



Maastricht University

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Prospectus | 09/10

Faculty of Psychology and Neuroscience
Master

Faculty of Psychology and Neuroscience
Prospectus

Master of Science in Psychology (MSc)
2009 • 2010

Maastricht University

FACULTY of PSYCHOLOGY and NEUROSCIENCE

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Timetable Master

programme 2009-2010

August												September					Agenda
week	31	32	33	34	35	36	36	37	38	39	40	18-08 till 21-08 Inkom (<i>General Introduction week</i>)					
Mon	3	10	17	24	31	31	7	14	21	28		31-08 till 04-09 Introduction week					
Tue	4	11	18	25			1	8	15	22	29						
Wen	5	12	19	26			2	9	16	23	30						
Thu	6	13	20	27			3	10	17	24		07-09 till 23-10 First Course period					
Fri	7	14	21	28			4	11	18	25							
Sat	1	8	15	22	29		5	12	19	26							
Sun	2	9	16	23	30		6	13	20	27							
October						November											
week	40	41	42	43	44	44	45	46	47	48	49	22-10 Exam A (or paper)					
Mon	5	12	19	26			2	9	16	23	30	23-10 Exam B (or paper)					
Tue	6	13	20	27			3	10	17	24							
Wen	7	14	21	28			4	11	18	25							
Thu	1	8	15	22	29		5	12	19	26		26-10 till 11-12 Second Course period					
Fri	2	9	16	23	30		6	13	20	27							
Sat	3	10	17	24	31		7	14	21	28							
Sun	4	11	18	25			1	8	15	22	29						
December					January												
week	49	50	51	52	1	1	2	3	4	5	10-12 Exam A (or paper)						
Mon	7	14	21	28			4	11	18	25	11-12 Exam B (or paper)						
Tue	1	8	15	22	29		5	12	19	26							
Wen	2	9	16	23	30		6	13	20	27	15-12 Resits A, p.1.						
Thu	3	10	17	24	31		7	14	21	28	17-12 Resits B, p.1						
Fri	4	11	18	25			1	8	15	22	29						
Sat	5	12	19	26			2	9	16	23	30	21-12 till 01-01 Christmas Break, no lessons					
Sun	6	13	20	27			3	10	17	24	31						
February				March													
week	6	7	8	9	10	11	12	13	14	09-02 Resits A, p.2.							
Mon	1	8	15	22			1	8	15	22	29	11-02 Resits B, p.2					
Tue	2	9	16	23			2	9	16	23	30						
Wen	3	10	17	24			3	10	17	24	31						
Thu	4	11	18	25			4	11	18	25		15-02 till 19-02 Carnival, no lessons					
Fri	5	12	19	26			5	12	19	26							
Sat	6	13	20	27			6	13	20	27							
Sun	7	14	21	28			7	14	21	28							
April					May												
week	14	15	16	17	18	18	19	20	21	22	23	02-04 Good Friday, no lessons					
Mon	5	12	19	26			3	10	17	24	31	05-04 Easter Monday, no lessons					
Tue	6	13	20	27			4	11	18	25		30-04 Queen's Birthday, no lessons					
Wen	7	14	21	28			5	12	19	26		05-05 Liberation Day, no lessons					
Thu	1	8	15	22	29		6	13	20	27		13-05 Ascension, no lessons					
Fri	2	9	16	23	30		7	14	21	28		14-05 no lessons					
Sat	3	10	17	24			1	8	15	22	29	24-05 With Monday, no lessons					
Sun	4	11	18	25			2	9	16	23	30						
June					July												
week	23	24	25	26	27	27	28	29	30	31	Mon						
Mon	7	14	21	28			5	12	19	26	Tue						
Tue	1	8	15	22	29		6	13	20	27	Wen						
Wen	2	9	16	23	30		7	14	21	28	Thu						
Thu	3	10	17	24			1	8	15	22	29	Fri					
Fri	4	11	18	25			2	9	16	23	30	Sat					
Sat	5	12	19	26			3	10	17	24	31	Sun					
Sun	6	13	20	27			4	11	18	25							

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Introductory Note

Central to our faculty is the training of Bachelor's and Master's 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's programme and two separate Master's programmes. As far as the latter are concerned, the regular Master's programme comprises several one-year tracks, while the Research Master consists of two-year tracks.

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

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

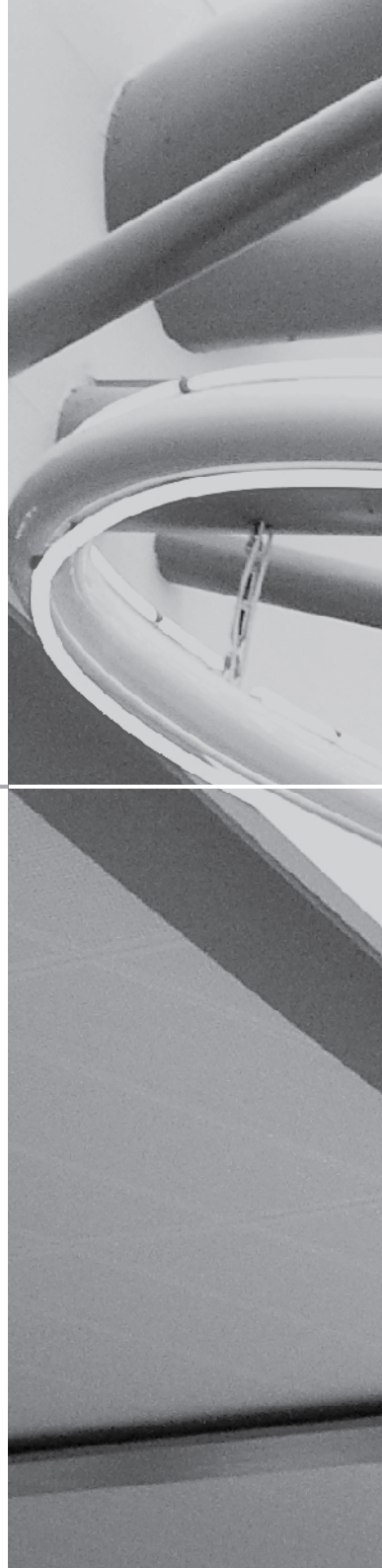
This prospectus gives a detailed description of the various courses that form the building blocks of our Master's programmes. A brief summary of the main issues in each course is given, but also more practical information (e.g., books, course coordinators etc.). In addition, all the important dates are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

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

Maastricht, July, 2009
Dr. Bernadette Jansma
Dean of the Faculty of Psychology and Neuroscience

For more information, go to: www.maastrichtuniversity.nl/fpn

**Psychology at
Maastricht University**



The Maastricht Psychology Curriculum

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

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

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

The Master's programme of study

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

and Social Psychology, and (3) Work and Organizational Psychology. Alongside a number of theoretical courses, the major focus in this year will be on the internship training and the writing of the Master's thesis.

The FPN also offers a two-year Research Master's programme with four specializations: (1) Cognitive Neuroscience, (2) Fundamental Neuroscience, (3) Neuropsychology and (4) Psychopathology. This programme is meant for students who wish to specialize further in doing research. A selection procedure will be part of the assessment for admission.

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

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

1. *Student-centred*

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

2. *Problems form the basis for learning*

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

3. *Tutorial groups*

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

4. *Self-motivation*

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

Learning Resources

The principles of Problem-Based Learning have numerous consequences for the way learning resources are used. It is, for instance, not absolutely necessary that all students in a tutorial group use the same textbook to familiarize themselves with the basic knowledge on a particular theme or section in the field of psychology. There are various

courses for which not one, but a variety of mutually comparable basic textbooks are recommended.

PBL stimulates students to consult a variety of sources in addition to the basic information that can be found in the prescribed textbooks. These other sources can be found in the Learning Resources Centre (see chapter 4.5). From the outset, it is important that students learn to deal with different and sometimes conflicting sources of information and learn to draw conclusions independently about the value of the various insights gained. An essential learning resource, mentioned separately here, is the course manual.

Course Manuals

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

Internationalization

One of the features of Maastricht University's study profile is internationalization. Scientific developments and the labour market do not stop at Dutch borders and a number of graduates will find employment on the international labour market. In order to prepare students for this, certain courses will be run in English and also opportunities for studying or doing an internship abroad will increase. Furthermore, well-known guest lecturers from elsewhere will be invited to do certain aspects of the programme. The faculty has started various exchange programmes for students over the past number of years. In future, it will be possible to have an exchange programme for lecturers and possibly also joint research projects as well. A recent report of exchange programmes can be obtained from the International Office.

Organization of the Faculty of Psychology and Neuroscience

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

Faculty Board

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

- Chairperson: Bernadette Jansma (Dean), Portfolio Holder for General Affairs, Development, Personnel, Finance, Emancipation Affairs, Internal and External Relations, Internationalization, ICT, Accommodation/new buildings, Phone (043) 38 81934, 5 Universiteitssingel, Room 1.013;
- Portfolio Holder for Research: Madelon Peters, Phone (043) 38 81603, 40 Universiteitssingel East, Room 5.732a;
- Portfolio Holder for Innovation: Rainer Goebel, Phone (043) 38 84014, 40 Universiteitssingel East, Room 4.753;
- Portfolio Holder for Education: Arie van der Lugt, Phone (043) 38 82347, 40 Universiteitssingel East, Room 2.732;
- Student Members:
Marjolein de Nooijer (ID 356859);
Jo Stevens (ID5000467)
- Secretary: Paul Knibbeleer (Director Faculty Office), Phone (043) 38 82174, 5 Universiteitssingel, Room 1.019.

Faculty Council

The Faculty Council is a democratically chosen co-management body that advises the Board and regularly consults with it, with or without having been asked to do so. The Council consists of 10 members, four of whom are chosen from the academic personnel, one from the supporting members of staff and five from the students registered at the FPN. The Faculty Council chooses a chairperson either from its members or from elsewhere.

The Faculty Council comprises the following persons for the 2009-2010 academic year:
Academic Personnel:

- Chairperson: At the beginning of the academic year a new chairman will be appointed;
- Supporting Staff: Ellen Blaauw, Phone (043) 38 84002, 40 Universiteitssingel East, Room: see website FPN;
- Staff-members:
Michael Capalbo, Phone (043) 38 84037, 40 Universiteitssingel East, Room 4.741;
Anke Sambeth, Phone (043) 38 81757, 40 Universiteitssingel East, Room 2.741;
Michelle Moerel, Phone (043) 38 81885, 40 Universiteitssingel East, Room 4.777;
Gjalt-Jorn Peters, Phone (043) 38 84508, 5 Universiteitssingel, Room 3.015;
- Student Members:
Emina van Veen (ID 481580);

Stephanie Klein Tunte (ID 578835);

Peter Römgens (ID532606);

Stefan Rose (ID 406589);

Stijn Gerardu (ID 321397)

- Secretary: Paul Knibbeler (Director Faculty Office), Phone (043) 38 82174, 5 Universiteitssingel, Room 1.019

Research Institute and Institute for Education

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

- Director of Studies: Nico Metaal, Phone (043) 38 84514, 40 Universiteitssingel East, Room 3.732a;
- Staff Officer Education: Jet van der Pluijm, Phone (043) 38 81516, 40 Universiteitssingel East, Room: see website FPN;
- Director Research Institute: Peter de Weerd, Phone (043) 38 84513, 40 Universiteitssingel East, Room 4.754;
- Staff Officer Research: Rense Hoekstra, Phone (043) 38 84539, 5 Universiteitssingel, Room 1.004.

Faculty Departments and Faculty Office

Anyone employed by the FPN falls under one of the following five groups: the Department of Clinical Psychological Science, The Department of Work and Social Psychology, The Department of Cognitive Neuroscience, The Department of Neuropsychology and Psychopharmacology and the Faculty Office. Most of the people who have been appointed to one of the Departments are scientific staff members: people who conduct research or provide education. Personnel who provide immediate secretarial support to these members of staff, also belong to one of the Departments. Most support personnel fall under the Faculty Office. This has various sections, each of which has its own field of interest, such as the Education Office, Financial Management, ICT and the research support. In total there are about 150 employees at the FPN. Each Department is headed by a Chairperson, appointed by the Faculty Board.

- Chairperson for Clinical Psychological Science: Marko Jelacic, Phone (043) 38 81904, 40 Universiteitssingel East, Room. 3.736;
- Chairperson for Work and Social Psychology: Fred Zijlstra, Phone (043) 38 84337, 5 Universiteitssingel, Room 2.001;
- Chairperson for Cognitive Neuroscience: Elia Formisano, Phone (043) 38 84040, 40 Universiteitssingel East, Room. 4.738;
- Chairperson for Neuropsychology and Psychopharmacology: Jan Ramaekers, Phone (043) 38 81951, 40 Universiteitssingel East, Room 2.736.

Organization of Education

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

Education Office

The Education Office supports the Director of Studies and carries out further tasks in the field of policy, administration, organization, logistics and planning of the education. More specifically, the Education Office sees to matters such as the division of tutorial groups, processing study results, reservation of halls, maintaining EleUM, the evaluation of the education, etc. It provides information for students on all these matters. It is important that students direct their questions to the appropriate departments or persons. The Education Office uses therefore the electronic Service Centre *Ask Psychology*. This is an advanced information system in which answers can be found on all questions related to the Psychology Programme of Study. These are frequently asked questions (FAQ) that will provide information on all kinds of issues students will encounter during their study such as testing, completing a study or graduating, timetables and other study matters. The person in charge is the Head Education Office who sees to the day-to-day coordination of any further curriculum development and aligning the different parts of the programme, both organizationally and content-wise.

Head: Irma Kokx, Phone (043) 38 81883, 40 Universiteitssingel East, Room: see website FPN.

Commissions Supporting the Educational Programme

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

Education Committee

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

It consists of ten persons: five members of staff and five students who are registered at

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

The tasks of the five coordinators can be further described as follows:

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

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

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

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

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

The members of the Education Committee for the academic year 2009-2010 are the following:

- Chairperson and Coordinator Educational Innovation: Carolien Martijn,
Phone (043) 38 84067, 40 Universiteitssingel East, Room 3.731;

- Coordinator Biological Psychology: Erik van Loosbroek, Phone (043) 38 84045, 40 Universiteitssingel East, Room 4.747;
- Coordinator Cognitive Psychology: Ute Hülshager, Phone (043) 38 81959, 5 Universiteitssingel, Room 2.023;
- Coordinator International Relations: Arjan Blokland, Phone (043) 38 81903, 40 Universiteitssingel East, Room 2.731;
- Coordinator Basic Programme: Herco Fonteijn, Phone (043) 38 81907, 5 Universiteitssingel, Room 2.004a;
- Student Members:
 Kristof van Royen (ID 419885)
 Hanneke Poort (ID 410276)
 Kim Hulsink (ID 321486)
 Sylvia van Rijsingen (ID 400858)
 Danique Jeurissen (ID 332526).

Board of Examiners

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

The members of the Board of Examiners for the 2009-2010 academic year are the following:

- Chairperson: Hanneke van Mier, Phone (043) 38 84010, 40 Universiteitssingel East, Room 4.744;
- Margje van de Wiel, Phone (043) 38 82171, 5 Universiteitssingel, Room 2.002;
- Pascal van Gerven, Phone (043) 38 84512, 40 Universiteitssingel East, Room 2.742;
- Gerard van Breukelen, Phone (043) 38 84001, 5 Universiteitssingel, Room 1.023;
- Anne Roefs, Phone (043) 38 82191, 40 Universiteitssingel East, Room 3.747;
- Hans Stauder, Phone (043) 38 81933, 40 Universiteitssingel East, Room 4.736;
- Executive Secretary: Martien Jenneskens, Phone (043) 38 81459, 40 Universiteitssingel East, Room: see website FPN, and
 Karline Vonk, Phone (043) 38 84030, 40 Universiteitssingel East, Room: see website FPN.

Course Planning Groups

The programme of study consists of various units referred to as 'courses'. The 'Course Coordinator' is the person who is primarily responsible for a particular course. The Course Coordinator and two other members of staff and one student form the Course Planning Group. This team sees to the actual provision, organization and execution of a course. Part of each course is the tutorial meetings in small groups. These are run by a tutor,

who might be a senior student and has attended a tutor training course, or it might be a member of staff. Members of the Course Planning Group are often tutors for that course. Practical training is part of almost all courses. The Coordinators of the practical training sessions in a course are also members of the Course Planning Group to ensure that the practical training and the content of the course are properly aligned. The names of the Course Coordinators are mentioned with the course descriptions in the following chapters.

Curriculum Year Groups

All Course Coordinators from a particular year of study consult regularly with one another in the Curriculum Year Group. They discuss how courses can be properly aligned with one another and review the results of the programme evaluations and how these might affect the design of a course in the following year. Plans for new courses are also presented to the relevant Curriculum Year Group.

Chairperson Curriculum Year Groups for Year 1 and 2: Herco Fonteijn, Phone (043) 38 81907, 5 Universiteitssingel, Room 2.004a.

Educational Innovation Committee

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

Coordinator: Carolien Martijn, Phone (043) 38 84067, 40 Universiteitssingel East, Room 3.731.

Colloquium Doctum Committee

The Colloquium Doctum Committee is responsible for the carrying out of the Colloquium Doctum regulations.

Chairperson: Hanneke van Mier, Phone (043) 38 84010, 40 Universiteitssingel East, Room 4.744.

Library Committee

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

- Chairperson: Pascal van Gerven, Phone (043) 38 84512, 40 Universiteitssingel East, Room 2.742;
- Wijnand Raaijmakers, Phone (043) 38 81880, 40 Universiteitssingel East, Room 4.777a;
- Tom Smeets, Phone (043) 38 84506, 40 Universiteitssingel East, Room 3.743;
- Jonas Lang, Phone (043) 38 82475, 5 Universiteitssingel, Room 2.019;
- Cor Meesters, Phone (043) 38 81488, 40 Universiteitssingel East, Room 5.731;

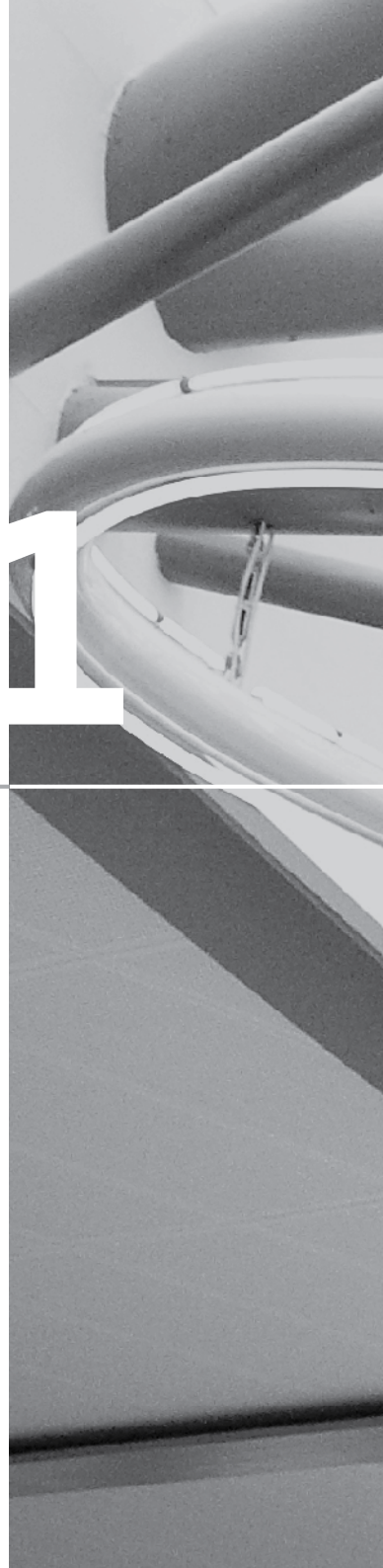
- Student Members:
Danique Jeurissen (ID 332526);
Marjolein de Nooijer (ID 356859);
- Faculty Librarian: Jacqueline Klinkeberg, Phone (043) 38 85109, Gr. Looiersstraat/
Nieuwenhuisstraat 17, flex place.

Discount on Books

It is possible to purchase study books at a discount through the Faculty Association, 'Luna-tik'. To qualify for this, you have to be a member (costs of membership is € 25, - for the full duration of your study). The telephone number for 'Luna-tik' is (043) 38 81957. It is based at 40 Universiteitssingel East, Room 1.765.

The postal address is:

Faculty Association Luna-tik
Faculty of Psychology and Neuroscience
P.O. Box 616
6200 MD Maastricht



Specialization
Applied Cognitive Psychology

1.1 The Master's specialization in Applied Cognitive Psychology

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

The *Health and Social Psychology* track aims at understanding behaviour (change) from a clinical and social psychology perspective. In this track, everyday individual and societal problems are analysed by means of experimental or applied research. Students learn to analyse the underlying mechanisms of unhealthy or antisocial behaviour using recent theories and models from various psychological disciplines. Examples of such behaviours are disordered eating, smoking, excessive drinking, reckless driving or unsafe sex. The main focus is on understanding how people's personality, cognitions and (social) environment influence their health and social functioning. Key issues concern automatic versus controlled influences on behaviour, self-regulation and the development of behaviour change programmes.

The *Psychology and Law* track focuses on the psychological processes that operate in the legal process and draws most of its knowledge from experimental psychology. The topics address questions like: How reliable are eyewitness testimonies? Do serious criminals have a brain dysfunction making them permanently dangerous to society? The aim of this program is to familiarize you with typical themes in the PsyLaw domain. For example, you learn how to analyze the reliability of eyewitness testimonies. In doing so, you study memory from various perspectives. Another issue that will be addressed is, for example, testing. What tests can be used to detect malingerers or to predict recidivism risk?

Theories and practical aspects from three domains, viz. work psychology, personnel psychology and organizational psychology will be presented in the *Work and Organizational Psychology* track. Work psychology focuses on work design, job attitudes, work and health, human performance, and safety. Personnel psychologists study selection, assessment, training, and career development. Finally, organizational psychology covers diverse topics including leadership, conflict management, motivation, organizational justice, and organizational change. Often these phenomena are studied at multiple levels of analysis, i.e. the individual level, the group level and the organizational level. Overall, the track provides a sound basis in the applied cognitive psychology of work.

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

Period	Number of Weeks	Health and Social Psychology		
Period 1	7	PSY4001 HS411 Self-Control	PSY4002 HS412 Bad Habits	
Period 2	7	PSY4003 HS413 Planning Behaviour Change Programs	PSY4004 HS414 Manipulation	
	24	PSY4090 Research internship and PSY4091 Master's thesis		
Period	Number of Weeks	Psychology and Law		
Period 1	7	PSY4011 PL421 Forensic Psychology	PSY4012 PL422 Eyewitnesses and Victims	PSY4015 PL425 Practical training: Psychology and Law in Action
Period 2	7	PSY4013 PL423 Perpetrators and Defendants	PSY4014 PL424 Experts and their Decisions	
	24	PSY4090 Research internship and Master's thesis		
Period	Number of Weeks	Work and Organizational Psychology		
Period 1	7	PSY4021 WO431 Work Psychology	PSY4022 WO432 Human Resources	
Period 2	7	PSY4023 WO433 Organization and Cognition	PSY4024 WO434 Human Performance	
	24	PSY4090 Research internship and Master's thesis		

1.2 Track Health and Social Psychology

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

PSY4001 Course HS411 Self-Control – 5 European credits

Coordinator: Hugo Alberts, Clinical Psychological Science, Phone 38 81948,
40 Universiteitssingel East, Room 3.755, E-mail: h.alberts@maastrichtuniversity.nl

Objective(s)

The main goal of the course is to study both the theoretical as well as practical side of self-control. The focus will be on gaining more insight in the processes underlying (successful) self-control and improvement of self-control.

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Key words

Self-control, self-regulation.

Description of the Course

Why do some people eat too much? Why is it so hard for some people to get their alcohol consumption under control? Why do some people lose their temper very easily? Many people struggle with calories, cigarettes, emotions, and laziness every day and people vary enormously in their ability to succeed in self-regulation or control. Too much eating or drinking, not being able to control one's emotions, or impulsively buying new shoes are all examples that illustrate a lack of self-control. The often negative consequences of this type of behaviour show how important it is that people are able to control themselves. The basic processes of self-control that will be studied are for example the self-regulation of affect and emotion, automatic self-regulation, the role of thinking (beliefs), and acceptance. In addition, attention will be paid to possible ways to improve self-control abilities.

Literature

Various articles, book chapters. Note: the structure of the course allows students (for the most part) to follow their own interest in their search for literature.

PSY4101 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@maastrichtuniversity.nl

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

Instructional Approach

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

Form of Assessment

Essay questions, case report, presentation, paper.

PSY4002 Course HS412 **Bad Habits – 5 European credits**

Coordinator: Remco Havermans, Clinical Psychological Science, Phone 38 84053,
40 Universiteitssingel East, Room 3.735, E-mail: r.havermans@maastrichtuniversity.nl

Objective(s)

At the end of the course, you are expected to: have knowledge of relevant theories and models to explain the origin, nature and maintenance of 'bad habits'; be able to analyze a 'bad habit' from a multidisciplinary perspective; be able to design, perform and report on an experimental (pilot) study using the Implicit Association Test.

Key words

Automaticity and control, addiction, self-serving biases, force of habits, planned behavioural change.

Description of the Course

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

Literature

- Various scientific articles, book chapters;
- E-reader.

PSY4102 Practical Training: Make your own IAT!

Coordinator: Katrijn Houben, Clinical Psychological Science, Phone 38 81953,
40 Universiteitssingel East, Room 3.749, E-mail: k.houben@maastrichtuniversity.nl

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 give a presentation on it. By doing this, you gain hands-on experience with a paradigm that is frequently used in this field, and thereby a more profound understanding.

Instructional approach

Tutorial group meetings of 2 hours each, lectures, practical training meetings.

Form of Assessment

Essay questions and presentation on practical training.

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PSY4003 Course HS413 Planning Behaviour Change Programs – 5 European credits

Coordinator: Gerjo Kok, Work and Social Psychology, Phone 38 84336,
5 Universiteitssingel, Room 3.013, E-mail: g.kok@maastrichtuniversity.nl

Objective(s)

Course objectives are that students learn how to systematically develop behaviour change programs and how to use psychological theories in this process.

Key words

Behaviour change, applying theories, Intervention Mapping, social psychology, health psychology.

Description of the Course

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

Literature

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

Instructional Approach

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

Form of Assessment

Essay questions, presentations, papers.

PSY4004 Course HS414 Manipulation – 5 European credits

Coordinator: Carolien Martijn, Clinical Psychological Science, Phone 38 84067,
40 Universiteitssingel East, Room 3.731, E-mail: c.martijn@maastrichtuniversity.nl

Objective(s)

The first objective is to understand the psychology of social influence and attitude change. Second, students will gain knowledge about how to translate theories and models on social influence into practice. Third, students will learn to design an experiment/study in this domain.

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Key words

Persuasion, attitude change, social influence, resistance.

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, book chapters.

PSY4104 Practical Training: Manipulation Strategies

Coordinator: Carolien Martijn, Clinical Psychological Science, Phone 38 84067,
40 Universiteitssingel East, Room 3.731, E-mail: c.martijn@maastrichtuniversity.nl

In the practical training, groups of students will analyze a topical manipulation issue by means of diverse theories and models on social influence and attitude change. On the basis of their analysis, students will design a strategy (i.e., a persuasive message or a social influence tactic) aiming at change in a predefined direction. Students will describe their analysis and strategy in a joint paper and give a presentation.

Instructional Approach

Tutorial group meetings, lectures, practical training meetings.

Form of Assessment

Essay questions, written assignments, presentations.

1.3 Track Psychology and Law

How reliable are eyewitness testimonies? Do criminals such as Marc Dutroux have a mental 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 and answer 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's students familiar with typical themes from the PsyLaw domain. For example, students will learn how to analyze the reliability of eyewitness testimonies. In doing so, they will study memory from various perspectives. Another issue that will be addressed is psychological testing. What instruments can be used to detect liars and malingerers? Also, students will get acquainted with forensic psychological issues (e.g., mental disorders, violence risk assessment).

PSY4011 Course PL421

Forensic Psychology – 4 European credits

Coordinator: Kim van Oorsouw, Clinical Psychological Science, Phone 38 84050,
40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorsouw@maastrichtuniversity.nl

Objective(s)

The objective of this course is to learn about the causes of criminal behaviour, which mental disorders are prevalent in forensic settings, and how these can be assessed and treated.

Key words

Forensic psychology, mental disorders, psychopathy, criminal responsibility assessment, TBS.

Description of the Course

This course will focus on the development, assessment and treatment of criminal behaviour. During this course you will learn more about how (neuro)biological and environmental factors, but also mental (Axis I) disorders and personality (Axis II) disorders contribute to criminal behaviour. Perpetrators frequently suffer from mental disorders. Murderers, for example, are often psychopaths, but may also suffer from schizophrenia. Are there reliable ways to distinguish between different types of offenders? What is known about the psychophysiology and the assessment of psychopathy? What about other mental disorders?

Of course not all offenders suffer from a mental disorder. Once a crime has been

committed, perpetrators often try to evade responsibility by feigning amnesia. There are instruments that can help to assess whether an offender actually suffers from a disorder or is malingering. After such an assessment has been made, the trier-of-fact has to decide on punishment: imprisonment, treatment in a forensic institution, or both. How can the best sanction be determined and what are the effects of detention and/or treatment in a forensic institution? How do we know whether someone is ready to leave a forensic hospital? These and related topics will be covered in this course. At the end of it, you will have gained knowledge about current issues and controversies connected to the causes of criminal behaviour, their assessment and treatment.

Literature

E-reader.

PSY4015 Practical training: Psychology and Law in Action (PSY4015 PL425)

Coordinator: Kim van Oorsouw, Clinical Psychological Science, Phone 38 84050, 40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorsouw@maastrichtuniversity.nl

The practical training Psychology and Law in Action runs parallel to the other PL courses. For more information see PSY4015 PL425.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Essay questions.

PSY4012 Course PL422 Eyewitnesses and Victims – 4 European credits

Coordinator: Tom Smeets, Clinical Psychological Science, Phone 38 84506, 40 Universiteitssingel East, Room 3.743, E-mail: tom.smeets@maastrichtuniversity.nl

Objective(s)

This course will provide you with insight into the psychology of eyewitnesses and victims and thus provides an overview of advantages but also problems related to eyewitness testimonies and/or testimonies from victims.

Key words

Eyewitness identifications, emotional memory, recovered/false memory, posttraumatic stress, child witnesses.

Description of the Course

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., posttraumatic stress disorder, false memories, sequential line-ups, Ribot's law, etc.); you will be able to give descriptions of methods typically used and experimental work done in these disciplines; and you will also have gained insight into the problems that arise out of court decisions which hinge upon eyewitness testimonies and/or testimonies from victims.

Literature

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

PSY4015 Practical training: Psychology and Law in Action (PSY4015 PL425)

Coordinator: Kim van Oorsouw, Clinical Psychological Science, Phone 38 84050, 40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorsouw@maastrichtuniversity.nl

The practical training Psychology and Law in Action runs parallel to the other PL courses. For more information see PSY4015 PL425.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Essay questions.

PSY4013 Course PL423 Perpetrators and Defendants – 4 European credits

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

Objective(s)

At the end of the course you will: have knowledge about current issues and controversies in the psychology of offenders; be able to critically evaluate papers and research published on these topics; know how to use this knowledge in court (i.e., how to make appropriate decisions about an offender's criminal behaviour based on knowledge from forensic psychology).

Key words

Offender typology, interrogative vulnerability, deception, legal insanity, somnambulism.

Description of the Course

As the title of this course already indicates, the topic that will be covered is perpetrators and defendants. The two are not synonymous, because not all perpetrators of crime are apprehended and put to trial, and not all defendants are guilty of the crime they are accused of. During this course you will learn more about the psychology and behaviour of offenders of serious crimes. Knowledge of the psychology of the offender can be of great help during the different stages of criminal prosecution. In the first, investigative phase, the police can use this knowledge to help apprehend the unknown offender by using offender profiling techniques. When a suspect has been arrested, forensic psychological knowledge is useful in the planning of the interrogation. How can we avoid false confessions; how can we detect deceitful behaviour; what should the police do when a suspect seems too disturbed psychologically to be interviewed at all? Offenders may claim to have committed the crime because they suffer from PTSD or heard voices that ordered them to, for example, kill someone. Yet another problem surfacing more and more, are crimes allegedly committed whilst the offender was asleep ("It wasn't me, I was sleeping"). What is known about this?

In the second phase of criminal prosecution, the defendant is sentenced. At this stage, forensic psychologists may advise the court whether the defendant is to be held fully responsible for his offense. A judgment of diminished responsibility may lead to a shorter prison sentence and/or mandatory forensic psychiatric treatment. How does a forensic psychologist decide on the issue of legal insanity?

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.

PSY4015 Practical training: Psychology and Law in Action (PSY4015 PL425)

Coordinator: Kim van Oorsouw, Clinical Psychological Science, Phone 38 84050, 40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorsouw@maastrichtuniversity.nl

The practical training Psychology and Law in Action runs parallel to the other PL courses. For more information see PSY4015 PL425.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Exam with six essay questions, oral presentation in the tutorial group.

PSY4014 Course PL424 Experts and their Decisions – 4 European credits

Coordinator: Harald Merckelbach, Clinical Psychological Science, Phone 38 81945,
40 Universiteitssingel East, Room 3.732, E-mail: h.merckelbach@maastrichtuniversity.nl

Objective(s)

Student should become familiar with one of the most fundamental aspects of the forensic area; experts – e.g. medical drs, judges – who evaluate others – e.g. suspects, claimants. Psychology has much to tell about such evaluations and how they can go awry.

Key words

Expert witness, diagnostic accuracy, accidents, malingering.

Description of the Course

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

PSY4015 Practical training: Psychology and Law in action (PSY4015 PL425)

Coordinator: Kim van Oorsouw, Clinical Psychological Science, Phone 38 84050,
40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorouw@maastrichtuniversity.nl

The practical training Psychology and Law in Action runs parallel to the other PL courses. For more information see PSY4015 PL425.

Instructional Approach

Tutorial group meetings, lectures, obligatory presentations by the students.

Form of Assessment

Essay questions.

PSY4015 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@maastrichtuniversity.nl

Objective(s)

The objective of this course is to get to know the working field of psychology and law get acquainted with tools that are used in this field and visit psychology and law settings.

Key words

Hands-on, malingering tools, excursions, assessment, court-hearing.

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, book chapters.

Instructional Approach

Tutorial group meetings, lectures, excursions.

Form of Assessment

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

1.4 Track Work and Organizational Psychology

How can industrial accidents be prevented? What determines team effectiveness? How can someone's ability to cooperate or make decisions be evaluated? Which factors improve the quality of work life for the elderly? How should air traffic controllers be selected? Which job conditions help prevent burn-out? How to stimulate innovations?

These questions illustrate some of the issues that are studied in the field of Work and Organizational Psychology (WOP). This track combines theoretical preparation in cognitive aspects of work, personnel and organizational psychology with practical application in the aviation sector. Students completing the programme have knowledge of the major content areas of Work and Organizational Psychology with an emphasis on applied Cognitive Psychology. They learn how to apply job and task analysis techniques; they learn how to determine standards of effectiveness and how to measure and evaluate human performances; they learn how to design and evaluate employee selection tests and organizational interventions; they acquire data selection and analysis skills for conducting applied psychological research.

PSY4021 Course WO431 Work Psychology – 5 European credits

Coordinator: Fred Zijlstra, Work and Social Psychology, Phone 38 84337,
5 Universiteitssingel, Room 2.001, E-mail: fred.zijlstra@maastrichtuniversity.nl

Objective(s)

This module aims to provide knowledge and insight in theories on human work behaviour that can be used to change and modify work settings (jobs, work environment, etc).

Key words

Work behaviour, job design, well-being, work and technology, job satisfaction.

Description of the Course

This course focuses on people at work in organizations. It will provide answers to questions as why do people work? But also 'how do people work?' These questions will be addressed by discussing theories of work behaviour, and also of job satisfaction, commitment, work and health, influence of technology on work, and so on. Using that knowledge it will also be discussed how jobs can (or should) be changed to optimize individual performance and well-being of the job incumbent. Furthermore, theories regarding emotional aspects of work will be discussed. At the end of this course you should be able to provide answers to questions as: Does job satisfaction increase performance or does increased performance cause more job satisfaction? Is work in teams more effective than work alone?

Literature

Various articles, book chapters (e-reader).

PSY4121 Practical training: Working times and recovery from work

Coordinator: Jonas Lang, Work and Social Psychology, Phone 38 82475,
5 Universiteitssingel, Room 2.019, E-mail: jonas.lang@maastrichtuniversity.nl

In this practical training, students will use methods and instruments that are suitable to assess the work times and their effects on workers. A report has to be made

describing findings and experiences.

Instructional Approach

Tutorial group meetings, lectures, practical training exercises.

Form of Assessment

Essay questions.

PSY4022 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@maastrichtuniversity.nl

Objective(s)

Critically reflect upon human resource management practices in organizations, and acquire knowledge about psychological research and theories that can be applied to implement or improve these practices.

Key words

Human resources, personnel selection, performance criteria, performance management, training, development.

Description of the Course

Humans are the core of organizations. They set the goals, plan, design, and organize the work, carry it out, and run the business. To gain competitive advantage, organizations need to find, develop, and keep the best possible employees. In this course students will reflect upon psychological research and theories that may contribute to human resource management practices in organizations. The practices discussed are job analysis, selection and recruitment, training, performance appraisal and management, professional and career development, and employee relations. In a strategic approach to human resource management, these practices need to be co-ordinated to achieve organizational goals, as they form sequential, but interdependent steps in employing personnel in an organization. The organizational goals therefore need to be translated into criteria of employees' behaviour, attitudes, and performance that are required to meet the goals. Subsequently instruments need to be selected or developed to measure whether the criteria are met. Methods for setting and testing these criteria will be discussed. Finally, the usefulness of HRM practices will be reflected upon.

As the course aims to connect research, theory, and practice, the examples in the problems are followed by assignments in which acquired insights need to be applied. Furthermore, the course is accompanied by an excursion and a practical designed to provide insights into the work of professionals in the field of Work and Organizational Psychology and HRM. In the excursion, we will visit an HRM counselling company so that students can gain hands-on experience with assessment instruments and techniques.

Literature

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

PSY4122 Practical Training: What is it like to be a Work and Organizational Psychologist?

Coordinators: Alicia Walkowiak, Work and Social Psychology, Phone 38 84215,
5 Universiteitssingel, Room 2.017, E-mail: alicia.walkowiak@maastrichtuniversity.nl;
Margje van de Wiel, Work and Social Psychology, Phone 38 82171,
5 Universiteitssingel, Room 2.002, E-mail: m.vandewiel@maastrichtuniversity.nl

Students will familiarize themselves with the profession of a Work and Organizational psychologist by studying literature and documents on the competences required in Work and Organizational Psychology, as well as by interviewing a subject matter expert (SME) about his or her job. Based on these documents and job analysis literature they will prepare the interview, analyze the data, and report the findings in a job description and job/person specification. They will also reflect on their interviewing skills. The whole process will be described in a short report. Students will shortly present their findings on the job in an interactive session, to inform each other on a variety of jobs that they may aspire to in the field of Work and Organizational Psychology.

Instructional Approach

Tutorial group meetings with problems and practical assignments, lectures, site visit to an assessment centre, practical training meetings.

Form of Assessment

Essay questions.

PSY4023 Course WO433 Organization and Cognition – 5 European credits

Coordinator: Herco Fonteijn, Work and Social Psychology, Phone 38 81907,
5 Universiteitssingel, Room 2.004a, E-mail: h.fonteijn@maastrichtuniversity.nl

Objective(s)

This course acquaints students with topics in organizational behaviour that are rooted in (social) cognitive psychology.

Key words

Leadership, motivation, team cognition, negotiation, change management.

Description of the Course

To what extent can cognitive constructs and theories help us understand organizational behaviour? This course will focus on the interface of cognitive and organizational psychology and on two major perspectives organizations and their members appear to take. When they choose an interpretive perspective, organizations and their members try to understand how organizational realities are constructed.

This perspective allows us to make sense of events and, eventually, to set new goals or adapt existing goals. A second, computational perspective focuses on how people and organizations select actions that lead to current (organizational) goals. This computational perspective is exemplified by behavioural decision research. Issues that will be addressed include entrepreneurial cognition, leadership, and strategic decision making; work motivation, job attitudes and organizational justice; team cognition and team performance; creativity, innovation and knowledge management; trust, conflict, and negotiation; and organizational climate and communication. Selected problems will provide insight into the field of aviation (e.g. low-fare market strategies, cockpit crew resource management, union disputes and strikes at Heathrow, cultural differences and airline alliances, airline customer service).

Literature

Various articles, book chapters.

PSY4123 Practical Training: Surveys in Organizations

Coordinator: Ute Hulsheger, Work and Social Psychology, Phone 38 81959,
5 Universiteitssingel, Room 2.023, E-mail: u.hulsheger@maastrichtuniversity.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.

PSY4124 Practical Training: Conflict management

Coordinator: Herco Fonteijn, Work and Social Psychology, Phone 38 81907,
5 Universiteitssingel, Room 2.004a, E-mail: h.fonteijn@maastrichtuniversity.nl

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

Instructional Approach

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

Form of Assessment

Essay questions.

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PSY4024 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: rvandoorn@maastrichtuniversity.nl

Objective(s)

The course will provide knowledge of the important models and notions of human performance, their scope in terms of their theoretical usefulness in research and their applicability in practical settings.

Key words

Information processing, human factors, situational awareness, system control and automation, performance evaluation.

Description of the Course

This course focuses on how humans process information while performing tasks in their work environment. For that purpose, students will study basic and applied topics about perception, attention, memory and action as these are being used and combined in everyday work situations. Students will address questions such as: How do operators efficiently handle automation and effectively act upon non-routine occurrences? How can we study a human's mental model and situation awareness with respect to handling (automated) tools? Another important issue pertains to how performance changes when persons reach their limits when tasks become more difficult or have to be combined. Performers may make more errors or increase their effort. 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, book chapters.

PSY4125 Practical Training: A Critical Look at Human Performance

Coordinator: Robert van Doorn, Work and Social Psychology, Phone 38 81926,
5 Universiteitssingel, Room 2.014, E-mail: rvandoorn@maastrichtuniversity.nl

To optimize human performance, it is important to appraise specific aspects of a task

or job. Examples of measurements are the actual performance but also how operators perceive their performance and the effort invested. The aim of this practical training is to acquire knowledge and hands-on skills regarding task assessment methods. A written report must be submitted to fulfil the practical requirements.

Instructional Approach

Tutorial group meetings, lectures, practical training meetings.

Form of Assessment

Essay questions.

1.5 Research internship and Master's thesis

Objective(s)

Conduct empirical research project under supervision resulting in a thesis.

Key words

Internship, research, Master's thesis.

From period 3 onwards, the second part of the year of the Master's programme is devoted to arranging and conducting a research internship. This will be in the field of the track a student has chosen out of one of the Master's specialization programmes. As a result of the many international research contacts our faculty members have established, a substantial number of students will conduct their research internship abroad. Students finalize the Master's programme by writing a thesis on their internship.

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

Information about research internships offered by faculty members can be found on EleUM > Students Faculty of Psychology and Neuroscience > internships. Here you can also find a detailed guide with practical information about the criteria for the research internship and the Master's thesis.

As already mentioned, research internships can also be carried out abroad. For possible internships abroad contact the research internship coordinator (see below).

For practical information about international research internships (e.g. scholarship, visa), contact the International Office, Phone 38 81920, 40 Universiteitssingel East, Room: see website FPN, Email: international-fpn@maastrichtuniversity.nl

For more information about research internships contact the general coordinator or go directly to the internship contact of your specific specialization programme:

General Coordinator Internships: Bart Scholtissen, Phone 38 82181,
40 Universiteitssingel East, Room 2.755, Email: bart.scholtissen@maastrichtuniversity.nl

Applied Cognitive Psychology

Psychology and Law: Kim van Oorsouw, Phone 38 84050,
40 Universiteitssingel East, Room 3.767, Email: k.vanoorsouw@maastrichtuniversity.nl

Health and Social Psychology: Sandra Mulkens, Phone 38 84052,
40 Universiteitssingel East, Room 3.755, Email: s.mulkens@maastrichtuniversity.nl

Work and Organizational Psychology: Robert van Doorn, Phone 38 81926,
5 Universiteitssingel, Room 2.014, Email: r.vandoorn@maastrichtuniversity.nl

Biological Psychology

Developmental Psychology: Hans Stauder, Phone 38 81933,
40 Universiteitssingel East, Room 4.736, Email: h.stauder@maastrichtuniversity.nl

Cognitive Neuroscience: Milene Bonte, Phone 38 84036,
40 Universiteitssingel East, Room 4.743, E-mail: m.bonte@maastrichtuniversity.nl

Neuropsychology: Bart Scholtissen, Phone 38 82181,
40 Universiteitssingel East, Room 2.755, Email: bart.scholtissen@maastrichtuniversity.nl

1.6 Psychodiagnostics registration

Coordinator: Anton de Vries, Cognitive Neuroscience, Phone 38 84043,
5 Universiteitssingel, Room 1.025, E-mail: a.devries@maastrichtuniversity.nl

Objective(s)

The registration is intended for students who aim for a career in a clinically oriented discipline of psychology or who want to attend the Dutch post-graduate training program for health care psychologist (GZ- psychologist).

Key words

Psychodiagnosis, clinical test use, health care psychologist.

Description of the Registration

The success of a treatment or decision depends on the correct identification of the problem situation: the diagnosis. Psychodiagnostics is the branch of psychology that evaluates individual problem situations with psychological assessments. It is important in many judgment and decision processes. Examples are: personnel selection, the evaluation

of child abuse, or educational career decisions. These illustrations make clear that the assessments may have important consequences.

To promote the quality of the psychodiagnostic profession, the Dutch Institute of Psychologists (NIP) has introduced a registration of psychodiagnostics. This registration warrants that the student masters the fundamental knowledge and skills that are rooted in accepted psychodiagnostic principles. The registration is awarded by way of a NIP signed certificate. The student receives it on graduation in supplement of the Master's diploma. The graduate is also incorporated in a public register that is managed by the NIP. Additional information about this registration and its regulations can be found at: www.psynip.nl.

Conditions

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

Information

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

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



2

Specialization
Biological Psychology

2.1 The Master's specialization in Biological Psychology

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The biological revolution taking place in the field of psychology is studied further in the Master's specialization in Biological Psychology. The mutual influences of the psychological and biological fields on one another are taken into account. For example, there is the influence of stress on our physical condition, which can make us ill.

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

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

The Master's in Biological Psychology provide 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 in adults. 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 across the life-span.

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 more on the knowledge about theoretical issues whereas the practical trainings focus more on the skills related to certain methods (psychological tests, ERP, fMRI) and design.

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

Period	Number of weeks	Developmental Psychology		
Period 1	7	PSY4031 DP441 Infancy	PSY4032 DP442 Perception, Attention and Motor Development	PSY4033 DP443 Practical training: Measuring Attention and Executive Functions in Behavioural Paradigms or PSY4034 DP444 Practical training: EEG and ERP
Period 2	7	PSY4035 DP445 Development of Cognition and Language	PSY4036 DP446 Social Emotional Development	PSY4037 DP447 Practical training: Psychological Test
	24	PSY4090 Research internship and PSY4091 Master's thesis		
Period	Number of weeks	Cognitive Neuroscience		
Period 1	7	PSY4051 CN451 Auditory and Higher Order Language processing	PSY4052 CN452 Perception and attention	PSY4034 CN453 Practical training: EEG and ERP
Period 2	7	PSY4054 CN454 Neuroimaging: Functional MRI	PSY4055 CN455 The Cognitive Neuroscience of Sensory and Motor Systems	PSY4056 CN456 Practical training: fMRI
	24	PSY4090 Research internship and PSY4091 Master's thesis		
Period	Number of weeks	Neuropsychology		
Period 1	7	PSY4061 NP461 Brain Damage	PSY4062 NP462 Behavioural Disorders	PSY4063 NP463 Practical training: Neuropsychological Assessment
Period 2	7	PSY4064 NP464 Arousal and Attention	PSY4065 NP465 Cognitive Aging	PSY4066 NP466 Practical training: Basic Cognitive Psychological Skills
	24	PSY4090 Research internship and PSY4091 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 person's 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, such as ERP. Students learn what is needed, both biologically and environmentally, to develop functions such as perception, language, (social) cognition, emotion, attention and motor abilities. Both normal and abnormal development will be addressed.

PSY4031 Course DP441 Infancy – 4 European credits

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

Objective(s)

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.

Key words

Critical period, object permanence, face processing, joint attention.

Description of the Course

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 ages are 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 imaging methods. 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 post natal 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 cognition and consciousness.

Literature

Various articles, book chapters.

PSY4033 Practical training: Measuring Attention and Executive Functions in Behavioural Paradigms (PSY4033 DP443)

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

Or:

PSY4034 Practical training: EEG and ERP (PSY4034 DP444)

Coordinator: Fren Smulders, Cognitive Neuroscience, Phone 38 81909,
40 Universiteitssingel East, Room 4.777a, E-mail: f.smulders@maastrichtuniversity.nl

The practical training Measuring Attention and Executive Functions in Behavioural Paradigms and the practical training EEG and ERP run parallel to the DP courses PSY4031 DP441 and PSY4032 DP442. For more information see PSY4033 DP443 and PSY4034 DP444. Before the start of the course, students have to choose one of the described options.

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Instructional Approach

Tutorial group meetings, lectures, visit neonatal unit hospital.

Form of Assessment

Essay questions.

PSY4032 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@maastrichtuniversity.nl

Objective(s)

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.

Key words

Childhood development, attention, perception, executive control, motor development, ADHD.

Description of the Course

Although perception, attention and motor functions undergo the most spectacular changes during infancy, development proceeds during the course of one's entire lifespan. In the present course, students will be acquainted with theories and experimental findings related to the development of these functions, with an emphasis on biological and physiological models. Knowledge about the way in which brain development is linked to the development of specific cognitive functions is crucial for determining the constraint of existing development theories. During the course, it will soon become evident that perception and motor development are closely related to attention development. Developmental disorders in perception, attention or motor functions can have divergent consequences, depending on the age at which they have their origin. Being born deaf or becoming deaf at a later age has for instance

quite different consequences for brain development and the speed of development of other functions. A number of common childhood disorders associated with deviant development of perception, attention or motor functions, will be discussed, paying attention to both neuropsychological and neurobiological theories pertaining to their origin. Other specific topics are: the development of 'bottom-up' versus 'top-down' attention processes and the role of eye-movements, the development of executive functions and frontal cortex, the development of perceptual-motor functions, ADHD, Gilles de la Tourette and possible intervention or rehabilitation methods (both pharmacological as well as cognitive).

Literature

Various articles, book chapters.

PSY4033 Practical training: Measuring Attention and Executive Functions in Behavioural Paradigms (PSY4033 DP443)

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

Or:

PSY4034 Practical training: EEG and ERP (PSY4034 DP444)

Coordinator: Fren Smulders, Cognitive Neuroscience, Phone 38 81909,
40 Universiteitssingel East, Room 4.777a, E-mail: f.smulders@maastrichtuniversity.nl

The practical training Measuring Attention and Executive Functions in Behavioural Paradigms and the practical training EEG and ERP run parallel to the DP courses PSY4031 DP441 and PSY4032 DP442. For more information see PSY4033 DP443 and PSY4034 DP444. Before the start of the course, students have to choose one of the described options.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Essay questions.

PSY4033 Practical training DP443 Measuring Attention and Executive Functions in Behavioural Paradigms – 2 European credits (or PSY4034 Practical training DP444)

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

Objective(s)

The first objective of this practical training is to become acquainted with behavioural paradigms to measure the attention and executive functions in children and adults. A

second objective is to learn how to define a valid research question, apply statistics to developmental data, and interpret results.

Key words

Attention, executive functions, childhood development, experimental psychology, writing.

Description of the Practical training

Students will perform several attention and executive function tasks that are frequently applied in clinical and non-clinical developmental settings. The group data will be gathered and given to the students so that they can perform statistical analyses on the data dependent on their research questions which have been individually determined and based on reading the provided literature. All research questions will be focused on themes within the field of childhood development of attention and executive control and associated disorders such as Autism Spectrum Disorder or ADHD. At the end, students will present and discuss their findings both in group meetings and in a written report.

Literature

Various articles, book chapters.

Instructional Approach

Tutorial group meetings, lectures (defining research questions and statistical analysis), lab sessions (performing tasks) and computer sessions (data analysis).

Form of Assessment

A 4-6 pages report in abbreviated article form.

**PSY4034 Practical training DP444 EEG and ERP – 2 European credits
(or Practical training PSY4033 DP443)**

Coordinator: Fren Smulders, Cognitive Neuroscience, Phone 38 81909,
40 Universiteitssingel East, Room 4.777a, E-mail: f.smulders@maastrichtuniversity.nl

Objective(s)

The aim of this training is to give the students hands-on experience with the experimental design, data acquisition and analysis of EEG and ERP experiments.

Key words

Electroencephalography (EEG), Event-related potentials (ERP), electrophysiology, measurement, analysis of brain potentials.

Description of the Practical training

EEG and ERP offer a combination of supremely precise measurement of the time course of brain processes, low cost, non-invasiveness, and widespread availability. For this reason they make a unique contribution to cognitive neuroscience. Scientific

interest in them is still growing, and results have been increasingly integrated with other imaging techniques during the last decades. A lecture and basic literature will introduce you to some background of EEG and ERP research, the terminology of the field, and the possibilities and limitations. A first topic is how to set up an experimental paradigm that is suitable for EEG and ERP measurement. Then you shall study practical measurement issues, such as electrode placement, and the types of artifacts that one may expect. Finally, there is the interpretation of the resulting data. Successful measurement requires an understanding of some basic signal analysis techniques that are specific for EEG and ERP, such as artifact management, spectral analysis, filtering, ERP averaging, time-frequency analysis etc. After that, there will be a hands-on training in smaller groups in running an ERP experiment, including electrode application, minimizing artifacts, and hygiene and safety in the lab. A simple experimental paradigm will be used that gives interesting and reliable results. Data processing will include various EEG analyses that are commonly used, e.g., analyses in the time and frequency domain.

Literature

Journal articles, handbooks.

Instructional Approach

Tutorial group meetings with student presentations, lecture, a lab session, analysis sessions.

Form of Assessment

A paper about the literature is handed in half way the course, prior to the measurement and analysis sessions. At the end of the course, a practical report is made. The assessment is based on a combination of them.

PSY4035 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@maastrichtuniversity.nl

Objective(s)

To provide the student with knowledge on current topics in the relation between brain development and the development of cognition and language.

Key words

Cognitive development, language development, brain development, memory, number, word-learning.

Description of the Course

This course will provide an introduction to changes that underlie normal and abnormal development of the child's cognitive system. This development is described from

one year of age and concentrates on changes in thinking and language and their interdependencies due in part to changes in brain structures and other biological mechanisms. Two questions are important in a developmental approach: which changes take place as one gets older and how do these come about? The former question attempts to identify the nature of the changes. For example, what changes take place if children learn mental addition and subtraction? If differences in behaviour between two age groups are indeed identified and specified in terms of their underlying competence, they may suggest what lies behind the changes. This leads to the next question that is at the heart of developmental studies and is about the mechanism by which changed behaviour emerges. Developmental mechanisms are especially relevant to complex symbolic skills such as reading and arithmetic that can be conceived of as cascaded processes which generally span a long period of time and many components. The study of these mechanisms and their basis in the brain is complex and addresses many methodological issues that will be also discussed in the course. More specific examples of the age changes in several areas of cognition and language that will be looked at are number representation, word learning, visual-spatial working memory, explicit long term memory, dyslexia and the Williams syndrome.

Literature

Various articles, book chapters.

PSY4037 Practical training: Psychological Test (PSY4037 DP447)

Coordinators: Erik van Loosbroek, Cognitive Neuroscience, Phone 38 84045, 40 Universiteitssingel East, Room 4.747, E-mail: e.vanloosbroek@maastrichtuniversity.nl; Hans Stauder, Cognitive Neuroscience, Phone 38 81933, 40 Universiteitssingel East, Room 4.736, E-mail: h.stauder@maastrichtuniversity.nl

The practical training Psychological Test runs parallel to the DP courses PSY4035 DP445 and PSY4036 DP446. For more information see PSY4037 DP447.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Essay questions.

PSY4036 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@maastrichtuniversity.nl

Objective(s)

To acquaint students with theories of the biological and cognitive aspects of social-emotional development, and to provide students with insight into the causation of some forms of disorders.

Key words

Theory of mind, empathy, moral development, autism, aggression, psychopathy.

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.

PSY4037 Practical training: Psychological Test (PSY4037 DP447)

Coordinators: Erik van Loosbroek, Cognitive Neuroscience, Phone 38 84045,
40 Universiteitssingel East, Room 4.747, E-mail: e.vanloosbroek@maastrichtuniversity.nl;
Hans Stauder, Cognitive Neuroscience, Phone 38 81933,
40 Universiteitssingel East, Room 4.736, E-mail: h.stauder@maastrichtuniversity.nl

The practical training Psychological Test runs parallel to the DP courses PSY4035 DP445 and PSY4036 DP446. For more information see PSY4037 DP447.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Essay questions.

PSY4037 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@maastrichtuniversity.nl;
Hans Stauder, Cognitive Neuroscience, Phone 38 81933,
40 Universiteitssingel East, Room 4.736, E-mail: h.stauder@maastrichtuniversity.nl

Objective(s)

To give students a first experience in administering, interpreting and constructing mental capacity tests in children.

Key words

Cognitive capacity tests, IQ tests, WISC, SON, Bayley.

Description of the Practical training

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

Literature

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

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

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

2.3 Track Cognitive Neuroscience

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

PSY4051 Course CN451

**Auditory and Higher Order Language processing
– 4 European credits**

Coordinator: Bernadette Jansma, Cognitive Neuroscience, Phone 38 81934,
5 Universiteitssingel, Room 1.013, E-mail: b.jansma@maastrichtuniversity.nl

Objective(s)

Knowledge of the basic cognitive and neural principles of auditory and speech processing; knowledge of cross modal integration; critical thinking with regard to

research in the domain of auditory/speech processing and cross modal integration, including event-related potential (ERP) and fMRI studies.

Key words

Auditory and cross-modal processing, language comprehension and production.

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Description of the Course

Whereas the human visual system has been studied extensively in cognitive neuroscience, so far only little is known about the auditory and speech system: How do we segregate the sound of a Ferrari from the background sounds of other running car engines, or the voice of a friend from that of many others in a crowd? How is auditory information integrated with other senses such as vision or touch? In the last few years cognitive neuroscience research has set some milestones for gaining better understanding about how our brain manages these tasks. We see this knowledge as very important because hearing and communicating with the environment and with others is one of the most essential human cognitive skills.

This course aims to develop knowledge about the human auditory and speech system. We will start with basic neural anatomy and how this might constrain but also help auditory processing. We will then learn about the basics of sound segregation and perception, and higher order spoken word recognition. In addition to these bottom-up processes we will address top-down processes, i.e. how the human mind manipulates auditory perception or how it generates speech from intentions and thoughts. We will address the link between speech perception and production in terms of speech monitoring. We will also learn about cross modal integration between vision and audition. This integration is a crucial source of information to understand how we select for relevance and optimize processing efficiency.

Literature

Journal articles and book chapters via EleUM.

PSY4034 Practical training: EEG and ERP (PSY4034 CN453)

Coordinator: Fren Smulders, Cognitive Neuroscience, Phone 38 81909,

40 Universiteitssingel East, Room 4.777a, E-mail: f.smulders@maastrichtuniversity.nl

The practical training EEG and ERP runs parallel to the CN courses PSY4051 CN451 and PSY4052 CN452. For more information see PSY4034 CN453.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Written exam with open questions.

PSY4052 Course CN452 Perception and Attention – 4 credits

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

Objective(s)

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

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Key words

Visual system, visual illusions, higher-order motion and object perception, selective attention, neurophysiology, rhesus monkey.

Description of the Course

Vision is a complex cognitive process, which provides us with a richer stream of information than any other sense. 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, attending to 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

Relevant articles and book chapters will be offered via the electronic reader on EleUM.

PSY4034 Practical training: EEG and ERP (PSY4034 CN453)

Coordinator: Fren Smulders, Cognitive Neuroscience, Phone 38 81909,
40 Universiteitssingel East, Room 4.777a, E-mail: f.smulders@maastrichtuniversity.nl

The practical training EEG and ERP runs parallel to the CN courses PSY4051 CN451 and PSY4052 CN452. For more information see PSY4034 CN453.

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Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

The exam will consist of about 10 open questions (which may be divided in subparts).

PSY4034 Practical training CN453 EEG and ERP – 2 European credits

Coordinator: Fren Smulders, Cognitive Neuroscience, Phone 38 81909,
40 Universiteitssingel East, Room 4.777a, E-mail: f.smulders@maastrichtuniversity.nl

Objective(s)

The aim of this training is to give the students hands-on experience with the experimental design, data acquisition and analysis of EEG and ERP experiments.

Key words

Electroencephalography (EEG), Event-related potentials (ERP), electrophysiology, measurement, analysis of brain potentials.

Description of the Practical training

EEG and ERP offer a combination of supremely precise measurement of the time course of brain processes, low cost, non-invasiveness, and widespread availability. For this reason they make a unique contribution to cognitive neuroscience. Scientific interest in them is still growing, and results have been increasingly integrated with other imaging techniques during the last decades. A lecture and basic literature will introduce you to some background of EEG and ERP research, the terminology of the field, and the possibilities and limitations. A first topic is how to set up an experimental paradigm that is suitable for EEG and ERP measurement. Then you shall study practical measurement issues, such as electrode placement, and the types of artifacts that one may expect. Finally, there is the interpretation of the resulting data. Successful measurement requires an understanding of some basic signal analysis techniques that are specific for EEG and ERP, such as artifact management, spectral analysis, filtering, ERP averaging, time-frequency analysis etc. After that, there will be a hands-on training in smaller groups in running an ERP experiment, including electrode application, minimizing artifacts, and hygiene and safety in the lab. A simple experimental paradigm will be used that gives interesting and reliable results. Data processing will include various EEG analyses that are commonly used, e.g., analyses in the time and frequency domain.

Literature

Journal articles, handbooks.

Instructional Approach

Tutorial group meetings with student presentations, lecture, a lab session, analysis sessions.

Form of Assessment

A paper about the literature is handed in half way the course, prior to the measurement and analysis sessions. At the end of the course, a practical report is made. The assessment is based on a combination of them.

PSY4054 Course CN454 Neuroimaging: Functional MRI – 4 European credits

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

Objective(s)

Knowledge of the basic principles underlying (f)MRI; understanding of theoretical and practical aspects related to the experimental design and data analysis in fMRI; appreciation of potentialities and limitations of this technique in studying human brain functions.

Key words

Functional Neuroimaging, Magnetic Resonance Imaging, experimental design, analysis methods.

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. You will learn 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). Each of these methods provides a picture of the brain at a different spatial and temporal scale and has unique strengths and weaknesses.

In this course we will focus on fMRI. fMRI presents 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 the other courses of the Cognitive Neuroimaging programme you are confronted with several applications of fMRI in specific cognitive domains (visual perception and attention, sensorimotor integration, auditory perception), during this course you will gain a deeper knowledge of fundamental and methodological aspects of fMRI.

The tasks will address 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? Some of the tasks are directly linked to the practical part of the course and are intended to provide the necessary theoretical framework for the design, analysis, measurement and interpretation of results in fMRI investigations. Practical sessions on data acquisition and/or analysis of fMRI data of cognitive functions such as auditory and visual processing as well as mental imagery will be integrated in the group meetings.

Literature

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

PSY4056 Practical training: fMRI (PSY4056 CN456)

Coordinators: Elia Formisano, Cognitive Neuroscience, Phone 38 84040,
40 Universiteitssingel East, Room 4.738, E-mail: e.formisano@maastrichtuniversity.nl;
Giancarlo Valente, Cognitive Neuroscience, Phone 38 82469,
40 Universiteitssingel East, Room 4.747, E-mail: giancarlovalente@maastrichtuniversity.nl

The practical training fMRI runs parallel to the CN courses PSY4054 CN454 and PSY4055 CN455. For more information see PSY4056 CN456.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Written exam with open questions.

PSY4055 Course CN455 The Cognitive Neuroscience of Sensory and Motor Systems – 4 European credits

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

Objective(s)

At the end of the course you will have been familiarized with the complexity of the processing needed to perform certain simple sensorimotor coordination tasks and will have an idea of how and where such processing is performed in the brain. Furthermore, you will learn about ways to investigate sensorimotor integration and action representations in the brain by modern cognitive neuroscience methods.

Key words

Sensorimotor coordination, reference frames, coordinate transformations, mirror neuron system.

Description of the Course

Most of the things we do every day (riding a bicycle, typing a summary, drinking a cup of coffee) require the continuous interaction of brain systems that serve sensory perception and systems that control our muscles. In other words, most of the things we do require sensorimotor integration. In this course we will study a couple of important aspects of sensorimotor integration in the brain, particularly in the context of visual perception. Since sensory perception (visual as well as auditory) is covered extensively in other courses, we will focus mainly on the motor system and the transformation and processing of sensory information to serve motor control. We start with basic processes such as: types of motor control (since visual perception takes a little time, how should you use past information to control future actions?), the representations used by primary and secondary motor areas (what is the parameter that is under ultimate control: muscle contractions, joint angles, or whole movements?) and coordinate transformations (how do you get from visual information, coded relative to the point you are looking at, to motor commands that are coded relative to your body or the object you are grasping?). Later, we will focus on higher level issues such as motor learning, predicting the actions of others, and reacting to errors in performance. All topics will be discussed in the context of cognitive neuroscience research to learn how these topics can be investigated both with classical behavioural experiments as well as with modern techniques such as functional Magnetic Resonance Imaging.

Literature

Journal articles, book chapters.

PSY4056 Parallel training: fMRI (PSY4056 CN456)

Coordinators: Elia Formisano, Cognitive Neuroscience, Phone 38 84040,
40 Universiteitssingel East, Room 4.738, E-mail: e.formisano@maastrichtuniversity.nl;
Giancarlo Valente, Cognitive Neuroscience, Phone 38 82469,
40 Universiteitssingel East, Room 4.747, E-mail: giancarlo.valente@maastrichtuniversity.nl

The practical training fMRI runs parallel to the CN courses PSY4054 CN454 and PSY4055 CN455. For more information see PSY4056 CN456.

Instructional Approach

Tutorial group meetings, lectures, practical sessions in the parallel-running skill training 'fMRI'.

Form of Assessment

Written exam with open questions.

PSY4056 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@maastrichtuniversity.nl;
Giancarlo Valente, Cognitive Neuroscience, Phone 38 82469,
40 Universiteitssingel East, Room 4.747, E-mail: giancarlo.valente@maastrichtuniversity.nl

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Objective(s)

At the end of the practical you will have been familiarized with all aspects of designing, running and analyzing an fMRI experiment.

Key words

fMRI, MR safety, experiment design, measurement, data analysis.

Description of the Practical training

The primary goal is to provide hands-on experience in experimental design, acquisition and analysis of fMRI experiments. Students receive a general experimental question/hypothesis, which should be suitably refined for testing in an fMRI experiment. They will then design and prepare the experiment and these designs and experimental setups will subsequently be discussed. One/two designs will be actually implemented and scanned. Students then engage in the statistical analysis of the scanned datasets. Assistance and prior preparation, especially in the implementation stage (stimulus programming) and data analysis stage (preparation of data in usable format for analysis in Brain Voyager QX), will be provided by the tutors. The tutorial/practicum groups will be left free to test a different hypothesis, and conduct different types of analysis. Each group will report and discuss their findings with one another and as a whole.

Literature

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

Instructional Approach

Tutorial group meetings, lab sessions, 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 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.

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PSY4061 Course NP461 Brain Damage – 4 European credits

Coordinator: Martin van Boxtel, Psychiatry and Neuropsychology (FHML),
Phone 38 81028, Dr. Tanslaan 12, Room 4.E3.017, E-mail: m.vanboxtel@np.unimaas.nl

Objective(s)

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, students will be familiar with the fundamental processes involved in functional brain plasticity.

Key words

Brain damage, neuropsychology, neurorehabilitation.

Description of the Course

Students are introduced to the fields of Behavioural Neurology and Neuropsychology: what do pathological conditions in brain structure and function tell us about the relationship between brain and behaviour? Much of what we know about cognitive processes and affective functioning has been learned from close observation of patients with damage to the central nervous system. This course reviews mechanisms of the relationship between brain and behaviour that are the basis of neuropsychological dysfunctions in persons who suffer from brain damage. Students acquire knowledge about the causes and neurobiological effects of brain lesions, and get acquainted with the etiology and taxonomy of common neurological and neuropsychological syndromes. Functional disturbances that occur after focal or diffuse lesions in different cortical areas, in connecting tracts, in limbic and other subcortical brain structures are discussed, together with the neurocognitive assessment procedures that are commonly used to identify such deficits, including disorders of memory, praxis, language, visual spatial abilities and executive function. 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

Selected articles, book chapters (e-reader).

PSY4063 Practical training: Neuropsychological Assessment (PSY4063 NP463)

Coordinator: Jeanette Dijkstra, Psychiatry and Neuropsychology (FHML), Phone 38 74117, 12 Dr. Tanslaan, Room 4.G4.034, E-mail: j.dijkstra@np.unimaas.nl;
Bart Scholtissen, Neuropsychology and Psychopharmacology, Phone 38 82181, 40 Universiteitssingel East, Room 2.755, E-mail: bart.scholtissen@maastrichtuniversity.nl

The practical training Neuropsychological Assessment runs parallel to the NP courses PSY4061 NP461 and PSY4062 NP462. For more information see PSY4063 NP463.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Essay questions.

PSY4062 Course NP462 Behavioural Disorders – 4 European credits

Coordinator: Bart Scholtissen, Neuropsychology and Psychopharmacology, Phone 38 82181, 40 Universiteitssingel East, Room 2.755, E-mail: bart.scholtissen@maastrichtuniversity.nl

Objective(s)

The objectives of the present course are: increasing knowledge about the behavioural manifestations of neurological and neuropsychiatric disorders.

Key words

Behavioural disorders, neuropsychiatry, neurology, mechanisms.

Description of the Course

This course is intended to impart knowledge about the cognitive dysfunctions that accompany severe neuropsychiatric and neurological disorders and to provide insight into the biological mechanisms and intervention possibilities for these disorders. The course is concerned with the changes in psychological functioning that occur in connection with a number of frequently occurring neurological disorders. The intention is to gain insight into the characteristic manifestations of behavioural problems and cognitive functional disturbances along with the brain and behavioural mechanisms that lie at the foundation of these. The emphasis in this course is on the problems associated with neuropsychiatric phenomena such as schizophrenia, compulsive symptoms, ADHD, apathy and autism. The neuropsychiatric problems associated with a number of the neurological phenomena important for psychologists will also be considered. Attention will be paid to the psychological problems associated with cerebral disturbances and light brain trauma. With respect to the mechanisms that lie at the base of behavioural and cognitive disorders, both the relevant biological and

psychological factors will be covered. Also, neurodevelopmental aspects of behavioural disorders will be discussed. Finally, the principle of vulnerability, protective/risk factors and psychopharmacology in the aetiology of behavioural disorders will be touched upon.

Literature

Journal articles, book chapters.

PSY4063 Practical training: Neuropsychological Assessment (NP463)

Coordinators: Jeanette Dijkstra, Psychiatry and Neuropsychology (FHML), Phone 38 74117, 12 Dr. Tanslaan, Room 4.G4.034, E-mail: j.dijkstra@np.unimaas.nl;
Bart Scholtissen, Neuropsychology and Psychopharmacology, Phone 38 82181, 40 Universiteitssingel East, Room 2.755, E-mail: bart.scholtissen@maastrichtuniversity.nl

The practical training Neuropsychological Assessment runs parallel to the NP courses PSY4061 NP461 and PSY4062 NP462. For more information see PSY4063 NP463.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Written exam with open questions.

PSY4063 Practical training NP463 Neuropsychological Assessment – 2 European credits

Coordinator: Jeanette Dijkstra, Psychiatry and Neuropsychology (FHML), Phone 38 74117, 12 Dr. Tanslaan, Room 4.G4.034, E-mail: j.dijkstra@np.unimaas.nl;
Bart Scholtissen, Neuropsychology and Psychopharmacology, Phone 38 82181, 40 Universiteitssingel East, Room 2.755, E-mail: bart.scholtissen@maastrichtuniversity.nl

Objective(s)

The goal is to acquire basic skills for collecting neuropsychological data in patients with different types of neurological or neuropsychiatric pathology.

Key words

Neuropsychological assessment, skill training.

Description of the Practical training

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.

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Literature

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

Instructional Approach

Introductory lecture, sessions in subgroups.

Form of Assessment

Writing a 3-4 page neuropsychological report.

PSY4064 Course NP464 Arousal and Attention – 4 Credits

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

Objective(s)

To familiarize students with normal and abnormal changes in arousal and attention, with an emphasis on the role of neurotransmitters and the effects of stimulating and sedating drugs.

Key words

Inverted U model, alertness, sustained attention, brainstem arousal systems, sleep-wake regulation, stimulating and sedating drugs.

Description of the Course

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

arousal systems, attentional networks and the neurotransmitters involved. Throughout the course psychopharmacological studies will be presented that illustrate the role of different neurotransmitters in arousal and attention.

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

Literature

Journal articles and book chapters will be available on EleUM.

PSY4066 Practical training: Basic Cognitive Psychological Skills (PSY4066 NP466)

Coordinator: Eric Vuurman, Neuropsychology and Psychopharmacology, Phone 38 81046, 40 Universiteitssingel East, Room 2.747, E-mail: e.vuurman@maastrichtuniversity.nl

The practical training Basic Cognitive Psychological Skills runs parallel to the NP courses PSY4064 NP464 and PSY4065 NP465. For more information see PSY4066 NP466.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Written exam with a minimum of 9 essay questions.

PSY4065 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@maastrichtuniversity.nl

Objective(s)

To acquire a broad knowledge of current issues in cognitive aging research.

Key words

Cognitive, neural, and physical aging, dementias.

Description of the Course

This course covers a broad range of topics in the field of cognitive aging. A thorough understanding of normal cognitive aging is considered essential before issues in abnormal aging can be addressed. Important questions are: What is cognitive aging?

What neurobiological and cognitive mechanisms determine whether a person ages pathologically, normally, or successfully? How can this aging process be influenced? Students will critically reflect on influential theories, state-of-the-art research, established research methods, and clinical interventions to address these questions. Themes will be physical (somatic) aging, neural aging, cognitive aging, pathological aging (mild cognitive impairment, Parkinson's disease, Alzheimer's disease, and other types of dementia), intervention strategies, and methodological issues in aging research.

Literature

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

PSY4066 Practical training: Basic Cognitive Psychological Skills (NP466)

Coordinator: Eric Vuurman, Neuropsychology and Psychopharmacology, Phone 38 81046, 40 Universiteitssingel East, Room 2.747, E-mail: e.vuurman@maastrichtuniversity.nl

The practical training Basic Cognitive Psychological Skills runs parallel to the NP courses PSY4064 NP464 and PSY4065 NP465. For more information see PSY4066 NP466.

Instructional Approach

Tutorial group meetings, lectures.

Form of Assessment

Written exam with open questions.

PSY4066 Practical training NP466

Basic Cognitive Psychological Skills – 2 European credits

Coordinator: Eric Vuurman, Neuropsychology and Psychopharmacology, Phone 38 81046, 40 Universiteitssingel East, Room 2.747, E-mail: e.vuurman@maastrichtuniversity.nl

Objective(s)

Training of skills required to perform the full cycle of a behavioural experiment.

Key words

Field experiment, applied behavioural testing, data reduction and analysis techniques, report writing.

Description of the Course

This course focuses on the acquisition and training of basic skills needed in cognitive performance research. The course is centred around a psychological experiment studying the detrimental effects of arousal manipulation (environmental noise) on cognitive processing. Students will learn how to perform a field experiment and go

through the various stages necessary to acquire the data, analyze and report the results. Students will be required to recruit a small number of subjects and administer the test battery according to a pre-defined protocol. The test battery consists of paper and pencil tests that have been presented and discussed in previous courses. After data acquisition a number of interactive sessions are planned in which students will learn to explore and analyze their data with SPSS and interpret the results. The endpoint of the course is a paper in APA format describing the experiment. Furthermore, an overview of techniques and tests will be given that are currently used to evaluate performance in a number of cognitive domains, such as language, perception, attention and executive functions.

Instructional Approach

Tutorial group meetings, data collection in field experiment, lab sessions, computer sessions.

Form of Assessment

Research report on the experiment.

2.5 Research internship and Master's thesis

Objective(s)

Conduct empirical research project under supervision resulting in a thesis.

Key words

Internship, research, Master's thesis.

From period 3 onwards, the second part of the year of the Master's programme is devoted to arranging and conducting a research internship. This will be in the field of the track a student has chosen out of one of the Master's specialization programmes. As a result of the many international research contacts our faculty members have established, a substantial number of students will conduct their research internship abroad. Students finalize the Master's programme by writing a thesis on their internship.

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

Information about research internships offered by faculty members can be found on EleUM > Students Faculty of Psychology and Neuroscience > internships. Here you can also find a detailed guide with practical information about the criteria for the research internship and the Master's thesis.

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

For more information about research internships contact the general coordinator or go directly to the internship contact of your specific specialization programme:

General Coordinator Internships: Bart Scholtissen, Phone 38 82181, 40 Universiteitssingel East, Room 2.755, Email: bart.scholtissen@maastrichtuniversity.nl

Applied Cognitive Psychology

Psychology and Law: Kim van Oorsouw, Phone 38 84050, 40 Universiteitssingel East, Room 3.767, Email: k.vanoorsouw@maastrichtuniversity.nl

Health and Social Psychology: Sandra Mulkens, Phone 38 84052, 40 Universiteitssingel East, Room 3.755, Email: s.mulkens@maastrichtuniversity.nl

Work and Organizational Psychology: Robert van Doorn, Phone 38 81926, 5 Universiteitssingel, Room 2.014, Email: r.vandoorn@maastrichtuniversity.nl

Biological Psychology

Developmental Psychology: Hans Stauder, Phone 38 81933, 40 Universiteitssingel East, Room 4.736, Email: h.stauder@maastrichtuniversity.nl

Cognitive Neuroscience: Milene Bonte, Phone 38 84036, 40 Universiteitssingel East, Room 4.743, E-mail: m.bonte@maastrichtuniversity.nl

Neuropsychology: Bart Scholtissen, Phone 38 82181, 40 Universiteitssingel East, Room 2.755, Email: bart.scholtissen@maastrichtuniversity.nl

2.6 Psychodiagnostics registration

Coordinator: Anton de Vries, Cognitive Neuroscience, Phone 38 84043, 5 Universiteitssingel, Room 1.025, E-mail: a.devries@maastrichtuniversity.nl

Objective(s)

The registration is intended for students who aim for a career in a clinically oriented discipline of psychology or who want to attend the Dutch post-graduate training program for health care psychologist (GZ- psychologist).

Key words

Psychodiagnosis, clinical test use, health care psychologist.

Description of the registration

The success of a treatment or decision depends on the correct identification of the problem situation: the diagnosis. Psychodiagnostics is the branch of psychology that evaluates individual problem situations with psychological assessments. It is important in many judgment and decision processes. Examples are: personnel selection, the evaluation of child abuse, or educational career decisions. These illustrations make clear that the assessments may have important consequences.

To promote the quality of the psychodiagnostic profession, the Dutch Institute of Psychologists (NIP) has introduced a registration of psychodiagnostics. This registration warrants that the student masters the fundamental knowledge and skills that are rooted in accepted psychodiagnostic principles. The registration is awarded by way of a NIP signed certificate. The student receives it on graduation in supplement of the Master's diploma. The graduate is also incorporated in a public register that is managed by the NIP. Additional information about this registration and its regulations can be found at: www.psynip.nl.

Conditions

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

Information

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

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



Education and Examination Regulations – Master

3.1 Education and Examination Regulations – Master's

Section 1 General Conditions

- Article 1.1 Scope of the Regulations
- Article 1.2 Definitions
- Article 1.3 Purpose of the Study Programme
- Article 1.4 Organization of the Study Programme
- Article 1.5 Exam of the Study Programme
- Article 1.6 Study Load
- Article 1.7 Language of Instruction

Section 2 Structure of the Study Programme

- Article 2.1 Master's Specializations and Tracks
- Article 2.2 Composition

Section 3 Tests and Examinations

- Article 3.1 Compulsory Sequencing of Parts
- Article 3.2 Periods and Frequency
- Article 3.3 Testing
- Article 3.4 Proof of Having Passed Courses
- Article 3.5 Grade Point Average (GPA)
- Article 3.6 Determining and Publishing Results
- Article 3.7 Period of Validity
- Article 3.8 Right of Inspection
- Article 3.9 Exemptions
- Article 3.10 Fraud
- Article 3.11 Examination
- Article 3.12 Degree and Diploma

Section 4 Admission

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

- Article 4.1 Admission
- Article 4.2 Provisional Admission

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

- Article 4.1 Admissibility
- Article 4.2 Certificate of Admission
- Article 4.3 Capacity Limitations
- Article 4.4 Admission Board
- Article 4.5 Times of Review for Admission

Section 5 Study Advice and Guidance

Article 5.1 Study Progress Monitoring

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Section 6 Transitional and Concluding Conditions

Article 6.1 Amendments

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Section 1 General Conditions

Education and Examination Regulations for the 2009-2010 academic year for de Master's Study Programme in the Faculty of Psychology and Neuroscience, as meant in article 7.13 of the Act on Higher Education and Research (WHW).

Article 1.1 Scope of the Regulations

These regulations apply to the education and examinations for the full-time Master's Study programme in Psychology, hereinafter referred to as the study programme.

The study programme is offered by the Faculty of Psychology and Neuroscience, hereinafter referred to as the Faculty.

The regulations have been established by the Faculty Board, after the advice from the study programme board and the approval from the Faculty Council had been obtained, and will apply as of 1 September 2009 for the 2009-2010 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 Maastricht University as of 1 December 2009, 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. Tutorial Group Meeting: a practical exercise, as meant by article 7.13 paragraph 2, sub t of the Act.
- f. Practical Training: a practical exercise, as meant by article 7.13, paragraph 2, sub d of the Act.
- g. Test: the test as part of the examination as meant by article 7.10, paragraph 1 of the Act.
- h. Examination: the final examination for the Master's study programme.
- i. 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.

- j. Board of Examiners: the board as meant by article 7.12 of the Act.
- k. Examiner: the person appointed by the Board of Examiners, charged with administering exams.
- l. 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.
- m. Board of Appeal: the Board of Appeal for Examinations as meant by article 7.60 of the Act.
- n. Rules and Regulations: the rules drawn up by the Board of Examiners 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.
- o. Faculty Board: the Executive Board of the Faculty of Psychology and Neuroscience of Maastricht University as meant by article 9.24 of the Act.
- p. Grade Point Average: weighted average grade point.

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

Article 1.3 Purpose of the Study Programme

1. The purpose of the study programme is the following:
 - academic education within the context of the Maastricht University educational concept and its distinct profile;
 - deepening of a student's specific choice for a particular field of study;
 - possibility to broaden one's knowledge in other disciplines;
 - acquisition of specialized knowledge, skills and insight in the field of psychology, particularly in the fields of Cognitive or Biological Psychology;
 - preparation for a possible further programme of study in scientific research.In combination with the Bachelor's Degree in Psychology, the study programme must see to:
 - the preparation of a career in the field of Cognitive or Biological Psychology.
2. There are sufficient elements in the study programme to enhance the further development of the academic formation of the student, in particular with regard to:
 - thinking and acting independently and scientifically;
 - communicating scientifically in English;
 - applying specialized scientific knowledge in a broader social context.

Article 1.4 Organization of the Study Programme

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

Article 1.5 Exam of the Study Programme

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

Article 1.6 Study Load

The study programme has a study load of 60 credits.

Article 1.7 Language of Instruction

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

Section 2 Structure of the Study Programme**Article 2.1 Master's Specializations and Tracks**

Areas of Specialization in the Master's Study Programme

- a. Applied Cognitive Psychology
- b. Biological Psychology

Tracks in Applied Cognitive Psychology

- Health and Social Psychology
- Psychology and Law
- Work and Organizational Psychology

Tracks in Biological Psychology

- Developmental Psychology
- Neuropsychology
- Cognitive Neuroscience

Article 2.2 Composition**Master's Degree Specialization in Applied Cognitive Psychology***Health and Social Psychology*

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

- | | |
|---|-----------|
| • The course 'Self-control' | 5 credits |
| • The course 'Bad Habits' | 5 credits |
| • The course 'Planning Behaviour Change Programs' | 5 credits |
| • The course '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 'Forensic psychology' | 4 credits |
| • The course 'Eyewitnesses and victims' | 4 credits |
| • The course 'Perpetrators and defendants' | 4 credits |
| • The course 'Experts and their decisions' | 4 credits |
| • The practical 'Psychology and law in action' | 4 credits |

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

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

Work and Organizational Psychology

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

- The course 'Work Psychology' 5 credits
- The course 'Human Resources' 5 credits
- The course 'Organization and Cognition' 5 credits
- The course 'Human Performance' 5 credits

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

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

Master's Degree Specialization in Biological Psychology

Developmental Psychology

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

- The course 'Infancy' 4 credits
- The course 'Perception, attention and motor development' 4 credits
- The course 'Development of cognition and language' 4 credits
- The course 'Social emotional development' 4 credits
- Practical period 1 2 credits
- Practical period 2 2 credits

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

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

Cognitive Neuroscience

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

- The course 'Auditory and higher order Language processing' 4 credits
- The course 'Perception and Attention' 4 credits
- The course 'Neuroimaging: Functional MRI' 4 credits
- The course 'Cognitive Neuroscience of sensory and motor systems' 4 credits
- Practical period 1 2 credits
- Practical period 2 2 credits

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

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

Neuropsychology

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

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

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

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

Section 3 Tests and Examinations

Article 3.1 Compulsory Sequencing of Parts

1. The research internship can only be started once:
 - The Bachelor's Degree has been obtained;
 - At least 2 of the 4 compulsory theoretical courses of the Master's track have been completed. In addition, certain research internships in the biological specialization may require that the practical training has been completed.
2. If a student deviates from the sequencing as described under 1, without permission from the Board of Examiners, 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, one regular test and one resit, at times determined by the Board of Examiners: i.e. once during or immediately following the period in which the relevant part was offered and once during the course of the academic year.
2. In special cases, the Board of Examiners 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 Board of Examiners.

- b. The Board of Examiners has the authority to permit a different form of testing in special cases. The Board of Examiners shall notify the students about the different form of testing at least four weeks before the date on which the testing will take place.
- c. Students with a functional disability may request permission from the Board of Examiners to take the tests in a manner which is as far as possible, adapted to their individual disability. The Board of Examiners can ask for expert advice before arriving at a decision.
- d. During tests it is not allowed to keep cellular telephones or electronic devices within reach, even if they are switched off. If the student does not conform to the above, the fraud regulation, as described in the Rules and Regulations, will be applied and the test will be declared invalid.

2. *Oral Testing*

In exceptional circumstances the Board of Examiners has the authority to permit an oral test. A written request has to be submitted to the Board of Examiners. 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 Board of Examiners has decided otherwise.
- c. Oral tests will be administered in public, unless the Board of Examiners or the examiner in question has decided otherwise in a special case, or if the student has objected to this.

3. *Written Papers*

The Board of Examiners 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 Board of Examiners determines the requirements regarding the nature and content of a research internship in the internship regulations.
- b. The research internship regulations are set out in Appendix 1-3.
- c. In order to ensure that the research internship proceeds smoothly, further guidelines have been drawn up, which can be found in the Manual on Internships. The manual can be downloaded from EleUM/Blackboard.
- d. A student can only do a research internship once during his/her programme of study. During the research internship the student will be supervised by the Faculty.

Article 3.4 Proof of Having Passed Courses

Once a student has successfully completed the test and any associated practical training of the part, this will count as proof of having passed the relevant course. The proof will be obtained after an examiner has declared that the requirements for that part of the examination have been complied with. A condition for obtaining proof of having passed a part is that the student has complied with the admission requirements for the relevant part of the examination. The Board of Examiners can revoke the decision of the examiner if the admission requirements have not been complied with.

Article 3.5 Grade Point Average

1. A weighted average score (GPA) for all parts of the exam which are assessed on a ten-point scale. Scores will be weighted according to the number of course credits (see also article 2.1).
2. At a provisional transcript, the GPA can also include an insufficient grade.
3. At a provisional transcript, an exam that is not taken, will not be included in the GPA. In that case the number of obtained credits will be reported in relation to the number of credits that could have been obtained in the form of a progress rate.

Article 3.6 Determining and Publishing Results

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

Article 3.7 Period of Validity

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

Article 3.8 Right of Inspection

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

Article 3.9 Exemptions

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

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

Article 3.10 Fraud

1. Fraud, including plagiarism, is understood as a student's act or failure to act that makes it partially or fully impossible to correctly assess his/her knowledge, insight and skills.
2. Plagiarism is understood as the presentation of one's own or other people's ideas or words without adequate reference to the source.
3. If the Board of Examiners establishes that a student has committed fraud in an exam or exam component, it may impose suitable measures.
4. The Rules and Regulations (RR) further detail what is understood as fraud and what measures can be imposed by the Board of Examiners.

Article 3.11 Examination

1. The Board of Examiners 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.
2. Prior to determining the result of the examination, the Board of Examiners 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 reason for this.

Article 3.12 Degree and Diploma

1. He/she who has passed the examination successfully will be awarded the Degree of 'Master of Science' and will receive the diploma belonging to the Master's examination as proof of this.
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 diploma will be signed by the chair of the Board of Examiners and the dean of the faculty.
4. The presentation of the certificate is done in public, unless the Board of Examiners decides otherwise in special cases.
5. A separate list of marks will be issued with the diploma.
6. An English diploma supplement will be issued with the diploma.
7. The Board of Examiners can award the diploma with the qualifications of 'cum laude' or 'summa cum laude' in accordance with the Rules and Regulations of the Master's examination.

Section 4 Admission

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

Article 4.1 Admission

The following will be admitted to the study programme: he/she to whom the degree of Bachelor of Science in Psychology of Maastricht University has been awarded (the preceding Bachelor's Degree).

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Article 4.2 Provisional Admission

1. Contrary to what has been said in article 4.1, the Board of Examiners can decide to admit a student who is enrolled in a Bachelor's study programme as meant in article 4.1, to the Master's study programme.
2. The Board of Examiners can decide to provisionally admit a candidate as meant in article 4.1, if
 - a) the following compulsory parts of the Bachelor's study programme have been successfully completed:
 - first and second year of the Bachelor's study programme;
 - Bachelor's thesis;
 - at least three of the four courses of period 1 and 2 of year 3;
 - b) only as many parts of the Bachelor's study programme are yet to be completed as would amount to a total study load of at the most 30 credits.
3. In case of provisional admission, the Master's Degree will only be obtained once the Bachelor's Degree has been obtained.
4. If the Bachelor's Degree is not obtained before the end of the academic year during which the student started the Master's programme, provisional admission will be postponed until the Bachelor's Degree has been obtained.

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

Article 4.1 Admissibility

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

Article 4.2 Certificate of Admission

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

- a. the person concerned complies with the following requirements:
 - (1) having awarded at least a Bachelor's or equivalent degree in an academic field;
 - (2) passing an entrance exam testing general psychology knowledge;
 - (3) passing an entrance exam in Methods and Statistics;
 - (4) Non-native English speakers who have not studied at a Dutch University must provide evidence of satisfactory English test results:

- IELTS: minimum score 6.5
 - TOEFL: minimum score 575 paper-based, 233 computer-based, or 90 internet-based.
 - Other recognized proof of English proficiency approved by the Board of Admission.
- b. (if applicable) the maximum number of persons which can be enrolled for the study programme is not exceeded.

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Article 4.3 Capacity Limitations

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

The admission board grants the requests for admission in accordance with the sequencing which it determines.

Article 4.4 Admission Board

1. The judgement about the admissibility and the issuing of the certificate of admission for the study programme is assigned to the admission board of the study programme. This board consists of:
A chairperson, appointed from among the academic personnel, who is in charge of the education in the study programme;
One or two members appointed from among the academic personnel who are in charge of the education in the study programme;
2. One of the members of the admission board will also be a member of the Board of Examiners;
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 15 April 2010.
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, 2010. The admission will be granted on the condition that the candidate complies with the requirements as regards knowledge, insight and skills, as stipulated in article B 4.2, and as shown by the certificates of the study programmes the student has followed, at the latest by the starting date of the relevant study programme.

Section 5 Study Advice and Guidance

Article 5.1 Study Progress Monitoring

1. The Faculty registers the individual study results of the students in such a way that they can be consulted by the students via SLM.
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. An amendment in these regulations does not apply to the current academic year, unless the interests of the students are not adversely affected by it.
3. An amendment can furthermore not be to the detriment of students by affecting any other decision that had been taken on the basis of the original regulations.

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 Board of Examiners, and also of any changes in these, by incorporating them in the Prospectus, among other things.
2. Interested persons can obtain a copy of the documents referred to in point 1 from the secretariat of the Board of Examiners.

Article 6.3 Unforeseen Cases

The Board of Examiners decides in cases which have not been foreseen by these regulations.

Article 6.4 Hardship Clause

The Board of Examiners has the right to deviate from these regulations in individual cases, if a strict adherence will, in its opinion, result in an unfair outcome for the individual, in view of the special circumstances.

Article 6.5 Appeal

When the provisional results for (parts of) tests are announced, the Board of Examiners will notify the students of the right to inspection. When the final results are announced the Board of Examiners will notify them of the possibility to appeal against the decision with the Board of Appeal for Examinations as meant in article 7.61 of the Act, and of the

period of four weeks within which this appeal has to be lodged. The right of appeal is also communicated to the student in all correspondence regarding a decision of the Board of Examiners which is open to appeal. In addition, the period within such an appeal has to be lodged will be mentioned.

Article 6.6 Date of Coming into Force

These regulations take effect on 1 September 2009 and will be effective for the 2009-2010 academic year.

Thus enacted with the approval of the Council of the Faculty of Psychology and Neuroscience in its meeting of 25 June 2009.

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 Board of Examiners

The Board of Examiners sees to the execution of the regulation for the Master's examination and its parts, taking into account the Act and the education and examination regulations concerning the organization and scope of the examinations of the psychology study programme of the Faculty of Psychology and Neuroscience. The Board of Examiners will designate examiners to conduct the interim examinations. In particular cases the Board of Examiners can annul decisions taken by the examiners, when e.g., 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 diploma 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. Proof of satisfactory completion of the research proposal;
4. Proof of satisfactory completion of the research internship;
5. 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 diploma, must submit a request to the Board of Examiners to determine the result of the examination, at least 2 months prior to the date of graduation. A decision is taken by the Board of Examiners not later than two weeks before the date of graduation.

Article 5 Proof of Having Passed a part

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

- a. A satisfactory assessment and attendance for the practical training;
- b. At least sufficient grades for the final course test. Grades for course tests will be rounded off to the nearest whole or half number. Decimals .1, .2, .8 and .9 will be rounded off to the nearest whole number; decimals .3, .4, .6 and .7 will be rounded off to the nearest half number. A course test is passed when a grade of 6.0 or higher is obtained.

Article 6 Cum laude and Summa 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 weighted grade point average (GPA) of at least 8.0 for all parts of the exam. Grades will be weighted according to the number of course credits (see also Article 2.2).
 - Furthermore, no part of the examination may have been passed in a resit.
 - Master's thesis: a grade of at least 8.0.
 Cum laude will not be awarded if more than 5 credits are exempted.
2. The pass 'summa cum laude' is attached to the Master's examination, if each of the following requirements has been met:
 - A weighted grade point average (GPA) of at least 9.0 for all parts of the exam. Grades will be weighted according to the number of course credits (see also Article 2.2).
 - Furthermore, no part of the examination may have been passed in a resit.
 - Master's thesis: a grade of at least 9.0.
 Summa cum laude will not be awarded if more than 5 credits are exempted.

Article 7 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 the Act will be submitted to the Board of Examiners. Written proof must be submitted to support the request.
2. The Board of Examiners takes a motivated decision within four weeks after having received the request. The Board of Examiners is entitled to extend this period of four weeks by an additional period of four weeks. 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 8 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.

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

If the assessment of a practical consists of a paper, the paper can only be rewritten when it has been turned in before the deadline and a serious attempt had been made, but was failed.

3. Papers

There will be one chance to redo papers (including the Research proposal and Master's thesis) per academic year. This will consist in rewriting the relevant paper. A paper can only be rewritten when it has been turned in before the deadline and a serious attempt had been made, but was failed.

Article 9 Fraud, including plagiarism

1. The Board of Examiners may impose a measure set down in paragraph 4 of this article if it establishes that a student, in any exam or exam component:
 - a. has had any unauthorised aids, texts or notes at his or her disposal, or has used unauthorised electronic aids and/or communication devices
 - b. has communicated or tried to communicate with another student, either verbally or through gesture, without permission from an exam supervisor, examiner, or Board of Examiners member
 - c. has copied or tried to copy another student's answers, or has given another student the opportunity to copy his/her own answers
 - d. has posed as someone else or let someone else pose as him/her
 - e. has deliberately misled or tried to mislead an exam supervisor, an examiner, a

- corrector or the Board of Examiners with respect to the exam, or has provided an opportunity for them to be misled.
2. The Board of Examiners may impose a measure set down in paragraph 4 of this article if it establishes that a student has committed plagiarism in any exam or exam component, including:
 - a. using or copying his/her personal or other people's texts, data, ideas or thoughts without adequate reference to the source
 - b. presenting the structure or central body of thought from others without adequate reference to the source and thus passing it off as his/her own
 - c. not clearly indicating literal or almost literal quotations in the text, for example via quotation marks or a certain layout
 - d. paraphrasing the content of his/her own or other people's texts without adequate reference to the source
 - e. copying video, audio or test material, software and program codes from others without adequate reference to the source and thus passing them off as his/her own
 - f. copying work from fellow students and thus passing it off as his/her own
 - g. submitting work or assignments acquired from or written by a third party (whether or not for payment) and thus passing them off as his/her own.
 3. If the Board of Examiners establishes that a student has committed fraud in any other way in any exam or exam component, it can impose a measure set down in paragraph 4.
 4. In the cases referred to in paragraphs 1, 2 and 3, the Board of Examiners can declare the results of the relevant exam null and void, and impose:
 - a reprimand
 - exclusion from participation or further participation in one or more exams in the programme for a maximum of one year.
 5. Before the Board of Examiners imposes a suitable measure, the student concerned is given the opportunity to be heard.
 6. If fraud is established, this is included in the student's dossier.
 7. If an investigation establishes that the student did not commit fraud, correspondence on the alleged fraud is anonymised and not included in the student's dossier.
 8. The Board of Examiners does not grant exemptions on the grounds of study results obtained elsewhere while the student was excluded from participating in the programme's exams because of the fraud committed.

Article 10 Implementation and Effective Date of Coming into Force

1. The Board of Examiners makes decisions in all cases which have not been foreseen by the Rules and Regulations.
2. These Rules and Regulations take effect in the academic year 2009-2010.

Thus enacted by the Psychology Board of Examiners at its meeting of 23 April 2009.

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.

Appendices with the Rules and Regulations Master's examination

Appendix 1: Regulation on Research proposal

Appendix 2: Regulation on Research internship

Appendix 3: Regulation on Master's thesis

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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 1600 to 2800 words.
4. The assessment is done by two examiners. They are: a. two staff members of the Faculty if the research internship is done internally (supervisor from the Faculty and a second assessor), or b. the external supervisor and the supervisor from the Faculty in case the apprenticeship is done outside the Faculty.
5. An approved research proposal counts as 5 credits. If the research proposal is judged to be unsatisfactory, the regulation about resits/reassessments for Papers, article 8, paragraph 3, Rules and Regulations for the Master's study programme, applies.

APPENDIX 2 Regulation on research internship

1. A student has to do a research internship at the conclusion of his/her study programme.
2. The purpose of the internship is an orientation into the research field of psychologists.
3. The scope of the internship must correspond to a study load of 25 credits.
4. The student notifies the educational office about the internship at least one month before the start of the internship by means of a research internship notification form. The Board of Examiners 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's Degree;
 - having successfully completed at least 2 of the 4 theoretical courses of the Master's track. In addition, certain internships of the biological specialization may require that the practical training has been successfully completed.

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

APPENDIX 3 Regulation on master's thesis

1. A Master's thesis is an independently written report of the research which has been conducted during the internship.
2. The Master's thesis is an individually written paper.
3. The length of the Master's thesis is at least 8000 and at the most 16.000 words.
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 6.0.
5. Satisfactory assessment of the Master's thesis counts as 10 credits.
6. The student must submit three copies of the Master's thesis to the educational office and one electronic version to an e-mail address that is announced on EleUM. Two copies, together with the individual assessment form, are sent on to the internship supervisor / supervisor from the Faculty and to the supervisor from the Faculty / second assessor. The assessment form, filled in and signed by both supervisors, is sent back to the educational office together with a motivated explanation within 20 working days. One copy of the approved Master's thesis is used for filing. A copy of the electronic version is sent to 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.



4

**Educational organization
and administration**

4.1 Educational support: the Education Office

4.1.1 General

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

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

All regulations, procedures and forms that are referred to in this chapter can be looked up by students who are registered in the faculty via the Student Community in EleUM. In addition, the Education Office has started a personal service for the students under the name of electronic Service Centre *Ask Psychology*.

Ask Psychology

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

Student Lifecycle Management (SLM)

With the start of academic year 2009-2010 an online self-service system: the SAP Student Lifecycle Management (SLM) is operational. This not only contains the procedures for enrolment and registration of all students, but also all subsequent steps needed up to the completion of one's studies or graduation. This means that students will have to enrol for courses and specializations. The timetable can be viewed online and provide insight into the progression in the programme of studies. In the Student Community in EleUM detail information about registration for courses and tests and the manuals can be found. If you cannot find something, ask your question via *Ask Psychology* (<http://esc-fdp.unimaas.nl>). If the answer is not satisfactory, you can ask your question personally.

Course Manuals

Each course has its own 'Course Manual', put together by the Course Planning Group. This must be seen as a kind of railway timetable for the relevant course and contains cases, lists of literature for study, as well as names and telephone numbers of subject

experts who can be consulted. There might also be indications of possible ways in which students can approach a problem, etc. The Education Desk of the Education Office hands out the course manual and it can be downloaded on EleUM, as well as the literature that goes with it (e-reader).

The course manual can be collected at the Education Desk of the Education Office about one week before the course starts. Students can also download the relevant course manual and the literature (e-reader) that goes with it via <http://eleum.unimaas.nl/> > Tab Page: My UM > My Courses > Browse Course Catalog > Faculty of Psychology and Neuroscience.

Attendance Register

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

Exemptions

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

Illness and Absence

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

Discontinuing, Interrupting or Stopping one's Study

It is possible that for whatever reason, a student interrupts his/her study or even stops it altogether during the academic year. In this case, it is necessary that the student is informed of the consequences and possible obligations that this involves. The student has to report this to the FPN Education Office and to Student Services Centre. The Education

Office of the faculty can be informed via *Ask Psychology* > Knooppunt: Informatie van en over het bureau onderwijs > Studiestaken, studie onderbreken, stoppen. Students can find how to inform Student Services Centre and begin a procedure for termination of registration on www.maastrichtuniversity.nl/SSC > Information for (prospective) students. Here, important information about the study grant can be found (cancellation, handing in Ov card, remaining rights on a study grant, finances/insurances, etc.).

Reporting an interruption in or discontinuation of one's study on time, ensures one's rights about the period one is allowed for a study. The university is obliged to report each student's enrolment period to the 'Informatie Beheer Groep' (IBG) in Groningen each year.

Change of Study Address

If a student changes his or her study address this must be reported to Student Services Centre. This can be done by logging in to the My UM portal of SLM. The Education Office takes the study address to be the postal address.

Inspection of Students' Dossiers

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

Medical Aid, Insurances etc.

Statements about enrolment and one's study are issued by Student Services Centre 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 Board of Examiners 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 Board of Examiners). A statement will be issued declaring when the diploma was issued and the examination programme. NB: Never part with official diplomas, always use photocopies.

4.1.2 Opening Times Education Desk and Correspondence

Education Desk

The Education Desk is only open to students during the consulting hours. When the Education Office is relocated to level 1, the consulting hours will be both in the morning and afternoon

There are standardized forms for most questions and procedures. These forms can be obtained via EleUM. See <http://eleum.unimaas.nl> > Tab Page : My UM > My Organizations > Students Faculty of Psychology and Neuroscience > Forms / Formulieren.

Correspondence Address

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

4.2 Programme Evaluation

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

The evaluation process consists of the following steps:

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

The Questionnaire: Administration, Format and Report

The results are based on questionnaires where students can make their opinion on the study programme known. This questionnaire is presented in an electronic format (internet), or a paper format (during the exam). 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: see website FPN.

4.3 Student Associations

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4.3.1 Faculty Association Luna-tik

'Luna-tik' is the association for students within the Faculty of Psychology and Neuroscience (FPN) The students of Luna-tik organize all kind of activities. They also run a discount in books. Visit them in Universiteitssingel 40, East, Room 1.765 or look at their website: www.maastrichtuniversity.nl/fpn < Education < info for students < luna-tik

4.3.2 The Student Council

The student members of all the official Boards and Committees of the FPN (Faculty Council, Faculty Board, Curriculum Committee) make up the Student Council. They meet each week to discuss the issues raised in the meetings of the regular committees and councils. If you want to participate contact them through their website: www.maastrichtuniversity.nl/fpn < Education < info for students < student council

4.3.3 Section for Psychology Students and the NIP

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

The NIP student membership offers the following advantages:

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

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

SPS Platform Maastricht

The SPS has a national governing body on which members from the various universities have a seat. In addition there is a local SPS platform in each university town. In this platform are students seated from that university. The SPS serves as a commission agent between the NIP and the labour market on one side and the students on the other side. This leads to the following points:

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

The aims of the platforms are:

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

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

By becoming active in a section a student can have a closer look how the organization works and you get more experienced. Contacts can also be made with a view to finding an agreeable place for one's internship. Participation in (inter)national congresses and workshops offers the opportunity to broaden one's knowledge.

For all your questions, comments or suggestions, or if you want to become a member or want to be active in the SPS platform, you can contact the SPS Maastricht, website: www.spsnip.nl/maastricht, E-mail: platformmaastricht@spsnip.nl

4.4 Student Advisors

The Student Advisor is for students the primary contact person in the faculty for information and advice on the programme as well as studying at the faculty. If necessary the Student Advisor may refer students to other members of the faculty or university (e.g. Academic Counselor / Student Dean, General Counselor / Student Psychologist, Study and Career Counselor or Confidential Advisor).

If students have problems or fall behind in their work for one reason or another, it is recommended that they contact a Student Advisor as soon as possible. They can provide personal advice and supervision about the choice of one's study programme and the planning of the study. In situations where students have fallen behind due to illness or other circumstances, advice can be given on what to do. Should any of these situations occur, the Student Advisor must be contacted immediately, certainly within two months. In a number of cases, if study delays have occurred, financial compensation can be arranged through the Regulations for the Financial Support for a Student. It goes without saying, that all conversations with the Student Advisor are strictly confidential.

The Student Advisor also monitors the study progress and if necessary, the student can be called in. The advisor notes any bottlenecks in the programme and any other problems in the education and examination regulations, which he may have heard of in conversations with students. These in turn are reported to the relevant authorities, like the Education Committee, the Director of Studies and the Board of Examiners.

Students can contact the Student Advisor on the following matters:

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Information and advice on the study, e.g.

- programme content and structure;
- individual study programme;
- study options within and outside the faculty;
- study planning;
- study methods.

Advice on situations hampering the study e.g.:

- motivation problems;
- concentration problems;
- psychological problems;
- (physical) handicaps;
- prolonged illness.

Questions and advice about (statutory) regulations, e.g.

- regulations for the financial support for a student;
- student grants and loans;
- (appeal) procedures;
- enrolment options.

The Student Advisors are:

Aimée Coenen (aimee.coenen@maastrichtuniversity.nl), 40 Universiteitssingel East, Room: see website FPN, Phone (043) 38 81936 and

Gerda Galenkamp (g.galenkamp@maastrichtuniversity.nl), 40 Universiteitssingel East, Room: see website FPN, Phone (043) 38 81888.

Appointments can be made via the secretariat of the Education Office,

Phone (043) 38 81911/38 84346. We would kindly like to ask you to direct your questions that pertain to this to *Ask Psychology*.

4.5 University Library

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

Collection and locations

The UL's modern collection focuses on the fields of research and education of the various faculties. It also has a general university collection with interdisciplinary and non-faculty-oriented literature, as well as the so-called Jesuits' Collection (from the former Jesuit colleges) containing historical works from various disciplines.

The UL has two locations. Its medicine, health sciences and psychology collection is housed in the UL Randwijck (50 Universiteitssingel). Economic and statistical material, government publications and collections for the inner city faculties can be found in the UL Inner City (Grote Looierstraat/Nieuwenhofstraat). The collections and computers at both UL locations are available for all UM students.

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

Finding literature

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

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

Lending

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

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

UM/azM card

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

Computer facilities

The Learning Resource Centre has computers for student use which provide access to the UL catalogue, the main literature databases, e-journals, and the internet. They also have information storage and processing software such as database management, spreadsheet, word-processing, statistical and graphics programs. Some of these computers can be reserved. Outside the UL entrance, in the LINK reading and Internet café, you can consult EleUM, surf the internet and send emails.

Located on the first floor of the UNS50 UM building, the Randwijck Computer Resource Centre consists of several rooms for instruction and examination purposes. If the rooms have not been booked, the computers are available for students. The opening hours are 8:0–18:30 Monday to Friday.

Audiovisual media and multimedia lab

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

Student workstations

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

Finally...

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

For more information about UL services, please consult the UL home page (www.maastrichtuniversity.nl/library). In the 'Teaching and Learning support' section, the UL portal for Psychology (via Faculty portals) contains specific information for Faculty of Psychology and Neuroscience students and staff.

Randwijck University Library address

50 Universiteitssingel (UNS50), 6229 ER Maastricht

- Information desk telephone: (043) 38 85142 (general information, information on the Learning Resources Centre, ICT, literature databases, UL courses and room reservations)
- Document supply desk telephone: (043) 38 85144 (extending loans/reserving books, information on UM/azM card and borrowing from other libraries).

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

Randwijck University Library opening hours

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

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

For current or special opening hours (e.g. during holidays), please refer to the UL home page > Locations & Opening hours.

Essential reading and the Learning Resources Centre

General

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

Purpose of the Learning Resources Centre

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

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

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

4.6 Checking Results and Enrolment for courses and exams

Checking Results

Throughout the university, SAP SLM (Student Life cycle Management) is used as a computerized student information system. This tracks the 'life cycle' of a student from enrolment up to completion of studies. Results can be checked via the website of psychology, www.maastrichtuniversity.nl/fpn: My UM portal. Once logged in, one is able to gain access to the Intranet for staff and students. The *Manual Academic Work* explains how to check one's results via the *Academic Work Overview Student* file. The Manual itself can be found on EleUM by going to > file: My UM > My Organizations > Students Faculty of Psychology and Neuroscience > Timetables/Roosters > Manual Academic Work. All the results which have been obtained are stored here. In addition, a student can see which parts of a study still have to be done before completion.

Enrolment for courses and exams

As of the 2009-2010 academic year, students must make a booking for all the courses they wish to attend in that year. Should you wish to attend a course from the current or a previous year, you must make a booking for the course in question. This applies both to students who wish to do the entire course (due to late enrolment for example or because they were prevented from doing the course for other reasons) and to students who have already complied with the attendance requirements but choose to repeat a course. Once you have made a booking for a course, you automatically book for the accompanying exam or test as well. Should you not wish to write the exam, you are urgently requested to write yourself out for this otherwise it will be calculated as a missed opportunity for passing the relevant exam.

The number of opportunities provided for doing an exam is crucial to determine completion of one's studies with Cum Laude (See Cum Laude Regulations). You can write yourself out for an exam up to and including the 4th week of a course.

If you have not complied with the requirements for the practical training of a course from a previous year, you have to make a booking for this.

If you only wish to do the exam for a course you have not yet passed, you must make a booking via *Exams only*.

The deadline for making bookings for courses is always 6 weeks prior to the course starting date.

The schedule for enrolment along with the various deadlines can always be found via EleUM. The *Manual Module Booking* explains how to make a booking. The Manual itself can be found on EleUM > file: My UM > My Organizations > Students Faculty of Psychology and Neuroscience > Timetables/Roosters > Manual Module Booking.

Please notice that educational activities can taken place in evening hours!

Exams

Only students who have enrolled for a course and students who have not yet passed the final exam of a course are permitted to do the exam. The updated examination timetable and the regulations governing tests are published via EleUM > file: My UM > My Organizations> Students Faculty of Psychology and Neuroscience > Exams/Toetsen. Information about the various examination locations can be found there as well. As of the 2009-2010 academic year, under no circumstances will anyone be admitted to the exam once it has got under way.

Different Form of Examination

Students impeded by a functional disability may apply to be offered the opportunity to do the exam in a manner which takes the particular disability into account.

If a student wishes to be considered for a different form of examination, he or she must apply to the study advisor beforehand. If, subsequently, written permission is granted by the examination committee, the student must contact the exam coordinator at least one week prior to taking the exam to make suitable arrangements. This can be applied for via *Ask Psychology*.

4.7 Instruction Rooms

Tutorial Group Meeting Rooms

There are 32 tutorial Rooms available in total. Each room has a standard equipment of 14 chairs, and a chalkboard. The tutorial Rooms can be found on level 2 to 5 of 40 Universiteitssingel and on ground and first level of 5 Universiteitssingel. There is also 1 tutorial room on level 1 of 40 Universiteitssingel near the reception. The tutorial rooms 5.753a, 5.749a, 5.766 and 5.770 are equipped with a smart board.

Computer Resource Centre

Location 50 Universiteitssingel (UNS 50), level 1:

Room 1 - 4 : 45 places each, 45 computers, type PC

Room 5, 6, 8, 9 and 10: 12 places each, 12 computers, type PC

Room 7: 45 places, 45 computers, type Thin Clint

Colloquium Halls

Location 40 Universiteitssingel (UNS 40), level 0:

0.737 Diepenbeekzaal 35 places

0.731 Luikzaal 35 places

0.771 Tongerenzaal 70 places

0.553 Keulenzaal 40 places

K.667 Heerlenzaal (level -1) 50 places

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

D.003 en D.005 40 places

Lecture Halls

Location 40 Universiteitssingel (UNS 40), level o:

- o.647 Maastrichtzaal 404 places
- o.673 Akenzaal 150 places

Location 50 Universiteitssingel (UNS 50), level o:

- o.402 Blauwe zaal 259 places
- o.406 Groene zaal 65 places
- o.480 Rode zaal 65 places

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

- D.001 Auditorium 175 places

External Spaces

Tests are often done in:

- Sporthal Daalhof, 190 Goudenweg, 6216 TT Maastricht
- Sporthal De Heeg, 500 Roserije, 6228 DN Maastricht
- Sporthal Geusselt, 81 Olympiaweg, 6229 HD Maastricht
- MECC, 100 Forum, 6229 GV Maastricht
- Tennishal Meerssen, 18 Molenveldweg, 6231 RX Meerssen
- Maastricht Music Hall, 6-7 Griend, 6221 AJ Maastricht
- Hotel L'Empereur, 2 Stationsstraat, 6221 BP Maastricht

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

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

4.8 Graduation: Master's Degree

A student who intends to graduate must notify the Education Office using the form 'Application Form Master's examination'. The form 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 Board of Examiners to the student's maastrichtuniversity email address. This maastrichtuniversity 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.maastrichtuniversity.nl/SSC > Information for (prospective) students > My study > After graduation > Termination and reimbursement

Information concerning termination of study financing: www.ib-groep.nl (termination can be done with a 'wijzigings' form which can be found on the website, or picked up at the information desks of the Student Services Centre). 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 2009	01 July	15 July	15 August	Oct 2009
30 Sept 2009	01 August	15 August	15 September	April 2010
31 Oct 2009	01 September	15 September	15 October	April 2010
30 Nov 2009	01 October	15 October	15 November	April 2010
31 Dec 2009	01 November	15 November	5 December	April 2010
31 Jan 2010	01 December	15 December	5 January	April 2010
28 Febr 2010	01 January	15 January	15 February	April 2010
31 March 2010	01 February	15 February	15 March	Oct 2010
30 Apr 2010	01 March	15 March	15 April	Oct 2010
31 May 2010	01 April	15 April	15 May	Oct 2010
30 June 2010	01 May	15 May	15 June	Oct 2010
31 July 2010	01 June	15 June	15 July	Oct 2010
31 Aug 2010	01 July	15 July	15 August	Oct 2010

When the graduation date can not be met, the request will be cancelled and a new request for another date has to be submitted. About two weeks before the diploma ceremony, students will be informed in writing about place and time of the ceremony. When students think they are eligible for 'Cum Laude' graduation, they have to apply for it.

Rules for submitting the Master's thesis: after submission, reviewers have 20 working days to review the thesis. When the Master's thesis has been submitted to the Education Office on time, the office will take care that the review is returned on time. Students are responsible for late submission of their Master's thesis.

4.9 Student Services Centre (SSC)

The Student Services Centre 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.

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

Visiting address: 2 Bonnefantenstraat, Maastricht

Postal address: P.O. Box 616, 6200 MD Maastricht, the Netherlands

SSC website: www.maastrichtuniversity.nl/SSC

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 2 Bonnefantenstraat is the first point of contact for current and new students. It provides the following services:

- Registration;
- Registration renewal;
- Changes of address;
- Payment of tuition fees;
- Cancellation of your registration;
- Reimbursement of tuition fees;
- Proof of payment/registration;
- Collection of your first UM card;
- Purchase of UM sports cards;
- Housing accommodation;
- Appointments with student deans, psychologists, and career services;
- Giftshop

Visiting hours: Monday-Friday 8.30-18.00; Saturday 10.00-16.00

Call centre: Monday-Friday 8.30-17.00 (043 38 85388)

E-mail: study@maastrichtuniversity.nl

Electronic Service Centre: <http://esc-ssc.unimaas.nl>

UM Student Guidance

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

UM Career Services

UM Career Services aims at assisting students in a successful preparation for their future career. This goal is achieved by providing students with the required education, information, advice and counselling.

In addition UM Career Services links students of Maastricht University to the job market in various ways.

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What does UM Career Services offer:

- *Career & Information Centre*: documentation centre with all kinds of information about career and study;
- *Quick Career Advice*: orientating conversation of 15 minutes about career planning and study choice;
- *Career Counsellors*: individual in-depth coaching about career planning and study choice (max. 3 consults of 1 hour);
- *Job interview simulation (individual)*: preparation for an actual employment interview, video-taped and evaluated;
- *Lectures, presentations and labour market events*: in cooperation with study associations, alumni and companies;
- *Informative website with a.o.*:
 - Vacancy database: internships, graduate jobs, student jobs, voluntary work, vacancies for alumni
 - A day in the life of... UM alumni: database with testimonials of alumni per faculty
 - Career events: calendar of career related events
 - My Career Links: overview of relevant websites
- *Workshops*: Dutch and English
Examples of workshops; Discover your competences, Job Interview, CV & letter of application, Assessment Center, Employment contract & negotiations, Choose your Master, etc.

For more information: www.maastrichtuniversity.nl/careerservices

E-mail: careerservices@maastrichtuniversity.nl

For making an appointment: (043) 38 85388

Location: Student Services Centre, 2 Bonnefantenstraat, Room B1.21

Student Psychologists

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

- Study related problems like study stress and fear of failure;
- Psychological complaints such as anxiety, depression, eating disorders, stress-related complaints, lack of confidence, dealing with traumatic experiences;
- It need not be obvious beforehand what the problem is before an appointment can be made with one of the student psychologists.

The student psychologists can help you by means of individual guidance and/or group training (in Dutch and English). Examples of group training:

- Training course on fear of failure;
- study efficacy group;
- mourning Group;
- stress management;
- assertiveness training

For more information: www.maastrichtuniversity.nl/studentguidance

E-mail: studentenpsychologen@maastrichtuniversity.nl

For making an appointment: (043) 38 85388

Location: Student Services Centre, 2 Bonnefantenstraat, Room B1.21

Student Deans

Student Deans help you when you have questions about:

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

For more information: www.maastrichtuniversity.nl/studentguidance

E-mail: studentendecanen@maastrichtuniversity.nl

Open visiting hours: Every Tuesday from 14.00-16.00 o'clock, 2 Bonnefantenstraat

For making an appointment: (043) 38 85388

Location: Student Services Centre, 2 Bonnefantenstraat, Room B1.21

Studying with a disability, chronic illness or dyslexia

It is important to Maastricht University that students with a functional impairment can successfully complete their studies without too much delay.

By functional impairment UM means all disorders that are of a permanent or temporarily character. Amongst these are all motor, sensory or psychological disorders, but also non-visible disorders, such as dyslexia, chronic illness, physical complaints, depression and the like.

The Service desk Disability Management (DM) is available to students (with a functional impairment), prospective students, student counselors, teachers, parents and others who are interested and offers:

- Information (about studying with impairment, laws, (UM-) regulations and external organizations);
- advice;
- support (for example, by arranging facilities);
- requesting (education) facilities;

- questions about studying with a functional impairment;
- complaints and problems with regard to this topic

When you have a functional impairment or if you get confronted with an impairment during your study, this might imply that adjustments and facilities are needed in order to reduce study hindrances and delays. Facilities have to be requested on time. The Service desk closely cooperates with student deans, study advisors, student psychologists and career counselors.

For more information: www.maastrichtuniversity.nl/disability

E-mail: disability@maastrichtuniversity.nl

Open visiting hours: Monday – Thursday from 10:00-12:00

Telephone: (043) 38 85272

Location: Student Services Centre, 2 Bonnefantenstraat, Room B1.21

Accommodation (Kamerburo)

Student Housing (Kamerburo) helps students to find accommodation in Maastricht and surroundings.

It is a non-commercial housing agency which is facilitated at the Students Services Centre. The Kamerburo mediates rooms and studios (about 2500) from the housing corporations in Maastricht. In addition, many private owners offer their accommodation to the Kamerburo for mediation.

All mediation and registration takes place via www.kamerburo.net

Most exchange students opt for a room in the University Guesthouse, and so you only need to contact the Kamerburo if you are planning to stay longer than your regular exchange programme lasts, or if you prefer a room outside the Guesthouse.

Visiting Address: Visitors' Centre Information Desk, 2 Bonnefantenstraat

Opening hours: Monday-Friday 10.00-17.00

Postal Address: P.O. Box 616, 6200 MD Maastricht, the Netherlands

Telephone: (043) 38 85300 (Monday-Friday 09:00-13:00)

E-mail: kamerburo@maastrichtuniversity.nl

Website: www.kamerburo.net

Visa and Scholarship Office

The *Visa and Scholarship Office* is responsible for immigration matters and scholarships for prospective and current students. The Visa Office offers prospective and current students assistance with obtaining visas, work or residence permits and extension of residence permits.

E-mail: visa@maastrichtuniversity.nl

Scholarship Office

Prospective and current students can obtain information about scholarships (Socrates/Erasmus, HSP Huygens, cultural treaties, NFP, UM High Potential and UM Company scholarships). E-mail: scholarships@maastrichtuniversity.nl

Visiting Address:

2 Bonnefantenstraat, Maastricht

Postal Address: P.O. Box 616, 6200 MD Maastricht, the Netherlands

Phone: (043) 38 85279

Studium Generale

Inspiration through Exploration

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

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

The programme of Studium Generale consists of:

- lectures, debates and interviews;
- SG On Stage: comedy, theatre, pop music, world music and the Open Mics;
- The SG Science Café, a meeting place for scientists and university students.

The '*SG On Stage*' programme presents a variety of activities: Comedy, Theatre, Pop Music, World Music, Free Stage, Student Song Contest, the Battle of the Bands etc. Most of the time language is not a problem to enjoy these activities.

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

The *SG Science Café* is a meeting place for scientists and university students. Our objective is to provide an opportunity to debate with scientists in an informal atmosphere. You can take part in the discussion, get a drink and listen to live music.

More information?

The SG Bulletin is published four times a year and can be obtained from UM and various places in the city centre. More information can be found through the media, such as the

Week IN Week UIT and on the last page of the university weekly *Observant*. Of course you will also find information on the SG website.

Participate

If you want to participate in the SG activities, call or e-mail us.

SG address

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

UM Sport

UM SPORT organizes a broad range of sports activities which you can join using a sports card. Many activities (so called 'walk-in' activities) are free of charge once you have a sports card. There are additional fees and registration however for the fitness licence and courses. Activities are spread all over the Maastricht area, but you will find a lot of them at sports centre Randwijck. This sports complex is the temporary location during the construction of Campus Maastricht (realised by end 2011)

Membership

You are a UM SPORT member once you have a sports card and/or fitness licence.

There are 2 memberships:

1. a membership for the whole (or the rest of) an academic year; as of August 31st 2009 until August 31st 2010. The price for this card depends on the term in which you start.
2. a membership for 4 months; one rate regardless of the term in which you start.

There are 5 terms in which you can start: 1. September-October, 2. November-December, 3. January-February, 4. March-April, 5. May-June. A course takes 7 or 14 weeks and starts along the 5 term timeline.

A membership including sports card costs only € 5/m; membership including sports card and fitness licence costs about € 11/m at student rate.. For other rates of sports card, fitness licence and courses please visit our website: www.maastrichtuniversity.nl/sport. UM SPORT counts no entrance fee or notice.

How to become a member

Order your sports card, fitness licence, course:

1. UM SPORT web shop.
 All UM students can apply online at the UM SPORT web shop.
 First year students can apply online once the registration requirements for university have been completed (> mid August 2009)
2. UM SPORT desk sport centre Randwijck (as of August 10th 2009).
 For opening hours of the desk please check website 'Contact'.

Pre sale as of August 10 until September 15 2009: € 2.50 discount on all 12 months memberships when purchasing at the UM SPORT web shop as well as at the desk.

TRY OUT weeks (August 31 - September 12, 2009)

During the Try Out weeks you can join all 'walk in' activities without a sports card. See website for a programme overview.

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Student Sport Associations

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

Secretariat UM SPORT: (043) 38 85311

Sports centre Randwijck: 15 P. Debyeplein, 6229 HA Maastricht

E-mail: um-sport@maastrichtuniversity.nl

Website: www.maastrichtuniversity.nl/sport

Alumni Office

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

Visiting Address: 2 Bonnefantenstraat, Maastricht

Postal Address: P.O. Box 616, 6200 MD Maastricht, the Netherlands

Phone: Ine Kuppen (043) 38 85231; Daniëlle Townsend-Prevoe (043) 38 85220

E-mail: alumni@maastrichtuniversity.nl

AlumniNet: www.maastrichtuniversity.nl/alumni

Tafelstraat 13 – Broaden your view

Tafelstraat 13, the ecumenical student chaplaincy is a place where students meet. Our building, with a living room and a kitchen, is suitable for different kinds of meetings, get-togethers with friends, social activities or peace and reflection.

Because your time as a student is a time of exploring and to growing, Tafelstraat 13 offers a wide range of activities during the academic year. To give you a little impression: discussion evenings about political, ethical or religious topics, walking tours, dining together, cultural trips, creative workshops, Taizévespers and international encounters. These activities offer the unique possibility to find out more about yourself and others. They also contribute to your personal development, consciousness-raising and social responsibility.

There are chaplains for personal support. Whether you need a confidential talk or a helping hand, there is a warm welcome for everybody, regardless of religion or background.

Curious?

Our website gives you current information and it also offers the possibility to register for activities or our newsletter.

Visiting address: 13 Tafelstraat, Maastricht

Telephone: (043) 32 15651

E-mail: tafelstraat13@maastrichtuniversity.nl

Website: www.tafelstraat13.nl

4.10 Maastricht University Language Centre

Developing a true international profile also includes learning foreign languages. Market research has shown that it is frequently the third or fourth language that proves to be the decisive factor in getting a job. It can also open doors for interesting career moves.

You can join all sorts of interesting courses at the UM Language Centre at reduced student rates:

- All courses use a practical, communicative approach;
- the focus is on active participation and real-world exercises;
- attention is paid to cultural aspects.

Our offer is wide ranging!

Dutch courses at all levels

Highlight:

- The Dutch courses with codes NL9 and NL10 (with special groups for German and Scandinavian-language speakers) are subsidized by UM, which means they are offered at a special reduced rate for international students (regular and exchange).

English courses at all levels

Highlights:

- New from August 2009: *Survival Skills for the PBL classroom*. This course will improve the communication skills that are vital for success in your studies;
- preparatory courses for Cambridge exams FCE, CAE and CPE;
- individual support in general and academic writing skills.

European and non-European languages, a broad variety including:

- Beginners' courses that will help you get started immediately in general daily situations;

- intermediate and advanced courses with professional skills for practical application in your studies or work.

An assessment service for all languages if you need written proof of your language skills for your studies abroad, a traineeship, or job application.

For a full overview of the courses and their levels, content, fees and starting dates, please refer to www.maastrichtuniversity.nl/languages.

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Phone: (043) 38 83950

Fax: (043) 32 57246

E-mail: talencentrum@maastrichtuniversity.nl

Website: www.maastrichtuniversity.nl/languages

4.11 InterUM Studentjobs

The faculty increasingly uses the services of InterUM Studentjobs (internal placement bureau of Maastricht University), especially with regard to placement of student tutors, student assistants, and invigilators. Information can be obtained from:

Postal Address: P.O. Box 616, 6200 MD Maastricht, the Netherlands

Visiting Address: 22a Tongersestraat, Maastricht

Telephone: (043) 38 82688

Fax: (043) 32 63579

E-mail: bureau@interum.eu

Also for the Job Centre: www.interum.eu



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**Teaching assignments of
professors and associate
professors**

Teaching assignments of professors and associate professors

If you are looking for the title, the workplace or the E-mail address of one of our staff members, turn to the up-to-date list of all employees of the Faculty of Psychology and Neuroscience on the site of psychology: www.maastrichtuniversity.nl/fpn

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Click on our homepage and then open 'about Staff'. Below you find a list of assignment of our professors and associate professors.

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

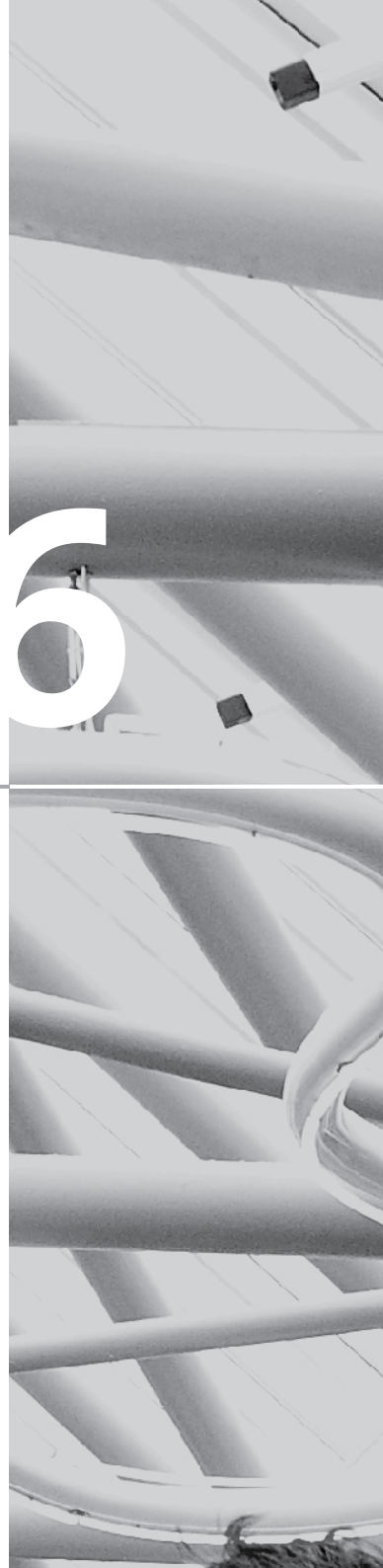
<i>Name</i>	Fontejn, Drs. H.T.H.
<i>Department</i>	Work and Social Psychology
<i>Position</i>	Assoc. Professor
<i>Expertise</i>	Cognitive psychology
<i>Telephone</i>	043-38 81907
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<i>Name</i>	Formisano, Dr. E.
<i>Department</i>	Cognitive Neuroscience
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<i>Telephone</i>	043-38 84040
<i>E-mail</i>	e.formisano@maastrichtuniversity.nl
<i>Name</i>	Goebel, Prof. Dr. R.W.
<i>Department</i>	Cognitive Neuroscience
<i>Position</i>	Professor
<i>Expertise</i>	Cognitive Neurosciences
<i>Telephone</i>	043-38 84014
<i>E-mail</i>	r.goebel@maastrichtuniversity.nl
<i>Name</i>	Heerden van, Prof. Dr. J.H.
<i>Department</i>	Cognitive Neuroscience
<i>Position</i>	Professor
<i>Expertise</i>	Theory and History of Psychology
<i>Telephone</i>	043-38 84035
<i>E-mail</i>	jvanheerden@maastrichtuniversity.nl
<i>Name</i>	Huibers, Prof. Dr. M. J.H.
<i>Department</i>	Clinical Psychological Science
<i>Position</i>	Professor occupying an endowed chair
<i>Expertise</i>	Clinical Psychology
<i>Telephone</i>	043-38 81487
<i>E-mail</i>	m.huibers@maastrichtuniversity.nl
<i>Name</i>	Jansen, Prof. Dr. A.T.M.
<i>Department</i>	Clinical Psychological Science
<i>Position</i>	Professor
<i>Expertise</i>	Experimental Psychopathology, eating disorders and addiction
<i>Telephone</i>	043-38 81910
<i>E-mail</i>	a.jansen@maastrichtuniversity.nl

<i>Name</i>	Jansma, Prof. Dr. B.M.
<i>Department</i>	Cognitive Neuroscience
<i>Position</i>	Professor and Assoc. Professor
<i>Expertise</i>	Cognitive Neurosciences
<i>Telephone</i>	043-38 81918
<i>E-mail</i>	b.jansma@maastrichtuniversity.nl
<i>Name</i>	Jelicic, Dr. M.
<i>Department</i>	Clinical Psychological Science
<i>Position</i>	Assoc. Professor
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<i>Telephone</i>	043-38 81904
<i>E-mail</i>	m.jelicic@maastrichtuniversity.nl
<i>Name</i>	Jonkman, Dr. L.
<i>Department</i>	Cognitive Neurosciences
<i>Position</i>	Assoc. Professor
<i>Expertise</i>	Biological Developmental Psychology
<i>Telephone</i>	043-38 81956
<i>E-mail</i>	l.jonkman@maastrichtuniversity.nl
<i>Name</i>	Kok, Prof. Dr. G.J.
<i>Department</i>	Work and Social Psychology
<i>Position</i>	Professor
<i>Expertise</i>	Social and Applied Psychology
<i>Telephone</i>	043-38 84336
<i>E-mail</i>	g.kok@maastrichtuniversity.nl
<i>Name</i>	Lankveld, Prof. Dr. J.J.D.M. van
<i>Department</i>	Clinical Psychological Science
<i>Position</i>	Professor occupying an endowed chair
<i>Expertise</i>	Sexology, sexual disorders
<i>Telephone</i>	043-38 81265
<i>E-mail</i>	j.vanlankveld@maastrichtuniversity.nl
<i>Name</i>	Lugt van der, Dr. A.H.
<i>Department</i>	Cognitive Neuroscience
<i>Position</i>	Assoc. Professor
<i>Expertise</i>	Cognitive Neurosciences
<i>Telephone</i>	043-38 82347
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<i>Name</i>	Merckelbach, Prof. Dr. H.L.G.J
<i>Department</i>	Clinical Psychological Science
<i>Position</i>	Professor
<i>Expertise</i>	Applied Psychological Functionalism
<i>Telephone</i>	043-38 81945
<i>E-mail</i>	h.merckelbach@maastrichtuniversity.nl
<i>Name</i>	Metaal, Dr. N.
<i>Department</i>	Work and Social Psychology
<i>Position</i>	Assoc. Professor
<i>Expertise</i>	Social Psychology
<i>Telephone</i>	043-38 84514
<i>E-mail</i>	n.metaal@maastrichtuniversity.nl
<i>Name</i>	Peters, Prof. Dr. M.L
<i>Department</i>	Clinical Psychological Science
<i>Position</i>	Professor
<i>Expertise</i>	Experimental Health Psychology, especially concerning pain
<i>Telephone</i>	043-38 81603
<i>E-mail</i>	madelon.peters@maastrichtuniversity.nl
<i>Name</i>	Ramaekers, Prof. Dr. J
<i>Department</i>	Neuropsychology and Psychopharmacology
<i>Position</i>	Professor occupying an endowed chair.
<i>Expertise</i>	Psychopharmacology, behavioural toxicology of medication and drugs
<i>Telephone</i>	043-38 81880
<i>E-mail</i>	j.ramaekers@maastrichtuniversity.nl
<i>Name</i>	Riedel, Prof. Dr. W.J.
<i>Department</i>	Neuropsychology and Psychopharmacology
<i>Position</i>	Professor occupying an endowed chair
<i>Expertise</i>	Experimental Psychopharmacology
<i>Telephone</i>	043-38 84322
<i>E-mail</i>	w.riedel@maastrichtuniversity.nl
<i>Name</i>	Ruiter de, Prof.Dr. C.
<i>Department</i>	Clinical Psychological Science
<i>Position</i>	Professor occupying an endowed chair
<i>Expertise</i>	Forensic Psychology
<i>Telephone</i>	043-38 84344
<i>E-mail</i>	corine.deruiter@maastrichtuniversity.nl

<i>Name</i>	Ruiter, Dr. R.
<i>Department</i>	Work and Social Psychology
<i>Position</i>	Assoc. Professor
<i>Expertise</i>	Applied Psychology
<i>Telephone</i>	043-38 82413
<i>E-mail</i>	r.ruiter@maastrichtuniversity.nl
<i>Name</i>	Sack, Dr. A.
<i>Department</i>	Cognitive Neuroscience
<i>Position</i>	Assoc. Professor
<i>Expertise</i>	TMS, fMRI, Spatial Cognition, Brain Plasticity
<i>Telephone</i>	043-38 84267
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