Faculty of Psychology
Prospectus
Master of Science in Psychology (MSc)
2007 • 2008

Universiteit Maastricht
P.O. Box 616 6200 MD Maastricht
The Netherlands

FACULTY OF PSYCHOLOGY

Visiting Address:	40 Universiteitssingel East 6229 ER Maastricht
Postal Address:	P.O. Box 616 6200 MD Maastricht
Telephone:	+31 (0)43 38 81886
Fax:	+31 (0)43 38 84199/38 84575

Edited by:	Irma Kokx, Nico Metaal
Design & print:	Océ Business Services, Maastricht

Timetable Master's Programme 2007-2008

	August					September				
week	**31**	**32**	**33**	**34**	**35**	**35**	**36**	**37**	**38**	**39**
ma		6	13	20	27		3	10	17	24
di		7	14	21	28		4	11	18	25
wo	1	8	15	22	29		5	12	19	26
do	2	9	16	23	30		6	13	20	27
vr	3	10	17	24	31		7	14	21	28
za	4	11	18	25		1	8	15	22	29
zo	5	12	19	26		2	9	16	23	30

	October					November				
week	**40**	**41**	**42**	**43**	**44**	**44**	**45**	**46**	**47**	**48**
ma	1	8	15	22	29		5	12	19	26
di	2	9	16	23	30		6	13	20	27
wo	3	10	17	24	31		7	14	21	28
do	4	11	18	25		1	8	15	22	29
vr	5	12	19	26		2	9	16	23	30
za	6	13	20	27		3	10	17	24	
zo	7	14	21	28		4	11	18	25	

	December						January				
week	**48**	**49**	**50**	**51**	**52**	**1**	**1**	**2**	**3**	**4**	**5**
ma		3	10	17	24	31		7	14	21	28
di		4	11	18	25		1	8	15	22	29
wo		5	12	19	26		2	9	16	23	30
do		6	13	20	27		3	10	17	24	31
vr		7	14	21	28		4	11	18	25	
za	1	8	15	22	29		5	12	19	26	
zo	2	9	16	23	30		6	13	20	27	

	February					March					
week	**5**	**6**	**7**	**8**	**9**	**9**	**10**	**11**	**12**	**13**	**14**
ma		4	11	18	25		3	10	17	24	31
di		5	12	19	26		4	11	18	25	
wo		6	13	20	27		5	12	19	26	
do		7	14	21	28		6	13	20	27	
vr	1	8	15	22	29		7	14	21	28	
za	2	9	16	23		1	8	15	22	29	
zo	3	10	17	24		2	9	16	23	30	

	April					May				
week	**14**	**15**	**16**	**17**	**18**	**18**	**19**	**20**	**21**	**22**
ma		7	14	21	28		5	12	19	26
di	1	8	15	22	29		6	13	20	27
wo	2	9	16	23	30		7	14	21	28
do	3	10	17	24		1	8	15	22	29
vr	4	11	18	25		2	9	16	23	30
za	5	12	19	26		3	10	17	24	31
zo	6	13	20	27		4	11	18	25	

	June						July				
week	**22**	**23**	**24**	**25**	**26**	**27**	**27**	**28**	**29**	**30**	**31**
ma		2	9	16	23	30		7	14	21	28
di		3	10	17	24		1	8	15	22	29
wo		4	11	18	25		2	9	16	23	30
do		5	12	19	26		3	10	17	24	31
vr		6	13	20	27		4	11	18	25	
za		7	14	21	28		5	12	19	26	
zo	1	8	15	22	29		6	13	20	27	

Agenda

21-08 till 24-08: Inkom (General Introduction week)
03-09 till 07-09: Introduction week
10-09 till 26-10 First Course period
25-10 Exam A (or paper)
26-10 Exam B (or paper)

29-10 till 21-12 Second Course period
24-12 till 04-01 Christmas Break, no lessons

04-02 till 08-02 Carnival, University closed
21-03 till 24-03 Easter Break, University closed

30-04 Queen's Birthday, University closed
01-5 till 02-05 Ascension, University closed
05-05 Liberation Day, University closed
12-05 White Monday, University closed

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: *Experimental Health Psychology, Psychology and Law, and Work & 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's is to train students who want to pursue a career as a researcher. Within this master, three specialisations are offered: *Cognitive Neuroscience, Neuropsychology and Psychopathology.*

This prospectus gives a detailed description of the various courses that form the building blocks of our Master 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 organisation 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, 2007
Prof. dr. Harald Merckelbach,
Dean of the Faculty of Psychology

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

The Maastricht Psychology Curriculum

The Maastricht Psychology Curriculum

The Psychology Programme at Universiteit Maastricht is a relatively recent programme of study as it only started in 1995. The fact that a new programme could be started was largely due to two factors. There have been developments in the field of psychology which justified a new programme of study and the Maastricht psychology programme has developed its own profile which builds on these developments. Before describing the programme, it would be helpful to go briefly into the specific nature of the Maastricht Psychology Programme.

Two revolutions have determined recent developments in psychology. The first one, the cognitive revolution, began in the early sixties but came to its full force only in the eighties when computers became gradually smaller and infinitely more powerful. Primarily, the idea that computer programs could simulate human thinking was an important stimulus for the emergence of Cognitive Psychology. The cognitive revolution gave rise to new insights into thinking and language - not only of people but also of animals; think for instance of the research into the use of language by chimpanzees - and to new theories about perception and emotions.

The second revolution began in the mid-seventies. Since then our knowledge in the area of the workings of the brain, and especially the way in which the brain determines behaviour, has increased dramatically. This has been crucial for the emergence of Biological Psychology. The biological revolution makes us look at human behaviour quite differently. Sleeping and waking are apparently steered by the brain. Our sexuality and our eating habits are not merely a matter of how we feel subjectively, but foremost of hormones and neurotransmitters. Furthermore, it is becoming increasingly clear how speaking and understanding of language is connected to structures within the two halves of the brain. The causes of serious behavioural and cognitive disorders (like schizophrenia or dyslexia) are due to biological mechanisms rather than social factors. Cognitive and Biological Psychology have therefore created new knowledge and insights in psychology and much is expected from them in the future.

For the first time, the promises and challenges of these revolutions have become the point of departure for the development of an innovative psychology programme in Maastricht. A programme of study is offered here which is based in these two developments in psychology. All sub-divisions and aspects of psychology will be dealt with in the programme, as is the case elsewhere, but Cognitive and Biological Psychology form the basis and serve as organising principles of the entire curriculum.

Structure of the master's programme

The one-year Master of Psychology (MSc) provides a challenging programme to prepare students for a professional career in one of the emerging fields of cognitive and biological psychology. Keywords to describe the programme are international, state-of-the-art, challenging, student centred, and research-driven. Keywords to describe our students are independent, critical, curious, assertive, open, and keen to learn.
The master's programme comprises two specialisations, namely Applied Cognitive Psychology and Biological Psychology. Applied Cognitive Psychology has three tracks: Experimental Health Psychology, Psychology and Law, and Work and Organisational Psychology. Biological Psychology also has three tracks: Developmental Psychology, Cognitive Neuroscience, and Neuropsychology. In each track the programme starts with four theoretical courses combined with training in academic, research, and professional skills. The second part of the year is devoted to planning and conducting a research internship under supervision of a faculty member. A substantial number of students will conduct this internship abroad. The master is finished by writing a master's thesis on the research internship.

The Educational Approach: Problem-Based Learning (PBL)

The choice for Maastricht as a place to study also means a choice for an educational approach quite different to what is offered elsewhere. In Maastricht, education is based on the Problem-Based Learning (PBL) method. This is generally distinguished by the following features:

1. *Student-Centred*

As opposed to other traditional educational approaches, Problem-Based Learning is not centred around the transfer of information from the lecturer to the student, but 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 problems in depth in small groups. These problems are formulated in such a way that students are led to pose all types of explanatory questions; e.g. how did the phenomenon presented come about? Based on this discussion, students formulate the subject matter to be studied.

3. *Tutorial Groups*

Instruction takes place in tutorial groups of approximately 10 members who meet once or twice weekly. Individual cases are studied 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 relatively independently. This emphasis on self-motivation is a core feature of Problem-Based Learning (PBL).

Consequences for Learning Resources

This alternative educational method has numerous consequences for the way in which learning resources are applied by lecturers and students. Students are stimulated in problem-based learning to consult a variety of sources, in addition to the basic literature they have bought. These can be found in the Learning Resources Centre (more will be said about this in chapter 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 from these. An essential learning resource, mentioned below, is the course manual.

Course Manuals

Each course in problem-based education makes use of a course manual. This is put together by a team of lecturers and students, and comprises all 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 main part, however, consists of the problems or tasks. The course manual is always handed out to the students shortly before the course period starts. The data which are gathered from the evaluation of the tuition at the end of the course are used to improve the course manual for the following year.

Internationalisation

Internationalisation is one of the features of the study profile of Universiteit Maastricht. Developments in science take no notice of national borders; they are pre-eminently international in character. This certainly is the case for developments in Biological and Cognitive Psychology. It is therefore to be expected that a number of graduates will find employment on the international labour market. In order to prepare students for this, the master's programme will be conducted entirely in English and the opportunities for studying or doing an internship abroad will increase. Furthermore, renowned guest lecturers from abroad will be invited to see to certain parts of the programme.
The Faculty has started various exchange programmes during the past number of years, in which the exchange of students was the primary aim. In time it will be possible to have an exchange programme for lecturers and perhaps have joint research projects as well. A recent report of exchange programmes can be obtained from the Internationalisation Office, Loes Mallee, Phone (043) 38 81920, 40 Universiteitssingel East, Room 5.749.

Organisation of the Faculty of Psychology

The following gives a survey of the way in which the Faculty of Psychology is organised. The most important governing body is the Faculty Board. The Faculty is supported by a small staff which is located at 40 Universiteitssingel, where one will also find the logistical, organisational and administrative support systems for the education programme. The educational office is the first place to go for the many practical questions and issues.

As a rule, the lecturers are employed within the Faculty of Psychology, but sometimes in other faculties, e.g. the Faculties of Health Sciences and Medicine.

The education programme is located at: 40 Universiteitssingel (Uns 40), 50 Universiteitssingel (Uns 50), 5 Universiteitssingel (Uns 5) and 1 Debyeplein (Deb 1).

Faculty Board of the Faculty of Psychology

Composition

Chairperson:	Harald Merckelbach (Dean), portfolio holder general affairs, extensions, personnel, emancipation affairs, internal and external relations, ICT, accommodation, Phone (043) 38 81945, 40 Universiteitssingel East, Room 5.735.
Members:	Rainer Goebel, Vice-dean for research, Tel (043) 38 84014, 40 Universiteitssingel East, Room 4.753; Arie van der Lugt, Vice-dean for education. Phone (043) 38 82347, 40 Universiteitssingel East, Room 2.732.
Student Members:	Jasper Habets (ID 155098); André de Zutter (ID 297607).
Secretary:	Ed Sprokkel (Director Faculty Office). Phone (043) 38 82174, 40 Universiteitssingel East, Room 5.735.
Director of Studies:	Nico Metaal, Phone (043) 38 84514, 40 Universiteitssingel East, Room 3.732a.
Director of Research:	Peter de Weerd, Phone (043) 38 84513, 40 Universiteitssingel East, Room 4.754.

Psychology Council

Composition

Administrative and support staff-member:

	Ellen Blaauw, Phone (043) 38 84002, 40 Universiteitssingel East, Room 5.765.
Staff-members:	Saskia van Bergen, Phone (043) 38 84536, 40 Universiteitssingel East, Room 3.771; Marieke Kools, Phone (043) 38 82475, 5 Universiteitssingel, Room 2.019; Anton de Vries, Phone (043) 38 84043, 40 Universiteitssingel East, Room 4.765;

Elke Smeets, Phone (043) 388 4325, 40 Universiteitssingel East, Room 3.753;
Student members: Niels Ballemans (ID 338664);
Thomas Meyer (ID 281123);
Sare Azizpor Faridan (ID 222909);
Carsten Bours (ID 346233);
Marjolein de Nooijer (ID 356859).
Professional Secretary: Ed Sprokkel, Phone (043) 38 82174, 40 Universiteitssingel East, Room 5.735.

The Faculty of Psychology

The Faculty of Psychology has four departments and a Faculty Office, including the educational office. The departments are Clinical Psychological Science, Work and Social Psychology, Neuropsychology and Psychopharmacology ,Cognitive Neuroscience. Roughly 180 people are employed in the Faculty of Psychology.

The Psychology Faculty Office

The Faculty Office supports the activities of the Faculty Board and the Faculty Council, but also the Computer Resource Centre, Research and Internationalisation.

Commissions Supporting the Educational Programme

Curriculum Committee

Chairperson: Gerjo Kok, Work and Social Psychology, Phone (043) 38 84336, 5 Universiteitssingel, Room 3.013.
Members: The coordinators of the basic programme, of Biological Psychology and Cognitive Psychology, of Internationalisation, Electives and Internships, of Educational Innovation and five student members.
Tasks: The curriculum committeecurriculum committee focuses its attention on maintaining and improving the quality of the programme in its entirety. This implies that the curriculum committee examines the structure and contents of the programme in the light of the objectives to be achieved. The curriculum committee does not concern itself with the details of the programme.

education office

Head: Irma Kokx, Phone (043) 38 81883, 40 Universiteitssingel East, Room 5.777.
Tasks: Day-to-day coordination of the further development of the curriculum, with a view to bringing the different parts of the programme into alignment with one another, both organisationally and content-wise. This means that the Head of the education office is the person to whom students can direct their remarks about the programme and obtain information on educational matters. This includes all questions about registration for having completed a course or a practical training as well as the organisation of courses and practical training. In other words, all administrative matters

concerning the Psychology Programme are lodged with the appropriate members of staff in the education office. Questions and observations about compensation regulations, exemptions and other matters are to be directed to the chairperson of the examination board.

Director of Studies

The Director of Studies is Nico Metaal, Work and Social Psychology, Phone (043) 38 84514, 40 Universiteitssingel East, Room 3.732a.
Tasks: The Director of Studies is responsible for the organisation and coordination of the activities connected with the execution of the entire study programme and examination programme on behalf of the Faculty Board. The Director of Studies advises the Faculty Board on tuition and on examination regulations for the entire programme. He is responsible for the activities dealing with quality assurance of the instruction and advises the Board about internal quality assurance matters, as well as seeing to the follow-up of the findings of the external quality assurance committee.

Examination board

Chairperson: Hanneke van Mier, Cognitive Neuroscience, Phone (043) 38 84010, 40 Universiteitssingel East, Room 4.744.
Tasks: Responsible for the execution of the tuition and examination regulations. This Board also deals with requests for exemptions and related issues. Individual questions about examination and testing can be raised during the consultation hours, on Tuesdays and Thursdays from 13.00 -13.30 hours.

Board of Admission

Chairperson: Nico Metaal, Work and Social Psychology, Phone (043) 38 84514, 40 Universiteitssingel East, Room 3.732a.
Task: Reviewing the applications for the Master Programme.

Resource Committee

Chairperson: Pascal van Gerven, Neuropsychology and Psychopharmacology, Phone (043) 38 84512, 40 Universiteitssingel East, Room 2.742.
Task: Responsible for the acquisition of literature for the library and for the Learning Resources Centre.

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, P.O. Box 616, 6200 MD Maastricht.

1

Specialisation Applied Cognitive Psychology

1.1 The master's specialisation in Applied Cognitive Psychology

The master's specialisation in Applied Cognitive Psychology is divided into three tracks: Experimental Health 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 *Experimental Health Psychology* track studies the nature, origin, maintenance and reduction of bad habits, i.e., unhealthy and undesirable behaviour. The mainly cognitive mechanisms that induce excessive everyday problems, like smoking, too much drinking, overeating, unsafe sex, excessive shopping and so on, are analysed. Excessiveness is considered in all its theoretical and applied bearings.
The *Psychology* and Law track focuses on key participants in the legal system: victims, eyewitnesses, defendants, lawyers and expert witnesses. What can be said from a psychological point of view about these participants? This is the approach taken in the PsyLaw track and in doing so, it gives priority to experimental studies and psychological tests and tools.
The track on *Work and Organisational Psychology* combines a theoretical foundation in cognitive aspects of work, personnel and organisational psychology with practical applications in the aviation sector.

Overview of the Tracks in the master's specialisation in Applied Cognitive Psychology

Period	Number of Weeks	Experimental Health Psychology		
Period 1	7	EH411 Self-Control	EH412 Bad Habits	
Period 2	7	EH413 Planning Health Promotion Programmes	EH414 Manipulation	
	24	Research Internship and master's Thesis		

Period	Number of Weeks	Psychology and law		
Period 1	7	PL421 Eyewitnesses and Victims	PL422 Forensic Psychology	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 Organisation and Cognition	WO434 Human Performance
	24	Research Internship and master's thesis	

1.2 Track Experimental Health Psychology

Overeating and unsafe sex are examples of unhealthy and undesirable behaviour. From a multidisciplinary perspective, the track Experimental Health Psychology studies the nature and origin of such 'bad habits'. Although we study unhealthy and undesirable behaviour, it is important to know that Experimental Health Psychology does not train students as a clinical psychologist or psychotherapist!
Students will learn to analyse the underlying mechanisms of unhealthy 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 EH411 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 is the incidence of sexual transmissible diseases growing despite the increased availability of condoms? Many people struggle with calories, cigarettes and laziness every day and people vary enormously in their ability to succeed in self-regulation or control. These issues, and much more impulsive behaviour, point to self-control deficits. Too much eating, drinking and unsafe sex illustrate a lack of self-control, and the bad consequences of this type of excessive behaviour show how important it is that people are able to control themselves. Self-control is an extremely relevant health issue.
In the present course, the focus will be on issues related to excesses which can occur in everyday situations, for example, too much smoking, drinking, 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, automatic vs. controlled self-regulation, the role of thinking (beliefs) and planning. Attention will also be paid to the development of self-

control and influences of personality characteristics such as the affect of temperament on the ability to exert self-regulation. Individual differences are emphasized, but we will also discover why interpersonal functioning (in e.g. a teaching situation) also requires self-control.

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 behaviour al 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, group and debate participation, case report, presentation.

Course EH412 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 behavior, and in particular unhealthy and unwanted behaviors 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 behaviors 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 behavior 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 behavior.

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.

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

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

Form of Assessment
Essay questions, a practical training report.

Course EH413 Planning Health Promotion Programmes - 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 and Practical training
Health Psychologists in the field apply state-of-the-art theories and research to real-life health problems in real-life settings. This course introduces a process for creating health promotion programmes (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 programme objectives; selecting intervention methods, translating methods into strategies and programmes, and planning for programme adoption, implementation, and evaluation. Participants study the theoretical background of each step and, at the same time, work in small groups on a health topic. In working on the health topic, students apply the Intervention Mapping protocol, guided by the work book and the theoretical knowledge garnered about each step. Lectures will introduce the various steps and provide illustrative examples of Intervention Mapping applications.
Core processes for Intervention Mapping include applying theories from the behavioural sciences, i.e. Social Psychology. One skill for the health psychologist/health promotion professional is to find and apply appropriate theories that help explaining a given problem and developing an effective intervention.

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.
- Various articles and book chapters.
- Workbook (will be provided).

Practical training: Applying Theories
Coordinator: Gerjo Kok, Work and Social Psychology, Phone 38 84336,
5 Universiteitssingel, Room 3.013, E-mail: g.kok@psychology.unimaas.nl

The practical training will provide strategies for finding appropriate theories.

Instructional Approach

Weekly lectures, tutorial group meetings, small group tasks, assignments.

Form of Assessment
A paper, presentation, and test.

Course EH414 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

The practical training consists of several training and research assignments.

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

Form of Assessment
Essay questions, writing 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 Eyewitnesses and Victims - 4 European credits
Coordinator: Tom Smeets, Clinical Psychological Science, Phone 38 84506,
40 Universiteitssingel East, Room 3.753, 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
Various articles and book chapters.

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 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? How 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 and lectures.

Form of Assessment
Essay questions.

Course PL423 Perpetrators and Defendants: an experimental approach - 4 European credits

Coordinator: Corine de Ruiter, Clinical Psychological Science, Phone 38 84344,
40 Universiteitssingel East, Room 3.757, E-mail: corine.deruiter@psychology. unimaas.nl

Description of the Course
During this course you will learn more about the psychology and behavior 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 behavior; what should the police do when a suspect seems too disturbed psychologically to be interviewed at all?
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 lesser prison sentence and/or mandatory forensic psychiatric treatment. What types of psychiatric disorder lead to diminished responsibility and why? Is psychopathy a reason for diminished responsibility?
The third stage consists of the sentence itself. We will study epidemiological data showing that even a large proportion of the persons who receive a prison sentence and no psychiatric treatment is suffering from serious mental disorders. Finally, most perpetrators of serious crime are reintegrated into society. What are the risks and pitfalls at this stage? How to avoid releasing high risk offenders in the community and avoid keeping low risk offenders unnecessarily detained? How should forensic psychologists best communicate about violence risk to the courts.
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.

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 and lectures.

Form of Assessment
Essay questions, group participation.

Course PL424 Experts and their Decisions - 4 European credits

Coordinators: Harald Merckelbach and Elke Geraerts, Clinical Psychological Science, Phone 38 81945, 40 Universiteitssingel East, Room 5.735, E-mails: h.merckelbach@psychology.unimaas.nl or e.geraerts@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. Take, as examples, the handwriting expert who has to decide whether a threatening letter was written by the defendant or the child psychologist who has to decide whether a child should stay with his psychiatrically ill 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? How do experts measure whether a brand name is really unique? 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
Lectures, tutorial group meetings, excursions. In total, there will be about 9 sessions. Students are required to do a considerable amount of work outside the sessions.

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 organisational 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 organisations. 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 organisation will be discussed, in particular the 'Action Regulation theory', which focuses on cognitive regulation of activities.
The introduction of new technologies in organisations is another issue that might have consequences for tasks and the organisations of work, and for safety as well.

Literature
Various articles and book chapters.

Practical training: Job assessment & safety assessment
Coordinator: Marieke Kools, Work and Social Psychology, Phone 38 82475,
5 Universiteitssingel, Room 2.019, E-mail: m.kools@psychology.unimaas.nl

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 organisation. 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 organisations. 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 organisation 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 organisations and individuals. Therefore, analysis techniques will be addressed in the practical work.

Literature
Various articles and book chapters are available in an 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 Organisation 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 organisational behaviour? This course will focus on the interface of cognitive and organisational psychology and on two major perspectives organisations and their members appear to take. When they choose an interpretive perspective, organisations and their members try to understand how organisational 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 organisations select actions that lead to current (organisational) 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 organisational justice; team cognition and team performance; creativity, innovation and knowledge management; trust, conflict, and negotiation; and organisational 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 Organisations
Coordinator: Marieke Kools, Work and Social Psychology, Phone 38 82475,
5 Universiteitssingel, Room 2019, E-mail: m.kools@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

Complementing theoretical and empirical studies on conflict management and negotiation students are familiarised with in this course, this practical training consists of exercises that confront students with organisational 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 behavior.

Instructional Approach
Tutorial group meetings, presentations, writing assignments, lectures and 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 regulation 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: Marieke Kools, Work and Social Psychology, Phone 38 82475, 5 Universiteitssingel, Room 2.019, E-mail: m.kools@psychology.unimaas.nl.

In order to optimize human performance at work, it is important to know appraise specific aspects of a task such as the performance and how operators rate their performance and how they perceive the workload invested. The aim of this practical training is to acquire knowledge and hands-on skills regarding task assessment methods. Student will do a complex computer task on several difficulty levels, and will rate their performance and perceived invested workload. A written report must be submitted to fulfill the practical training requirements.

Instructional Approach
Tutorial group meetings, lectures and 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 specialisation programmes, under the supervision of a faculty member. 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.

Either a faculty member or an external, qualified researcher supervises the research internship. The internship can be done at the University Maastricht, at external research institutes or at practically-oriented institutions. In the latter case, a faculty member will be the supervisor.
The master's thesis will be evaluated and graded by the supervisor/faculty member and by a second reviewer. At least one of the reviewers should belong to the Faculty of Psychology (FdP).

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 practical information about international research internships, contact Loes Mallee, Bureau Internationalisering (Internationalization Office): Phone 38 81920; 40 Universiteitssingel East, Room 5.753, E-mail: l.mallee@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 4.765, E-mail: a.devries@psychology.unimaas.nl

Description of the registration
Psychodiagnostics is the branch of psychology in which people are qualified by psychological assessment. These qualifications are important in many judgment and decision processes. Examples are: personnel selection, the evaluation of child molesting, or educational career decisions. The illustrations make clear that these qualifications 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 master's 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 is to be found at: www.psynip.nl.

Conditions
The registration can be obtained for the tracks Developmental Psychology, Neuropsychology, Experimental Health Psychology and Psychology and Law.

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.

2

Specialisation Biological Psychology

2.1 The master's specialisation in Biological Psychology

The biological revolution taking place in the field of psychology is studied further in the master's specialisation 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 specialisation 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 Auditory and cross modal (Speech) 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: Arousal, Attention and Aging	
	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

- Slater, A. & Lewis, M. (2002). *Introduction to infant development*. Oxford UK: Oxford University Press.
- 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: Ellen Jongen, Cognitive Neuroscience, Phone 38 84525,
40 Universiteitssingel East, Room 4.737, E-mail: e.jongen@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 students have to choose one of the options.

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

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 here, 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: Ellen Jongen, Cognitive Neuroscience, Phone 38 84525,
40 Universiteitssingel East, Room 4.737, E-mail: e.jongen@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 students have to choose one of the 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 eventually 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). In total, there will be about 5 sessions. Some additional work outside sessions is also required.

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: Ellen Jongen, Cognitive Neuroscience, Phone 38 84525,
40 Universiteitssingel East, Room 4.737, E-mail: e.jongen@psychology.unimaas.nl.

Description of the Practical training
The goal of this practical training is to give the students hands-on experience with experimental design, 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 (artifact management, spectral analysis, filtering, ERP averaging, etc.). After that, there will be some hands-on training in smaller groups in conducting an ERP experiment, including electrode application, minimizing artifacts, and hygiene and safety in the lab. A simple paradigm will be used that produces reliable results for even a single subject. 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 with one another and as a whole.

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

Instructional Approach
Tutorial group meetings (study the literature), lecture(s) (ERP and basics of signal processing),a lab-session (measurement), and computer-sessions (analysis).

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 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, 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 and 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 and 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 and 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 the cognitive development and functioning of children at varying ages. Specifically, we are concerned with teaching students basic skills and increasing their reflection on three 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

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 Auditory and Cross Modal Speech 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 constructive neural nature of the human auditory 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 the cognitive neuroscience research on auditory and speech perception has set a milestone 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 "segregation", features of "sound perception", and higher order "spoken word recognition". In addition to these bottom-up processes we will also address top-down processes, i.e. how can the human mind manipulate auditory perception or how does it generate 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 - our minds - our brains 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: Ellen Jongen, Cognitive Neuroscience, Phone 38 84525, 40 Universiteitssingel East, Room 4.737, E-mail: e.jongen@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 organisation 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, focussing 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)
Coordinator: Ellen Jongen, Cognitive Neuroscience, Phone 38 84525,
40 Universiteitssingel East, Room 4.737, E-mail: e.jongen@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

Coordinator: Ellen Jongen, Cognitive Neuroscience, Phone 38 84525,
40 Universiteitssingel East, Room 4.737, E-mail: e.jongen@psychology.unimaas.nl

Description of the Practical training
The goal is to provide students with hands-on experience in experimental design, 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 (artifact management, spectral analysis, filtering, ERP averaging, etc.). Next, there will be hands-on training in smaller groups on running an ERP experiment, including electrode application, minimizing artifacts, and hygiene and safety in the lab. A simple paradigm will be used that gives reliable results for even a single subject. 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 with one another and as a whole.

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

Instructional Approach
Tutorial group meetings, lecture(s), 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?' 'How are "activation maps" created?'

Literature
- Scott A. Huettel, Allen W. Song and Gregory McCarthy (2004) . *Functional Magnetic Resonance Imaging*. Sinauer, US.
- Jezzard P, Matthews PM and Smith SS. (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 and 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

Coordinator: Alard Roebroeck, Cognitive Neuroscience, Phone 38 84039,
40 Universiteitssingel East, Room 4.749, E-mail: a.roebroeck@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 sensor motor integration. In this course we will study a couple of important aspects of sensor motor 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 the coordination of 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 grasp?). 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 and we will learn how these topics can be investigated both with classical behavioural experiments as well as with modern techniques such as functional Magnetic Resonance Imaging.

Literature
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
and 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.

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 and 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

- Scott A. Huettel, Allen W. Song and Gregory McCarthy (2004) - *Functional Magnetic Resonance Imaging*. Sinauer, US.
- Functional MRI: *An Introduction to Methods.* (2002) P. Jezzard and S.M. Smith (Eds). 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, Neurospychology and Psychopharmacology, Phone 38 81028, 10 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 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 may be 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.

Practical training: Neuropsychological Assessment (NP463)
Coordinator: Jeanette Dijkstra, Neuropsychology and Psychiatry, Phone 387 4117, 10 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

Coördinator: Dymphie Scholtissen-In de Braek, Neuropsychology and Psychiatry, Phone 36 85264, PMS Vijverdal, k.0.039, E-mail: d.indebraek@np.unimaas.nl.

Description of the Course
The aim is to learn more about cognitive function and dysfunction in neuropsychiatric and psychiatric conditions. Furthermore, the aim is to gain insight into biological and (neuro)psychological mechanisms and possible treatment of these disorders.
The course "Behavioural disorders" deals with changes in psychological functioning, which occur in frequently observed brain disorders. A focus will be on function and dysfunction in the domain of behavioural planning and organisation, shifting, cognitive control, self-evaluation and social monitoring. These processes are thought to be especially dependant upon proper functioning of areas in the frontal lobes and circuits which connect these areas to other parts of the brain. There is an overlap with the so-called 'executive functions'. The course will give students an idea of the typical appearance of behavioural disorders and cognitive disorders, and the coexisting brain and behavioural mechanisms that are involved in these disorders. The emphasis lies on problems which occur in neuropsychiatric disorders and psychiatric conditions, like schizophrenia, obsessive compulsive disorder, and ADHD. But also neuropsychiatric problems which occur in important neurological disorders will be discussed. For example, psychological problems in cerebrovascular diseases and mild traumatic brain injury will be dealt with. Finally, biological and psychological mechanisms underlying behavioural and cognitive disorders will be discussed. In this course we focus on both casuistic impressions, as well as, theoretic paradigms that are important in behavioural disorders.

Literature
Various articles and book chapters.

Practical training: Neuropsychological Assessment (NP463)
Coordinator: Jeanette Dijkstra, Neuropsychology and Psychiatry, Phone 387 4117, 10 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.

Practical training NP463 Neuropsychological Assessment - 2 European credits

Coordinator: Jeanette Dijkstra, Neuropsychology and Psychiatry, Phone 387 4117, 10 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 NP464 Arousal and Attention - 4 European credits

Coordinator: Annemiek Vermeeren, Neuropsychology and Psychopharmacology, Phone 38 81952, 40 Universiteitssingel, 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 like caffeine and benzodiazepines. 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: mechanisms of autonomic, endocrine and cortical arousal; measurement of psychophysiological correlates of arousal; strength and weaknesses of the unidimensional Arousal Theory (inverted U model, Yerkes Dodson law); alternative multi-dimensional models; Posner's theory of attentional networks (alerting, orienting, and executive attention), and the anatomy and neurotransmitters involved; brainstem arousal systems; role of noradrenaline in switching of attention; neuropsychology of alertness and sustained attention; regulation of circadian rhythms of sleep and wakefulness, including the role of noradrenaline, serotonin, acetylcholine, histamine, adenosine, orexin and GABA; insomnia, sleeping pills and the role of GABA in sleep; ADHD, stimulant drugs and the relation to dopamine and noradrenaline.

Literature
Various articles and book chapter.

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

The practical training Arousal, Attention and Aging runs parallel to the NP courses 464 and 465. For more information see NP466.

Instructional Approach
Tutorial group meetings and 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 of abnormal aging can be considered. Essential questions are: What is cognitive aging? What neurobiological and cognitive mechanisms determine whether a person ages pathologically, normally, or successfully? How can the aging process be influenced? Students will critically reflect on essential 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 (behavioral perspective), pathological aging (clinical perspective: mild cognitive impairment, dementias, Alzheimer's disease, Parkinson's disease), interventional strategies (cognitive, pharmacological, social), and methodological issues in aging research.

Literature
An e-reader with various articles and book chapters will be provided. The course will not be accompanied by a textbook, although useful reference books will be recommended in the course manual.

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

The practical training Arousal, Attention and Aging 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.

Practical training NP466 Arousal, Attention and Aging - 2 European credits
Coordinators: Eric Vuurman, Neuropsychology and Psychopharmacology, Phone 38 81046, 40 Universiteitssingel East, Room 2.747, E-mail: e.vuurman@np.unimaas.nl and 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
The aim of this practical training is for students to gain experience in experimental research, by studying the effects of an arousal manipulation (environmental noise) on cognitive processing in young and elderly volunteers.

The practical training involves the conduct, analysis, and reporting of a psychological experiment. The experiment will address the question whether cognitive performance is differentially influenced by environmental noise in healthy young and elderly volunteers. Students can work in pairs. Each pair of students will have to recruit a number of young (e.g. 18-30 years, n=3) and elderly (e.g. 60+, n=3) volunteers, and test them in their normal domestic environment. Volunteers will perform two cognitive tests (e.g. verbal learning and concept shifting) while being exposed to three different environmental noise conditions (e.g. silence, white noise and speech). Students will be urged to critically think about the research design (e.g. counterbalancing of conditions). The data of all volunteers will be made available to students and a report on the results of the study has to be written in the form of a journal article. Students are expected to process the raw data, make graphic data presentations, and apply the relevant statistical tests. The results should be discussed within the theoretical frameworks presented in the parallel courses Aging and Arousal Attention and Psychopharmacology.

Literature
Various articles and book chapters.

Instructional Approach
Lectures, experiment.

Form of Assessment
A research report.

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 specialisation programmes, under the supervision of a faculty member. 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.

Either a faculty member or an external, qualified researcher supervises the research internship. The internship can be done at the University Maastricht, at external research institutes or at practically-oriented institutions. In the latter case, a faculty member will be the supervisor.
The master's thesis will be evaluated and graded by the supervisor/faculty member and by a second reviewer. At least one of the reviewers should belong to the Faculty of Psychology (FdP).

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 practical information about international research internships, contact Loes Mallee, Bureau Internationalisering (Internationalization Office): Phone 38 81920; 40 Universiteitssingel East, Room 5.753, E-mail: l.mallee@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 4.765, E-mail: a.devries@psychology.unimaas.nl

Description of the registration
Psychodiagnostics is the branch of psychology in which people are qualified by psychological assessment. These qualifications are important in many judgment and decision processes. Examples are: personnel selection, the evaluation of child molesting, or educational career decisions. The illustrations make clear that these qualifications 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 master's 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 is to be found at: www.psynip.nl.

Conditions
The registration can be obtained for the tracks Developmental Psychology, Neuropsychology, Experimental Health Psychology and Psychology and Law.

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.

3

Education and Examination Regulations - master's

Education and Examination Regulations - master's

3.1 Education and Examination Regulations - master's

Section 1 General Conditions

Education and Examination Regulations for the 2007-2008 academic year for de master's study programme in the Faculty of Psychology, 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, 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 2007 for the 2007-2008 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 University of Maastricht 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 of the University of Maastricht as meant by article 9.24 of the Act.

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 Organisation 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 specialisations and Tracks

Areas of Specialisation in the master's study programme
a. Applied Cognitive Psychology
b. Biological Psychology

Tracks in Applied Cognitive Psychology
- Experimental Health Psychology
- Psychology and Law
- Work & Organisational Psychology

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

Article 2.2 Composition

Master's degree specialisation in Applied Cognitive Psychology

Experimental Health Psychology

The Experimental Health 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 Health Promotion programmes' 5 credits
- The course 'Manipulation' 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 'Eyewitnesses and victims' 4 credits
- The course 'Forensic Psychology' 4 credits
* The course 'Perpetrators and defendants: an experimental approach' 4 credits
- The course 'Experts and their decisions' 4 credits
- The practical training '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 Resources' 5 credits
- The course 'Organisation 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 Specialisation 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
- The practical training 'Measuring Attention and Executive Functions in Behavioural Paradigms' or the practical training 'EEG/ERP' 2 credits
- The practical training 'Psychological test' 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 'Auditory and cross modal speech processing 4 credits
- The course 'Mechanisms of perception and attention' 4 credits
- The course 'Brain imaging methods' 4 credits
- The course 'Cognitive neuroscience of sensory and motor systems' 4 credits
- Practical training EEG/ERP 2 credits
- Practical training fMRI 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 'Behavioral Disorders' 4 credits
- The course 'Arousal, attention and psychopharmacology' 4 credits
- The course 'Cognitive aging' 4 credits
- Practical training 'Neuropsychological Assessment' 2 credits
- Practical training 'Arousal, Attention and Aging' 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. In addition, certain research internships in the biological specialisation 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 carry cellular telephones or electronic agenda's. The test will be declared invalid if the student does not conform to this regulation. If a student is caught using a cellular telephone or electronic agenda, a fraud regulation will be applied.
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 4 of section 5.2 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.
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. Participation in Tutorial Group Meetings

a. The examination board lays down the percentage for compulsory participation in the tutorial group meetings in the rules and regulations, articles 5.2 and 6, and determines how the actual participation of each student is registered.
b. Students who do not comply with the percentage for the minimal, compulsory participation 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 relevant course has ended. 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 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 the publication of the result to the student.
3. 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 3.6 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 3.7 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 3.8 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 3.9 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 3.10 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 Maters 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 specialisation in Applied Cognitive Psychology and he/she who has completed the Bachelor Degree in Biological Psychology will be admitted to the master's specialisation 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 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 Degree has been obtained.

B. Admission Requirements master's study programmes (others than student of the Faculty of Psychology, 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 Bachelors 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 member, who is also the chairperson, appointed from among the professors, who are charged with the education in the study programme;
   A member (two members) appointed from among the other academic personnel who are charged with the education in the study programme.
2. The student advisor of the relevant study programme is appointed as advisor.
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 2008.
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, 2008.The admission will be granted on the condition that the candidate complies with the requirements as regards knowledge, insight an 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 education 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 results students have obtained for (parts of) tests are announced, the examination board will notify them of the right to inspection, 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 which such an appeal has to be lodged will be mentioned.

Article 6.5 Date of Coming into Force

These regulations take effect on 1st September 2007 and will be effective for the 2007-2008 academic year.

Thus enacted with the approval of the Council of the Faculty of Psychology in its meeting of 24 May 2007.

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 examination and its parts, taking into account the Act and the education and examination regulations concerning the organisation and scope of the examinations of the psychology study programme of the Faculty of Psychology. 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) 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 marks 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 participation 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. An average score of at least 8.0 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. Furthermore, no part of the examination may have been passed in a resit.
   b. Master's thesis: a score of at least 8.0.

Cum laude will not be awarded if more than 5 credits are obtained by exemption.

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 failed an assignment of a practical training will get one chance to redo the assignment per academic year.

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.

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 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 2007.

Thus enacted by the Psychology examination board at its meeting of 10 May 2007.

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

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 education office about the internship at least one month before the start of the internship by means of a research internship notification form. The education 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 specialisation 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 education 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 education 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 education 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 education office together with a motivated explanation within 20 working days. The education office sends one copy of the approved master's 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 8, 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 3.13, paragraph 1 of the education and examination regulation, in its meeting of 14th 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 1of this regulation is understood to mean:

a. In respect of the writing of papers:
   * literal or paraphrased copying of passages from other papers or oral texts in such a way that the impression is given that it is one's own work;
   * literal or paraphrased copying of passages from scientific articles or books in such a way that the impression is given that it is one's own work.
   * literal or paraphrased copying of passages from other electronic papers in such a way that the impression is given that it is one's own work;
   * literal or paraphrased copying of passages from sources on the Internet 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.

4

Educational organisation and administration

4.1 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
- Appointments with student deans, psychologists, and career services

Visiting hours: Monday-Friday 9.00-18.00; Saturday 10.00-16.00
Call centre: Monday-Friday 9.00-17.00 (+31 43 388 5388)
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: +31 43 388 5284
E-mail: isd@ssc.unimaas.nl

UM Career Services and Student Guidance

The Student Guidance department offers support and counselling to students in every stage of their studies. UM Career Services offers personal guidance, workshops, training and information.

Personal Guidance of UM Career Services
You can turn to UM Career Services for any career question you may have, be it writing your application letter and CV, choosing a master's programme, working abroad or reorienting your study choice. You can make an appointment for a Quick Career Advice interview, which lasts for fifteen minutes (you can book as many appointments as you like); or, if you need more intensive guidance and individual support, you can turn to a Career Counsellor.
The UM Career Services website provides information on career guidance and how to book an interview.

Workshops and training
Students can regularly subscribe to workshops or training on career planning, job application and presentation, study choice or the international labour market. You can find the current offers on the UM Career Services website and register immediately via the Online Agenda.

Career & Information Centre
Students are invited to visit the Career & Information Centre and access both printed and digital information resources on:
- bachelor's and master's programmes in the Netherlands, postgraduate and other training programmes;
- study programmes and internships outside the Netherlands, summer courses, language courses, scholarships, funds and entrance examinations;
- national and international labour market, career planning, vacancies, psychometric tests and job applications.

Graduates can collect brochures with information about job applications and companies from the centre free of charge.
You can find the Career & Information Centre on the first floor of the Visitors' Centre, Bonnefantenstraat 2, B 1.35. An electronic catalogue with an overview of available

resources as well as the centre's opening hours can be found on the UM Career Services website.

UM Career Services website
Please visit www.unimaas.nl/careerservices for the Online Agenda (with activities and registrations) and career database (with vacancies and internships). The website also provides information on career-related items for bachelor's and master's students. The website's Internet Guide provides links to other relevant online information.

Student Counselling
At university you are expected to be independent and take care of all your affairs yourself. But that doesn't mean you won't have any questions! Besides the 'Quick Career Advisors' and career counsellors there are other student counsellors who can no doubt answer many of your questions.

Are you stressed out about your studies? Are you having problems making and maintaining contact with others? You might want to make an appointment with one of our student psychologists. In addition to individual consultations, the psychological help service also provides group activities, such as training courses on fear of failure, help with increasing your study effectiveness, and mourning support groups.

Are you on the board of an association or dealing with special circumstances which may cause a study delay? Do you have a disability for which you want to ask assistance? The student dean can help you with the relevant arrangements, which may include financial compensation, special arrangements for exams, a referral to an institution, or an explanation of your student grant situation.

Do you want more information about the direction your study programme is taking you? Have you experienced a study delay and do you want help with planning your studies? For these kinds of questions you are referred to the student advisor of your faculty. The student advisor is well informed about the structure of both the curriculum and the faculty, as well as the educational possibilities that are available to you.

Please note that any conversation you have with a student counsellor is confidential.

Visiting address: Bonnefantenstraat 2, Maastricht
Postal address: P.O. Box 616, 6200 MD Maastricht, the Netherlands
Internet: www.unimaas.nl/studentguidance and www.unimaas.nl/careerservices

Call +31 43 388 5388 to make an appointment with a Quick Career Advisor, a student psychologist or a student dean. You can also go to the student deans open office hours on Tuesdays and Thursdays from 14.00 to 16.00, or call them between Monday and Thursday from 13.30 to 14.00 on +31 43 388 5273.

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 organisations);
* 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.
More information can be found in the Dutch brochure *Volwaardig Studeren*, which can be obtained from the DM Support Desk. Further information as well as tips about what students can do to prevent problems can also be found through the Digital Support Desk at www.unimaas.nl/steunpuntdm

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 09.00-11.30
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: +31 43 388 5388
E-mail: handicap@ssc.unimaas.nl (please include your ID number if applicable)
Website: www.unimaas.nl/steunpuntdm

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: +31 43 388 5300 (Monday-Friday 09:00-13:00)
E-mail: kamerburo@ssc.unimaas.nl
Website: www.kamerburo.net

Studium Generale

Studium Generale (SG) organises a varied programme consisting of:
* lectures, debates and interviews;
* the Cultural Café with cabaret, theatre and open podium;
* Global Culture Nights with world music.

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. Just give it a try - it definitely beats a boring evening on the sofa at home!

The Cultural Café will guarantee you an enjoyable evening for little money. The café hosts not just cabaret, theatre and the preliminaries for comedy festivals, but also the student song festival, monologue contest and the famous Open Podium, all of which you can perform in too. Do what you want in just fifteen minutes: music, cabaret, theatre, stand-up, mime, rap and dance - anything goes! Contact the Studium Generale for more information.

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

More information?
The SG Agenda is published four times a year and can be obtained from UM and various places in the city centre. More information can be found on the SG website and through the media, such as the Week IN Week UIT and Uit! brochures and on the last page of the university weekly Observant.

Participate
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: +31 43 388 5307
Fax: +31 43 388 5310
E-mail: mail@sg.unimaas.nl
Website: www.sg.unimaas.nl

UM SPORT: fun and affordable!

Are you looking for a sport that suits your purposes and comes at a good price? UM Sport organises a broad range of sports activities in which you can participate if you have a sports card. You can participate at all times in the open hour sports; however, for other sports courses and fitness, you have to register and pay an extra fee. Students also have the option of buying a sports card or fitness licence, either from September to January or January to July.

You can obtain a sports card, register for a course and renew your fitness licence online in the new UM Sport web shop (and save €2.50 on sports cards!) or at one of the UM Sport desks: the desk at the Visitors' Centre, Bonnefantenstraat 2, or the desk in the Randwyck sports hall, P. Debyeplein 15. Don't forget to bring your UM card and bankcard (electronic payments only).

Twice a year, UM Sport organises try-out weeks to introduce students to the sports programmes that are available without a sports card. For the complete programme and more detailed information, visit the website.

Phone UM Sport secretariat: + 31 43 388 5311
E-mail: um-sport@ssc.unimaas.nl
Internet: www.ssc.unimaas.nl/sport

Maastricht University has many student sport associations which are united in the MUSST sports council. To participate in their programme you need a membership separate from the UM sports card. See www.musst.unimaas.nl

What's new in 2007-08?
Due to the reconstruction of the campus, the activities of Randwyck sports hall have moved to a temporary location in Randwyck with new fitness equipment and a separate spinning room. In the new UM Sport web shop you can obtain a sports card, register for a course or renew your fitness licence online.

Alumni Office

Maastricht University attaches great value to maintaining ties with its alumni. A 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 organisation 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 +31 43 388 5231; Daniëlle Townsend-Prevoo +31 43 388 5220
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 organisation 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: +31 43 321 5651
E-mail: info@tafelstraat13.nl
Website: www.tafelstraat13.nl

4.2 Student Associations

4.2.1 Faculty Association Luna-tik

'Luna-tik' is the association for students within the Faculty of Psychology. 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

4.2.2 The Student Council

The student members of all the official Boards and Committees of the Faculty of Psychology (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

4.2.3 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 organisation 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.psynip.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 organisation 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: http://www.spsplatforms.nl/~maastricht.
E-mail: maastricht@spsplatforms.nl

4.3 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.umholding.nl
Also for the Job Centre: www.umholding.nl/interum

4.4 Educational support: The education office

4.4.1 General

The Education Office of the Faculty of Psychology provides an important contribution to the logistical planning, administration and organisation of the study programme. The education office also functions as the central point of information for all matters related to the study programme and sees to the administration of all matters pertaining to the examinations and the study in general. Students can contact the Education Desk of the education office with queries about the study programme and examinations and can collect the course manuals and timetables there.
The Education Desk is located at level 0, Universiteitssingel 40 East, Room 0.636a.

Staff Members education office and Internationalisation Office

Position	Staff Member	Room	Telephone
Head education office	Irma Kokx	5.777	38 81883
Secretariat	Isabel Hikisch	5.761	38 81911
Logistics & planning	Harry Timmers	5.767	38 84013
Logistics & planning	Yvonne Lenoir	5.767	38 84123
Secretary examination board	Martien Jenneskens	5.773	38 81459
Examination administration	Marian Pieters	5.765	38 81939
Examination administration	Ellen Blaauw	5.765	38 84002
Coordinator examinations	Ellen Blaauw	5.765	38 84002
Staff member for internships	Myrtle Brongers	5.773	38 84058
Coordinator bureau internationalisation	Loes Mallee	5.753	38 81920
Staff member bureau internationalisation	vacature	5.749	38 84031
Staff member training and evaluation	Wladimir van Mansum	5.759	38 84541
Coördinator EleUM	Enny Beerden	5.759	38 84009
Staff member public relations	Marcel Schrijnemaekers	5.771	38 82209
Staff member public relations	Vacature	5.771	
Staff member electronic service centre	Willie Schipper	5.747	38 81871
Staff member software development	Tamerius Cohen	5.747	38 84543

Announcements about educational matters to students

Changes of and additions to timetables, study programmes and regulations can always occur during the academic year. In order to announce these changes and additions as clearly and quickly as possible to all concerned, the faculty uses the student community EleUM. In addition, the education office has a section in the University Magazine Observant.

Discount Office

Students of the Faculty Association 'Luna-tik' run a discount office. Opening hours will be announced before the start of each course.
Staff members of the education office do not sell books.

Timetable for each Course Period

There is a separate timetable for each course period each year. These timetables will be announced in EleUM at least a week before the start of the courses. Students should take into account that educational activities can take place in the evening (in the academic year 2007-2008, not later than 22.00 hours as a rule).

Course Manuals

Each course has its own 'Course Manual', put together by the Course Planning Group. The course manual must be seen as a kind of railway timetable for the course concerned, with cases, lists of literature, which can be studied, names and telephone numbers of subject experts who can be consulted. Sometimes there are also indications of possible ways in which students can approach a problem, etc. The course manual is handed out by the education desk of the education office. The course manual can also be downloaded from EleUM as well as the literature that goes with it (e-reader).

Division into Tutorial Groups

The Education Office of the Faculty of Psychology divides students into tutorial groups. If a student is not mentioned in one of the groups (see timetable board of the education office on level 0), he or she can still be placed in a group via a 'naplaatsing' form (to be collected at the education desk of the education office).
Changing tutorial groups is only allowed during the first week of a course and is only possible by way of an exchange with somebody else. Forms to apply for this ('ruilformulier') can be obtained from the education desk and downloaded from EleUM. After approval you will receive a confirmation to be handed over to the tutor. It is possible that students might want to attend a meeting of a different tutorial group once but this is not allowed.

Attendance Register

The tutor of each tutorial group keeps an attendance register. Students must sign a form at the last meeting of each course to indicate their agreement with the registration noted by the tutor. If a student is absent during the last meeting the presumption will be that the student agrees with the registration of attendance. If there is a difference of opinion between the student and the tutor, this must be referred to the examination board.

Enrolment for a Course if the Attendance Requirements have already been met in the Previous Academic Year

If a student has met the attendance requirements for a course but has failed the exam, the student will not be automatically placed in one of the groups for the course in the next academic year. If a student wants to take part in the course (e.g. with a view to refreshing the course material) he or she must apply at the education office at least

two weeks before the course starts and complete and hand in a form for 'naplaatsing'. Depending on the organisational possibilities the application will be agreed to. If one does not apply or applies too late, the education office will not place the student in a group.

Study Programme

At the beginning of each academic year, each student is automatically put into the year in accordance with the EER.
No account will be taken of courses from previous years that still need to be completed. To continue with courses from the previous year(s), a 'naplaatsing' form will have to be completed.

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. When the student has returned / recovered he must report to the education office at the first opportunity after the day on which he has returned. Only if this procedure is adhered to can the report of illness be incorporated into the dossier and be used at an examination review and for requests to make up what has been missed. The examination board may require a statement in certain cases. This statement may also be used as proof in the case of requests from the Auditors Fund or Graduation Fund. It is important to contact the student advisor as soon as possible.

Discontinuing or interrupting one's Study

It is possible that for whatever reasons a student interrupts his study or even stops it altogether during the academic year. In this type of case, it is necessary that the student be informed about the consequences and possible obligations that this involves. The student has to report this to the education office and to Student Services. Information about stopping with one's study and a request for the reimbursement of university fees at the UM can be found on the website of Student Services: www.ssc.unimaas.nl , press "(her)inschrijving", press "uitschrijving en restitutie".
Information about termination of one's study grant can be found on www.ib-groep.nl (termination of one's study grant can be effectuated by means of the 'change' form which can be obtained via the ib-website or at the information desk of Student Services. One should take note of the need to hand in one's public transport (OV) card before the

deadline. Reporting an interruption in or discontinuation of one's study on time ensures one's rights as regards the time one is allowed to take for one's study. The university is obliged to report the student's enrolment period to the 'Informatie Beheer Groep' 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 look at his/her dossier, in keeping with the privacy regulation of Maastricht University. The student can make an appointment for this with one of the staff members of the education office during consulting hours. The dossier contains the enrolment forms and correspondence about the student. Copies of diplomas, registration of study duration and the like are kept at Student Services.

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.

4.4.2 Opening Times of the education office and Correspondence

Education Desk
Students can consult the Education Desk of the education office only during opening hours (Level 0, room 0.636a).
The opening hours are: Monday to Friday, 10.00-11.00 hours.
In the first and last week of a course the opening hours are extended to Monday to Thursday, 15.00-16.00 hours.

Information Boards - Courses and Examinations

All timetables and possible changes, plus the lists of tutorial groups for current courses will be published in EleUM. In addition, all exam results and overviews of exam dates, etc. will also be made known on the information board. Results will be administered as soon as possible in Pandia. The information boards can be found on level 0, 40 Universiteitssingel East.

Mail

Mail for the education office and/or the examination board can be put in the secretariat post box at the education office (room 5.761) or in the education desk post box (level 0). There are standard forms that deal with the most common questions and procedures. These forms can be found at the education desk but they will also become available via EleUM during the current academic year.

Standard Forms

The following forms are in use by the education office:

Form for 'naplaatsing' (Subsequent Placement)
If one has failed a course, one is not automatically put into a group for that course again. One would have to request this by completing a form for 'subsequent placement' and hand it in. The education office will check whether one is allowed to do the course and confirm this with the student. This placement can either be for the course, with or without the practical training, or for the practical training only.

Changing Tutorial Groups
The education office puts each student into a tutorial group. This has to be adhered to. If there are reasons to change to another group this will only be possible if one changes groups with another student. Both students have to fill in the 'Changing Tutorial Group' form, sign it and hand it in at the education office. After approval the students will receive a confirmation to be handed over to the tutor. Changes are only possible in the first week of the course.

Examination Administration
If a student thinks that a mistake has been made with an exam result, this query can be directed to the examination administration (form 'Examination Administration'), which will look into the matter and reply.

Application for a Catch-up Assignment
If one has not complied with the attendance requirements for tutorial group meetings, one can apply to do a catch-up assignment by completing the 'Application Catch-up Assignment' form. This must be handed in within 2 weeks after the course is finished. The dates of the meetings not attended must be on the form.

Declaration for Research Internship
Once a placement and starting date for an internship have been established, the 'Declaration for Research Internship' form must be completed. On the basis of this it will be decided whether entrance requirements have been met. A contract for internship will be drawn up and signed by both the student and the supervisor.

Declaration for Practical Internship
If one wishes to do a practical internship as well as a research internship, application can be made by completing the 'Declaration for Practical Internship' form. For example, this might be needed to get a basic registration in Psycho Diagnostics or to comply with the entrance requirements for the post-graduate to become a psychologist in Health Sciences.

Application for Master Examination
When one is about to complete one's studies and wants to graduate, application for this must be made two months before the planned graduation date. Only once the 'Application for Master Examination' form has been handed in will it be checked to see if the requirements have been met.

Students' Post boxes
Each student has his/her own post box. These are on level 0 and are used to distribute information and results. Students also use these to communicate with one another and lecturers make contact with students in this way. The post boxes are arranged according to ID numbers.

Postal Address

Universiteit Maastricht, Faculty of Psychology, education office, P.O. Box 616, 6200 MD Maastricht

4.5 Student Advisors

The student advisor is the primary contact person in the Faculty for information and advice on the program 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 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 with regard to the choice of one's study program and the planning of the study. In situations where students have fallen behind because of 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 regulation 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. If necessary, the student can be called in. The advisor notes any bottlenecks in the program and any other problems in the instruction and examination regulations. This can be done for example, as a result of a conversation with a student. These are reported to the relevant authorities, like the Curriculum Committee, Course Director and examination board.

Students can contact the student advisor on the following matters:

Information and Advice on the Study, e.g.:

- Program Content and Structure;
- Individual Study Program;
- 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 begin 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, telephone (043) 38 81911/38 84346.

4.6 University Library

The University Library (UL) provides services to all employees and students of Maastricht University, and to the University Hospital Maastricht (azM) and the University of Midwifery Education & Studies, as well as to individuals and institutions in the region who have taken a subscription to the UL's services. The UL's services are discussed in the faculty library committee, whose members are representatives of the faculty, staff and one or more students, plus a UL representative. There is also a joint library committee for all Randwyck faculties plus the azM, the Scientific Information Committee Randwyck.

Collection and locations

The UL's modern collection focuses on the fields of research and education of the various faculties. In addition to the faculties' focal points, the UL has a general university collection (interdisciplinary and non-faculty-oriented literature). The so-called Jesuits' Collection (the library collection from the former Jesuit colleges), containing historical works in all disciplines, is also part of this.
The UL's collection is distributed across two locations. The collections in the fields of Medicine, Health Sciences and Psychology can be found in the UL Randwyck (Universiteitssingel 50).
Economic and statistical material as well as government publications, can be found in the UL Inner City (Grote Looierstraat/Nieuwenhofstraat), which also houses the collections for the inner city faculties. The collections and computers at both UL locations are available for all UM students.
In general, the collections are freely accessible and the majority can be borrowed. Items that cannot be borrowed, include reference works, journals, Learning and Resource Centre books and videotapes/DVDs. Less topical literature, such as journal volumes from before 2001, is stored in the depot (not accessible to the public), and can be requested by means of a UM/azM card. Copies can be made using a UM/azM card.

Finding literature

How to find the literature, books, journals and other media that you need in the UL collection? The titles of (printed) books and journals, and videotapes/DVDs, can be found in the UL's electronic catalogue (OPC). Both library locations feature computers that enable users to search the OPC, but the OPC can also be consulted from home. The UL introduction at the beginning of the first study year also deals with searching the OPC.

Extended literature searches

The OPC can be used to find titles that are present in the entire UL collection (at both locations). The catalogues of the Netherlands, such as the Nationale Centrale Catalogus (NCC) and the catalogue of journal articles in the Netherlands (OLC /Online Contents) can also be consulted from these OPC computers in the UL, and on campus of from home through the UL home page. The collection of electronic journals (online full-text journals) can be consulted through the UL home page, both on campus and from home.
Extended literature searches in various international bibliographic databases (literature databases) can be carried out through the UL home page. These database are accessible in the UL and the Learning and Resource Centres, but also in the Psychology Computer Resource Centre or from home. Access to UL databases (catalogues, literature databases and electronic journals) from a computer at home is subject to a number of (technical) conditions. In first year, skill training courses are organised to teach students how to search in the main literature databases that are relevant for Psychology: PsycINFO and PubMed.
Third-year students are offered a course in the use of EndNote, a database programme that helps compose one's own literature database and automatically include literature data in a text (for a thesis or publication).
The UL frequently organises courses in the use of PubMed/PsycINFO and EndNote, for which students may register.

Lending

Most books in the library collection can be borrowed. To borrow books, you need a personal UM/azM card, which needs to be activated by the UL (only once). Automatic lending is available through the self-lending machine. The main rules applying to lending, are:

- the maximum lending term is four weeks, which may be extended (provided the title has not been reserved);
- up to ten books can be borrowed at the same time;
- books borrowed by others can be reserved;
- users are able to extend the lending period or reserve books themselves, using the computers in UL/Learning and Resource Centre, in the faculty Computer Resource Centre or from home.

UM/azM card

A valid UM/azM card is needed to be able to use the UL and the Learning and Resource Centre: to enter and leave the UL, to borrow, to make photocopies, and to request publications from the depot.

Computer facilities

The Learning and Resource Centre features a large number of student computers that can be used to search for and process information. These computers provide access to

the UL catalogue, the main literature databases, electronic journals, and the Internet (Internet Explorer and e-mail). In addition, information storage and editing software has been installed (database management, spreadsheets, word-processing and statistical and graphics programmes). Some of these computers can be reserved. At Level 1 of the UL, students can also use dedicated computers for consulting the UL information/literature databases, electronic journals and UL catalogues. Outside the UL entrance, in LINK (the reading and Internet cafe), users may browse and communicate on the Internet or consult EleUM.

The Randwyck Computer Resource Centre is located on the first floor of UM building UNS 50. This Centre consists of a number of rooms for instruction and examination purposes. If rooms have not been booked for such purposes, the computers are available for students. The opening hours are Monday through Friday from 8:30 to 19:00 hrs.

Audiovisual media and Multimedia Lab

At level 3 of the Learning and Resource Centre, videotapes and DVDs can be viewed, either individually (in AV units) or in groups in a separate room (the key can be obtained for up to 2 hours). There are 6 computers, equipped with a (colour) scanner and DVD writer, and video software for editing film fragments.

Study places

Study places are provided both in the library and the Learning and Resource Centre, while the 'silent room' at 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. A limited number of these rooms can be reserved (at the Learning and Resource Centre desk at Level 2). One of the group rooms has an electronic projector.

Lastly

In addition to lending rules, the UL also has a number of general rules of usage. For example, it is not allowed to bring coats and/or bags into the library. A cloakroom and lockers are available near the UL entrance. Mobile phones must be switched to vibration alarm, and cannot be taken into the silent rooms. Users are expected to return the literature that they have used to their correct locations. Smoking, eating and drinking are not allowed.
Needless to say, both in the library and the Learning and Resource Centre, speaking aloud is not allowed, to avoid disturbing other users.
For more information the UL's services, please consult the UL home page (http://www.ub.unimaas.nl). In the 'UL for faculties' section, the UL portal for Psychology (http://www.ub.unimaas.nl/fdp) contains specific information for students and staff of the Faculty of Psychology.

Address of the University Library Randwyck
Universiteitssingel 50
6229 ER Maastricht

* Tel. no. of the Information desk: 38 85142
  (general information, information on the Learning and Resource Centre, ICT, literature databases, UL courses and reservering rooms)
* Tel. no. of the Document supply desk: 38 85144 (extending lending terms/reserving books, information on UM/azM card and borrowing from other libraries).

Questions, wishes, complaints and comments on the UL and its collections can be submitted 24 hours a day through the digital information desk 'Ask your Librarian' on the UL home page.

University Library Randwyck opening hours
Mon.-Thu. 08:30 - 22:00 hrs
Fri. 08:30 - 19:00 hrs
Sat. 12:00 - 17:00 hrs (reference library)
Sun. 12:00 - 17:00 hrs (reference library)
From Monday through Friday from 17:00 hrs, and on Saturday and Sunday, the service level is that of a reference library; this means that there is only supervision. Borrowing is only available through the self-lending machine from the open collection (i.e. not from the depot). Books can be returned (also outside opening hours) by using the postbox for books (next to the entrance).
For current or special opening hours (e.g. during holidays), please refer to the UL home page.

Essential reading and the Learning and Resource Centre

General
The list of essential reading is a carefully compiled collection of books that Psychology lecturers believe students should buy. These books have been selected on the basis of the following criteria - the mixture of which may differ per book: relevance, scientific quality, didactic quality, supposed 'half-life', topicality and price.

Purpose of the Learning and Resource Centre
It would be wrong to assume that the purchase of items from the essential reading list is unnecessary because sufficient copies are available in the Learning and Resource Centre. Considering the large numbers of students in each year, it would not only be impossible to have enough copies of each title, but it is also not the primary aim of the Learning and Resource Centre to enable students to study the list of essential reading there. The Learning and Resource Centre was set up primarily to enable students - on the basis of learning objectives - to search for relevant information in a variety of resources.
With respect to books for problem-based learning, the following categories can be distinguished:

a. Essential reading. These books describe a large part of a particular field of study;
b. Alternative essential reading. Most fields of science have a variety of introductions, compendia, and general outlines, which more or less cover the same topics. They differ in the sense that each explains the topics in a different way (differences in points of view, selection of examples, illustrations, readability, structuring of the subject matter, etc.);
c. Thematic books. These books focus on a specific theme, but this theme is relevant within the framework of one or more tasks in a particular block;
d. Reference works. Mostly dictionaries and atlases;
e. Specialist books. Books containing information that is more or less remote from what is required in order to complete the learning objectives formulated in the tutorial groups.

The core of the collection of books in the Learning and Resource Centre consists not of books from the list of essential reading, but of alternative books, thematic books and reference works (it is clear that specialist books belong in the library).

4.7 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.

4.8 Computerised Information System (Obtaining Results)

As it will take several days between the confirmation of the result by the course coordinator and entering it into the computerised information system, the results are publicized on the information boards on level 0, as soon as they are known. When the data have been entered into the computer the lists of results will be removed and students can consult 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 the link 'Reguliere studenten', after which one selects the link 'Pandia student'. If results are missing or are incorrect, the student must hand in a printout with the incorrect data at the education office. The student will receive a reaction in his/her post box.
Once a year each student receives an overview for checking the results. Please notify the education office of possible mistakes.
Students can direct questions of a general nature to the ICTS service desk, telephone (043) 38 83564. If there are questions about the use of ICT for one's study, please call on the ICT service desk, at the Computer Resource Centre of the Faculty of Psychology in the Psychology Building on level 1.

4.9 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 40, level 1:
1.734 and 1.746

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	35 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
Dousberg, Dousbergberg 4, 6216 GC Maastricht

Geusselt, Olympiaweg 81, 6229 HD Maastricht
Randwijck, Sorbonnelaan 180, 6229 HD Maastricht
MECC, Forum 100, 6229 GV Maastricht

4.10 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 examination board. If permission is granted by letter 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.

4.11 Graduation: Master 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 2007	01 July	15 July	15 August	Oct 2007
30 Sept 2007	01 August	15 August	15 September	April 2008
31 Oct 2007	01 September	15 September	15 October	April 2008
30 Nov 2007	01 October	15 October	15 November	April 2008
31 Dec 2007	01 November	15 November	5 December	April 2008
31 Jan 2008	01 December	15 December	5 January	April 2008
28 Febr 2008	01 January	15 January	15 February	April 2008
31 March 2008	01 February	15 February	15 March	Oct 2008
30 Apr 2008	01 March	15 March	15 April	Oct 2008
31 May 2008	01 April	15 April	15 May	Oct 2008
30 June 2008	01 May	15 May	15 June	Oct 2008
31 July 2008	01 June	15 June	15 July	Oct 2008
31 Aug 2008	01 July	15 July	15 August	Oct 2008

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 thesis.

5

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 on the site of psychology: http://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.

Teaching assignments of 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	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 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
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	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	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

Naam	Di Salle, Prof .dr. F.
Department	Cognitive Neuroscience
Position	Professor
Expertise	Cognitive Neuroscience
Telephone	043 - 38 84038
E-mail	Francesco.disalle@psychology.unimaas.nl

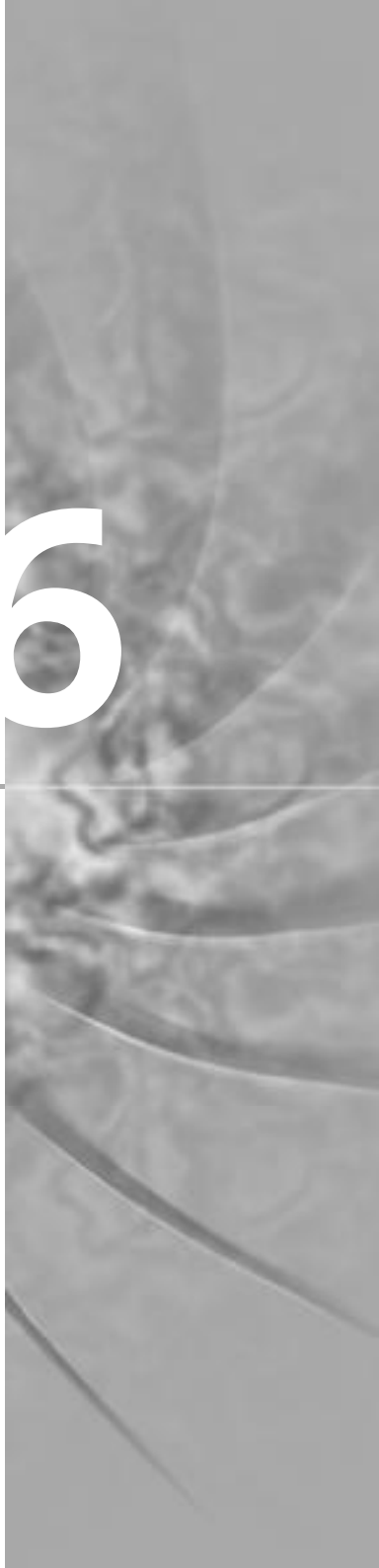
Name	Schaalma, Prof.Dr. H.
Department	Work and Social Psychology
Position	Professor occupying an endowed chair
Expertise	Intervention Mapping, Aids prevention
Telephone	043 - 38 84329
E-mail	herman.schaalma@psychology.unimaas.nl

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	Weerd de, Dr. P.
Department	Cognitive Neuroscience
Position	Assoc. Professor
Expertise	Cognitive Neuroscience
Telephone	043 - 38 84513
E-mail	p.deweerd@psychology.unimaas.nl

Name	Wiers, Dr. R.
Department	Clinical Psychological Science
Position	Assoc. Professor
Expertise	Cognitive Psychology (addictions)
Telephone	043 - 38 81935
E-mail	r.wiers@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



Subject index

Subject index