron is linked with at times up to 10.000 other neurons! The relationship between brain, cognition and behaviour is investigated with the aid of various techniques. The most recent 'brain-imaging' techniques make it possible to look into the living and working brain and to measure where the activity changes when you are thinking, doing or perceiving something. In addition, other techniques are used which make use of psychofarmaca. These influence the precarious balance between various neurotransmitters, which can change one's thinking, acting and perceiving.
The first two years of study, however, will deal with all the sub-disciplines and aspects of psychology as is the case elsewhere, but when relevant, explicit attention will be paid to the typical 'Maastricht character: Cognitive and Biological Psychology.

The Master's programme of Study

The three-year Bachelor Programme is followed by a one-year Master's programme in the medium of English. Students who have completed the Bachelor Programme in Psychology in Maastricht can automatically move on to one of the tracks of this Master's programme. This Programme of study comprises two specializations: Biological Psychology and Applied Cognitive Psychology. Depending on the specialization chosen in the Bachelor Programme, students can choose one of the following three tracks from the specialization of Biological Psychology: (1) Neuropsychology, (2) Developmental Psychology, and (3) Cognitive Neuroscience. Within the specialization of Applied Cognitive Psychology

students can choose one of the following three tracks: (1) Psychology and Law, (2) Health and Social Psychology, and (3) Work and Organisational Psychology. Alongside a number of theoretical courses, the major focus in this year will be on the internship training and the writing of the Master's thesis.
The Faculty of Psychology and Neuroscience also offers a two-year Research Master's programme with four specializations: (1) Cognitive Neuroscience, (2) Fundamental Neuroscience, (3) Neuropsychology and (4) Psychopathology. This programme is meant for students who wish to specialize further in doing research. A selection procedure will be part of the assessment for admission.

The Approach to Instruction: Problem-Based Learning (PBL)

The particular character of what is offered at the Maastricht Faculty of Psychology and Neuroscience is not only determined by Cognitive and Biological Psychology but also by the specific approach to instruction: Problem-Based Learning (PBL). PBL is generally characterized by the following main features:

1. *Student-Centred*

As opposed to other traditional educational approaches, Problem-Based Learning is not centred on the transfer of information from the lecturer to the student, but is rather based on the learning process of the student. Not the lecturer, but the student is central.

2. *Problems Form the Basis for Learning*

Problems form the starting point for the learning process. Students discuss these in depth in small groups. These problems are formulated in such a way that students are led to pose all types of questions pertaining to explanations for these problems. Based on this, students will formulate more pinpointed questions on the subject matter, which they will attempt to find answers to by studying the relevant literature.

3. *Tutorial Groups*

Instruction takes place in tutorial groups of approximately 10 members who meet once or twice weekly. Individual cases are worked with during these meetings based on what has been taught in the courses. The tutorial groups are led by tutors who guide and monitor the learning process.

4. *Self-motivation*

The problem-based approach and group discussions stimulate students to acquire relevant knowledge, insight and skills fairly independently and the emphasis is on self-motivation.

5. Progress Test
There is an examination or a paper at the end of each course. In addition, there will be progress tests arranged according to the various disciplines and which form part of the examination system. The progress test assesses students on the final level of knowledge that needs to be achieved. This allows students to evaluate their progress for the final aim of the course and compare results of the entire year group. The result will provide insight into the level of knowledge that has been reached in the various (sub-)disciplines.

Learning Resources

The principles of Problem-Based Learning have numerous consequences for the way learning resources are used. It is, for instance, not absolutely necessary that all students in a tutorial group use the same textbook to familiarize themselves with the basic knowledge on a particular theme or section in the field of psychology. There are various courses for which not one, but a variety of mutually comparable basic textbooks are recommended.
PBL stimulates students to consult a variety of sources in addition to the basic information that can be found in the prescribed textbooks. These other sources can be found in the Learning Resources Centre (see chapter 4.5). From the outset, it is important that students learn to deal with different and sometimes conflicting sources of information and learn to draw conclusions independently about the value of the various insights gained. An essential learning resource, mentioned separately here, is the course manual.

Course Manuals

The subject matter is divided over a number of courses. Each course in problem-based education has a course manual. This is put together by a team of lecturers and students under the guidance of the course coordinator, and comprises all the essential information on the instruction for the course period; i.e. the person responsible for the course, what the course is about, what students need to know by the end of the course, skills taught during the course period, essential and recommended literature, and what lectures are given. The course manual also contains the problems or tasks that are guidelines for studying the subject matter. It is always handed out to students shortly before the course period begins. The data that are gathered from the evaluation of the tuition at the end of the course are in turn used to improve the course manual for the following year.

Internationalization

One of the features of Maastricht University's study profile is internationalization. Scientific developments and the labour market do not stop at Dutch borders and a number of graduates will find employment on the international labour market. In order to prepare students for this, certain courses will be run in English and also opportunities for studying or doing an internship abroad will increase. Furthermore, well-known guest lecturers from elsewhere will be invited to do certain aspects of the programme.

The faculty has started various exchange programmes for students over the past number of years. In future, it will be possible to have an exchange programme for lecturers and possibly also joint research projects as well.
A recent report of exchange programmes can be obtained from the International Office, Phone (043) 38 81920, 40 Universiteitssingel East, Room 5.749, e-mail: international@psychology.unimaas.nl .

Organization of the Faculty of Psychology and Neuroscience

If you do not know who is responsible for what in the Faculty of Psychology and Neuroscience (FPN), you would not know who to approach about questions, suggestions, information or complaints. This section will explain how the FPN is organized and managed.

Faculty Board

The Faculty Board, referred to as The Board, is the most important governing body of the Faculty of Psychology and Neuroscience. It consists of four members: the Dean, who is also the Chairperson, the Portfolio Holder for Research, the Portfolio Holder for Innovation and the Portfolio Holder Education. Two students who have an advisory vote also attend Board meetings. The Board consists of the following persons:

- Chairperson: Harald Merckelbach (Dean), Portfolio Holder for General Affairs, Development, Personnel, Finance, Emancipation Affairs, Internal and External Relations, Internationalization, ICT, Accommodation/new buildings, Phone (043) 38 81945, 40 Universiteitssingel East, Room 5.731;
- Portfolio Holder for Research: Rainer Goebel, Phone (043) 38 84014, 40 Universiteitssingel East, Room 4.753;
- Portfolio Holder for Innovation: Bernadette Jansma, Phone (043) 38 81934, 40 Universiteitssingel East, Room 4.742;
- Portfolio Holder for Education: Arie van der Lugt, Phone (043) 38 82347, 40 Universiteitssingel East, Room 2.732;
- Student Members:
  André de Zutter (ID 297607);
  Marjolein de Nooijer (ID 356859);
- Secretary: Ed Sprokkel (Director Faculty Office). Phone (043) 38 82174, 40 Universiteitssingel East, Room 5.735.

Faculty Council

The Faculty Council is a democratically chosen co-management body that advises the Board and regularly consults with it, with or without having been asked to do so. The Council consists of 10 members, four of whom are chosen from the academic personnel,

one from the supporting members of staff and five from the students registered at the FPN. The Faculty Council chooses a chairperson either from its members or from elsewhere.
The Faculty Council comprises the following persons for the 2008-2009 academic year:
Academic Personnel:

- Chairperson: Saskia van Bergen, Phone (043) 38 84536, 40 Universiteitssingel East, Room 3771;
- Supporting Staff: Ellen Blaauw, Phone (043) 38 84002, 40 Universiteitssingel East, Room 5.773;
- Staff-members:
  Ellen Jongen, Phone (043) 38 84525, 40 Universiteitssingel East, Room 4.737;
  Anton de Vries, Phone (043) 38 84043, 40 Universiteitssingel East, Room 5.742;
  Elke Smeets, Phone (043) 38 84325, 40 Universiteitssingel East, Room 3.753;
- Student Members:
  Caroline Beelen (ID 281301);
  Carsten Bours (ID 346233);
  Hanneke Poort (ID 410276);
  Thomas Meyer (ID 281123);
  Jo Stevens (ID 5000467);
- Secretary: Ed Sprokkel, Phone (043) 3882174, 40 Universiteitssingel East, Room 5.735.

Research Institute and Institute for Education

The two main tasks of the Faculty of Psychology and Neuroscience are the organization and carrying out of education and research. The Board has allocated most of these tasks to two institutes: the Research Institute and the Institute for Education. A Scientific Director heads both institutes. The Scientific Director of the Institute for Education is also referred to as the Director of Studies. Policy on research in the Faculty is supported by the Staff Officer for Research.

- Director of Studies: Nico Metaal, Phone (043) 38 84514,
  40 Universiteitssingel East, Room 3.732a;
- Director Research Institute: Peter de Weerd, Phone (043) 3884513,
  40 Universitietssingel East, Room 4.754;
- Staff Officer Research: Rense Hoekstra, Phone (043) 3884539,
  40 Universiteitssingel East, Room 5.732a.

Faculty Departments and Faculty Office

Anyone employed by the Faculty of Psychology and Neuroscience falls under one of the following five groups: the Department of Clinical Psychological Science, The Department of Work and Social Psychology, The Department of Cognitive Neuroscience, The Department of Neuropsychology and Psychopharmacology and the Faculty Office. Most of the people who have been appointed to one of the Departments are scientific staff members: people who conduct research or provide education. Personnel who provide immediate secretarial support to these members of staff, also belong to one of

the Departments. Most support personnel fall under the Faculty Office. This has various sections, each of which has its own field of interest, such as the Education Office, Financial Management, ICT and the research support. In total there are about 150 employees at the FPN. Each Department is headed by a Chairperson, appointed by the Faculty Board.

- Chairperson for Clinical Psychological Science: Anita Jansen, Phone (043) 38 81910, 40 Universiteitssingel East, Room 3.731a;
- Chairperson for Work and Social Psychology: Fred Zijlstra, Phone (043) 38 84337, 5 Universiteitssingel, Room 2.001;
- Chairperson for Cognitive Neuroscience: Bernadette Jansma, Phone (043) 38 81934, 40 Universiteitssingel East, Room 4.742;
- Chairperson for Neuropsychology and Psychopharmacology: Jan Ramaekers, Phone (043) 38 81951, 40 Universiteitssingel East, Room 2.736.

Organization of Education

In this brief survey in the Prospectus on the organization of the Faculty of Psychology and Neuroscience, we will provide certain additional information about how the education is organized. As stated previously, all education-related activities fall under the Institute for Education with the Director of Studies as its Head. A major part of the tasks pertaining to the organization and carrying out of the education falls under the Education Office (EO).

Education Office

The Education Office supports the Director of Studies and carries out further tasks in the field of policy, administration, organization, logistics and planning of the education. More specifically, the Education Office sees to matters such as the division of tutorial groups, processing study results, reservation of halls, maintaining EleUM, the evaluation of the education, etc. It provides information for students on all these matters. It is important that students direct their questions to the appropriate departments or persons. They should therefore have a look at the overview in chapter 4.1 in this Prospectus. The person in charge is the Head Education Office who sees to the day-to-day coordination of any further curriculum development and aligning the different parts of the programme, both organizationally and content-wise.
Head: Irma Kokx, Phone (043) 38 81883, 40 Universiteitssingel East, Room 5.771.

Commissions Supporting the Educational Programme

There are various commissions and groups that have been set up for the benefit of the education programme. Two of these are prescribed by law: the Education Committee and the Examination Board. In addition, the FPN has the following committees and/or groups: Course Planning Groups, Curriculum Year Groups, Educational Innovation Committee, Colloquium Doctum Committee, Progress Test Committee, Library Committee.

Education Committee

The Education Committee advises the Board and the Director of Studies, both in response to questions and on its own initiative, on matters that concern the educational programme. Its aim is to maintain and improve the quality of the educational programme in its entirety. This implies that the Education Committee engages itself with the structure and content of the programme in the light of the aims and the results to be achieved. The Education Committee does not deal with the details of the educational programme.

It consists of ten persons: five members of staff and five students who are registered at the FPN. The five student members are proposed by the student representatives on the Board in consultation with the Student Council. The five members of staff are put forward by the Faculty Departments. In this way a coordinator will be appointed from each of the following five groups: the basic programme (the first and second year of study), the third year and the Master's programme in Biological Psychology, the third year and the Master's programme in Cognitive Psychology, the group Internationalization and the group Educational Innovation.

The tasks of the five coordinators can be further described as follows:
The coordinator of the basic programme is responsible for the programme content for years 1 and 2, guiding the education through all its phases – from the preparatory phase to the delivery phase – and ensures that all educational roles are filled and that quality is assured. In addition, he/she is responsible for the coordination and adaptation of course content regarding quality and coherence and must align courses with one another, and ensure that they can be studied effectively.

The coordinator for Biological Psychology is responsible for the programme content year 3 of the Bachelor Programme and of the Master's specialization in Biological Psychology. He/she guides the education through all its phases – from the preparatory phase to the delivery phase – and ensures that all educational roles are filled and that quality is assured. In addition he/she is responsible for the coordination and adaptation of course content regarding quality and coherence and must align courses with one another, and ensure that they can be studied effectively.

The coordinator for Cognitive Psychology is responsible for the programme content for year 3 of the Bachelor Programme and of the Master's specialization in Cognitive Psychology. He/she guides the education through all its phases – from the preparatory phase to the delivery phase – and ensures that all educational roles are filled and that quality is assured. In addition he/she is responsible for the coordination and adaptation of course content regarding quality and coherence and must align courses with one another and ensure that they can be studied effectively.

The coordinator for Internationalization is responsible for aligning internationalization, electives and internships with one another.

The coordinator for Educational Innovation keeps track of innovations in academic education in general and in problem-based education in particular. He/she draws up an inventory of bottlenecks in the programme and where necessary, proposes measures for improvement based on actual findings.

The members of the Education Committee for the academic year 2008-2009 are the following:

- Chairperson and Coordinator Educational Innovation: Gerjo Kok, Phone (043) 38 84336, 5 Universiteitssingel, Room 3.013;
- Coordinator Biological Psychology: Erik van Loosbroek, Phone (043) 38 84045, 40 Universiteitssingel East, Room 4.747;
- Coordinator Cognitive Psychology: Carolien Martijn, Phone (043) 38 84067, 40 Universiteitssingel East, Room 3.748;
- Coordinator International Relations: Arjan Blokland, Phone (043) 38 81903, 40 Universiteitssingel East, Room 2.731;
- Coordinator Basic Programme: Herco Fonteijn, Phone (043) 38 81907, 40 Universiteitssingel East, Room 3.742;
- Student Members:
  Kim Hulsink (ID 321486);
  Tanja Butz (ID 331295);
  Kristof van Royen (ID 419885);
  Michel Meijer (ID i321044);
  Danique Jeurissen (ID 332526).

Examination Board

The Examination Board is responsible for seeing that the education and examination regulations are carried out. The Board also deals with requests for exemptions as well as with complaints about (the assessment of) a particular examination. However, the Examination Board will only entertain such a complaint once it has become clear that the student and the Course Coordinator cannot agree on the matter at hand. If a student disagrees with an assessment, he or she is supposed to talk first to the Coordinator. Individual questions about examinations and testing procedures can be directed to the Chairperson of the Examination Board during the consultation hours.
The members of the Examination Board for the 2008-2009 academic year are the following:

- Chairperson: Hanneke van Mier, Phone (043) 38 84010, 40 Universiteitssingel East, Room 4.744;
- Ingrid Candel, Phone (043) 38 81963, 40 Universiteitssinmgel East, Room 3.738;
- Pascal van Gerven, Phone (043) 38 84512, 40 Universiteitssingel East, Room 2.742;
- Gerard van Breukelen, Phone (043) 38 84001, 40 Universiteitssingel East, Room 5.750.

Course Planning Groups

The programme of study consists of various units referred to as 'courses'. The 'Course Coordinator' is the person who is primarily responsible for a particular course The Course Coordinator and two other members of staff and one student form the Course Planning Group. This team sees to the actual provision, organization and execution of a course. Part of each course is the tutorial meetings in small groups. These are run by a tutor, who might be a senior student and has attended a tutor training course, or it might be a member of staff. Members of the Course Planning Group are often tutors for that course. Practical training is part of almost all courses. The Coordinators of the practical training sessions in a course are also members of the Course Planning Group to ensure that the practical training and the content of the course are properly aligned. The names of the Course Coordinators are mentioned with the course descriptions in the following chapters.

Curriculum Year Groups

All Course Coordinators from a particular year of study consult regularly with one another in the Curriculum Year Group. They discuss how courses can be properly aligned with one another and review the results of the programme evaluations and how these might affect the design of a course in the following year. Plans for new courses are also presented to the relevant Curriculum Year Group.
Chairperson Curriculum Year Groups for Year 1 and 2: Herco Fonteijn, Phone (043) 38 81907, 40 Universiteitssingel East, Room 3.742.

Educational Innovation Committee

The Educational Innovation Committee keeps track of innovations in academic education in general and in problem-based education in particular. He/she draws up an inventory of bottlenecks in the programme and where necessary, proposes measures for improvement based on actual findings.
Coordinator: Gerjo Kok, Phone (043) 38 84336, 5 Universiteitssingel, Room 3.013.

Colloquium Doctum Committee

The Colloquium Doctum Committee is responsible for the carrying out of the Colloquium Doctum regulations.
Chairperson: Hanneke van Mier, Phone (043) 38 84010, 40 Universiteitssingel East, Room 4.744.

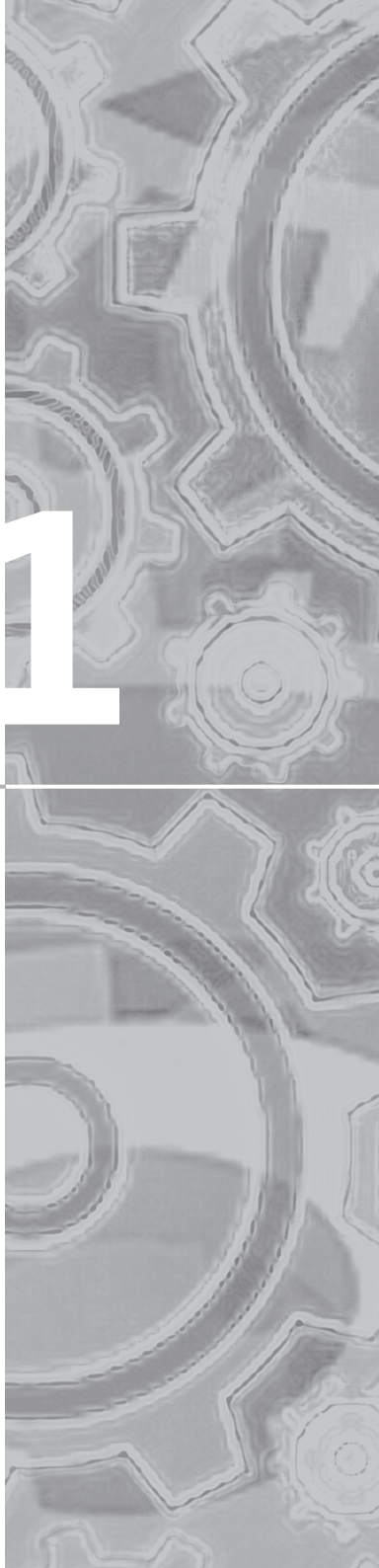
Library Committee

The Library Committee is responsible for the acquisition of literature for both the library and the Learning Resources Centre.

- Chairperson: Pascal van Gerven, Phone (043) 38 84512, 40 Universiteitssingel East, Room 2.742;
- Wijnand Raaijmakers, Phone (043) 38 81880, 40 Universiteitssingel East, Room 4.777a;
- Tom Smeets, Phone (043) 38 84506, 40 Universiteitssingel East, Room 3.743;
- Alex de Voogt, Phone (043) 38 84324, 5 Universiteitssingel, Room 2.021;
- Cor Meesters, Phone (043) 38 81488, 50 Universiteitssingel, Room 1. 349;
- Student Members: Sare Azizpor Faridan (ID 222909);
  Marjolein de Nooijer (ID 356859);
- Faculty Librarian: Jacqueline Klinkeberg, Phone (043) 38 85109, Gr. Looiersstraat/ Nieuwenhuisstraat 17, Room 2.000.

Discount on Books

It is possible to purchase study books at a discount through the Faculty Association, 'Luna-tik'. To qualify for this, you have to be a member (costs of membership is € 25, - for the full duration of your study). The telephone number for 'Luna-tik' is (043) 38 81957. It is based at 40 Universiteitssingel East, Room 1.765. The postal address is: Faculty Association Luna-tik, Faculty of Psychology and Neuroscience, P.O. Box 616, 6200 MD Maastricht.



1

Specialization
Applied Cognitive Psychology

1.1 The Master's specialization in Applied Cognitive Psychology

The Master's specialization in Applied Cognitive Psychology is divided into three tracks: Health and Social Psychology, Psychology and Law, and Work and Organisational Psychology. Each track consists of four courses, corresponding skills training, and a research project that is rounded off with a Master's thesis.

The *Health and Social Psychology* track aims at understanding behaviour (change) from a clinical and social psychology perspective. The main focus is on understanding how people's personality, cognitions and (social) environment influence their health and social functioning. Key issues concern automatic versus controlled influences on behaviour, self-regulation and the development of behaviour change programs.
The *Psychology and Law* track focuses on the psychological processes that operate in the legal process and draws most of its knowledge from experimental psychology. Some of the topics in legal psychology are: eyewitness memory, judicial decision making, lie detection and offender typologies.
The *Work and Organisational Psychology* track provides a sound basis in cognitive aspects of work psychology. Theories and practical aspects from three domains, personnel psychology (selection and career management), organisational psychology (motivation, leadership) and work psychology (safety, job design), will be presented.

Overview of the Tracks in the Master's specialization in Applied Cognitive Psychology

Period	Number of Weeks	Health and Social Psychology		
Period 1	7	HS411 Self-Control	HS412 Bad Habits	
Period 2	7	HS413 Planning Behaviour Change Programs	HS414 Manipulation	
	24	Research internship and Master's thesis		
Period	**Number of Weeks**	**Psychology and Law**		
Period 1	7	PL421 Forensic Psychology	PL422 Eyewitnesses and Victims	PL425 Practical training: Psychology and Law in Action
Period 2	7	PL423 Perpetrators and Defendants	PL424 Experts and their Decisions	
	24	Research internship and Master's thesis		

Period	Number of Weeks	Work and Organisational Psychology		
Period 1	7	WO431 Safety at Work	WO432 Human Resources	
Period 2	7	WO433 Organization and Cognition	WO434 Human Performance	
	24	Research internship and Master's thesis		

1.2 Track Health and Social Psychology

Overeating, excessive dieting and unsafe sex are examples of unhealthy and undesirable behaviour. From a multidisciplinary perspective, the track Health and Social Psychology studies the nature and origin of such 'bad habits'. For example, what is the contribution of the media and social comparison processes to a distorted body image? Are impulsive children more likely to become obese? What is the role of significant others and social norms in the willingness to practice safe sex? Students will learn to analyse the underlying mechanisms of (un)healthy and (anti)social behaviour, using recent theories and models from various (psychological) disciplines. With this knowledge, it is possible to systematically develop an intervention to change such behaviour. In their thesis, students do research, for example, as to why people maintain bad habits.

Course HS411 Self-Control - 5 European credits

Coordinator: Hugo Alberts, Clinical Psychological Science, Phone 38 81948, 40 Universiteitssingel East, Room 3.771, E-mail: h.alberts@psychology.unimaas.nl

Description of the Course

Why do some people eat too much? Why is it so hard for some people to get their alcohol consumption under control? Why do some people lose their temper very easily? Many people struggle with calories, cigarettes, emotions, and laziness every day and people vary enormously in their ability to succeed in self-regulation or control. Too much eating or drinking, not being able to control one's emotions, or impulsively buying new shoes are all examples that illustrate a lack of self-control. The often negative consequences of this type of behaviour show how important it is that people are able to control themselves. In the present course, the focus will be on issues related to excesses and regulatory failures which can occur in everyday situations, for example, too much smoking, eating, sex, shopping and so on. We shall consider these common self-control issues in all their theoretical and applied ramifications. The basic processes of self-control that will be studied are for example the self-regulation of affect and emotion, automatic vs. controlled self-regulation, the role of thinking (beliefs), and planning. In addition, attention will be paid to possible ways to improve self-control abilities.

Literature
Various articles and book chapters.

Practical Training: Increasing Self-control through Practice
Coordinator: Sandra Mulkens, Clinical Psychological Science, Phone 38 84052,
40 Universiteitssingel East, Room 3.755, E-mail: s.mulkens@psychology.unimaas.nl

The practical training consists of being a therapist for a colleague student client, and being a client of a colleague student therapist, working on an everyday self-control issue. The aim is to use the cognitive behavioural treatment protocol to reduce your most uncomfortable self-control deficit. The therapy is designed as a case study and apart from writing a case report, you present your case study during a symposium.

Instructional Approach
Tutorial group meetings of 3 hours each including debates, practical training meetings, lectures, symposium.

Form of Assessment
Essay questions, case report, presentation, paper.

Course HS412 Bad Habits - 5 European credits

Coordinator: Anne Roefs, Clinical Psychological Science, Phone 38 82191,
40 Universiteitssingel East, room 3.747, E-mail: a.roefs@psychology.unimaas.nl

Description of the Course
The goal of this course is to study theories, models, and empirical research on the borderline between social and clinical psychology, thereby aiming at explanations and predictions of behaviour, and in particular unhealthy and unwanted behaviours and cognitions. The approach of Bad Habits is multidisciplinary, in that it uses recent views from social psychology, social cognition, clinical psychology, and cognitive experimental psychology. Emphasis is put on understanding, explaining, and predicting bad habits. In this course, several recent theoretical views are used to explain how (un)healthy and (un)wanted behaviours develop and endure. Various types of bad habits in the broad sense of the word will be reviewed when you learn how people acquire these bad habits. You can think of unhealthy behaviour like drinking or eating excessively, a lack of self-control in general, stigmatization and stereotyping of other people, (a lack of) self-serving cognitions. With this, you will study the role of automatic and controlled processes in cognition and behaviour.

Literature
- Various scientific articles and book chapters;
- E-reader.

Practical Training
In the practical training of this course you will conduct a small experiment in groups of 3 to 4 students. You will program your own Implicit Association Test, test participants, conduct analyses, and write a short report about it. By doing this, you gain hands-on experience with a paradigm that is frequently used in this field, and thereby a more profound understanding.

Instructional approach
Tutorial group meetings of 3 hours each, practical training meetings, lectures.

Form of Assessment
Essay questions, a practical training report.

Course HS413 Planning Behaviour Change Programs - 5 European credits
Coordinator: Gerjo Kok, Work and Social Psychology, Phone 38 84336,
5 Universiteitssingel, Room 3.013, E-mail: g.kok@psychology.unimaas.nl

Description of the Course
Health and social psychologists in the field apply state-of-the-art theories and research to real-life problems in real-life settings: health, ecology, discrimination, or safety. This course introduces a process for creating behaviour change programs (Intervention Mapping), in which students are guided through a series of steps that will assist them in theory-based and evidence-based intervention development. Steps include a needs assessment, identifying performance objectives, determinants of behaviour, and program objectives; selecting intervention methods, translating methods into strategies and programs, and planning for program adoption, implementation, and evaluation. Participants study the theoretical background of each step and, at the same time, work in small groups on a practical problem, in this case a health topic. Lectures will introduce the various steps and provide illustrative examples of Intervention Mapping applications.

Literature
- Bartholomew, L.K., Parcel, G.S., Kok, G., & Gottlieb, N.H. (2006). *Planning health promotion programs; an Intervention Mapping approach*. San Francisco, CA: Jossey-Bass;
- Buunk, A.P., & Van Vugt, M. (2008). *Applying social psychology; from problems to solutions*. London: Sage;
- Various articles and book chapters;
- Workbook (will be provided).

Practical training: Applying Theories
Coordinator: Rob Ruiter, Work and Social Psychology, Phone 38 82413,
5 Universiteitssingel, Room 3.023, E-mail: r.ruiter@psychology.unimaas.nl

The practical training will provide strategies for finding appropriate theories and empirical data. Core processes for Intervention Mapping include accessing scientific literature from the behavioural sciences, i.e. social psychology to explain a given problem and develop theory- and evidence-based interventions.

Instructional Approach
Tutorial group meetings, small group tasks, assignments, lectures.

Form of Assessment
Essay questions, presentations and papers.

Course HS414 Manipulation - 5 European credits

Coordinator: Carolien Martijn, Clinical Psychological Science, Phone 38 84067, 40 Universiteitssingel East, Room 3.748, E-mail: c.martijn@psychology.unimaas.nl

Description of the Course
This course focuses on techniques and strategies to influence or 'manipulate' other people's opinions, judgments and behaviour. What factors are likely to instigate change, and how can their influence be explained? A common distinction in manipulation techniques or strategies is often made between those requiring systematic processing and those requiring heuristic processing. Systematic processing is related to persuasion; a sender carefully examines a persuasive message and if the arguments are relevant and strong (s)he may decide to adopt the message. In the case of heuristic processing, the sender is more likely to be influenced by the form of a message rather than its content. For example, when people are not really motivated to carefully examine a message or situation, attractive or highly similar people are more effective manipulators than ugly or dissimilar people. Both forms of influence will be discussed during this course. Other topics that will be addressed in this course are "knee jerk psychology" (direct manipulation techniques), the manipulative power of everyday and media role models, and subliminal manipulation (influence of subconscious messages). We will also study the influence of mood on persuasion (are you more subjective to persuasive message in a good or in a bad mood, and if so, how comes), and try to explain why some people are more subject to persuasive messages than others.

Literature
Various articles and book chapters.

Practical Training: Manipulation Strategies
Coordinator: Carolien Martijn, Clinical Psychological Science, Phone 38 84067, 40 Universiteitssingel East, Room 3.748, E-mail: c.martijn@psychology.unimaas.nl

Practical Training: Manipulation Strategies
During the practical small group will analyze a topical manipulation issue by means of diverse theories and models on social influence and attitude change. On the basis

of their analysis, students will design a strategy (i.e., a persuasive message or a social influence tactic) aiming at change in a predefined direction. Students will describe their analysis and strategy in a joint paper and give a presentation.

Instructional Approach
Tutorial group meetings of 3 hours each, practical training meetings, lectures.

Form of Assessment
Essay questions, written assignments, presentations.

1.3 Track Psychology and Law

How reliable are eyewitness testimonies? Do criminals such as Marc Dutroux have a brain dysfunction making them permanently dangerous to society? Questions such as these are typical for the discipline of Psychology and Law (PsyLaw). Psychologists with a background in PsyLaw ask questions that have direct relevance to the legal arena, and conduct research to address these questions. The aim of this programme is to make Master students familiar with typical themes from the PsyLaw domain. For example, students will learn how to analyse the reliability of eyewitness testimonies. In doing so, they will study memory from various perspectives. Another issue that will be addressed is, for example, testing. What tests can be used to detect liars and malingerers? Also, students will get acquainted with forensic psychological issues (e.g., mental disorders, risk assessment).

Course PL421 Forensic Psychology - 4 European credits
Coordinator: Kim van Oorsouw, Clinical Psychological Science, Phone 38 84050, 40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorsouw@psychology.unimaas.nl

Description of the Course
This course will focus on the development, assessment and treatment of criminal behaviour. During this course you will learn more about how (neuro)biological and environmental factors, but also mental (Axis I) disorders and personality (Axis II) disorders contribute to criminal behaviour. Perpetrators frequently suffer from mental disorders. Murderers, for example, are often psychopaths, but may also suffer from schizophrenia. Are there reliable ways to distinguish between different types of offenders? What is known about the psychophysiology and the assessment of psychopathy? What about other mental disorders?
Of course not all offenders suffer from a mental disorder. Once a crime has been committed, perpetrators often try to evade responsibility by feigning amnesia. There are instruments that can help to assess whether an offender actually suffers from a disorder or is malingering. After such an assessment has been made, the trier-of-fact has to decide on punishment: imprisonment, treatment in a forensic institution, or both? How can the best sanction be determined and what are the effects of detention

and/or treatment in a forensic institution? How do we know whether someone is ready to leave a forensic hospital? These and related topics will be covered in this course. At the end of it you will have gained knowledge about current issues and controversies connected to the causes of criminal behaviour, their assessment and treatment.

Literature
E-reader.

Practical training: Psychology and Law in Action (PL425)
Coordinator: Kim van Oorsouw, Clinical Psychological Science, Phone 38 84050, 40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorsouw@psychology.unimaas.nl

The practical training Psychology and Law in Action runs parallel to the other PL courses. For more information see PL425.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Essay questions.

Course PL422 Eyewitnesses and Victims - 4 European credits
Coordinator: Tom Smeets, Clinical Psychological Science, Phone 38 84506, 40 Universiteitssingel East, Room 3.743, E-mail: tom.smeets@psychology.unimaas.nl

Description of the Course
This course will provide you with insight into the psychology of eyewitnesses and victims. How well are eyewitnesses/victims able to recall the offence they witnessed/experienced? Can they accurately retrieve specific details of the offence when being questioned by the police? How should they be interviewed? Do their memories fade over time, or are these people always able to fully remember these horrific events? What are the consequences for people who experience traumatic events (i.e., can people cope with trauma)? Can traumatic experiences cause hippocampal atrophy? What do all of the above-mentioned questions imply for the courtroom? For instance, how should the court deal with cases of recovered memories? These and other issues will be addressed during the course. By the end of the course you will have gained more knowledge on current issues and controversies in eyewitness research and the psychology of victims; you will be familiar with the important terminology of Forensic Psychology (e.g., acute stress disorder, false memories, peritraumatic dissociation, Ribot's law, etc.); you will be able to give descriptions of methods typically used and experimental work done in these disciplines; and you will also have gained insight into the problems that arise out of court decisions which hinge upon eyewitness testimonies and/or testimonies from victims.

Literature
E-reader consisting of various articles and book chapters. (No single reference book will be used).

Practical training: Psychology and Law in Action (PL425)
Coordinator: Kim van Oorsouw, Clinical Psychological Science, Phone 38 84050, 40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorsouw@psychology.unimaas.nl

The practical training Psychology and Law in Action runs parallel to the other PL courses. For more information see PL425.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Essay questions.

Course PL423 Perpetrators and Defendants - 4 European credits

Coordinator: Corine de Ruiter, Clinical Psychological Science, Phone 38 84344, 40 Universiteitssingel East, Room 3.744, E-mail: corine.deruiter@psychology. unimaas.nl

Description of the Course
As the title of this course already indicates, the topic that will be covered is perpetrators and defendants. The two are not synonymous, because not all perpetrators of crime are apprehended and put to trial, and not all defendants are guilty of the crime they are accused of. During this course you will learn more about the psychology and behaviour of offenders of serious crimes. Knowledge of the psychology of the offender can be of great help during the different stages of criminal prosecution. In the first, investigative phase, the police can use this knowledge to help apprehend the unknown offender by using offender profiling techniques. When a suspect has been arrested, forensic psychological knowledge is useful in the planning of the interrogation. How can we avoid false confessions; how can we detect deceitful behaviour; what should the police do when a suspect seems too disturbed psychologically to be interviewed at all? Offenders may claim to have committed the crime because they suffer from PTSD or heard voices that ordered them to, for example, kill someone. Yet another problem surfacing more and more, are crimes allegedly committed whilst the offender was asleep ("It wasn't me, I was sleeping"). What is known about this?
In the second phase of criminal prosecution, the defendant is sentenced. At this stage, forensic psychologists may advise the court whether the defendant is to be held fully responsible for his offense. A judgment of diminished responsibility may lead to a shorter prison sentence and/or mandatory forensic psychiatric treatment. Recent findings from neuroscience cast doubt on the concept of free will, and therefore also on the concept of legal responsibility.
This is just a brief selection of topics that will be dealt with in this course. At the end

you will have gained knowledge about current issues and controversies connected to the psychology of offenders.
These questions bring us to the goals of this course. At the end of the course you will:

- Have knowledge about current issues and controversies in the psychology of offenders
- Be able to critically evaluate papers and research published on these topics
- Know how to use this knowledge in court (i.e., how to make appropriate decisions about an offender's criminal behaviour based on knowledge from forensic psychology).

Literature

- Kebbell, M.R., & Davies, G.M. (Eds) (2006). *Practical psychology for forensic investigations and prosecutions*. Chichester, UK: Wiley. ISBN-13: 978-0-470-09214-9 (paperback edition);
- E-reader.

Practical training: Psychology and Law in Action (PL425)
Coordinator: Kim van Oorsouw, Clinical Psychological Science, Phone 38 84050, 40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorsouw@psychology.unimaas.nl

The practical training Psychology and Law in Action runs parallel to the other PL courses. For more information see PL425.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Essay questions, presentation in the tutorial group.

Course PL424 Experts and their Decisions - 4 European credits

Coordinator: Harald Merckelbach, Clinical Psychological Science, Phone 38 81945, 40 Universiteitssingel East, Room 5.735, E-mail: h.merckelbach@psychology.unimaas.nl

Description of the Course
Some have argued that the story behind miscarriages of justice is, in fact, the story of the wrong experts. Indeed, experts play an important role in judicial decision making. The law expects them to reach their decisions on the basis of scientifically grounded principles. Consider the handwriting expert who has to decide whether a ransom note was written by the defendant. Or the child psychologist who has to decide whether a child should stay with its emotionally labile mother. Should we trust their expertise? How can their decisions be optimalized? This course addresses such questions from a psychological point of view. In doing so, psychometrics and decision making themes are discussed at length. Other issues typically thought to be the province of court experts are dealt with too and include: how do experts reason about the causality underlying,

for example, accidents? Can modern techniques like fMRI assist experts in drawing conclusions about, for example, insanity of defendants? What about defendants who malinger all kinds of psychiatric symptoms? How can the expert detect them? There are reasonable answers to all these questions and this course will provide them.

Literature
E-reader.

Practical training: Psychology and Law in action (PL425)
Coordinator: Kim van Oorsouw, Clinical Psychological Science, Phone 38 84050, 40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorsouw@psychology.unimaas.nl

The practical training Psychology and Law in Action runs parallel to the other PL courses. For more information see PL425.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Essay questions.

Practical training PL425 Psychology and Law in Action - 4 European credits
Coordinator: Kim van Oorsouw, Clinical Psychological Science, Phone 38 84050, 40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorsouw@psychology.unimaas.nl

Description of the Practical training
Psychology and Law in Action offers students the opportunity to become familiar with the practical aspect of psychology and law. Students will acquire hands-on experience with the administration of instruments frequently used by experts in the legal field, such as tools to measure suggestibility and malingering. Furthermore, lectures will be given by people working in the legal field. The basics of criminal proceedings in court will be outlined with an accompanying visit to a court hearing. In addition, field trips to different legal settings will be organized (e.g., forensic institution, jail). Students will spend a substantial amount of time on the administration of tests and reading relevant literature. At the end of the practical training, student are expected to act as an expert witness in a mock criminal law case and submit a written expert report.

Literature
Various articles and book chapters.

Instructional Approach
Tutorial group meetings, lectures, excursions.

Form of Assessment
The assessment consists of several papers that are written individually during the course of the practical training. During the course students have to write an expert witness report in small groups and have to act as an expert witness in a mock trial. The final grade will be an average of all assignments during this course.

1.4 Track Work and Organisational Psychology

How can industrial accidents be prevented? What determines team effectiveness? How to select air traffic controllers? How can someone's ability to cooperate or make decisions be evaluated? Which factors improve the quality of work life for the elderly? How to design leadership training? Which work conditions prevent mental fatigue? How to stimulate innovations? These questions illustrate some of the issues that are studied in the field of Work and Organisational Psychology (WOP). This track combines theoretical preparation in cognitive aspects of work, personnel and organisational psychology with practical application in the aviation sector.
Students completing the programme have knowledge of the major content areas of Work and Organisational Psychology with an emphasis on Applied Cognitive Psychology. They know how to apply job and task analysis techniques; they know how to determine standards of effectiveness and how to measure and evaluate human performances; they know how to design and evaluate employee selection tests, training programmes and organizational interventions; they have acquired data selection and analysis skills for conducting applied psychological research.

Course WO431 Safety at Work - 5 European credits
Coordinator: Fred Zijlstra, Work and Social Psychology, Phone 38 84337, 5 Universiteitssingel, Room 2.001, E-mail: fred.zijlstra@psychology.unimaas.nl.

Description of the Course
This course focuses on safety issues in organizations. Safety is an important aspect in many industries, and in particular in the aviation sector. This course will provide theories and intervention methods that help to understand the causes and consequences of errors and mistakes and how to deal with these issues. Errors are not only 'hazards' that should be avoided, but errors can also be very 'instructive' and can be an important source of learning; therefore, the topic of 'error management' will also be discussed. In addition the cognitive appraisal of policies, practices and procedures related to safety, and which can be summarized as 'safety climate', will be highlighted. Furthermore, theories and methods regarding analyses and design of work and organization will be discussed, in particular the 'Action Regulation theory', which focuses on cognitive regulation of activities.
The introduction of new technologies in organizations is another issue that might have consequences for tasks and the organizations of work, and for safety as well.

Literature
Various articles and book chapters (e-reader).

Practical training: Job assessment & safety assessment
Coordinator: Jonas Lang.

In this practical training, students will use methods and instruments that are suitable to assess the quality of work and the level of safety in an organization. A report has to be made describing findings and experiences.

Instructional Approach
Tutorial group meetings, lectures and practical training exercises.

Form of Assessment
Essay questions.

Course WO432 Human Resources - 5 European credits
Coordinator: Margje van de Wiel, Work and Social Psychology, Phone 38 82171, 5 Universiteitssingel, Room 2.002, E-mail: m.vandewiel@psychology.unimaas.nl

Description of the Course
Students will apply psychological research and theory to human resource management in organizations. They will discuss problems related to employee recruitment, screening and selection, training design, implementation and evaluation, performance measurement and management, professional learning and development, and career development and management. It is important to understand what is expected of people in a certain job and organization to deal with these problems. The analysis of jobs, job-related tasks and competences, i.e. the knowledge, skills, abilities, attitudes, and other personal characteristics necessary to perform these tasks, plays a crucial role, as well as the analysis of training needs of organizations and individuals. Therefore, analysis techniques will be addressed in the practical work.

Literature
Various articles and book chapters (e-reader). Several textbooks are recommended and available in the Learning Resources Centre.

Practical Training: What is it like to be a Work and Organisational Psychologist?
Coordinator: Margje van de Wiel, Work and Social Psychology, Phone 38 82171, 5 Universiteitssingel, Room 2.002, E-mail: m.vandewiel@psychology.unimaas.nl

Students will familiarise themselves with the profession of a work and organisational psychologist by interviewing a subject matter expert (SME) about his or her job. They will prepare the interview by using job analysis techniques, analyse the data, and report the findings in a job description and job specification. They will also reflect on their

interviewing skills. The whole process will be described in a short report. Students will present their findings on a profession during an interactive session.

Instructional Approach
Tutorial group meetings, lectures, practical training meetings.

Form of Assessment
Essay questions.

Course WO433 Organization and Cognition- 5 European credits
Coordinator: Herco Fonteijn, Work and Social Psychology, Phone 38 81907, 40 Universiteitssingel East, Room 3.742, E-mail: h.fonteijn@psychology.unimaas.nl

Description of the Course
To what extent can cognitive constructs and theories help us understand organizational behaviour? This course will focus on the interface of cognitive and organizational psychology and on two major perspectives organizations and their members appear to take. When they choose an interpretive perspective, organizations and their members try to understand how organizational realities are constructed. This perspective allows us to make sense of events and, eventually, to set new goals or adapt existing goals. A second, computational perspective focuses on how people and organizations select actions that lead to current (organizational) goals. This computational perspective is exemplified by behavioural decision research.
Issues that will be addressed include entrepreneurial cognition, leadership, and strategic decision making; work motivation, job attitudes and organizational justice; team cognition and team performance; creativity, innovation and knowledge management; trust, conflict, and negotiation; and organizational climate and communication. Selected problems will provide insight into the field of aviation (e.g. low-fare market strategies, cockpit crew resource management, union disputes and strikes at Heathrow, cultural differences and airline alliances, airline customer service).

Literature
Various articles and book chapters.

Practical Training: Surveys in Organizations
Coordinator: Ute Hulsheger, Work and Social Psychology, Phone 38 81959, 5 Universiteitssingel, Room 2.023, E-mail: u.hulsheger@psychology.unimaas.nl

This practical training consists of exercises that acquaint students with constructing, administering, and analysing surveys. Topics that will be addressed include: How do respondents interpret questionnaire items? What response tendencies are likely to emerge? What are guidelines for test item construction? What strategies for constructing questionnaires can be followed? How does one validate questionnaires?

Students will construct and evaluate survey items, and learn to interpret results from factor analyses that generate item clusters.

Literature
Parts of Cronbach, L. J. (1990). *Essentials of psychological testing*. New York: Harper.

Practical Training: Conflict management
Coordinator: Alex de Voogt, Work and Social Psychology, Phone 38 84324,
5 Universiteitssingel, Room 2.021, E-mail: a.devoogt@psychology.unimaas.nl

As students are familiarized with complementing theoretical and empirical studies on conflict management and negotiation in this course, this practical training consists of exercises that confront students with organizational conflict and provide experience with methods for resolving conflicts in decision-making groups. Through several role-playing exercises students will be given opportunities to examine ways of managing interpersonal conflict; to heighten awareness of personal responses when other people's motives are in question; to experience how personal attitudes can obstruct the negotiation process and uncover deeper issues beneath surface facts; and to recognise and avoid unproductive communicative behaviour.

Instructional Approach
Tutorial group meetings, presentations, written assignments, lectures, practical training meetings.

Form of Assessment
Essay questions.

Course WO434 Human Performance - 5 European credits

Coordinator: Robert van Doorn, Work and Social Psychology, Phone 38 81926,
5 Universiteitssingel, Room 2.014, E-mail: r.vandoorn@psychology.unimaas.nl

Description of the Course
This course focuses on how humans process information while performing tasks in their work environment. For that purpose, students will study basic and applied topics about perception, attention, memory and action as these are being used and combined in everyday work situations. Students will address questions such as: What perceptual information is needed to safely land planes or drive ground vehicles? How do operators efficiently handle automation and effectively act upon non-routine occurrences? What are the influences of scheduling and time sharing and how can we study a human's mental model and situation awareness with respect to handling (automated) tools? Another important question pertains to what happens to performance when tasks have to be combined and thereby cause increased workload with possible implications to stress and fatigue. In order to understand these issues, a cognitive psychologist will want to trace back these problems to the use of cognitive functions. In addition to knowing

how these issues can be explained, students will come to understand that the application of most of the involved research entails the recommendation of improvements to the interaction between humans and their direct working environment.

Literature
Various articles and book chapters.

Practical Training: A Critical Look at Human Performance
Coordinator: Robert van Doorn, Work and Social Psychology, Phone 38 81926, 5 Universiteitssingel, Room 2.014, E-mail: r.vandoorn@psychology.unimaas.nl.

To optimize human performance, it is important to appraise specific aspects of a task. Examples of measurements are the actual performance but also how operators perceive their performance and the workload invested. The aim of this practical training is to acquire knowledge and hands-on skills regarding task assessment methods. Students will do a computer task, and will rate their performance and the perceived invested workload. A written report must be submitted to fulfill the practical training requirements.

Instructional Approach
Tutorial group meetings, lectures, practical training meetings.

Form of Assessment
Essay questions.

1.5 Research internship and Master's thesis

The second part of the year of the Master's programme is devoted to arranging and conducting a research internship. This will be in the field of the track a student has chosen out of one of the Master's specialization programmes. As a result of the many international research contacts our faculty members have established, a substantial number of students will conduct their research internship abroad. Students finalize the Master's programme by writing a thesis on their internship.

The internship can be done at the Maastricht University, at external research institutes or at practically-oriented institutions. In all cases, your research proposal and Master's thesis will be evaluated by two assessors. At least one assessors has to be a member of the Faculty of Psychology and Neuroscience (FPN). The other assessor might be a researcher at, for example, the institute were your data are collected.

Information about research internships offered by faculty members can be found on Blackboard: EleUM.unimaas.nl/Students Faculty of Psychology. You can also find there a detailed guide to the research internship and the Master's thesis.

As already mentioned, research internships can also be carried out abroad. For possible internships abroad contact the research internship coordinator (see below). For practical information about international research internships (e.g. scholarship, visa), contact the International Office, Phone 38 81920, 40 Universiteitssingel East, Room 5.749, e-mail: international@psychology.unimaas.nl

For more information about research internships contact Ingrid Candel, coordinator for Applied Cognitive Psychology: Phone 38 81963, 40 Universiteitssingel East, Room 3.738, e-mail: i.candel@psychology.unimaas.nl

1.6 Psychodiagnostics registration

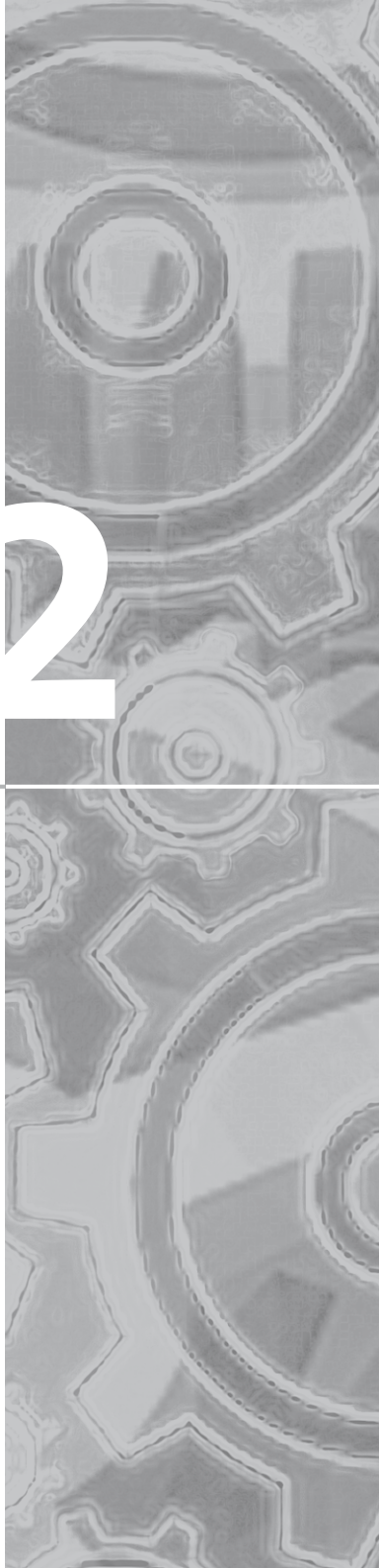
Coordinator: Anton de Vries, Cognitive Neuroscience, Phone 38 84043, 40 Universiteitssingel East, Room 5.742, E-mail: a.devries@psychology.unimaas.nl

Description of the registration
The success of a treatment or decision depends on the correct identification of the problem situation: the diagnosis. Psychodiagnostics is the branch of psychology that evaluates individual problem situations with psychological assessments. It is important in many judgment and decision processes. Examples are: personnel selection, the evaluation of child abuse, or educational career decisions. These illustrations make clear that the assessments may have important consequences.
To promote the quality of the psychodiagnostic profession, the Dutch Institute of Psychologists (NIP) has introduced a registration of psychodiagnostics. This registration warrants that the student masters the fundamental knowledge and skills that are rooted in accepted psychodiagnostic principles. The registration is awarded by way of a NIP signed certificate. The student receives it on graduation in supplement of the Master's diploma. The graduate is also incorporated in a public register that is managed by the NIP. Additional information about this registration and its regulations can be found at: www.psynip.nl.

Conditions
The registration can be obtained for the Master tracks Developmental Psychology, Neuropsychology, Health and Social Psychology, Psychology and Law, and Work and Organisational Psychology.

Information
Additional information is available at EleUM in the Community tab under 'Internships'.

Students intending to qualify for this registration should contact Anton de Vries. It is vital for the student to ensure that the planned training period allows the student to gain sufficient diagnostic experience. Also for additional information on these regulations you can contact him during consultation hours on Thursdays from 13.30-15.00. Students can make an appointment by writing their name and ID on the schedule at his office room.



2

Specialization
Biological Psychology

2.1 The Master's specialization in Biological Psychology

The biological revolution taking place in the field of psychology is studied further in the Master's specialization in Biological Psychology. The mutual influences of the psychological and biological fields on one another are taken into account. For example, there is the influence of stress on our physical condition, which can make us ill. Conversely, our biological constitution has a large influence on what our capabilities are as human beings. To a large extent, the development of our brain determines if and when we learn to see, feel, think or speak. Furthermore, many psychological or psychiatric disorders appear to have, at least in part, a genetic origin and are associated with some biological deficit such as the malfunctioning of certain brain circuits. The Master's tracks of Biological Psychology all study the 'roots of our behaviour' by relating all our actions, experiences and feelings to physiological, evolutionary and developmental mechanisms. Many of these mechanisms are looked at in terms of brain functioning. In addition, one of the factors which caused the biological revolution is the application of brain imaging techniques through which our knowledge has increased considerably. Issues related to this methodological revolution are also studied further in the master's in Biological Psychology.

Many of the above topics are examined in research groups at our faculty that focus on Biological Psychology. The three tracks of the Master's in Biological Psychology partly reflect these research interests as well as their implications for careers in applied psychology in hospitals, mental health institutions and child care.

The Master's in Biological Psychology provides an extension and deepening of the introduction given in the bachelor course. This is worked out in three different tracks that represent some of the most prominent and well researched areas of Biological Psychology. They are: Developmental Psychology, Cognitive Neuroscience or Neuropsychology.

The first track, *Developmental Psychology*, is exclusively devoted to developmental changes in perception, attention, memory, language, motor activities and emotions and its disorders in infants, children and adolescents. The *Cognitive Neuroscience* track on the other hand, is devoted to the research of behavioural and brain functions related to attention, perception, language, memory and motor behaviour. Finally, the *Neuropsychology* track studies the relationship between the brain and behaviour and the subsequent application of the information thus gained to problems relating to health and cognitive functioning.

Each track has a similar structure of four courses that run parallel over two periods. In addition to the courses, each period also has a practical component, organised independently from the courses. Students in the Developmental Psychology track must choose between the practical training offered in the track Developmental Psychology (DP443) and the practical training offered in the track Cognitive Neuroscience (DP444) offered in the first period. The courses focus somewhat more on the knowledge about theoretical issues whereas the practical trainings focus more on the skills related to certain methods (psychological tests, ERP, fMRI) and design.

Overview of the Tracks of the Master's specialization in Biological Psychology

Period	Number of weeks	Developmental Psychology		
Period 1	7	DP441 Infancy	DP442 Perception, Attention and Motor Development	DP443 Practical training: Measuring Attention and Executive Functions in Behavioural Paradigms or DP444 Practical training: EEG/ERP
Period 2	7	DP445 Development of Cognition and Language	DP446 Social Emotional Development	DP447 Practical training: Psychological Test
	24	Research internship and Master's thesis		
Period	**Number of weeks**	**Cognitive Neuroscience**		
Period 1	7	CN451 Neural Correlates of Selection in Language Processing	CN452 Mechanisms of Perception and attention	CN453 Practical training: EEG/ERP
Period 2	7	CN454 Brain Imaging Methods	CN455 The Cognitive Neuroscience of Sensory and Motor Systems	CN456 Practical training: fMRI
	24	Research internship and Master's thesis		
Period	**Number of weeks**	**Neuropsychology**		
Period 1	7	NP461 Brain Damage	NP462 Behavioural Disorders	NP463 Practical training: Neuropsychological Assessment
Period 2	7	NP464 Arousal and Attention	NP465 Cognitive Aging	NP466 Practical training: Basic Cognitive Psychological Skills
	24	Research internship and Master's thesis		

2.2 Track Developmental Psychology

Developmental Psychology is the study of the development of behaviour and cognitive functions from infancy to adulthood. In this biological track, the focus is especially on understanding how the development of certain behaviours and cognitive functions relates to a persons biological constitution and the development of the brain. Students are made familiar with current developmental theories and research findings from different fields and will get acquainted with various research tools.
Students learn what is needed, both biologically and environmentally, to develop functions such as audition, vision, language, social perception and emotion and motor abilities. Both normal and abnormal development are important topics.

Course DP441 Infancy - 4 European credits

Coordinator: Hans Stauder, Cognitive Neuroscience, Phone 38 81933,
40 Universiteitssingel East, Room 4.736, E-mail: h.stauder@psychology.unimaas.nl

Description of the Course
The aim of this course is to examine the relationship between biological and psychological development from conception through the age of four years. There is a special focus on methods and techniques for conducting fundamental and clinical research in infants. In no other period during our development does our brain and behaviour change so fundamentally and quickly as it does during infancy. This poses particular methodological constraints on the design of experiments and the selection of the participants, whose age is typically expressed in weeks. An additional challenge in infancy research is the limitation posed on communication. Questioning and instructions are of no use in infancy research and one has to rely on indirect measurement methods like habituation paradigms or brain recordings. Nevertheless, many fascinating findings have emerged in recent years concerning often unexpected cognitive capacities of infants.
The course starts with addressing specific problems in infancy research and methods used to meet or resolve these problems. Next, biological and behavioural aspects of pre- and perinatal development are discussed, in particular concerning their consequences for later cognitive development. Object recognition and object permanence play a fundamental role in cognitive infant development. Individual differences and critical periods are illustrated by a number of developmental disorders. Finally, the early development of the 'ultimate' achievement of human cognition is addressed: social understanding and consciousness.

Literature
Various articles and book chapters.

Practical training: Measuring Attention and Executive Functions in Behavioural Paradigms (DP443)
Coordinator: Lisa Jonkman, Cognitive Neuroscience, Phone 38 81956,
40 Universiteitssingel East, Room 4.732, E-mail: l.jonkman@psychology.unimaas.nl
Or
Practical training: EEG/ERP (DP444)
Coordinator: Fren Smulders, Cognitive Neuroscience, Phone 38 81909,
40 Universiteitssingel East, Room 3.744, E-mail: f.smulders@psychology.unimaas.nl

The practical training Measuring Attention and Executive Functions in Behavioural Paradigms and the practical training EEG/ERP run parallel to the DP courses 441 and 442. For more information see the description of the practical trainings. Before the start of the course, students have to choose one of the described options.

Instructional Approach
Tutorial group meetings, visit neonatal unit hospital, lectures.

Form of Assessment
Essay questions.

Course DP442 Perception, Attention and Motor Development - 4 European credits

Coordinator: Lisa Jonkman, Cognitive Neuroscience, Phone 38 81956,
40 Universiteitssingel East, Room 4.732, E-mail: l.jonkman@psychology.unimaas.nl

Description of the Course
This course is aimed at providing an overview of the human development of perception, attention and motor skills from infancy to adulthood. Besides normal development, some common developmental disorders involving perceptual, attention or motor functions will also be discussed.
Although perception, attention and motor functions undergo the most spectacular changes during infancy, development proceeds during the course of one's entire lifespan. In the present course, students will be acquainted with theories and experimental findings related to the development of these functions, with an emphasis on biological and physiological models. Knowledge about the way in which brain development is linked to the development of specific cognitive functions is crucial for determining the constraint of existing development theories. During the course it will soon become evident that perception and motor development are closely related to attention development. Developmental disorders in perception, attention or motor functions can have divergent consequences, depending on the age at which they have their origin. Being born deaf or becoming deaf at a later age has for instance quite different consequences for brain development and the speed of development of other functions. A number of common childhood disorders associated with deviant development of perception, attention or motor functions, will be discussed, paying attention to both neuropsychological and neurobiological theories pertaining to their origin. Other specific topics are: the development of 'bottom-up' versus 'top-down' attention processes and the role of eye-movements, the development of executive functions and frontal cortex, the development of perceptual-motor functions, ADHD, Gilles de la Tourette and possible intervention or rehabilitation methods (both pharmacological as well as cognitive).

Literature
Various articles and book chapters.

Practical training: Measuring Attention and Executive Functions in Behavioural Paradigms (DP443)
Coordinator: Lisa Jonkman, Cognitive Neuroscience, Phone 38 81956,
40 Universiteitssingel East, Room 4.732, E-mail: l.jonkman@psychology.unimaas.nl
Or
Practical training: EEG/ERP (DP444)
Coordinator: Fren Smulders, Cognitive Neuroscience, Phone 38 81909,
40 Universiteitssingel East, Room 3.744, E-mail: f.smulders@psychology.unimaas.nl.

The practical training Measuring Attention and Executive Functions in Behavioural Paradigms and the practical training EEG/ERP run parallel to the DP courses 441 and 442. For more information see DP443 and DP444. Before the start of the course students have to choose one of the described options.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Essay questions.

Practical training DP443 Measuring Attention and Executive Functions in Behavioural Paradigms – 2 European credits (or Practical training DP444)

Coordinator: Lisa Jonkman, Cognitive Neuroscience, Phone 38 81956,
40 Universiteitssingel East, Room 4.732, E-mail: l.jonkman@psychology.unimaas.nl

Description of the Practical training
The primary goal of this practical training is to become acquainted with behavioural paradigms to measure the attention and executive functions in children and adults. A second goal is to learn how to define a valid research question, apply statistics to acquired data, and interpret results.
Students will perform several attention and executive function tasks that are frequently applied in clinical and non-clinical developmental settings. The group data will be gathered and given to the students so that they can perform statistical analyses on the data dependent on their research questions which have been individually determined and based on reading the provided literature. At the end, students will present and discuss their findings both in group meetings and in a written report.

Literature
Various articles and book chapters.

Instructional Approach
Tutorial group meetings, lectures (defining research questions and statistical analysis) (2), lab sessions (performing tasks) and computer sessions (data analysis).
Form of Assessment
A 4-6 pages report in abbreviated article form.

Practical training DP444 EEG/ERP - 2 European credits (or Practical training DP443)

Coordinator: Fren Smulders, Cognitive Neuroscience, Phone 38 81909, 40 Universiteitssingel East, Room 3.744, E-mail: f.smulders@psychology.unimaas.nl

Description of the Practical training
The aim of this practical training is to give the students hands-on experience with experimental design, data acquisition and analysis of EEG/ERP experiments. First, students will be introduced to the possibilities and limitations of EEG and ERP research: how to set up a proper experimental paradigm, and how to interpret the resulting data. Furthermore, students receive a general introduction into basic signal analysis, and into some specific analyses of EEG and ERP, such as artifact management, spectral analysis, filtering, ERP averaging, etc. After that, there will be a hands-on training in smaller groups in running an ERP experiment, including electrode application, minimizing artifacts, and hygiene and safety in the lab. A simple experimental paradigm will be used that produces interesting and reliable results. Data processing will include various EEG analyses that are commonly used, e.g. analyses in the time and frequency domain. Each group will report and discuss their findings.

Literature
- Handbook: To be specified;
- Various articles and book chapters.

Instructional Approach
Tutorial group meetings, lectures, a lab session and computer sessions.

Form of Assessment
A 2-4 pages report in abbreviated article form.

Course DP445 Development of Cognition and Language - 4 European credits

Coordinator: Erik van Loosbroek, Cognitive Neuroscience, Phone 38 84045, 40 Universiteitssingel East, Room 4.474, E-mail: e.vanloosbroek@psychology.unimaas.nl

Description of the Course
This course will provide an introduction to changes that underlie normal and abnormal development of the child's cognitive system. This development is described from one year of age and concentrates on changes in thinking and language and their interdependencies due in part to changes in brain structures and other biological mechanisms. Two questions are important in a developmental approach: which changes take place as one gets older and how do these come about. The former question attempts to identify the nature of the changes. For example, what changes take place if children learn mental addition and subtraction? If differences in behaviour between two age groups are indeed identified and specified in terms of

their underlying competence, they may suggest what lies behind the changes. This leads to the next question that is at the heart of developmental studies and is about the mechanism by which changed behaviour emerges. Developmental mechanisms are especially relevant to complex symbolic skills such as reading and arithmetic that can be conceived of as cascaded processes which generally span a long period of time and many components. The study of these mechanisms and their basis in the brain is complex and addresses many methodological issues that will be also discussed in the course. More specific examples of the age changes in several areas of cognition and language that will be looked at are number representation, word learning, visual-spatial working memory, explicit long term memory, dyslexia and the Williams syndrome.

Literature
Various articles and book chapters.

Practical training: Psychological Test (DP447)
Coordinators: Erik van Loosbroek, Cognitive Neuroscience, Phone 38 84045, 40 Universiteitssingel East, Room 4.747, E-mail: e.vanloosbroek@psychology.unimaas.nl; Hans Stauder, Cognitive Neuroscience, Phone 38 81933, 40 Universiteitssingel East, Room 4.736, E-mail: h.stauder@psychology.unimaas.nl

The practical training Psychological Test runs parallel to the DP courses 445 and 446. For more information see DP447.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Essay questions.

Course DP446 Social Emotional Development - 4 European credits

Coordinator: Harry Smit, Cognitive Neuroscience, Phone 38 82176, 40 Universiteitssingel East, Room 4.756, E-mail: h.smit@psychology.unimaas.nl

Description of the Course
Emotions are an essential part of our life. In every generation, humans develop the skills to express the most subtle emotions, learn to recognize and understand these emotions, moods, and the thoughts of others. They enter into extremely complex social and emotional interactions with other people. In this course, scientific studies into how social emotional life develops will be discussed. Social emotional development will be studied at four levels. First the genetic level: through studying psychopathologies, the role of some genes in social emotional development will be analyzed. Examples are the syndrome of Rett and Williams, autism and psychopathy. Second is the level of brain mechanisms (e.g. the role of structures like the amygdala in the development

of social cognition). Third is neuropsychological level. How do cognitive functions (as represented in a theory of mind) and emotional expressions (like blushing) develop and how is their development mediated by brain structures? Lastly, there is the level of evolutionary psychology. Why have specific developmental patterns been selected during the course of evolution? Since social emotional development is not of theoretical interest only, practical implications of theories about social emotional development are also dealt with.

Literature
Various articles and book chapters.

Practical training: Psychological Test (DP447)
Coordinators: Erik van Loosbroek, Cognitive Neuroscience, Phone 38 84045, 40 Universiteitssingel East, Room 4.747, E-mail: e.vanloosbroek@psychology.unimaas.nl; Hans Stauder, Cognitive Neuroscience, Phone 38 81933, 40 Universiteitssingel East, Room 4.736, E-mail: h.stauder@psychology.unimaas.nl

The practical training Psychological Test runs parallel to the DP courses 445 and 446. For more information see DP447.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Essay questions.

Practical training DP447 Psychological Test - 2 European credits
Coordinators: Erik van Loosbroek, Cognitive Neuroscience, Phone 38 84045, 40 Universiteitssingel East, Room 4.747, E-mail: e.vanloosbroek@psychology.unimaas.nl; Hans Stauder, Cognitive Neuroscience, Phone 38 81933, 40 Universiteitssingel East, Room 4.736, E-mail: h.stauder@psychology.unimaas.nl

Description of the Practical training
In the practical training we are concerned with psychological tests that are administered to assess cognitive development and functioning of children at varying ages. Specifically, we are concerned with teaching students basic skills and increasing their reflection on these skills, that is, administering, interpreting and constructing mental capacity tests for children. For example, students can get experience in administering the WISC and SON, as well as interpreting the child's behaviour on Bayley's Developmental Scales (BOS 2~30).

Literature
User's guides of the mental capacity tests and selected papers.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Presentation of preliminary version of test construction and written reports for each of the respective skills (i.e., administering, interpreting and constructing a psychological test).

2.3 Track Cognitive Neuroscience

The teaching programme covers relevant topics of Cognitive Neuroscience (CNS), and reflects the research expertise of the group 'cognitive neuroscience'. Students learn about CNS theories, and how to measure and interpret human brain activity, using imaging techniques to observe (fMRI, EEG/MEG), and modulate (TMS) the brain 'at work'.
CNS unravels the cognitive and neural mechanisms that are at work whenever we hear, see, think, talk, attend to others, or move, i.e. core aspects of human behaviour.

Course CN451 Neural Correlates of Selection in Language Processing - 4 European credits

Coordinator: Bernadette Jansma, Cognitive Neuroscience, Phone 38 81934, 40 Universiteitssingel East, Room 4.742, E-mail: b.jansma@psychology.unimaas.nl

Description of the Course
Whereas the human visual system has been studied extensively in cognitive neuroscience so far, only little is known about the auditory and speech system: How do we segregate the sound of a Ferrari from the background sounds of other running car engines, or the voice of a friend from that of many others in a crowd? How is auditory information integrated with other senses such as vision or touch? In the last few years cognitive neuroscience research has set some milestones for gaining better understanding about how our brain manages these tasks. We see this knowledge as very important because hearing and communicating with the environment and with others is one of the most relevant human cognitive skills.
This course aims to develop knowledge about the human auditory and speech system. We will start with basic neural anatomy and how this might constrain but also help auditory processing. We will then learn about the basics of sound segregation and perception, and higher order spoken word recognition. In addition to these bottom-up processes, we will address top-down processes, i.e. how the human mind manipulates auditory perception or how it generates speech from intentions and thoughts. We will address the link between speech perception and production in terms of speech monitoring. We will also learn about cross modal integration between vision and audition. This integration is a crucial source of information to understand how we select for relevance and optimize processing efficiency.

The objective of this course is to provide:
- knowledge of the basic cognitive and neural principles of auditory and speech processing;
- knowledge of cross modal integration;
- critical thinking with regard to recent and ongoing research in the domain of auditory/speech processing and cross modal integration, including event-related potential (ERP) and fMRI studies.

Literature
Various articles and book chapters.

Practical training: EEG/ERP (CN453)
Coordinator: Fren Smulders, Cognitive Neuroscience, Phone 38 81909,
40 Universiteitssingel East, Room 3.744, E-mail: f.smulders@psychology.unimaas.nl

The practical training EEG/ERP runs parallel to the CN courses 451 and 452. For more information see CN453.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Essay questions.

Course CN452 Mechanisms of Perception and Attention - 4 European credits

Coordinator: Peter de Weerd, Cognitive Neuroscience, Phone 38 84513,
40 Universiteitssingel East, Room 4.754, E-mail: p.deweerd@psychology.unimaas.nl

Description of the Course
The objective of the course is to present current neuro-cognitive theories and experimental methods in the field of visual attention. Background information on the visual system's organization will also be covered.

Vision is a complex cognitive process, which provides us with a richer stream of information than any of the other senses. Primate visual cortex is composed of at least 30 highly interconnected functionally specialized regions. The regions where visual information first enters the cortex are called early visual areas. Neurons in these areas have relatively simple properties, and their relatively small receptive fields are arranged to form retinotopic maps of the environment on the cortex. Higher level visual processing occurs in a ventral and dorsal stream, each of which is composed of regions specialized for representation of more complex visual content (including motion, faces and places).

This network of functionally specialized perceptual regions can adapt to the task the organism is faced with. This is the case, for example, when looking for someone in a crowd, focusing on one face at a time. There are different kinds of attention, but attention can be generally described as involving some type of selection of information. When the attentional selection of information is accompanied by a behaviour (such as an eye movement towards an interesting stimulus), attention is called 'overt'. However, there are also internal, covert forms of attention that do not require motor activity. Attention can be voluntary (controlled, top-down) or involuntary (automatic, bottom-up). Furthermore, attention can be directed to locations in space or to objects, or to features within objects.
In this course, neural mechanisms underlying these various types of attention will be studied. We will focus on recent neuroscientific research in visual perception and attention involving different empirical methods including psychophysics, neurophysiology, functional brain imaging, and evoked potentials, with an emphasis on neurophysiology.

Literature
Various articles and book chapters.

Practical training: EEG/ERP (CN453)
Coordinators: Fren Smulders, Cognitive Neuroscience, Phone 38 81909,
40 Universiteitssingel East, Room 3.744, E-mail: f.smulders@psychology.unimaas.nl

The practical training EEG/ERP runs parallel to the CN courses 451 and 452.
For more information see CN453.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Essay questions.

Practical training CN453 EEG/ERP - 2 European credits
Coordinators: Fren Smulders, Cognitive Neuroscience, Phone 38 81909,
40 Universiteitssingel East, Room 3.744, E-mail: f.smulders@psychology.unimaas.nl

Description of the Practical training
The aim is to provide students with hands-on experience in experimental design, data acquisition and analysis of EEG/ERP experiments.
First, students will be introduced to the possibilities and limitations of EEG and ERP research: how to set up a proper experimental paradigm, and how to interpret the resulting data. Furthermore, students receive a general introduction into basic signal analysis, and into some specific analyses of EEG and ERP, such as artifact management, spectral analysis, filtering, ERP averaging, etc. After that, there will

be a hands-on training in smaller groups in running an ERP experiment, including electrode application, minimizing artifacts, and hygiene and safety in the lab. A simple experimental paradigm will be used that gives interesting and reliable results. Data processing will include various EEG analyses that are commonly used, e.g. analyses in the time and frequency domain. Each group will report and discuss their findings.

Literature
- Handbook: To be specified;
- Various articles and book chapters.

Instructional Approach
Tutorial group meetings, lectures, a lab session and computer sessions.

Form of Assessment
A 2-4 pages report in abbreviated article form.

Course CN454 Brain Imaging Methods - 4 European credits

Coordinator: Elia Formisano, Cognitive Neuroscience, Phone 38 84040,
40 Universiteitssingel East, Room 4.738, E-mail: e.formisano@psychology.unimaas.nl

Description of the Course
The investigation of human brain functions using a range of imaging methods represents the most influential development in Cognitive Neuroscience in the last years. In previous courses, you learned essential facts about all major brain mapping techniques, including scalp-recorded Electroencephalography (EEG) and Magnetoencephalography (MEG), Transcranial Magnetic Stimulation (TMS), Positron Emission Tomography (PET) and functional Magnetic Resonance Imaging (fMRI). In this course we will focus on fMRI.
FMRI has clear advantages over the other methods, particularly in terms of increased spatial resolution. Since its invention in 1992, fMRI has led to major advances in understanding the neural mechanisms that underlie higher levels of human mental activity and has established a strong link between cognitive psychology and neuroscientific research. Whereas in other courses in Cognitive Neuroimaging, you either have been or will be confronted with several applications of fMRI in specific cognitive domains (visual perception and attention, sensor motor integration, auditory perception), during Brain Imaging Methods you will gain a deeper knowledge of fundamental and methodological aspects of fMRI.

Specifically, the course is intended to provide:
- Knowledge of the basic principles underlying (f)MRI;
- Understanding of theoretical and practical aspects related to the experimental design and data analysis in functional brain imaging;
- Appreciation of potentialities and limitations of fMRI and other brain imaging techniques in studying human brain functions and addressing questions such as:

'How can the fMRI signal be related to neural activity?', 'How are functional images obtained with an MRI scanner?', 'What do I need for doing a good fMRI measurement?', and 'How are 'activation maps' created?'

Literature

- Huettel, S.A., Song, A.W., & McCarthy, G. (2004). *Functional Magnetic Resonance Imaging*. Sunderland, MA: Sinauer, Associates, Inc. Publishers;
- Jezzard, P., Matthews, P.M., & Smith, S.S. (2001). *Functional MRI - An Introduction to Methods*. Oxford, UK: Oxford University Press;
- Various articles and book chapters.

Practical training: fMRI (CN456)

Coordinators: Elia Formisano, Cognitive Neuroscience, Phone 38 84040, 40 Universiteitssingel East, Room 4.738, E-mail: e.formisano@psychology.unimaas.nl; Alard Roebroeck, Cognitive Neuroscience, Phone 38 84039, 40 Universiteitssingel East, Room 4.749, E-mail: a.roebroeck@psychology.unimaas.nl

The practical training fMRI runs parallel to the CN courses 454 and 455. For more information see CN456.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Essay questions.

Course CN455 The Cognitive Neuroscience of Sensory and Motor Systems – 4 European credits

Coordinators: Alard Roebroeck, Cognitive Neuroscience, Phone 38 84039, 40 Universiteitssingel East, Room 4.749, E-mail: a.roebroeck@psychology.unimaas.nl; Joel Reithler, Cognitive Neuroscience, Phone 38 81896, 40 Universiteitssingel East, Room 4.761, j.reithler@psychology.unimaas.nl

Description of the Course

Most of the things we do every day (riding a bicycle, typing a summary, drinking a cup of coffee) require the continuous interaction of brain systems that serve sensory perception and systems that control our muscles. In other words, most of the things we do require sensorimotor integration. In this course, we will study a couple of important aspects of sensorimotor integration in the brain, particularly in the context of visual perception. Since sensory perception (visual as well as auditory) is covered extensively in other courses, we will focus mainly on the motor system and the transformation and processing of sensory information to serve motor control. We start with basic processes such as: types of motor control (since visual perception takes a little time, how should you use past information to control future actions?), the representations used by

primary and secondary motor areas (what is the parameter that is under ultimate control: muscle contractions, joint angles, or whole movements?) and coordinate transformations (how do you get from visual information, coded relative to the point you are looking at, to motor commands that are coded relative to your body or the object you are grasping?). Later, we will focus on higher level issues such as motor learning, predicting the actions of others, and reacting to errors in performance. All topics will be discussed in the context of cognitive neuroscience research to learn how these topics can be investigated both with classical behavioural experiments as also with modern techniques such as functional Magnetic Resonance Imaging.

Literature
Various articles and book chapters – to be announced

Parallel training: fMRI (CN456)
Coordinators: Elia Formisano, Cognitive Neuroscience, Phone 38 84040, 40 Universiteitssingel East, Room 4.738, E-mail: e.formisano@psychology.unimaas.nl; Alard Roebroeck, Cognitive Neuroscience, Phone 38 84039, 40 Universiteitssingel East, Room 4.749, E-mail: a.roebroeck@psychology.unimaas.nl

The practical training fMRI runs parallel to the CN courses 454 and 455. For more information see CN456.

Instructional Approach
Lectures, tutorial group meetings, practical sessions in the parallel-running skills training 'fMRI'.

Form of Assessment
Written exam with open questions.

Practical training CN456 fMRI - 2 European credits

Coordinators: Elia Formisano, Cognitive Neuroscience, Phone 38 84040, 40 Universiteitssingel East, Room 4.738, E-mail: e.formisano@psychology.unimaas.nl; Alard Roebroeck, Cognitive Neuroscience, Phone 38 84039, 40 Universiteitssingel East, Room 4.749, E-mail: a.roebroeck@psychology.unimaas.nl

Description of the Practical training
The primary goal is to provide some hands-on experience in experimental design, acquisition and analysis of fMRI experiments. Students receive a general experimental question/hypothesis, which should be suitably refined for testing in an fMRI experiment. They will then design and prepare the experiment and these designs and experimental setups will subsequently be discussed. One/two designs will be actually implemented and scanned. Students then engage in the statistical analysis of the scanned datasets. Assistance and prior preparation, especially in the implementation stage (stimulus programming) and data analysis stage (preparation of data in usable

format for analysis in Brain Voyager QX), will be provided by the tutors. The tutorial/ practicum groups will be left free to test a different hypothesis, and conduct different types of analysis. Each group will report and discuss their findings with one another and as a whole.

Literature

- Huettel, S.A., Song, A.W., & McCarthy, G. (2004). *Functional Magnetic Resonance Imaging*. Sunderland, MA: Sinauer, Associates, Inc. Publishers;
- Jezzard, P., Matthews, P.M., & Smith, S.S. (2001). *Functional MRI - An Introduction to Methods*. Oxford, UK: Oxford University Press;
- Various articles and book chapters.

Instructional Approach
Tutorial group meetings, lab sessions and computer sessions.

Form of Assessment
A 4-6 pages report in abbreviated article form.

2.4 Track Neuropsychology

The track Neuropsychology is focused on cognition, brain and behaviour in health and disease. Emphasis is on the cognitive as well as affective functions, general intellectual abilities and bio-psychological mechanism in children, adolescents and adults. Both theoretical and applied questions are addressed to neural, cognitive, medical and psychological/psychosocial factors.
The programme aspires to provide sound theoretical knowledge and insights, to acquire methodological skills and the practical experience which is necessary to pursue either a clinical or a research career in the broad domain of Neuropsychology.

Course NP461 Brain Damage - 4 European credits

Coordinator: Martin van Boxtel, Neuropsychology and Psychopharmacology, Phone 38 81028, 12 Dr. Tanslaan, Room 4.E3.017, E-mail: m.vanboxtel@psychology.unimaas.nl

Description of the Course
Students are introduced to the fields of Behavioural Neurology and Neuropsychology: what do pathological conditions in brain structure and function tell us about the relationship between brain and behaviour? Much of what we know about cognitive processes and affective functioning has been learned from close observation of patients with damage to the central nervous system. This course reviews mechanisms of the relationship between brain and behaviour that are the basis of neuropsychological dysfunctions in persons who suffer from brain damage. Students acquire knowledge about the causes and neurobiological effects of brain

lesions, and get acquainted with the etiology and taxonomy of common neurological and neuropsychological syndromes. Functional disturbances that occur after focal or diffuse lesions in different cortical areas, in connecting tracts, in limbic and other subcortical brain structures are discussed, together with the neurocognitive assessment procedures that are commonly used to identify such deficits, including disorders of memory, praxis, language, visual spatial abilities and executive function. After completion of the course the students will have a broad overview of the functional brain anatomy (including lobar anatomy and cerebral vascularization), the neurophysiology of brain repair, and the neurological diseases (e.g. brain trauma, stroke, and epilepsy) which are relevant for neuropsychology, both as a clinical and a research discipline. Finally, the student will be familiar with the fundamental processes involved in functional brain plasticity. This knowledge is essential to understand the principles of neuropsychological rehabilitation in order to support or even improve residual function after brain damage and to ameliorate the life quality of neurological patients.

Literature
Various articles and book chapters (e-reader).

Practical training: Neuropsychological Assessment (NP463)
Coordinator: Jeanette Dijkstra, Psychiatry & Neuropsychology (FHML), Phone 387 4117, 12 Dr. Tanslaan, Room 4.G4.034, E-mail: j.dijkstra@np.unimaas.nl

The practical training Neuropsychological Assessment runs parallel to the NP courses 461 and 462. For more information see NP463.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Essay questions.

Course NP462 Behavioural Disorders - 4 European credits

Coordinator: Dymphie Scholtissen-In de Braek, Psychiatry & Neuropsychology (FHML), Phone 36 85264, PMS Vijverdal, Room 0.039, E-mail: d.indebraek@np.unimaas.nl.

Description of the Course
This course is intended to impart knowledge about the cognitive dysfunctions that accompany severe neuropsychiatric and neurological disorders and to provide insight into the biological mechanisms and intervention possibilities for these disorders. The course is concerned with the changes in psychological functioning that occur in connection with a number of frequently occurring brain disorders. The intention is to gain insight into the characteristic manifestations of behavioural problems and cognitive functional disturbances along with the brain and behavioural mechanisms that lie at the foundation of these. The emphasis in this course is on the problems

associated with such neuropsychiatric phenomena as schizophrenia, compulsive symptoms, ADHD, apathy and autism. The neuropsychiatric problems associated with a number of the neurological phenomena important for psychologists will also be considered. Attention will be paid to the psychological problems associated with cerebral disturbances and light brain trauma. With respect to the mechanisms that lie at the basis of behavioural and cognitive disorders, both the relevant biological and psychological factors or theories will be considered. Also, neurodevelopmental aspects of behavioural disorders will be discussed. Finally, the principle of vulnerability, protective/risk factors and psychopharmacology in the aetiology of behavioural disorders will be touched upon.

Literature
Various articles and book chapters (e-reader).

Practical training: Neuropsychological Assessment (NP463)
Coordinator: Jeanette Dijkstra, Psychiatry & Neuropsychology (FHML), Phone 38 74117, 12 Dr. Tanslaan, Room 4.G4.034, E-mail: j.dijkstra@np.unimaas.nl

The practical training Neuropsychological Assessment runs parallel to the NP courses 461 and 462. For more information see NP463.

Instructional Approach
Tutorial group meetings, lectures

Form of Assessment
Written exam with open questions.

Practical training NP463 Neuropsychological Assessment - 2 European credits

Coordinator: Jeanette Dijkstra, Psychiatry & Neuropsychology (FHML), Phone 38 74117, 12 Dr. Tanslaan, Room 4.G4.034, E-mail: j.dijkstra@np.unimaas.nl

Description of the Practical training
The goal is to acquire basic skills for collecting neuropsychological data in human individuals.
In this training, elements of psychological research in relation to 1) intellect, 2) cognition, 3) mood, 4) personality and 5) behaviour will be discussed. It starts with an introductory lecture in which the principles and interpretation of neuropsychological diagnostics are outlined and illustrated with case studies. Tests used in the practical training are demonstrated, including interpretation and how to report the outcomes. Next, students are trained in neuropsychological history taking which they will perform on trained actors who simulate different types of neurological or neuropsychiatric pathology. Furthermore, students are trained in behavioural observation by watching the neuropsychological examination of different simulating patients. Finally, by using

data from patient history, test observations and examination results, students write a comprehensive neuropsychological report, which is graded. In a final tutorial group meeting, specific problems of the assessments and the individual reports are discussed.

Literature
- Lezak, M.D. (2004). *Neuropsychological Assessment* (4th Ed.). New York: Oxford University Press;
- Various articles and book chapters.

Instructional Approach
Introductory lecture, plenary debriefing session.

Form of Assessment
A 3-4 page research report.

Course NP 464 Arousal and Attention – 4 European credits

Coordinator: Annemiek Vermeeren, Neuropsychology and Psychopharmacology,
Phone 38 81952, 40 Universiteitssingel East, Room 2.738,
E-mail: a.vermeeren@psychology.unimaas.nl

Description of the Course
This course familiarizes students with key concepts and controversies in the study of arousal and attention, with an emphasis on the role of neurotransmitters and the effects of stimulating and sedating drugs. Several psychological and psychiatric disorders are associated with a lack of energy or a state of hyperarousal, e.g. insomnia and ADHD. Moreover, arousal and alertness can vary between and within days, depending for example on the amount of sleep, time of day, or use of drugs (e.g. caffeine, methylphenidate, sleeping pills). Such variations in arousal and alertness can affect human cognitive functioning, in particular attention. The nature and mechanisms underlying the relation between arousal, attention and performance has been the subject of extensive research in psychology. In addition to a critical discussion of the classic Arousal Theory, this course will review current knowledge on subcortical arousal systems, attentional networks and the neurotransmitters involved. Throughout the course, psychopharmacological studies will be presented that illustrate the role of different neurotransmitters in arousal and attention.

The following issues will be discussed: psychophysiological correlates of arousal; unidimensional Arousal Theory (inverted U model, Yerkes Dodson law); multi-dimensional models; Posner's attentional networks (alerting, orienting, and executive attention); intrinsic alertness, vigilance and sustained attention; underlying neurobiological mechanisms of attention; ascending reticular activating system (ARAS); brainstem and hypothalamic systems regulating sleep and waking; the role of noradrenaline, dopamine and acetylcholine in alertness and attention; the interaction of noradrenaline, serotonin, acetylchline, histamine, adenosine, orexin and GABA in

sleep-wake regulation; disorders such as insomnia and ADHD; some sedative and stimulating drugs, such as sleeping pills and caffeine.

Literature
Various articles and book chapters (e-reader).

Practical training: Basic Cognitive Psychological Skills (NP466)

Coordinators: Eric Vuurman, Neuropsychology and Psychopharmacology, Phone 38 81046, 40 Universiteitssingel East, Room 2.747, E-mail: e.vuurman@np.unimaas.nl; Annemiek Vermeeren, Neuropsychology and Psychopharmacology, Phone 38 81952, 40 Universiteitssingel East, Room 2.738, E-mail: a.vermeeren@psychology.unimaas.nl

The practical training Basic Cognitive Psychological Skills runs parallel to the NP courses 464 and 465. For more information see NP466.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Essay questions.

Course NP465 Cognitive Aging - 4 European credits

Coordinator: Pascal van Gerven, Neuropsychology and Psychopharmacology, Phone 38 84512, 40 Universiteitssingel East, room 2.742, E-mail: p.vangerven@psychology.unimaas.nl

Description of the Course
This course covers a broad range of topics in the field of cognitive aging. A thorough understanding of normal cognitive aging is considered essential before issues in abnormal aging can be addressed. Important questions are: What is cognitive aging? What neurobiological and cognitive mechanisms determine whether a person ages pathologically, normally, or successfully? How can this aging process be influenced? Students will critically reflect on influential theories, state-of-the-art research, established research methods, and clinical interventions to address these questions. Themes will be physical (somatic) aging, brain aging (biological perspective), cognitive aging (behavioural perspective), pathological aging (mild cognitive impairment, dementias, Alzheimer's disease, Parkinson's disease), interventional strategies, and methodological issues in aging research.

Literature
An e-reader will be provided. The course will not be accompanied by a textbook, but useful reference books will be recommended in the course manual.

Practical training: Basic Cognitive Psychological Skills (NP466)
Coordinators: Eric Vuurman, Neuropsychology and Psychopharmacology, Phone 38 81046, 40 Universiteitssingel East, Room 2.747, E-mail: e.vuurman@np.unimaas.nl; Annemiek Vermeeren, Neuropsychology and Psychopharmacology, Phone 38 81952, 40 Universiteitssingel East, Room 2.738, E-mail: a.vermeeren@psychology.unimaas.nl

The practical training Basic Cognitive Psychological Skills runs parallel to the NP courses 464 and 465. For more information see NP466.

Instructional Approach
Tutorial group meetings, lectures.

Form of Assessment
Open questions.

Practical training NP466 Basic Cognitive Psychological Skills – 2 European credits
Coordinators: Eric Vuurman, Neuropsychology and Psychopharmacology, Phone 38 81046, 40 Universiteitssingel East, Room 2.747, E-mail: e.vuurman@psychology.unimaas.nl; Annemiek Vermeeren, Neuropsychology and Psychopharmacology, Phone 38 81952, 40 Universiteitssingel East, Room 2.738, E-mail: a.vermeeren@psychology.unimaas.nl

Description of the Practical Training
This course focuses on the acquisition of basic skills needed in cognitive performance research. The course is centred around a psychological experiment studying the detrimental effects of arousal manipulation (environmental noise) on cognitive processing. Students will learn how to perform a field experiment and go through the various stages necessary to acquire the data and analyse and report the results. Students will be required to recruit a small number of subjects and administer the test battery according to a pre-defined protocol. The test battery consists of paper and pencil tests that have been presented and discussed in previous courses. Furthermore, an overview of techniques and tests will be given that are currently used to evaluate performance in a number of cognitive domains, such as language, perception, attention and executive functions.

Instructional Approach
Formal introduction in the first week, followed by 6 weeks in which the experiment is carried out and reported. This will be done by pairs of students. Three meetings, each week a 2 hour meeting will be staged with the entire group to discuss data analysis and report writing and to provide feedback and discussion of the results.

Form of Assessment
Research report on the experiment.

2.5 Research internship and Master's thesis

The second part of the year of the Master's programme is devoted to arranging and conducting a research internship. This will be in the field of the track a student has chosen out of one of the Master's specialization programmes. As a result of the many international research contacts our faculty members have established, a substantial number of students will conduct their research internship abroad. Students finalize the Master's programme by writing a thesis on their internship.

The internship can be done at the Maastricht University, at external research institutes or at practically-oriented institutions. In all cases, your research proposal and Master's thesis will be evaluated by two assessors. At least one assessors has to be a member of the Faculty of Psychology and Neuroscience (FPN). The other assessor might be a researcher at, for example, the institute were your data are collected.

Information about research internships offered by faculty members can be found on Blackboard: EleUM.unimaas.nl/Students Faculty of Psychology. You can also find there a detailed guide to the research internship and the Master's thesis.

As already mentioned, research internships can also be carried out abroad. For possible internships abroad contact the research internship coordinator (see below). For practical information about international research internships (e.g., scholarship, visa), contact the International Office, Phone 38 81920, 40 Universiteitssingel East, Room 5.749, E-mail: international@psychology.unimaas.nl

For more information about research internships contact Arie van der Lugt, coordinator for Biological Psychology: Phone 38 82347, 40 Universiteitssingel East, Room 2.732, E-mail: arie.vanderlugt@psychology.unimaas.nl

2.6 Psychodiagnostics registration

Coordinator: Anton de Vries, Cognitive Neuroscience, Phone 38 84043,
40 Universiteitssingel East, Room 5.742, E-mail: a.devries@psychology.unimaas.nl

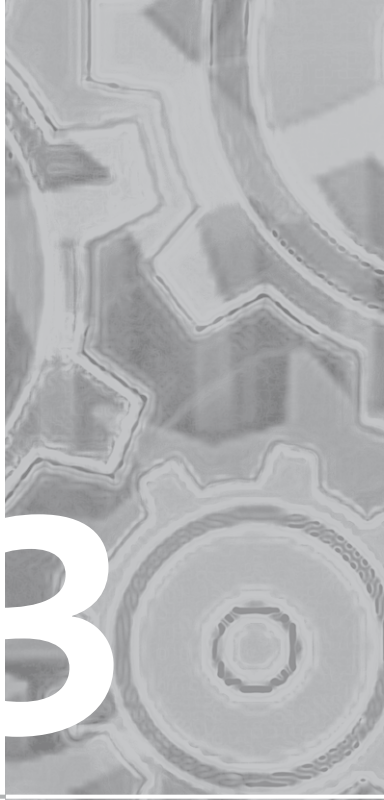
Description of the registration
The success of a treatment or decision depends on the correct identification of the problem situation: the diagnosis. Psychodiagnostics is the branch of psychology that evaluates individual problem situations with psychological assessments. It is important in many judgment and decision processes. Examples are: personnel selection, the evaluation of child abuse, or educational career decisions. These illustrations make clear that the assessments may have important consequences.
To promote the quality of the psychodiagnostic profession, the Dutch Institute of Psychologists (NIP) has introduced a registration of psychodiagnostics. This registration warrants that the student masters the fundamental knowledge and skills that are rooted

in accepted psychodiagnostic principles. The registration is awarded by way of a NIP signed certificate. The student receives it on graduation in supplement of the Master's diploma. The graduate is also incorporated in a public register that is managed by the NIP. Additional information about this registration and its regulations can be found at: www.psynip.nl.

Conditions
The registration can be obtained for the Master's tracks Developmental Psychology, Neuropsychology, Health and Social Psychology, Psychology and Law, and Work and Organisational Psychology.

Information
Additional information is available at EleUM in the Community tab under 'internships'.

Students intending to qualify for this registration should contact Anton de Vries. It is vital for the student to ensure that the planned training period allows the student to gain sufficient diagnostic experience. Also for additional information on these regulations you can contact him during consultation hours on Thursdays from 13.30-15.00. Students can make an appointment by writing their name and ID on the schedule at his office room.



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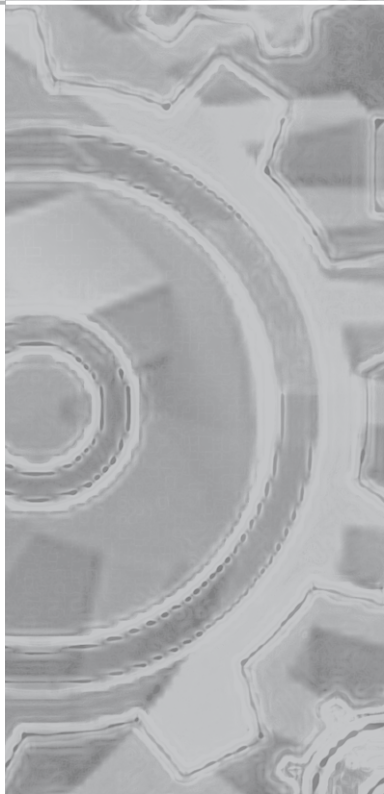
Education and Examination Regulations-Master's



3.1 Education and Examination Regulations – Master's

Section 1 General Conditions

Education and Examination Regulations for the 2008-2008 academic year for de Master's Study Programme in the Faculty of Psychology and Neuroscience, as meant in article 7.13 of the Act on Higher Education and Research (WHW).

Article 1.1 Scope of the Regulations

These regulations apply to the education and examinations for the full-time Master's Study programme in Psychology, hereinafter referred to as the study programme.
The study programme is offered by the Faculty of Psychology and Neuroscience, hereinafter referred to as the faculty.
The regulations have been established by the Faculty Board, after the advice from the study programme board and the approval from the Faculty Council had been obtained, and will apply as of 1st September 2008 for the 2008-2009 academic year.

Article 1.2 Definitions

In these regulations the following is understood by:

a. The Act: the Higher Education and Research Act (WHW);
b. Student: he/she who has been enrolled at the Maastricht University as of 1st December 2007, for the purpose of attending the courses and/or taking the tests and the examination of the study programme.
c. Academic year: the period from 1st September of a calendar year up to 31st August of the following calendar year.
d. Part: a study unit of the study programme as meant by article 7.3 of the Act.
e. Course: a study unit of the study programme, as meant by the Act.
f. Tutorial Group Meeting: a practical exercise, as meant by article 7.13 paragraph 2, sub t of the Act.
g. Practical Training: a practical exercise, as meant by article 7.13, paragraph 2, sub d of the Act.
h. Test: the test as part of the examination as meant by article 7.10, paragraph 1 of the Act.
i. Examination: the final examination for the Master's study programme.
j. Credit: a study load of 28 hours of study, in accordance with article 7.4 of the Act. The study load of the Master's study programme amounts to 60 credits.

k. Examination Board: the board as meant by article 7.12 of the Act.
l. Examiner: the person appointed by the Examination Board, charged with administering exams.
m. Course Coordinator, alternatively Practical Training Coordinator: an examiner who is responsible for the content of a certain course, or alternatively responsible for the practical training in a certain course.
n. Board of Appeal: the Board of Appeal for Examinations as meant by article 7.60 of the Act.
o. Rules and Regulations: the rules drawn up by the Examination Board to ensure a smooth running of the tests, and the regulations governing the way in which the examinee is assessed and how the results of the tests and examinations are arrived at as meant by article 7.12, paragraph 4 of the Act.
p. Faculty Board: the Executive Board of the Faculty of Psychology and Neuroscience of the Maastricht University as meant by article 9.24 of the Act.
q. Grade Point Average: weighted average grade point.

Other notions are to be understood in accordance with the meaning assigned to them by the Act.

Article 1.3 Purpose of the Study Programme

1. The purpose of the study programme is the following:
   - academic education within the context of the Maastricht University educational concept and its distinct profile;
   - deepening of a student's specific choice for a particular field of study;
   - possibility to broaden one's knowledge in other disciplines;
   - acquisition of specialized knowledge, skills and insight in the field of psychology, particularly in the fields of Cognitive or Biological Psychology;
   - preparation for a possible further programme of study in scientific research.

   In combination with the Bachelor Degree in Psychology, the study programme must see to:
   - the preparation of a career in the field of Cognitive or Biological Psychology.
2. There are sufficient elements in the study programme to enhance the further development of the academic formation of the student, in particular with regard to:
   - thinking and acting independently and scientifically;
   - communicating scientifically in English;
   - applying specialized scientific knowledge in a broader social context.

Article 1.4 Organization of the Study Programme

The study programme will be offered on a full-time basis.

Artikel 1.5 Exam of the Study Programme

In the study programme the following exam can be taken:
the Master's exam.

Article 1.6 Study Load

The study programme has a study load of 60 credits.

Article 1.7 Language of Instruction

The education and examination in the Master's study programme are conducted in English.

Section 2 Structure of the Study Programme

Article 2.1 Master's Specializations and Tracks

Areas of Specialization in the Master's Study Programme
a. Applied Cognitive Psychology
b. Biological Psychology

Tracks in Applied Cognitive Psychology
- Health and Social Psychology
- Psychology and Law
- Work and Organizational Psychology

Tracks in Biological Psychology
- Developmental Psychology
- Neuropsychology
- Cognitive Neuroscience

Article 2.2 Composition

Master's Degree Specialization in Applied Cognitive Psychology

Health and Social Psychology

The Health and Social Psychology track consists of the following theoretical parts (including the tutorial group and practical training meetings) and accompanying credits:
- The course 'Self-control' 5 credits
- The course 'Bad Habits' 5 credits
- The course 'Planning Behaviour Change Programs' 5 credits
- The course 'Manupulation' 5 credits

In addition, the track includes a compulsory research apprenticeship consisting of:
- The approved research proposal 5 credits
- The research internship 25 credits
- The Master's thesis 10 credits

Psychology and Law

The Psychology and Law track consists of the following theoretical parts (including the tutorial group and practical training meetings) and accompanying credits:
- The course 'Forensic Psychology' 4 credits
- The course 'Eyewitnesses and victims' 4 credits

- The course 'Perpetrators and Defendants' 4 credits
- The course: 'Experts and their Decisions' 4 credits
- The practical 'Psychology and law in action' 4 credits

In addition, the track includes a compulsory research apprenticeship consisting of:
- The approved research proposal 5 credits
- The research internship 25 credits
- The Master's thesis 10 credits

Work and Organisational Psychology
The Work and Organisational Psychology track consists of the following theoretical parts (including the tutorial group and practical training meetings) and the accompanying credits:
- The course 'Safety at Work' 5 credits
- The course 'Human Resourses' 5 credits
- The course 'Organization and Cognition' 5 credits
- The course 'Human Performance' 5 credits

In addition, the track includes a compulsory research apprenticeship consisting of:
- The approved research proposal 5 credits
- The research internship 25 credits
- The Master's thesis 10 credits

Master's Degree Specialization in Biological Psychology

Developmental Psychology
The Developmental Psychology track consists of the following theoretical parts (including the tutorial group and practical training meetings) and the accompanying credits:
- The course 'Infancy' 4 credits
- The course 'Perception, Attention and Motor Development' 4 credits
- The course 'Development of Cognition and Language' 4 credits
- The course 'Social Emotional Development' 4 credits
- Practical period 1 2 credits
- Practical period 2 2 credits

In addition, the track includes a compulsory research apprenticeship consisting of:
- The approved research proposal 5 credits
- The research internship 25 credits
- The Master's thesis 10 credits

Cognitive Neuroscience
The Cognitive Neuroscience track consists of the following theoretical parts (including the tutorial group and practical training meetings) and the accompanying credits:
- The course 'Neural Correlates of Selection in Language Processing' 4 credits
- The course 'Mechanisms of Perception and Attention' 4 credits

- The course 'Brain Imaging Methods' 4 credits
- The course 'The Cognitive Neuroscience of Sensory and Motor Systems' 4 credits
- Practical period 1 2 credits
- Practical period 2 2 credits

In addition, the track includes a compulsory research apprenticeship consisting of:

- The approved research proposal 5 credits
- The research internship 25 credits
- The Master's thesis 10 credits

Neuropsychology

The Neuropsychology track consists of the following theoretical parts (including the tutorial group and practical training meetings) and the accompanying credits:

- The course 'Brain damage' 4 credits
- The course 'Behavioural Disorders' 4 credits
- The course 'Arousal and Attention' 4 credits
- The course 'Cognitive Aging' 4 credits
- Practical period 1 2 credits
- Practical period 2 2 credits

In addition, the track includes a compulsory research apprenticeship consisting of:

- The approved research proposal 5 credits
- The research internship 25 credits
- The Master's thesis 10 credits

Section 3 Tests and Examinations

Article 3.1 Compulsory Sequencing of Parts

1. The research internship can only be started once:
   - The Bachelors Degree has been obtained;
   - At least 2 of the 4 compulsory theoretical courses of the Master's track have been completed, and the attendance of the other 2 courses is obtained. Regarding the latter, additional requirements might need to be fulfilled, which will be specified in the course manual. In addition, certain research internships in the biological specialization may require that the practical training has been completed.
2. If a student deviates from the sequencing as described under 1, without permission from the Examination Board, the result of the part in question can be declared invalid.

Article 3.2 Periods and Frequency

1. Tests can be taken twice a year, at times determined by the Examination Board: i.e. once during or immediately following the period in which the relevant unit was offered and once during the course of the academic year.
2. In special cases, the Examination Board can decide that a test can be taken at a time different to that set in accordance with the previous paragraph.

Article 3.3 Testing

1. Tests

a. As a rule, tests are in written form. This includes tests done on a computer. A written test can consist of open questions, an individual paper, an essay or a report. If an examiner would like to use another format of testing, the examiner has to request permission from the Examination Board.
b. For written tests, students can be admitted and take the test for up to 30 minutes after the test has started. In that case no extension of the duration of the test will be granted. After 30 minutes, admission will be refused. Students are not allowed to leave the room where the test is taken, until at least 30 minutes after the test has started.
c. During tests it is not allowed to keep cellular telephones or electronic devices within reach, even if they are switched off. If the student does not conform to the above, the fraud regulation, as described in the Rules and Regulations, will be applied and the test will be declared invalid.
d. A condition for taking tests is the compliance with the minimum requirements for participation in the tutorial group meetings as laid down in article 5.a of section 3.2 Rules and Regulations.
e. The Examination Board has the authority to permit a different form of testing or assessing in special cases.
f. Students with a functional disability may request permission from the Examination Board to take the tests in a manner which is as far as possible, adapted to their individual disability. The Examination Board can ask for expert advice before arriving at a decision.

2. Oral Testing

In exceptional circumstances the Examination Board has the authority to permit an oral test. A written request has to be submitted to the Examination Board. If the request is granted the following conditions will apply:

a. Only one person at the time may be tested orally.
b. An oral test is administered by two examiners, unless the Examination Board has decided otherwise.
c. Oral tests will be administered in public, unless the Examination Board or the examiner in question has decided otherwise in a special case, or if the student has objected to this.

3. Written Papers

The Examination Board can draw up guidelines for papers. These guidelines will be included in the Prospectus or in the manual pertaining to the relevant part.

4. Research Internship

a. The Examination Board determines the requirements regarding the nature and content of a research internship in the internship regulations.
b. The research internship regulations are set out in Appendix 1-3.
c. In order to ensure that the research internship proceeds smoothly, further guidelines

have been drawn up, which can be found in the Manual on Internships. The manual can be downloaded from EleUM/Blackboard.

d. A student can only do a research internship once during his/her programme of study. During the research internship the student will be supervised by the faculty.

5. *Attendance in Tutorial Group Meetings*

a. The Examination Board lays down the percentage for compulsory attendance in the tutorial group meetings in the Rules and Regulations, articles 5 and 6, and determines how the actual attendance of each student is registered.

b. Students who do not comply with the percentage for the minimal, compulsory attendance in the tutorial group meetings, but have not missed more than 1 meeting than is allowed, can still comply with the compulsory attendance by applying for a catch-up assignment from the Examination Board, not later than two weeks after the course testing. At most, two requests for a catch-up assignment will be granted in each academic year. The Examination Board will inform the student about this not later than four weeks after the course examination has taken place.

c. If attendance has been met in a given academic year, this will be valid for the remainder of the study, even if the test is not passed in that year.

Article 3.4 Proof of Having Passed Courses

1. Once a student has taken part in a sufficient number of tutorial group meetings and has successfully completed the course examination and the practical training, this will count as proof of having passed the relevant course. The proof will be obtained after an examiner or an employee who is not a member of the academic staff, under the supervision and responsibility of the Examination Board, has declared that the requirements for that part of the examination have been complied with. A condition for obtaining proof of having passed a course is that the student has complied with the admission requirements for the relevant part of the examination. The Examination Board can revoke the decision of the examiner if the admission requirements have not been complied with.
2. If the member of staff referred to in the previous paragraph doubts whether the requirements for granting proof of having passed a course have been complied with, he/she puts this before the Examination Board for a final decision.

Article 3.5 Grade Point Average

a. A weighted average score (GPA) for all parts of the exam which are assessed on a ten-point scale. Scores will be weighted according to the number of course credits (see also article 2.1).

b. The GPA can also include an insufficient grade.

c. In case an exam is not taken, it will not be included in the GPA. In that case the number of obtained credits will be reported in relation to the number of credits that could have been obtained in the form of a progress rate.

Article 3.6 Determining and Publishing Results

1. The Examination Board determines the norms for the assessment of each part of the examination
2. The examiner determines the provisional result of a written test within 15 working days after the day on which the test took place, and provides the Education Office with the information needed for publication of the result to the student.
3. After students have had the opportunity to inspect their corrected works, the definitive results will be determined and published to the student within five working days.
4. The examiner determines the result of an oral test immediately after it has been taken and issues the student with a written statement to this effect. If several students take the same test one after the other, the time for determining the result can be extended by one week at the most.

Article 3.7 Period of Validity

As a rule, the period of validity of tests is unlimited. However, by way of exception, the Examination Board may impose an additional or substitute test for a part that was passed more than six years ago.

Article 3.8 Right of Inspection

1. The student, on his/her request, has the right to inspect his/her corrected work within a period of two weeks after the announcement of the results of a written test, at a place and time determined by the course coordinator.
2. The student who has taken the test may inspect the questions and assignments of the relevant test, and the norms on which the assessment was based.

Article 3.9 Exemptions

The Examination Board can, at the request of a student, grant exemption from taking a test or other assessment, if the student provides satisfactory written proof that he/she:

1. has already successfully completed a similar course at a university or college of higher professional education, which is equivalent in content and level;
2. possesses sufficient knowledge and skill in relation to the relevant test by way of work, or professional experience.

Article 3.10 Examination

1. The Examination Board determines the result of the Master's examination as soon as the student has submitted sufficient proof of having passed the tests and of the academic formation he/she has acquired. The student, who has met all the requirements for the Master's examination, will be conferred the Master's Degree and will receive the certificate belonging to the Master's examination as proof of this.
2. Prior to determining the result of the examination, the Examination Board may examine the student's knowledge with respect to one or more parts of the study programme, should the results of the relevant tests give rise to this.

Article 3.11 Degree and Certificate

1. He/she who has passed the examination successfully will be awarded the Degree of 'Master of Science'.
2. The certificate issued as a result of having passed the examination successfully will contain:
   a. the name of the study programme;
   b. the degree which has been awarded;
   c. the most recent date on which the study programme has been accredited, or alternatively has undergone the test of being a new study programme.
3. The certificate will be signed by the chair of the Examination Board and the dean of the faculty.
4. The presentation of the certificate is done in public, unless the Examination Board decides otherwise in special cases.
5. A separate list of marks will be issued with the certificate.
6. An English diploma supplement will be issued with the certificate.
7. The Examination Board can award the certificate with the qualifications of 'with honours' in accordance with the Rules and Regulations of the Master's examination.

Section 4 Admission

A. Admission Requirements for a Subsequent Master's Study Programme (art. 7.30a)

Article 4.1 Admission

The following will be admitted to the study programme:
he/she to whom the degree of Bachelor of Science in Psychology of the University of Maastricht has been awarded (the preceding Bachelor Degree) with the proviso that he/she who has completed the Bachelor Degree in Cognitive Psychology will be admitted to the Master's Specialization in Applied Cognitive Psychology and he/she who has completed the Bachelor Degree in Biological Psychology will be admitted to the Master's Specialization in Biological Psychology.

Article 4.2 Provisional Admission

1. Contrary to what has been said in article 4.1, the Examination Board can decide to admit a student who is enrolled in a Bachelor study programme as meant in article 4.1, to the Master's study programme.
2. The Examination Board can decide to provisionally admit a candidate as meant in article 4.1, if
   a) the following compulsory parts of the Bachelor study programme have been successfully completed:
      - first and second year of the Bachelor study programme;
      - Bachelor thesis;
      - at least three of the four courses of period 1 and 2 of year 3;
   b) only as many parts of the Bachelor study programme are yet to be completed as would amount to a total study load of at the most 30 European credits.

3. In case of provisional admission, the Master's Degree will only be obtained once the Bachelor Degree has been obtained.
4. If the Bachelor's Degree is not obtained before the end of the academic year during which the student started the Master's programme, provisional admission will be postponed until the Bachelor's Degree has been obtained.

B. Admission Requirements Master's Study Programmes (others than student of the Faculty of Psychology and Neuroscience, UM) (art. 7.30b)

Article 4.1 Admissibility

He/she who complies with the requirements as meant in article 4.2 sub a. and to whom a certificate of admission has been issued can be admitted.

Article 4.2 Certificate of Admission

The certificate of admission as meant in article 4.1 will be issued, if

a. the person concerned complies with the following requirements:
   (1) having awarded at least a Bachelor's or equivalent degree in an academic field;
   (2) passing an entrance exam testing basic psychology knowledge and specific knowledge in biological and cognitive psychology, depending on which master is chosen;
   (3) passing an entrance exam in Methods and Statistics;
   (4) passing an entrance test in English.
b. *(if applicable)* the maximum number of persons which can be enrolled for the study programme is not exceeded.

Article 4.3 Capacity Limitations

1. The Dean submits a proposal to the Executive Board at least two months prior to the closing date mentioned in article 4.5 about the maximum number of students to be admitted to the study programme.
2. The Admission Board arranges an order between the submitted requests of the candidates who comply with the admission requirements as meant in article 4.1. The admission board grants the requests for admission in accordance with the sequencing which it determines.

Article 4.4 Admission Board

1. The judgement about the admissibility and the issuing of the certificate of admission for the study programme is assigned to the admission board of the study programme. This board consists of:
   A chairperson, appointed from among the academic personnel, who is in charge of the education in the study programme;
   One or two members appointed from among the academic personnel who are in charge of the education in the study programme;
2. One of the members of the Admission Board will also be a member of the Examination Board;
3. The appointment is done by the Dean on the advice of the management of the study programme.

Article 4.5 Times of Review for Admission

1. The review for admission takes place once a year.
2. A request for admission to a study programme must be submitted to the Admission Board before April, 15 2009.
3. The Admission Board can in special cases deal with a request for admission even if it has been submitted after the closing date mentioned in point 2.
4. The Admission Board decides on the request before June 1, 2009.The admission will be granted on the condition that the candidate complies with the requirements as regards knowledge, insight and skills, as stipulated in article B 4.2, and as shown by the certificates of the study programmes the student has followed, at the latest by the starting date of the relevant study programme.

Section 5 Study Advice and Guidance

Article 5.1 Study Progress Monitoring

1. The faculty registers the individual study results of the students in such a way that they can be consulted by the students via Pandia.
2. The faculty provides each student at least once a year (preferably halfway through the second semester) with a copy of the study results obtained by him/her.

Article 5.2 Study Advice and Guidance

The faculty sees to the introduction and study advice and guidance of the students who have been enrolled for the study programme.

Section 6 Transitional and Concluding Conditions

Article 6.1 Amendments

1. Amendments in these regulations will be determined by special decision of the Faculty Board on the advice of the study programme commission and with the approval or advice of the Faculty Council.
2. A change in these regulations does not apply to the current academic year, unless the interests of the students are not adversely affected by it.
3. A change can furthermore not be to the detriment of students by affecting any other decision which had been taken on the strength of the regulations by the Examination Board for a student.

Article 6.2 Publication

1. The Faculty Board sees to the proper publication of this regulation, of the Rules and Regulations which have been determined by the Examination Board, and also of any changes in these, by incorporating them in the Prospectus, among other things.
2. Each person interested can obtain a copy of the documents referred to in paragraph 1 from the Educational Office.

Article 6.3 Hardship Clause

The Examination Board decides in cases which have not been foreseen by these regulations. The Examination Board has the right to deviate in individual cases from what has been determined in the regulation on the request of a student, if a strict application of the rules would lead to an unfair or unreasonable situation. In the assessment of individual cases the Examination Board uses as its starting point the generally applicable rule of law that equal must be treated as equal and unequal must be treated as unequal. The Examination Board uses the so-called principle of unforeseen circumstances as the criterion for acceptability.

Article 6.4 Appeal

When the provisional results students have obtained for (parts of) tests are announced, the Examination Board will notify them of the right to inspection. When the final results are announced the Examination Board will notify them of the possibility to appeal against the decision with the Board of Appeal for Examinations as meant in article 7.61 of the Act, and of the period of four weeks within which this appeal has to be lodged. The right of appeal is also communicated to the student in all correspondence regarding a decision of the Examination Board which is open to appeal. In addition, the period within such an appeal has to lodged will be mentioned.

Article 6.5 Date of Coming into Force

These regulations take effect on 1st September 2008 and will be effective for the 2008-2009 academic year.
Thus enacted with the approval of the Council of the Faculty of Psychology and Neuroscience in its meeting of 24 April 2008.

No rights can be derived from the education and examination regulations as included here. Copies of the definitive Education and examination regulations can be obtained from the secretariat of the Examination Board.

3.2 Rules and Regulations for the Master's examination of the psychology study programme

Article 1 Examination Board

The Examination Board sees to the execution of the regulation for the Master's examination and its parts, taking into account the Act and the education and examination regulations concerning the organization and scope of the examinations of the psychology study programme of the Faculty of Psychology and Neuroscience. The Examination Board appoints examiners who are competent to administer tests on its behalf. In particular cases the Examination Board can annul decisions taken by the examiners and can take its own new decision. This will in particular be the case if a

student has not complied with the admission requirements for a part of the examination which he/she has taken.

Article 2 Composition of the Master's Examination

The Master's examination consists of the following parts:

1. The courses pertaining to the selected Master's track;
2. The practical training with the accompanying tasks, whether or not pertaining to the courses as meant under 1;
3. The tutorial group meetings pertaining to the courses as meant under 1, and the practical training as meant under 2;
4. The research proposal;
5. The research internship;
6. The Master's thesis.

Article 3 Requirements for the Master's Psychology Examination

The awarding of the Master's degree and the issuing of the relevant Certificate will take place, when proof of having passed all parts of the examination have been obtained:

1. At least sufficient marks for each of the tests;
2. Proof of satisfactory performance for all practical training sessions which are part of the education;
3. Compliance with the attendance obligation for all courses and practical training sessions;
4. Proof of satisfactory completion of the research proposal;
5. Proof of satisfactory completion of the research internship;
6. Proof of satisfactory completion of the Master's thesis.

Article 4 Result of the Master's Examination

Students who anticipate complying in time with the requirements for the Master's examination and who wish to receive the relevant certificate, must submit a request to the Examination Board to determine the result of the examination, at least 2 months prior to the date of graduation. A decision is taken by the Examination Board within four weeks.

Article 5 Proof of Having Passed a Course

Courses

A student can have a course registered as having been passed if the following requirements have been met:

a. A minimum of 85% attendance at the tutorial group meetings. A student who arrives more than 10 minutes after the official starting time of the meeting shall be considered not to have attended. As regards admissibility to the course examination, a student must have attended a minimum of 85% of the tutorial group meetings in order to be allowed to sit for the course examination. If a student has not complied with the attendance obligation but has not missed more than one other meeting than is allowed, he/she will be admitted provisionally to participate in the course examination. In this case a student can still comply with the attendance obligation

by applying for a so-called catch-up assignment. In order to qualify for a catch-up assignment a student must apply for this **within two weeks** after the course testing by filling in the form **Request Catch-up Assignment Insufficient Attendance** (to be collected at the education desk or to be downloaded from EleUM/blackboard) and handing it in at the education desk on level 0 during opening hours. The student will receive a receipt with the date for handing in the assignment on it. This catch-up assignment will be given to the student if not more than one meeting has been missed than is allowed and if the student has not applied for more than one assignment. The assignment must be handed in to the course coordinator within four weeks after it has been given to the student. If this catch-up assignment is considered to be satisfactory the student has as yet complied with the attendance requirements and the provisional result of the course examination shall be ratified. If the request for a catch-up assignment has not been submitted in time and/or more than one meeting above what is allowed has been missed, the catch-up assignment will not be given and the provisional result of the course examination will be annulled. The student will still have to comply with the attendance obligation and take the course examination in the following academic year. A student can qualify for a catch-up assignment at the most twice per academic year. After a catch-up assignment has been given twice, this regulation cannot be utilised another time in the same academic year;

b. A satisfactory assessment and attendance for the practical training. A student who arrives more than 10 minutes after the official starting time of the practical training shall be considered not to have attended;
c. At least sufficient grades for the final course examination. All course exams will be graded at whole numbers. Courses graded based on a paper can also be marked with half numbers, taking into account that a course is passed when a grade of 5.5 or higher is obtained.

Article 6 Attendance Obligation

1. There is a 100% attendance obligation in the case of the practical training sessions. It may happen that for certain courses no distinction is made between tutorial group meetings and practical training sessions. In this case there will be a minimum of 9 and a maximum of 18 meetings for those courses and there will be an attendance obligation of 85%.
2. There will be an attendance obligation of at least 85% in respect of the tutorial group meetings in each course:
   - on a total of 18 meetings: at least 15 meetings;
   - on a total of 16 or 17 meetings: at least 14 meetings;
   - on a total of 15 meetings: at least 13 meetings;
   - on a total of 14 meetings: at least 12 meetings;
   - on a total of 13 meetings: at least 11 meetings;
   - on a total of 12 meetings: at least 10 meetings;
   - on a total of 11 or 10 meetings: at least 9 meetings
   - on a total of 9 meetings: at least 8 meetings
   - on a total of 8 meetings: at least 7 meetings;

- on a total of 7 meetings: at least 6 meetings;
- on a total of 6 meetings: at least 5 meetings;
- In the case of 5 or fewer meetings there is an attendance obligation of 100%.

3. The attendance in the tutorial group meetings and the practical training sessions will be registered on a form for each tutorial group.
4. If a student has not complied with the attendance obligation the relevant course will not be registered as having been passed.
5. If attendance has been met in a given academic year, this will be valid for the remainder of the study, even if the test is not passed in that year.

Article 7 Cum laude Pass

1. The pass 'cum laude' is attached to the Master's examination, if each of the following requirements has been met:
   a. A weighted grade point average (GPA) of at least 8.0 for all parts of the exam. Grades will be weighted according to the number of course credits (see also Article 2.2).

   Furthermore, no part of the examination may have been passed in a resit.
   b. Master's thesis: a grade of at least 8.0.

Cum laude will not be awarded if more than 5 credits are exempted.

Article 8 Exemptions

1. Request for exemption from taking a test or undergoing another part of the examination on the strength of what has been determined by Act will be submitted to the Examination Board. Written proof must be submitted to support the request.
2. The Examination Board takes a motivated decision within four weeks after having received the request. The Examination Board is entitled to extend this period of four weeks by a period determined by it. The student will be informed of its decision in writing.
3. No credits will be awarded for the parts of the examination for which exemption has been granted.

Article 9 Resits/reassessments

The following resit/reassessment arrangements apply to students who in the first instance have not passed a part of the Master's examination.
The relevant resits are available only to students who have complied with the attendance obligation.

1. Course Examinations
The student who failed a course exam will get one other chance to resit that examination per academic year.
If a student passes the exam he/she cannot resit the examination. In the case of a resit the highest mark counts.

2. Practical Trainings
Students who missed a practical meeting or failed an assignment of a practical training will get one chance per academic year to make up for the missed meeting or to redo the assignment.
When not more than one practical meeting is missed, either an extra practical meeting will be organized or a catch-up assignment will be given. Only those students, who have informed the practical coordinator within one week after having missed the meeting, will qualify for a resit. A student who did not register for a practical does not qualify for a resit.
If the assessment of a practical consists of a paper, the paper can only be rewritten when it has been turned in before the deadline and all requirements have been met.

3. Papers
There will be one chance to redo papers (including the Master's thesis) per academic year. This will consist in rewriting the relevant paper. A paper can only be rewritten when it has been turned in before the deadline and all requirements have been met.

Article 10 Fraud

1. If the Examination Board ascertains that in the course of any form of testing or assessment, a student:
   - made use of illicit aids, texts or notes, or makes or made use of electronic aids and/or means of communication:
   - verbally or by means of gestures communicated or tried to communicate with a fellow student without the permission of a supervisor, examiner or member of the Examination Board;
   - copied or tried to copy or gave somebody the opportunity to copy;
   - deliberately misled the Examination Board, the examiner or the supervisor, with respect to the test, or at least tried to mislead them or gave the opportunity for this to happen;
   - committed any other form of fraud, which includes also plagiarism, then the Examination Board can declare the result of the relevant test or assessment invalid for the student in question.
2. The Examination Board can furthermore take the following measures regarding the cases as mentioned in paragraph 1:
   - reprimand,
   - exclusion from (further) participation in one or more parts of the examination of the study programme for a period of at the most one year.
3. In the case of fraud, the Examination Board will apply a fraud regulation, i.e. the fraud regulation, as set out in appendix 4 of the Rules and Regulations for the Master's Examination. This also specifies what is understood by fraud.

Article 11 Implementation and Effective Date of Coming into Force

1. The Examination Board makes decisions in all cases which have not been foreseen by the Rules and Regulations.
2. These Rules and Regulations take effect as of 1st September 2008.

Thus enacted by the psychology Examination Board at its meeting of 11 March 2008.

No rights can be derived form the education and examination regulations as included here. Copies of the definitive education and examination regulations can be obtained from the Secretariat of the Examination Board.

Appendices with the Rules and Regulations Master's examination

Appendix 1: Regulation on Research proposal
Appendix 2: Regulation on Research internship
Appendix 3: Regulation on Master's thesis
Appendix 4: Regulation on Fraud

APPENDIX 1 Regulation on research proposal

1. A research proposal is an independently written proposal concerning research which the student intends to conduct during his/her research internship.
2. The research proposal consists of the following parts:
   - a brief theoretical background of the research;
   - the question posed by the research;
   - a description of the research plan;
   - a description of the research methods which will be applied;
   - a description of the techniques which will be used for processing and analysing the data;
   - a time-table.
3. The guideline for the length of the research proposal is 4-7 A-4 pages.
4. The assessment is done by two assessors. They are: a. two staff members of the faculty if the research internship is done internally (supervisor from the faculty and a second assessor), or b. the external supervisor and the supervisor from the faculty in case the apprenticeship is done outside the faculty.
5. An approved research proposal counts as 5 credits. If the research proposal is judged to be unsatisfactory, the regulation about resits/reassessments for Papers, article 8, paragraph 3, Rules and Regulations for the Master's study programme, applies.

APPENDIX 2 Regulation on research internship

1. A student has to do a research internship at the conclusion of his/her study programme.
2. The purpose of the internship is an orientation into the research field of psychologists.
3. The scope of the internship must correspond to a study load of 25 credits.
4. The student notifies the educational office about the internship at least one month

before the start of the internship by means of a research internship notification form. The educational office checks whether the student has complied with the requirements in article 3.1, paragraph 1 of the examination regulations, i.e.
- having obtained the Bachelor Degree;
- having successfully completed at least 3 of the 4 theoretical courses of the Master's track. In addition, certain internships of the biological specialization may require that the practical training has been successfully completed.

5. An internship agreement is drawn up for each internship in which a number of arrangements are set out between the institution where the internship takes place, the supervisor from the faculty and the student.
   A copy of this agreement is sent to the educational office at least one month before the internship starts.
6. The student will be supervised during the internship by a supervisor from the faculty and a supervisor from the institution where the internship takes place (internship supervisor). The task of the supervisor from the faculty and/or the internship supervisor consists in advising the student in matters of content with respect to the internship activities and the reporting of these in a Master's thesis (see Appendix 3: Regulation Master's thesis). In addition the supervisor from the faculty is the contact person with the institution where the internship takes place.
7. After the practical part of the research has been rounded off, an evaluative discussion will take place between the internship supervisor, the supervisor from the faculty and the student. The internship is registered as having been completed successfully by the internship supervisor or the supervisor from the faculty on an assessment form which is sent to the Educational Office.
8. A satisfactory completion of the internship counts as 25 credits.

APPENDIX 3 Regulation on Master's thesis

1. A Master's thesis is an independently written report of the research which has been conducted during the internship.
2. The Master's thesis is an individually written paper.
3. The length of the Master's thesis is at least 20 and at the most 40 A-4 size pages.
4. The Master's Thesis is assessed on the following four aspects: formulating the problem, subject content, argumentation and form. At least three aspects must be assessed with sufficient marks and the remaining aspect with a mark not lower than five. Additionally, the final mark for the thesis, based on the abovementioned four aspects, needs to be at least 5.5.
5. Satisfactory assessment of the Master's thesis counts as 10 credits.
6. The student must submit four copies of the Master's thesis to the educational office. Two copies, together with the individual assessment form, are sent on to the internship supervisor / supervisor from the faculty and to the supervisor from the faculty / second assessor. The assessment form, filled in and signed by both supervisors, is sent back to the educational office together with a motivated explanation within 20 working days. The educational office sends one copy of the approved Masters thesis to the internship coordinator for filing. The fourth copy is put

into the University Library unless the institution where the internship took place has objections to this.

7. If the Master's thesis is awarded insufficient marks, the Regulation for resits/ reassessments for Papers, article 9, paragraph 3 of the Rules and Regulations for the Master's study programme apply.

APPENDIX 4 Regulation on fraud

The psychology Examination Board has laid down the following regulation on examination fraud by way of further elaboration of article 10, paragraph 1 of the Rules and Regulations, in its meeting of 14 June 1995. This regulation is part of the Rules and Regulations.

Article 1

Fraud as meant in article 10 of the Rules and Regulations is understood to mean:

a. acting or failing to act on the part of an examinee in a way which makes it wholly or partly impossible to form a fair judgment about the knowledge, insight and skills of the examinee.
b. acting or failing to act on the part of an examinee in a way which makes it wholly or partly impossible to form a fair judgment about the knowledge, insight and skills of a co-examinee.

Article 2

Fraud as meant in article 10 of the Rules and Regulations also includes: an attempt at fraud.

Article 3

Acting or failing to act as meant in article 10f this regulation is understood to mean:

a. In respect of the writing of papers or assignments:
    - literal or paraphrased copying of passages from other papers or oral texts, from scientific articles or books, from sources on the Internet or from other electronic papers in such a way that the impression is given that it is one's own work;
    - literal copying or copying with minimal changes of extensive passages (more than a couple of sentences) from above mentioned sources with or without reference to the source text in such a way that the impression is given that it is one's own work.
b. In respect of taking tests and comparable proofs of ability and examinations:
    - disposing over the usage of texts other than those of which the use is expressly permitted, on or in the vicinity of the table where the examinee sits or another place accessible to the examinee, while taking the test;
    - exchanging information with a co-examinee where and in whatever way, while taking the test.

Article 4

If in the opinion of the examiner a (possible) case of fraud has taken place, the examiner as a rule takes the following action:

a. If the (possible) fraud has been ascertained while taking the test:
   - the examiner notifies the examinee of the ascertained (possible) fraud;
   - a possible text which the examinee had unjustly at his/her disposal for usage is confiscated;
   - the examinee is given the opportunity to complete the test, unless the examiner decides otherwise;
   - the examiner will bar the student from further participation in the test, if the examinee refuses to hand over the text which was possibly unjustly kept at hand in order to be used;
   - a text which has been confiscated is normally not returned to the examinee after the test is finished, unless the examiner decides otherwise;
   - the examiner documents the relevant facts connected with the ascertained fraud in writing and sends this without delay to the Examination Board, together with possible texts which had been confiscated;

b. if the (possible) fraud has been ascertained during or after the correction of a test or examination:
   - the examiner notifies the Examination Board in writing without delay about the (possible) fraud, adding the relevant papers and documents;
   - the Examination Board notifies the examinee about the ascertained (possible) fraud.
c. if the (possible) fraud is ascertained during or after the correction of written papers which are part of a test or which count as concluding part of a study unit:
   - the examiner notifies the Examination Board in writing without delay of the (possible) fraud, adding the relevant papers and documents;
   - the Examination Board notifies the examinee about the ascertained (possible) fraud.

Article 5

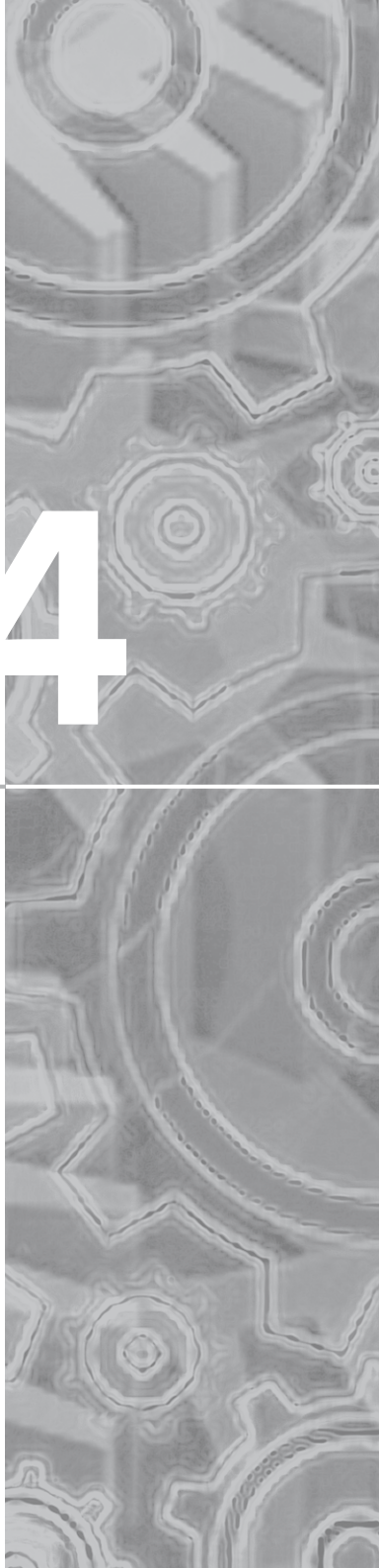
The psychology Examination Board deals with cases of possible fraud in the following manner:

a. the person who is suspected of fraud is called for a discussion; the Examination Board will be represented by the chairperson and the secretary or their representatives, and if possible by one other member of the board;
b. the Examination Board decides, also on the ground of the outcome of the discussion as meant in paragraph a., whether fraud has taken place;
c. the relevant test or paper will be declared invalid in each case that fraud as meant by article 1, paragraph a. has been ascertained;
d. the Examination Board imposes a sanction, taking into account the nature and severity of the fraud committed in accordance with what has been said in article 10 of the Rules and Regulations, in each case that fraud as meant by article 1, paragraph a. has been ascertained;
e. the person concerned will be notified about the decision of the Examination Board as soon as possible;
f. an entry will be made in the student's file when a test or paper has been declared invalid and a sanction has been imposed;

g. texts which have been confiscated will on request be returned by the Examination Board to the person in question, if it is decided that they are no longer needed with regard to (further) consideration of the case;
h. the Examination Board can decide to reveal its decision publicly but anonymously, with all the facts and circumstances on which it was based.

Article 6

One can appeal to the Board of Appeal for Examinations against decisions taken by the Examination Board concerning fraud, within four weeks after the decision has been publicized.



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Educational organization and administration

4.1 Educational support; the Education Office

4.1.1 General

The Education Office of the Faculty of Psychology and Neuroscience provides an important contribution to the logistical planning, administration and organization of the study programme. It also functions as the central point of information for all matters related to the study and sees to the administration of all data pertaining to examinations and the study in general. Students can contact the Education Desk of the Education Office with queries and can collect the course manuals and timetables there.

The Education Desk is presently located at level 0, 40 Universiteitssingel East, Room 0.636a. In the course of this academic year, both the Education Office and the Education Desk will be relocated on level 1.

A survey of the programme of study on offer as described in this prospectus (descriptions of courses and the education and examination regulations) can be found via the website of the Faculty of Psychology and Neuroscience: www.psychology.unimaas.nl/. All regulations, procedures and forms that are referred to in this chapter can be looked up by students who are registered in the faculty via the Student Community in EleUM. In addition, the Education Office has started a personal service for the students under the name of electronic Service Centre *Ask Psychology*.

Function	Staff Member	Room	Phone
Head Education Office	Irma Kokx	5.771	38 81883
Secretariat	Isabel Hikisch	5.761	38 81911
Secretariat	Ilona Wijnands	5.761	38 84346
Logistics & Planning	Harry Timmers	5.773	38 84013
Logistics & Planning	Yvonne Lenoir	5.767	38 84123
Logistics & Planning	Ellen Blaauw	5.773	38 84002
Secretary Examination Board	Martien Jenneskens	5.773	38 81459
Examination Administration	Marian Pieters	5.765	38 81939
Examination Administration	Solange van Proemeren	5.765	38 81520
Test Coördinator	Ellen Blaauw	5.773	38 84002
Staff Officer Internships	Myrtle Brongers	5.767	38 84058
Coordinator International Office	Loes Mallee	5.749	38 81920
Staff Officer International Office	Ilse Bougie	5.749	38 84031
Coordinator Blackboard	Enny Beerden	5.759	38 84009
Staff Officer Training and Evaluation	Wladimir van Mansum	5.759	38 84541

Staff Officer PR & Information	Marcel Schrijnemaekers	5.777	38 82209
Staff Officer PR & Information	Tanja Peeters	5.777	38 81554
Staf Officer eSC	Willie Schipper	5.747	38 81871
Staff Officer Software Development	Tamerius Cohen	5.747	38 84543

Ask Psychology

Ask Psychology is an advanced information system in which answers can be found on all questions related to the Psychology Programme of Study. These are frequently asked questions (FAQ) that will provide information on all kinds of issues students will encounter during their study such as testing, completing a study or graduating, timetables and other study matters. This personal helpdesk is always accessible from any internet link at http://esc-fdp.unimaas.nl/ (put this link under your 'favourites'). Questions meant for staff members from the Education Office must be asked via *Ask Psychology*.

Student Lifecycle Management (SLM)

In the 2008-2009 academic year not only the Education Office will move, but a start will also be made with an online self-service system: the SAP Student Lifecycle Management Solution (SLM). This not only contains the procedures for enrolment and registration of all students, but also all subsequent steps needed up to the completion of one's studies or graduation. This means that students will have to enrol for courses and specializations. The timetable can be viewed online and provide insight into the progression in the programme of studies. Further information about these changes will be made known in the autumn of 2008. Changes can also lead to a number of alterations in procedures Until this new system is in place, the procedures and forms as are found on the Student Community of EleUM (http://eleum.unimaas.nl/) have to be followed. Information about timetables, division into tutorial groups, subsequent placement into groups, finishing one's studies and all other procedures are described here. If you cannot find something, ask your question via *Ask Psychology* (http://esc-fdp.unimaas.nl/). If the answer is not satisfactory, you can ask your question personally.

Course Manuals

Each course has its own 'Course Manual', put together by the Course Planning Group. This must be seen as a kind of railway timetable for the relevant course and contains cases, lists of literature for study, as well as names and telephone numbers of subject experts who can be consulted. There might also be indications of possible ways in which students can approach a problem, etc. The Education Desk of the Education Office hands out the course manual and it can be downloaded on EleUM, as well as the literature that goes with it (e-reader).
The course manual can be collected at the Education Desk (level 0. room 0.636a, uns 40) of the Education Office about one week before the course starts. Students can also download the relevant course manual and the literature (e-reader) that goes with it via http://eleum.unimaas.nl/ > Tabpage : My UM > My Courses > Browse Course Catalog > Faculty of Psychology and Neuroscience.

Attendance Register

The tutor of each tutorial group keeps an attendance register on a specially designed registration form. Students must sign this at the last meeting of each course to indicate their agreement with the registration. If a student is absent at the last meeting and does not sign the form, the presumption will be that the student agrees with the attendance registration. If there is a difference of opinion between the student and the tutor, this must be referred to the Examination Board. The student can react by accurately stating his or her own interpretation of the situation) via *Ask Psychology*: > Informatie van en over bureau onderwijs > Praktische onderwijszaken > Aanwezigheidsregistratie.

Exemptions

Exemptions will be considered on the basis of courses done previously and in accordance with the EER. A request for this must be submitted in writing to the Examination Board with written proof.

Illness and Absence

In case of illness/absence for a period of more than 10 consecutive days, the student must notify the secretariat of the Education Office in writing, mentioning name, ID Number, address and a short description of the reason/cause and expected duration of absence. The student must submit this information via *Ask Psychology* > Knooppunt: Informatie van en over het bureau onderwijs > praktische onderwijszaken > Ziekte en afwezigheid. Once a student has returned or recovered from any illness, he/she must report to the Education Desk at the Education Office at the first consulting date after returning. Only if this procedure is followed can the report of illness be incorporated into the dossier and used at an examination review and for requests to make up what has been missed. In certain cases, the Examination Board may require a statement which can be used as proof for cases of requests from the Auditors Fund or Graduation Fund ('Regeling Financiële Ondersteuning Studenten UM/rFOS'). It is also important to contact the Student Advisor as soon as possible.

Discontinuing, Interrupting or Stopping one's Study

It is possible that for whatever reason, a student interrupts his/her study or even stops it altogether during the academic year. In this case, it is necessary that the student is informed of the consequences and possible obligations that this involves. The student has to report this to the FPN Education Office and to Student Services. The Education Office of the faculty can be informed via *Ask Psychology* > Knooppunt: Informatie van en over het bureau onderwijs > Studiestaken, studie onderbreken, stoppen. Students can find how to inform Student Services and begin a procedure for termination of registration on www.ssc.unimaas.nl/ > (Her)inschrijving > Toelichtingen, formulieren en regelingen, and also on www.sss.unimaas.nl/ > Studentenbegeleiding > Wat te doen bij stoppen met je studie. Here, important information about the study grant can be found (cancellation, handing in Ov card, remaining rights on a study grant, finances/insurances, etc.).
Reporting an interruption in or discontinuation of one's study on time, ensures one's rights about the period one is allowed for a study. The university is obliged to report each student's enrolment period to the 'Informatie Beheer Groep' (IBG) in Groningen each year.

Change of Study Address

If a student changes his or her study address this must be reported to Student Services. This can be done with your unimaas account at www.esc-ssc.unimaas.nl One must count on a period of ten working days for this to be processed. The Education Office takes the study address to be the postal address. Post from the Education Office often goes via the students' post box.

Inspection of Students' Dossiers

A student has the right to see his/her dossier, in keeping with the privacy regulations of Maastricht University. An appointment for this can be made with one of the staff members of the Education Office during consulting hours. The dossier contains the enrolment forms and correspondence about the student. An appointment can be made via *Ask Psychology* > Knooppunt: Informatie van en over bureau onderwijs > Onderwijszaken > Inzage in studentendossier.

Medical Aid, Insurances etc.

Statements about enrolment and one's study are issued by Student Services and not by the Education Office. However, the forms for Child Benefit and these matters are signed and stamped by the Education Office.

Diplomas

The Education Office issues diplomas after the Examination Board has confirmed the examination result. Duplicates are not issued. In case of loss or theft this must be reported in writing to the authority that issued the diploma (study programme and Examination Board). A statement will be issued declaring when the diploma was issued and the examination programme. NB: Never part with official diplomas, always use photocopies.

4.1.2 Opening Times Education Desk and Correspondence

Education Desk

The Education Desk is only open to students during the consulting hours (level 0, Room 0.636a, uns 40). While the Education Desk is located on level 0 the opening times are: Mondays to Fridays from 10.00 – 11.00 hours.
During the first and the last week of a course period the Education Desk will also be open from Mondays to Thursdays between 15.00 – 16.00 hours.

Correspondence to the Education Office, Study Advisors and the Examination Board can be placed in the letter box of the secretariat of the Education Office (Room 5.761) or in the letter box of the Education Desk (level 0, Room 0.636a,uns 40). There are standardized forms for most questions and procedures. These forms can be obtained via EleUM. See http://eleum.unimaas.nl/ > Tab Page : My UM > My Organisations > Students Faculty of Psychology and Neuroscience > Forms / Formulieren.

Correspondence Address

University of Maastricht, Faculty of Psychology and Neuroscience, Education Office
P.O. Box 616, 6200 MD Maastricht

4.2 Programme Evaluation

One of the ways to guarantee the quality of instruction is the evaluation of the courses offered. An evaluation provides information on educational/didactic problems. In addition, programme evaluation forms the basis for the exchange of information and consultation with those directly involved and also serves as the point of departure for taking and implementing concrete measures for the curriculum.
The evaluation process consists of the following steps:

- Students are asked to complete a questionnaire after finishing the course. This questionnaire serves as a global screening for the instruction given. The purpose of the screening is to find out where problems have arisen, as well as to gain initial insight into the nature of the problem.
- The results of the screening are subsequently made known to all parties concerned, in the form of a short report in which both the quantitative and qualitative data have been worked out.
- On the basis of the information available, concrete measures may be taken to improve the instruction. Such an initiative may come from any of the parties involved; i.e. the Vice-dean for education, the Curriculum Committee, the Director of Studies, the Planning Group or the students.

The Questionnaire: Administration, Format and Report

The results are based on questionnaires where students can make their opinion on the study programme known. This questionnaire is presented in an electronic format. Students are requested to take the questions seriously, to mention the number of their tutorial group and their ID number. It goes without saying that privacy is guaranteed when the data are processed.
The questionnaire covers questions related to all the important aspects of Problem-Based-Learning. Certain aspects, for instance the role of the tutor, have more questions, while other aspects have only one question. Likert-type questions (totally disagree = 1 to totally agree = 5) are used, questions which are scored on a 10-point scale (e.g. overall grade for the course) and open questions.
The average and standard deviation as well as the minimum and maximum number of respondents are given for each answer. The data are worked out in a report and the tutors receive feedback on their functioning.
Both lecturers and students are involved with the programme evaluation. For most students, this will be limited to the completing of the questionnaire at the end of the course.
Contact Person: Wladimir van Mansum, Education Office, Phone (043) 38 84541, 40 Universiteitssingel East, Room 5.759.

4.3 Student Associations

4.3.1 Faculty Association Luna-tik

'Luna-tik' is the association for students within the Faculty of Psychology and Neuroscience (FPN) The students of Luna-tik organise all kind of activities. They also run a discount in books. Visit them in Unversiteitssingel 40, East, room 1.765 or look at their website: www.psychology.unimaas.nl > studenten > Luna-tik

4.3.2 The Student Council

The student members of all the official Boards and Committees of the FPN (Faculty Council, Faculty Board, Curriculum Committee) make up the Student Council. They meet each week to discus the issues raised in the meetings of the regular committees and councils. If you want to participate contact them through their website: www.psychology.unimaas.nl > studenten > studentenraad

4.3.3 SPS (Section for Psychology Students) and the NIP

The Section of Psychology Students (SPS) is part of the Netherlands Institute for Psychologists (NIP) with 1400 student members. The NIP is the professional association of psychologists and has well over 12.000 members. It is the only national association who defend the interests of all the psychologists. The NIP promotes being a psychologist, defend the interests of psychologists and offers the members an exchange of knowledge. It also offers service in the area of developments within the psychology programs of study, post-graduate programs, refresher courses, job opportunities, advice on setting oneself up independently, protection of one's title and professional ethics. For students this is an important organization to help after graduation at the labour market. In the Netherlands 17.000 students follow a psychology program. Many of them you will meet as competitor while applying for a job.

The NIP student membership offers the following advantages:

- monthly posting of the magazine 'De Psycholoog' with scientific articles.
- vacancies and announcements of lectures and congresses.
- reduction on entrance fees for lectures and conferences, workshops and participation in the activities of the NIP sectors.
- advantages with EFPSA, an international psychology student association, for international contacts.
- advice about your CV and career from a senior advisor.

Your are already a member for € 59,- per year. If you are interested have a look on the website: www.spsnip.nl

SPS Platform Maastricht

The SPS has a national governing body on which members from the various universities have a seat. In addition there is a local SPS platform in each university town. In this

platform are students seated from that university. The SPS serves as a commission agent between the NIP and the labour market on one side and the students on the other side. This leads to the following points:

- The SPS would like to defend the interests of the psychology students in general at the university.
- The SPS would like to improve the involvement between the students and SPS/NIP.
- The SPS would like to bring the university and working field on one side and psychology students on the other side closer together.

The aims of the platforms are:

Give students an opportunity to get information about the professional practice of the psychologist.

- To inform students about the activities and aims of the NIP and the SPS.
- To inform students about the labour market and how to pursue your career.
- To accomplish these aims the platforms organize post-graduate programs, information days, workshops, excursions.

By becoming active in a section a student can have a closer look how the organization works and you get more experienced. Contacts can also be made with a view to finding an agreeable place for one's internship. Participation in (inter)national congresses and workshops offers the opportunity to broaden one's knowledge.
For all your questions, comments or suggestions, or if you want to become a member or want to be active in the SPS platform, you can contact the SPS Maastricht,website: www.spsnip.nl/maastricht, e-mail: spsplatforms_maastricht@yahoo.com

4.4 Student Advisors

The Student Advisor is for students the primary contact person in the faculty for information and advice on the programme as well as studying at the faculty. If necessary the Student Advisor may refer students to other members of the faculty or university (e.g. Academic Counselor / Student Dean, General Counselor / Student Psychologist, Study and Career Counselor or Confidential Advisor).
If students have problems or fall behind in their work for one reason or another, it is recommended that they contact a Student Advisor as soon as possible. They can provide personal advice and supervision about the choice of one's study programme and the planning of the study. In situations where students have fallen behind due to illness or other circumstances, advice can be given on what to do. Should any of these situations occur, the Student Advisor must be contacted immediately, certainly within two months. In a number of cases, if study delays have occurred, financial compensation can be arranged through the Regulations for the Financial Support for a Student.
It goes without saying, that all conversations with the Student Advisor are strictly confidential.

The Student Advisor also monitors the study progress and if necessary, the student can be called in. The advisor notes any bottlenecks in the programme and any other problems in

the education and examination regulations, which he may have heard of in conversations with students. These in turn are reported to the relevant authorities, like the Education Committee, the Director of Studies and the Examination Board.

Students can contact the Student Advisor on the following matters:
Information and advice on the study, e.g.
- programme content and structure;
- individual study programme;
- study options within and outside the faculty;
- study planning;
- study methods.

Advice on situations hampering the study e.g.:
- motivation problems;
- concentration problems;
- psychological problems;
- (physical) handicaps;
- prolonged illness.

Questions and advice about (statutory) regulations, e.g.
- regulations for the financial support for a student;
- student grants and loans;
- (appeal) procedures;
- enrolment options.

The Student Advisors are:
Monique Römkens, (m.romkens@psychology.unimaas.nl); 40 Universiteitssingel East; Room 5.744; Phone (043) 38 81936 (for students whose surname begins with the letters A to K) and
Gerda Galenkamp, (g.galenkamp@psychology.unimaas.nl); 40 Universiteitssingel East; Room 5.748; Phone (043) 38 81888 (for students whose surname begins with the letters L to Z).

Appointments can be made via the secretariat of the Education Office,
Phone (043) 38 81911/38 84346. We would kindly like to ask you to direct your questions that pertain to this to *Ask Psychology.*

4.5 University Library

The University Library (UL) provides services to UM employees and students, the Maastricht University Hospital (azM), the University of Midwifery Education & Studies, and individual and institutional subscribers in the region. The UL's services are discussed in the faculty library committee, made up of faculty staff and one or more students plus a UL representative. There is also a joint library committee for all Randwijck faculties plus azM and the Scientific Information Committee Randwijck.

Collection and locations

The UL's modern collection focuses on the fields of research and education of the various faculties. It also has a general university collection with interdisciplinary and non-faculty-oriented literature, as well as the so-called Jesuits' Collection (from the former Jesuit colleges) containing historical works from various disciplines.
The UL has two locations. Its medicine, health sciences and psychology collection is housed in the UL Randwijck (Universiteitssingel 50). Economic and statistical material, government publications and collections for the inner city faculties can be found in the UL Inner City (Grote Looierstraat/Nieuwenhofstraat). The collections and computers at both UL locations are available for all UM students.

In general, the collections are freely accessible. Items that cannot be borrowed include reference works, journals, Learning Resources Centre books, videotapes and DVDs. Less topical literature, such as journals from before 2001, is stored in the depot (not accessible to the public); you can request these with your UM/azM card. You can also make photocopies using this card.

Finding literature

How do you find the literature, books, journals and other media in the UL collection? You can find available book, journal, videotape and DVD titles in the UL's electronic catalogue. In the Netherlands Central Catalogue (NCC) and journal and article catalogue (OLC), you can also find books and journals available in other libraries in the Netherlands. You can search these catalogues as well as the e-journal collection and international bibliographic databases from computers at both library locations or elsewhere via the UL homepage.

The UL introduction for new first-year students helps you learn to deal with general literature searches, while skills training courses introduce you to searches using PsycINFO and PubMed. In third year, you can take a course in EndNote, a program that enables you to compile a personal literature database and automatically include literature data in your papers (e.g. theses or articles intended for publication). In addition, the UL regularly organises open courses on PubMed/PsycINFO and EndNote.

Lending

Most books in the library collection can be borrowed using your personal UM/azM card (once the UL has activated it) either in person or with the self-lending machine Lendomaat. You can:

- borrow books for four weeks, and extend this via the UL website if the title has not been reserved;
- borrow up to ten books at a time;
- reserve books borrowed by others via the UL website.

UM/azM card

You need a valid UM/azM card to use the UL and the Learning Resources Centre: to enter and leave, to borrow resources, to make photocopies, and to request publications from the depot.

Computer facilities

The Learning Resource Centre has computers for student use which provide access to the UL catalogue, the main literature databases, e-journals, and the internet. They also have information storage and processing software such as database management, spreadsheet, word-processing, statistical and graphics programs. Some of these computers can be reserved. Outside the UL entrance, in the LINK reading and Internet cafe, you can consult EleUM, surf the internet and send emails.
Located on the first floor of the UNS50 UM building, the Randwijck Computer Resource Centre consists of several rooms for instruction and examination purposes. If the rooms have not been booked, the computers are available for students. The opening hours are 8:30–19:00 Monday to Friday.

Audiovisual media and multimedia lab

On Level 3 of the Learning Resources Centre you can view videotapes and DVDs, either individually (using AV units) or in groups in a separate room (the key can be obtained for up to two hours). There are six computers, equipped with a colour scanner, DVD writer, and video software for editing film fragments.

Student workstations

Student workstations are provided both in the library and the Learning Resources Centre, while the 'silent room' on Level 1 offers a place to study in peace. Levels 2 and 3 have study rooms for individual or group use, with or without computers. You can reserve some of these rooms through the Level 2 information desk; one of them has a beamer.

Finally...

In addition to lending rules, the UL also has a number of general usage rules. For example, bringing coats and/or bags into the library is not allowed. A cloakroom and lockers are available near the UL entrance. Your mobile phone must be switched to vibrate, and cannot be taken into the silent rooms. You are expected to return the literature you use to its correct location. Smoking, eating and drinking are not allowed; naturally, nor is speaking aloud, to avoid disturbing others.

For more information about UL services, please consult the UL home page (www.ub.unimaas.nl). In the 'UL for faculties' section, the UL portal for Psychology (www.ub.unimaas.nl/fdp) contains specific information for Faculty of Psychology and Neurscience students and staff.

Randwijck University Library address
Universiteitssingel 50 (UNS50), 6229 ER Maastricht

* Information desk telephone: 38 85142 (general information, information on the Learning Resources Centre, ICT, literature databases, UL courses and room reservations)
* Document supply desk telephone: 38 85144 (extending loans/reserving books, information on UM/azM card and borrowing from other libraries).

You can submit questions, suggestions, complaints and comments on the UL and its collections 24 hours a day through the digital information desk 'Ask your Librarian' on the UL home page.

Randwijck University Library opening hours

Mon–Thu	08:30–22:00
Fri	08:30–19:00
Sat	12:00–17:00 (reference library)
Sun	12:00–17:00 (reference library)

From Monday to Friday from 17:00, and on Saturday and Sunday, you can only borrow items through the self-lending machine from the open collection (i.e. not from the depot). To return books (also outside opening hours), use the postbox next to the entrance.

For current or special opening hours (e.g. during holidays), please refer to the UL home page > Access to the library/contact.

Essential reading and the Learning Resources Centre

General

The list of essential reading is a carefully compiled collection of books that psychology lecturers believe you should buy. They have been selected on the basis of the following criteria: relevance, scientific quality, didactic quality, supposed 'half-life', topicality and price.

Purpose of the Learning Resources Centre

The primary aim of the Learning Resources Centre is to enable you – on the basis of learning objectives – to search for relevant information from a variety of sources. The core of its collection consists not of books from the essential reading list, but of alternative books, theme-based books and reference works (you can find specialist books elsewhere in the library).

There are a number of categories for books for Problem-Based Learning.

a. Essential reading: books which describe a large part of a particular field of study.
b. Alternative essential reading: introductions, compendia, and general outlines to a particular field which cover the usual topics but differ in some sense (e.g. different perspectives, selection of examples, illustrations, readability, structure of subject matter, etc.).
c. Thematic books, which focus on a specific theme relevant to one or more tasks in a particular block.
d. Reference works, mostly dictionaries and atlases.
e. Specialist books, which contain background information required to complete the learning objectives formulated in the tutorial groups.

4.6 Computerised Information Systems (Obtaining Results)

The Pandia system is the computerized information system used for the entire university. The results of students are stored here as well. As it takes several days between the confirmation of a result by the Course Coordinator and entering it into the computerized information system, the results are first publicized via EleUM or on the information boards on level 0, once they are available. When the data have been entered into the computer, students can find their results themselves and/or print them out via EleUM, under the link 'Pandia Student ' or via the homepage of the Faculty of Psychology: www.psychology.unimaas.nl under 'Reguliere studenten', after which one selects the link 'Pandia student'. If results in 'Pandia Student' are missing or incorrect, the student must hand in a printout containing the incorrect data to the Education Office. The student will receive a reaction in his/her post box. Once a year all students receive an overview of their results requesting them to check these and notify the Education Office of any possible errors. Students can direct general questions about 'Pandia Student' to the ICTS Service Desk, phone (043) 38 85555 or via servicedesk@icts.unimaas.nl. As of 1st January 2009, this system will be replaced by the SAP Student Lifecycle Management Solution (SLM). All students will be informed of changes that will occur as a result of the introduction of this new system, in the autumn of 2008.

4.7 Instruction Rooms

Tutorial Group Meeting Rooms

There are 32 tutorial Rooms available in total. Each room has a standard equipment of 14 chairs, and a chalkboard or whiteboard. The tutorial Rooms can be found on level 1 to 5 of 40 Universiteitssingel and on ground level 5 Universiteitssingel.

Computer Resource Centre

Location Universiteitssingel 50, level 1:
Room 1 - 4 : 45 places each, 45 computers, type C
Room 7: 45 places, 45 computers, type Thin Cleint

Colloquium Halls

Location Universiteitssingel 40 (Uns 40), level 0:

0.737 Diepenbeekzaal	35 places
0.731 Luikzaal	35 places
0.771 Tongerenzaal	70 places
0.553 Keulenzaal	40 places
K.667 Heerlenzaal (level -1)	50 places

Location P. Debyeplein (Deb 1), level 0:

D.003 en D.005	40 places

Lecture Halls

Location Universiteitssingel 40 (Uns 40), level 0:

0.647 Maastrichtzaal	404 places
0.673 Akenzaal	150 places

Location 50 Universiteitssingel (Uns 50), level 0:

0.402 Blauwe zaal	259 places
0.406 Groene zaal	65 places
0.480 Rode zaal	65 places

Location 1 P. Debyeplein (Deb 1), level 0:

D.001 Auditorium	175 places

External Spaces

Tests are often done in Sports Halls in:

- Daalhof, Goudenweg 190, 6216 TT Maastricht
- De Heeg, Roserije 500, 6228 DN Maastricht
- Geusselt, Olympiaweg 81, 6229 HD Maastricht
- MECC, Forum 100, 6229 GV Maastricht

In every Lecture Hall or Colloquium Halls, there is always the following available:

- A beamer for data projects and video films;
- Video apparatus (DVD and VHS);
- Auditory installation with a fixed microphone on the podium. You can pick up a wireless microphone at the reception desk if necessary.

4.8 Tests

Participaton in tests and resits

Only students who are listed for a course and students who not yet have passed the test of that course are allowed to attend the written test or resit. Students have to be aware of travelling time as admission to the test is only allowed up to half an hour after the test has started. For other means of assessment and deadlines students will be informed through the course manual and the information on Blackboard.

Different Form of Testing

If a student would like to be eligible for another way of taking a test, he or she has to apply to the Student advisor. If permission is granted by letter, by the Examination Board, the student must contact the Faculty Test Coordinator at the Education Office at least one week before the test so that further arrangements can be made. This request can be made by *Ask Psychology*.

4.9 Graduation: Master's Degree

A student who intends to graduate must notify the Education Office using the form 'Application Form Master's examination'. The form is available at the Education Office or may be downloaded from EleUM. The form must be handed in no later than **2 months before** the graduation date. A copy of the study results must be attached separately. The student must verify the correctness of the study results, and communicate anything that is unclear or incorrect to the Education Office. This will prevent any unnecessary delay in determining the examination results. Receipt of the application form will be confirmed by email from the Examination Board to the student's unimaas email address. This unimaas email address will also be used for any correspondence regarding examination and graduation.

Graduation takes place every month. Shortly before the graduation date the student will be notified in writing whether he/she has passed the Master's exam. The diploma ceremony takes place only twice a year (see schedule below).

After graduation students can terminate their University Registration, stop their study financing and turn in their Ov card. Students can also let their registration (as well as study financing and Ov card) run through till the end of the registration period (usually August 31st). In case of the latter students should be aware that the IB group checks for income each calendar year: when this income exceeds a certain amount, students have to pay back their study financing. In that case they can also be fined for unlawfully owning an Ov card.

For information on registration termination: www.ssc.unimaas.nl; click '(her)inschrijving', then click 'uitschrijving' and 'restitutie'.

Information concerning termination of study financing: www.ib-groep.nl (termination can be done with a 'wijzigings' form which can be found on the web site, or picked up at the information desks of the Student Service Center). Returning of the Ov card has to be done before a deadline.

Date of Graduation	Handing in Application	Handing in Thesis	Last Assessment	Diploma Ceremony
31 Aug 2008	01 July	15 July	15 August	Oct 2008
30 Sept 2008	01 August	15 August	15 September	April 2009
31 Oct 2008	01 September	15 September	15 October	April 2009
30 Nov 2008	01 October	15 October	15 November	April 2009
31 Dec 2008	01 November	15 November	5 December	April 2009
31 Jan 2009	01 December	15 December	5 January	April 2009
28 Febr 2009	01 January	15 January	15 February	April 2009
31 March 2009	01 February	15 February	15 March	Oct 2009
30 Apr 2009	01 March	15 March	15 April	Oct 2009
31 May 2009	01 April	15 April	15 May	Oct 2009

30 June 2009	01 May	15 May	15 June	Oct 2009
31 July 2009	01 June	15 June	15 July	Oct 2009
31 Aug 2009	01 July	15 July	15 August	Oct 2009

When the graduation date can not be met, the request will be cancelled and a new request for another date has to be submitted. About two weeks before the diploma ceremony, students will be informed in writing about place and time of the ceremony. When students think they are eligible for 'Cum Laude' graduation, they have to apply for it.
Rules for submitting the Master's thesis: after submission, reviewers have 20 working days to review the thesis. When the Master's thesis has been submitted to the Education Office on time, the office will take care that the review is returned on time. Students are responsible for late submission of their Master's thesis.

4.10 Student Services (SSC)

Student Services is responsible for general student facilities at Maastricht University (UM). It also aims to maintain relationships with both prospective and current students as well as alumni, to ensure an agreeable living environment for students and student associations, and provide non-study-related guidance.

The SSC publishes up-to-date information in the university weekly paper *Observant* and provides extensive information on the UM website.

Visiting address: Bonnefantenstraat 2, Maastricht
Postal address: P.O. Box 616, 6200 MD Maastricht, the Netherlands
SSC website: www.ssc.unimaas.nl
Electronic service centre: http://esc-ssc.unimaas.nl
More information on Maastricht: www.maastrichtnet.nl/student-en-stad

Visitors' Centre and Information Desk

The information desk in the UM Visitors' Centre at Bonnefantenstraat 2 is the first point of contact for current and new students. It provides the following services:

- Registration
- Registration renewal
- Changes of address
- Payment of tuition fees
- Cancellation of your registration
- Reimbursement of tuition fees
- Proof of payment/registration
- Collection of your first UM card
- Purchase of UM sports cards

- Housing accomodation
- Appointments with student deans, psychologists, and career services

Visiting hours: Monday-Friday 8.30-18.00; Saturday 10.00-16.00
Call centre: Monday-Friday 8.30-18.00 (043-38 85388)
E-mail: study@unimaas.nl
Electronic Service Centre: http://esc-ssc.unimaas.nl

International Service Desk (ISD)

The ISD offers prospective and current students assistance with obtaining visas, work or residence permits/MVVs, taking out medical insurance and opening bank accounts. The ISD can also help with the extension of residence permits.

Current students can obtain information from the ISD about scholarships (Socrates/Erasmus, HSP Huygens, cultural treaties, NFP, UM High Potential and UM Company scholarships) as well as the ISEP Programme (studying in the USA).

Visiting Address:
Bonnefantenstraat 2, Maastricht
Postal Address: P.O. Box 616, 6200 MD Maastricht, the Netherlands
Phone: 043-38 85284
E-mail: isd@ssc.unimaas.nl

UM Student Guidance

At university you are expected to be independent and take care of all your affairs yourself. This does not mean you haven't any questions! The student counsellors can surely answer many of your questions. Below an overview of the Counsellors working at Student Services (SSC):

UM Career Services

UM Career Services aims at assisting students in a successful preparation for their future career. This goal is achieved by providing students with the required education, information, advice and counselling.
In addition UM Career Services links students of Maastricht University to the job market in various ways.

What does UM Career Services offer:

- Quick Career Advice:
  The Career Services employees can help you with all your questions about career planning. Just book a 15 minute one-on-one session. As often as you need!
  Call: 043-38 85388;
- Career & Information Centre:
  Printed documentation, digital databases and online information about:

- Careers and the international Labour Market
- Studying and Traineeships in the Netherlands and abroad
- Improving your Study Skills and Disability Management

Location: Bonnefantenstraat 2, room B1.35 (1st floor);

- Career Counsellors: for further individual career counselling;
- Workshops: Dutch and English;
- Vacancydatabase: student jobs - internships - graduate jobs - voluntary work;
- Career events, lectures, presentations: in cooperation with Alumni, companies, study associations, etc.

For more information visit our website: www.unimaas.nl/careerservices
You can make an appointment by phone, 043-38 85388

Student Psychologists

Student Psychologists may be consulted in case of personal problems. Examples of complaints and problems include:

- Study related problems like study stress and fear of failure;
- Psychological complaints such as anxiety, depression, eating disorders, stress-related complaints, lack of confidence, dealing with traumatic experiences;

It need not be obvious beforehand what the problem is before an appointment can be made with one of the student psychologists.
You can make an appointment by phone, 043-38 85388

Student Deans

Student Deans help you when you have questions about:

- Your rights in case of a study delay because of illness, pregnancy, family circumstances or practising top sports;
- Student grants;
- Studying with a functional impairment;
- Membership of council, board, committee or membership of the board of a student organization;
- Other questions concerning your rights as a student.

You can make an appointment by phone, 043-38 85388 or visit the open hour, every Tuesday from 14.00-16.00.

It is important to know that the conversations with all the UM counsellors are confidential. For more information visit: www.unimaas.nl/studentguidance

Studying with a disability

Maastricht University aims to assist disabled students in successfully completing their studies without delay. UM defines disability as any disorder of a permanent character that may lead to study delays. These include (visible) motor, sensory or psychological disorders, but also non-visible disorders such as dyslexia, CANS, chronic illnesses, depression, and so on.

Current and prospective students, student advisors and deans, teaching staff, parents and other interested persons can address the DisAbility Management Support Desk for:

- information (about legislation, UM regulations and external organizations);
- advice;
- support (in, for example, requesting and obtaining special provisions);
- questions about studying with a disability;
- complaints and problems.

When you have a functional disability or are confronted with one during your studies, special adjustments and arrangements may need to be organised to prevent problems and/or delays in your studies. These arrangements must be requested in a timely manner. To find optimal solutions to your problems, the DisAbility Management Support Desk cooperates closely with student deans, study counsellors, career advisors and student psychologists.

Students who study at UM (or are planning to do so) and are in need of specific facilities are advised to make an appointment with the DisAbility Management Support Desk as soon as possible.

Opening hours of the DisAbility Management Support Desk:
Monday-Thursday 10.00-12.00
Visiting address: Bonnefantenstraat 2, Student Guidance department
(making an appointment is not mandatory, but recommended)
Postal address: P.O. Box 616, 6200 MD Maastricht, the Netherlands
Phone: 043-38 85388
E-mail: handicap@ssc.unimaas.nl (please include your ID number if applicable)
Website: www.unimaas.nl/studentguidance

Accommodation (Kamerburo)

When looking for accommodation you can contact www.kamerburo.net. The 'Kamerburo' is a non-commercial agency linked to UM Student Services which acts as a mediator for students looking for accommodation. It can help you find a new room should problems with accommodation or rent arise, and it can assist in the event of disputes with landlords and commercial agencies.

The 'Kamerburo' mediates for both private rooms and rooms or studios belonging to the three housing associations in Maastricht: Maasvallei, Woonpunt and Servatius. Registering and searching for a room is only possible via the 'Kamerburo' website, for which it charges a once-only registration fee of € 30.

Visiting Address: Visitors' Centre Information Desk, Bonnefantenstraat 2
Opening hours: Monday-Friday 10.00-17.00
Postal Address: P.O. Box 616, 6200 MD Maastricht, the Netherlands
Telephone: 043-38 85300 (Monday-Friday 09:00-13:00)

E-mail: kamerburo@ssc.unimaas.nl
Website: www.kamerburo.net

Studium Generale

Inspiration through Exploration

A university student is of course about to become a specialist in the field of his study. Besides this, at a university, the academic aspect plays an important role. This means that it can be useful to broaden your horizon and learn about other aspects of knowledge. This intellectual education can make a difference: it will enable you to put things into perspective and form opinions on political, cultural and social issues.

The Studium Generale is a separate University department, which is present at almost each Dutch University. It offers a wide programme of lectures and cultural activities on a variety of themes. You can visit the activities from September thru May (academic year).

The programme of Studium Generale consists of:
the 'Cultuurcafé' (Cultural Café) - comedy, theatre, music and the Open Mics;
- lectures, debates and interviews;
- Global Culture Nights with world music;
- The SG Science Café, a meeting place for scientists and university students.

The Cultural Café programme presents a variety of activities: Stand-up Comedy, Cabaret, Free Stage, Student Song Contest, the Battle of the Bands etc. Most of the time language is not a problem to enjoy these activities.

With the lectures and debates the Studium Generale offers programmes providing a wider experience of the arts, culture, science and society. The lectures are often grouped in themes, such as psychology, economy, philosophy, arts and culture, and current social and political issues, providing an accessible and pleasant occasion to learn more about a certain topic in 90 minutes.

The Global Culture Nights have eclectic and appealing programmes with music from all over the world, performed in a unique, engaging atmosphere.

The SG Science Café is a meeting place for scientists and university students. Our objective is to provide an opportunity to debate with scientists in an informal atmosphere.

More information?
The SG Bulletin is published four times a year and can be obtained from UM and various places in the city centre. More information can be found through the media, such as the Week IN Week UIT and on the last page of the university weekly Observant. Of course you will also find information on the SG website.

Participate
If you want to get involved in the SG activities, just call or e-mail us!

SG address
Visiting address: Bonnefantenstraat 2, Maastricht
Postal address: P.O. Box 616, 6200 MD Maastricht, the Netherlands
Telephone: 043-38 85307
Fax: 043-38 85310
E-mail: mail@sg.unimaas.nl
Website: www.sg.unimaas.nl

UM SPORT

UM SPORT organizes a broad range of sports activities which you can join using a sports card. Activities are spread all over the Maastricht area, but you will find a lot of them at sports centre Randwijck. Many activities are free of charge once you have a sports card. There are additional fees and registration however for courses and fitness.

New in 2008-2009:
- Validity of the sports card extended to 12 months;
- Sport programme, gym and opening hours expanded;
- Renewed sports card system: 5 terms and a '4 months card';
- Fitness licence also available without a sports card.

Sports card is valid during an academic year. Several types:
- 5 terms: 12/12, 10/12, 8/12, 6/12 and 4/12 (ends August 31st 2008).
- 4 months card (starts at a term)
- 5 term timeline: September 1st, November 1st, January 1st, March 1st, and May 1st.

Fitness follows the sports card system and a course takes 7 or 14 weeks and starts along the 5 term timeline.

The student rate for a 12/12 sports card is € 55. For other rates of the sports card, fitness licence and courses please visit our website: www.ssc.unimaas.nl/sport.

Sports card, fitness licence, course:
1. *UM SPORT web shop*.
   All UM students can apply online at the UM SPORT web shop (and save € 2.50 on the sports card!)
   First year student can apply online once the registration requirements for university have been completed (> mid August 2008)
2. *UM SPORT desk sport centre Randwijck (as of August 11nd 2008)*.
   For opening hours of the desk please check website 'Contact'.

TRY OUT weeks (September 1-13, 2008)
During the Try Out weeks you can join all open hour activities without a sports card. See website for a programme overview.

Maastricht has several Student Sports Associations gathered under the name of SCOREN? and who are united in the Maastricht University Sports Council MUSST. In order to become a member of a Student sport association, a sports card is required. For more information visit: www.musst.unimaas.nl or www.scoren.nu.

Secretariat: 043-38 85311
Sports centre Randwijck: P. Debyeplein 15, 6229 HA Maastricht
E-mail: um-sport@ssc.unimaas.nl, Internet: www.ssc.unimaas.nl/sport

Alumni Office

Maastricht University attaches great value to maintaining ties with its alumni. An UM alumnus is an ambassador for Maastricht University all over the world. The UM Alumni Office is the general information and contact office for the questions, problems, ideas and suggestions of all UM alumni. It also facilitates the organization of the Alumni Circles, and publishes the Alumni Magazine ContinuUM and the monthly digital newsletter. Finally, the Alumni Office is continuously working to improve both the AlumniNet website and the UM alumni network.

Visiting Address: Bonnefantenstraat 2, Maastricht
Postal Address: P.O. Box 616, 6200 MD Maastricht, the Netherlands
Phone: Ine Kuppen 043-38 85231; Daniëlle Townsend-Prevoo 043-38 85220
E-mail: alumni@ssc.unimaas.nl, AlumniNet: www.alumni.unimaas.nl

Tafelstraat 13

Tafelstraat 13 aims to be an open and inviting home for students of Maastricht University which can be both dynamic and peaceful. Some students attend every week and are actively involved in the organization of activities; others only join that one part of the programme they are interested in. All students - Bachelor's, Master's, exchange, or PhD - are welcome.

Some of our activities include meditation, cooking courses, films, philosophy, bible groups, city trips, walks and retreat weekends. We often have meals together: a weekly *tafelen* on Thursdays and our monthly International Dinner & Cultural Night. Every Tuesday there is a vespers in the crypt of the Onze Lieve Vrouwe church. We also offer a series in cooperation with the UM student psychologists.

Tafelstraat 13 organises activities on social, intercultural and religious levels for and with students. Students from many faculties, nationalities and different philosophies of life meet here. The international setting of Tafelstraat is an important part of being a student

in Maastricht. Our door is open for those who want to join the activities but also for those who would just like to have a personal conversation. Active students and the chaplains all provide a warm welcome.

Interested? Sign up for the digital newsletter, which contains an activity agenda, or pick up a free copy of our magazine *De Dertiende*. You can also visit the Tafelstraat 13 website.

Visiting and postal address:
Ecumenical University Chaplaincy, Tafelstraat 13, 6211 JD Maastricht, the Netherlands
Phone: 043-3215651
E-mail: info@tafelstraat13.nl
Website: www.tafelstraat13.nl

4.11 InterUM BV

The faculty increasingly makes use of the services of InterUM BV (internal placement bureau of the Maastricht University), especially with regard to placement of student tutors, student assistants, and invigilators. Information can be obtained from:
InterUM BV, P.O. Box 616, 6200 MD Maastricht.
Visiting Address: 22A Tongersestraat
Telephone: 043-38 82688
Fax: 043-3263579
E-mail: bureau@interum.eu
Also for the Job Centre: www.interum.eu

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Teaching assignments of professors and associate professors

Teaching assignments of professors and associate professors

If you are looking for the title, the workplace or the E-mail address of one of our staff members, turn to the up-to-date list of all employees of the Faculty of Psychology and Neuroscience on the site of psychology: www.psychology.unimaas.nl
Click on our homepage and then open 'about Staff'. Below you find a list of assignment of our professors and associate professors.

Name	**Arntz, Prof. Dr. A.**
Department	Clinical Psychological Science
Position	Professor
Expertise	Clinical Psychology and Experimental Psychopathology
Telephone	043-38 81606
E-mail	Arnoud.arntz@mp.unimaas.nl
Name	**Bernstein, Dr. D.**
Department	Clinical Psychological Science
Position	Assoc. Professor
Expertise	Clinical and Forensic Psychology
Telephone	043-38 81483
E-mail	d.bernstein@dmkep.unimaas.nl
Name	**Blomert, Dr. L.**
Department	Cognitive Neuroscience
Position	Assoc. Professor
Expertise	Cognitive Neurosciences
Telephone	043-38 81949
E-mail	l.blomert@psychology.unimaas.nl
Name	**Breukelen, Dr. G**
Department	Faculty Office
Position	Assoc. Professor
Expertise	Statistics
Telephone	043- 38 84001/38 82274
E-mail	gerard.vbreukelen@stat.unimaas.nl

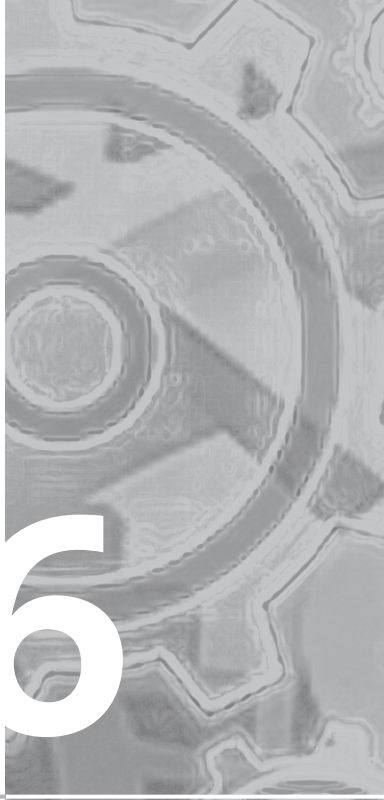
Name	**Fonteijn, Drs. H.T.H.**
Department	Work and Social Psychology
Position	Assoc. Professor
Expertise	cognitive psychology
Telephone	043-38 81907
E-mail	h.fonteijn@psychology.unimaas.nl
Name	**Formisano, Dr. E.**
Department	Cognitive Neuroscience
Position	Assoc. Professor
Expertise	Cognitive neuroscience
Telephone	043-38 84040
E-mail	e.formisano@psychology.unimaas.nl
Name	**Goebel, Prof. Dr. R.W.**
Department	Cognitive Neuroscience
Position	Professor
Expertise	Cognitive Neurosciences
Telephone	043-38 84014
E-mail	r.goebel@psychology.unimaas.nl
Name	**Heerden van, Prof. Dr. J.H.**
Department	Cognitive Neuroscience
Position	Professor
Expertise	Theory and History of Psychology
Telephone	043-38 84035
E-mail	j.vanheerden@psychology.unimaas.nl
Name	**Hospers, Prof. Dr. H.J.**
Department	Work and Social Psychology
Position	Professor occupying an endowed chair
Expertise	Applied Psychology
Telephone	043-38 82399
E-mail	h.hospers@psychology.unimaas.nl
Name	**Jansen, Prof. Dr. A.T.M.**
Department	Clinical Psychological Science
Position	Professor
Expertise	Experimental Psychopathology
Telephone	043-38 81910 / 38 81603
E-mail	a.jansen@psychology.unimaas.nl

Name	**Jansma, Dr. B.M.**
Department	Cognitive Neuroscience
Position	Assoc. Professor
Expertise	Cognitive Neurosciences
Telephone	043-38 81934
E-mail	b.jansma@psychology.unimaas.nl
Name	**Jelicic, Dr. M.**
Department	Clinical Psychological Science
Position	Assoc. Professor
Expertise	Psychology and Law
Telephone	043-38 81904
E-mail	m.jelicic@psychology.unimaas.nl
Name	**Jolles, Prof. Dr. J.J.**
Department	Cognitive Neuroscience
Position	Professor
Expertise	Biological Psychology
Telephone	043-38 84098/38 81041
E-mail	j.jolles@psychology.unimaas.nl
Name	**Kemner, Prof. Dr. C.**
Department	Cognitive Neuroscience
Position	Professor occupying an endowed chair
Expertise	Biological Developmental Psychology
Telephone	043-38 84522
E-mail	c.kemner@psychology.unimaas.nl
Name	**Kok, Prof. Dr. G.J.**
Department	Work and Social Psychology
Position	Professor
Expertise	Applied Psychology
Telephone	043-38 84336
E-mail	g.kok@psychology.unimaas.nl
Name	**Lankveld, Prof. Dr. J.J.D.M. van**
Department	Clinical Psychological Science
Position	Professor occupying an endowed chair
Expertise	Sexology, sexual disorders
Telephone	043-38 81265
E-mail	j.vanlankveld@DEP.unimaas.nl

Name	**Lugt van der, Dr. A.H.**
Department	Cognitive Neuroscience
Position	Assoc. Professor
Expertise	Cognitive Neurosciences
Telephone	043-38 82347
E-mail	arie.vanderlugt@psychology.unimaas.nl
Name	**Merckelbach, Prof. Dr. H.L.G.J**
Department	Clinical Psychological Science
Position	Professor
Expertise	Applied Functionalism: esp. Experimental psychological study of deviant behaviour
Telephone	043-38 81945
E-mail	h.merckelbach@psychology.unimaas.nl
Name	**Metaal, Dr. N.**
Department	Work and Social Psychology
Position	Assoc. Professor
Expertise	Foundation Programme Psychology
Telephone	043-38 84514
E-mail	n.metaal@psychology.unimaas.nl
Name	**Peters, Prof. Dr. M.L**
Department	Clinical Psychological Science
Position	Professor
Expertise	Experimental Health Psychology, especially concerning pain
Telephone	043-38 81603
E-mail	madelon.peters@DEP.unimaas.nl
Name	**Ramaekers, Dr. J**
Department	Cognitive Neuroscience
Position	Assoc. Professor
Expertise	Psychopharmacology, Traffic and Aviation Psychology
Telephone	043-38 81880
E-mail	j.ramaekers@psychology.unimaas.nl
Name	**Riedel, Prof. Dr. W.J.**
Department	Neuropsychology and Psychopharmacology
Position	Professor occupying an endowed chair
Expertise	Experimental Psychopharmacology
Telephone	043-38 84322
E-mail	w.riedel@psychology.unimaas.nl

Name	**Ruiter de, Prof.Dr. C.**
Department	Clinical Psychological Science
Position	Professor occupying an endowed chair
Expertise	Forensic Psychology
Telephone	043-38 84344
E-mail	corinne.deruiter@psychology.unimaas.nl
Name	**Sack, Dr. A.**
Department	Cognitive Neuroscience
Position	Assoc. Professor
Expertise	TMS, fMRI, Spatial Cognition, Brain Plasticity
Telephone	043-38 84344
E-mail	a.sack@psychology.unimaas.nl
Naam	**Di Salle, Prof .dr. F.**
Department	Cognitive Neuroscience
Position	Professor occupying an endowed chair
Expertise	Cognitive Neuroscience
Telephone	043-38 84038
E-mail	francesco.disalle@psychology.unimaas.nl
Name	**Schaalma, Prof.Dr. H.**
Department	Work and Social Psychology
Position	Professor occupying an endowed chair
Expertise	Intervention Mapping, Aids prevention
Telephone	043-38 84329
E-mail	herman.schaalma@psychology.unimaas.nl
Name	**Stauder, Dr. J.E.A.**
Department	Cognitive Neuroscience
Position	Assoc. Professor
Expertise	Biological Developmental Psychology
Telephone	043-38 81933
E-mail	h.stauder@psychology.unimaas.nl
Name	**Vlaeyen, Prof. Dr. J.**
Department	Clinical Psychological Science
Position	Professor
Expertise	Behavioural Medicine
Telephone	043-38 81236
E-mail	j.vlaeyen@DEP.unimaas.nl

Name	**Weerd de, Dr. P.H.M**
Department	Cognitive Neuroscience
Position	Professor occupying an endowed chair
Expertise	Perception and Attention (Cognitive Neuroscience)
Telephone	043-3884513
E-mail	p.deweerd@psychology.unimaas.nl
Name	**Zijlstra, Prof. Dr. F.**
Department	Work and Social Psychology
Position	Professor
Expertise	Work and Organisational Psychology
Telephone	043-38 84337
E-mail	fred.zijlstra@psychology.unimaas.nl



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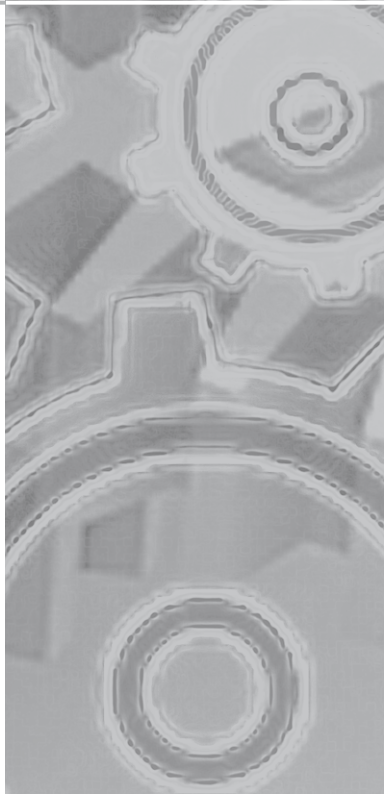

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