

Forensische Master nominale plannen 2012-2013

Versie DEFINITIEF; voor intern gebruik (zonder track changes)
19-06-2012

Algemeen

1. alle plannen zijn voorzien van vernieuwde 'goals'. Ook heeft coördinator dit jaar de kans gekregen een bredere keuze te maken uit de opties onder 'teaching en assessment methods'. Dit kan dus ten opzicht van vorig jaar zijn gewijzigd.
2. als je naar de webcatalogus gaat*, kun je zelf een mooi boekje printen. Dit doe je door rechtsboven, op 'selecteer alles' en daarna op 'maak PDF' te klikken. Er rolt dan een mooi boekje uit, inclusief inhoudsopgave.

* **webcatalogus bereik je via homepage FPN:**

• Home > Psychology and Neuroscience >..> Prospective students >
Master's programmes > Specialisations

CONTENT

Year 1	4
Year 2	39

Overview Forensic Master Year 1

Period	Forensic Master Psychology Year 1		
Period 0 03-09-2012 - 07-09-2012	Introduction week PSY 4950 PBL training for non-UM students*		
Period 1 10-09-2012 - 26-10-2012	PSY4601 Forensic Psychology	PSY4602 Eyewitnesses and Victims	PSY4621 Assessment Skills Lab I
Period 2a 29-10-2012 - 23-11-2012	PSY4603 Perpetrators and Defendants	PSY4612 What Works with Young Offenders	PSY4622 Assessment Skills Lab II
Period 2b 26-11-2012 - 21-12-2012	PSY4603 Perpetrators and Defendants	PSY4611 Forensic Neuro-psychology	
Period 3 07-01-2013 - 01-02-2013	PSY4605 Personality Disorders	PSY4606 Professional Ethics	
Period 4a 04-02-2013- 08-03-2013	PSY4605 Personality Disorders	PSY4607 Criminal Law	PSY4620 Therapy Skills Lab
Period 4b 11-03-2013- 05-04-2013	PSY4608 Deception and Malingering <i>Practical trainings:</i> PSY4650 Workshop CBCA PSY4651 Workshop SVT/SIMS		
Period 5a 15-04-2013- 10-05-2013	PSY4609 Sex Offenders <i>Practical trainings:</i> PSY4652 SVR-20- Sex offenders	PSY4604 Psychotic Disorders	
Period 5b 13-05-2013 - 07-06-2013	PSY4610 Psychopharmacology of Reward and Drugs of Abuse	PSY4604 Psychotic Disorders	PSY4625 Expert Witness Skills Lab
Period 6 10-06-2013- 05-07-2013	PSY4613 Masterclass	PSY4614 Research Proposal Workshop	

*Students from Erasmus Rotterdam get an exemption for PBL training

Overview Forensic Master Year 2

Period	Forensic Master Psychology Year 2
Period 1 – Period 6	PSY5607 Research Proposal, PSY5602 Research Internship and PSY5603 Master's Thesis + PSY5604 Clinical Internship and PSY5606 Clinical activities report

Core course

Is gelijk aan Master module PSY4011

Title	Forensic Psychology
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	1
Code	PSY4601
ECTS credits	4
Organisational unit	Clinical Psychological Science
Coordinator	Kim van Oorsouw
Descriptions	<p>This course will focus on the development, assessment and treatment of criminal behaviour. During this course students learn more about how (neuro)biological and environmental factors and mental (Axis I) disorders and personality (Axis II) disorders contribute to criminal behaviour.</p> <p>Some children show problem behaviour at an early age or grow up in an environment that is predictive of the development of a criminal career. Others start displaying criminal behaviour in adulthood. 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?</p> <p>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 whether they are malingering. After an assessment has been made, the trier-of-fact decides 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.</p>
Goals	Knowledge of: Causes of criminal behaviour, axis 1 and axis 2 disorder, assessment of criminal responsibility, risk assessment, purposes of punishment and treatment.
Instruction language	EN
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Lecture(s) PBL Work in subgroups
Assessment methods	Attendance Written exam
Key words	forensic psychology, mental disorders, psychopathy, criminal responsibility assessment, TBS (Mandatory

	psychiatric treatment)
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Title	Eyewitnesses and Victims
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	1
Code	PSY4602
ECTS credits	4
Organisational unit	Clinical Psychological Science
Coordinator	Tom Smeets
Descriptions	<p>This course provides contemporary insights into the psychology of eyewitnesses and victims. For example, how well are eyewitnesses and victims able to recall the offence they experienced? Can they accurately retrieve specific details of the offence when being questioned by the police? Are witnesses and victims subsequently able to identify the culprit from a line-up, and how should these line-ups best be administered? Which neurobiological processes in the brain are responsible for storing emotional events during times of stress? This course will also deal with the consequences for people who experience traumatic events (i.e., can people cope with trauma; who is vulnerable to stress-related disorders?). Can traumatic experiences cause permanent brain damage? Are claims of repression and subsequent recovery of traumatic experiences valid, or can they (sometimes) reflect false memories? And what do all of the above questions imply for the courtroom? For instance, are the testimonies provided by young children as reliable as those of adults? These and other issues will be addressed during the course.</p> <p>By the end of the course students will be familiar with current issues and controversies in eyewitness research and the psychology of victims; be familiar with the important terminology of Forensic Psychology (e.g., posttraumatic stress disorder, false memories, sequential line-ups, Ribot's law, etc.); be able to give descriptions of typical methods and experimental work in these disciplines; and have insight into the problems that arise from court decisions which hinge upon testimonies from eyewitness and/or victims.</p>
Goals	<p>Knowledge of:</p> <p>Estimator variables, system variables, co-witness effects, post-identification feedback, output order effects, reliability of testimonies. Line-up identification procedures, retrieval-induced forgetting, traumatic memories, stress, HPA-axis, neurobiology of learning and memory, resilience, acute and posttraumatic stress disorder, hippocampal atrophy, repression, recovered memories. False memories and behavioural consequences, forgot-it-all-along effect, coaching, truth-telling and lying in children, Ribot's law, posttraumatic amnesia, disturbed memory related to ICU-treatment.</p>
Instruction language	EN
Prerequisites	
Recommended literature	E-reader consisting of various articles and book chapters (no single reference book will be used).
Teaching methods	Lecture(s)

	PBL
Assessment methods	Attendance Written exam
Key words	eyewitnesses, victimology, trauma, memory

Title	Perpetrators and Defendants
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	2
Code	PSY4603
ECTS credits	4
Organisational unit	Clinical Psychological Science
Coordinator	Ewout Meijer
Descriptions	<p>This course covers the issue of perpetrators and defendants. The two are not synonymous; not all perpetrators of crime are apprehended and put to trial, and not all defendants are guilty of the crimes of which they are accused. During this course students 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 phase, the investigative phase, the police can use this knowledge to help apprehend the unknown offender. When a suspect has been arrested, forensic psychological knowledge is useful in planning the interrogation. How can we avoid false confessions; How can we detect deceitful behaviour; What should the police do when a suspect seems too psychologically disturbed to be interviewed at all?</p> <p>In the second phase of criminal prosecution, the defendant is sentenced. In this stage, forensic psychologists may advise the court whether the defendant is to be held fully responsible for his or her offense. A judgment of diminished responsibility may lead to a shorter prison sentence and/or mandatory forensic psychiatric treatment. An example of a topic that forensic psychologists deal with are crimes allegedly committed while the offender was sleepwalking (“It wasn’t me, I was sleeping”). Students will learn how a forensic psychologist can evaluate such a claim, and determine how likely it is the defendant was truly sleepwalking. Another example is genetic makeup. Is there such a thing as a gene predisposing an individual to commit murder? And if so, does this diminish criminal responsibility?</p> <p>At the end of this course students will have gained knowledge about current issues and controversies connected to the psychology of offenders.</p>
Goals	<p>Knowledge of: Filicide, false confessions, deception, somnambulism, profiling, behavioural genetics.</p>
Instruction language	EN
Prerequisites	
Recommended literature	E-reader
Teaching methods	Lecture(s) Presentation(s) PBL
Assessment methods	Attendance Presentation Written exam

Key words	filicide, false confessions, deception, somnambulism, profiling, behavioural genetics
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Title	Psychotic Disorders
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	5
Code	PSY4604
ECTS credits	4
Organisational unit	Clinical Psychological Neuroscience
Coordinator	Maarten Peters
Descriptions	<p>This course deals with disorders of processes involving perception and thinking, in particular disorders involving psychotic symptoms. In films or books, psychotic characters usually show bizarre and unpredictable behaviours that we have difficulty identifying with. Therefore, most people feel rather uncomfortable around someone who is (or has been) psychotic. The aim of this course is to make psychotic disorders more understandable, more predictable, and less bizarre for students and in particular to allow them to view such disorders within the context of experiences they are familiar with. In principle, anyone can become psychotic, but some people are more prone to becoming so than others, and in some people such disorders are more likely to become chronic. More specifically, the relationship between psychotic disorders and violent behaviour will be dealt with in depth. For example, can we argue that psychotic patients have an increased risk to become more violent? If so, does that relate to specific symptomatology, like hearing voices telling you to do certain things? And what about the possibility of feigning symptoms of a psychotic disorder? Psychotic disorders will be discussed from a variety of theoretical perspectives. We will use the so-called diathesis-stress model as a guiding principle. How this diathesis/predisposition/vulnerability is defined and which characteristics are related to it depends on the theoretical perspective taken. Whether or not psychotic symptoms actually present themselves and, if so under which conditions, depends on the stress level experienced, the possibilities of coping with stress, and protective factors such as social support. During this course, it will become apparent that relatively little in the way of 'hard empirical facts' is known about psychoses in general and schizophrenia in particular. Another factor in present-day society, which is increasingly becoming more multicultural, is that psychoses can also have a different significance depending upon the cultural context. In this sense, this course will look at psychosis from a large number of theoretical perspectives, and you will be expected to delve into the various theories with their strengths and limitations.</p>
Goals	<p>Knowledge of: Psychotic disorders diagnoses, DSM-IV, diagnostic instruments, clinical picture and differential diagnosis of schizophrenia, neurobiological and psychosocial etiological models and treatment, relationship between violence and psychosis, etiology of violence, command hallucinations, detection of feigned hallucinations, detection of feigned delusions.</p>
Instruction language	EN

Prerequisites	
Recommended literature	Journal articles, book chapters (e-reader).
Teaching methods	Assignment(s) Lecture(s) PBL Presentation(s) Skills
Assessment methods	Attendance Final paper Presentation
Key words	psychotic disorders, clinical picture, differential diagnosis of schizophrenia, neurobiological, psychosocial, etiological models, treatment, violence, command hallucinations, feigning

Title	Professional Ethics
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	3
Code	PSY4606
ECTS credits	2
Organisational unit	Health, Ethics, and Society (FHML)
Coordinator	Ron Berghmans
Descriptions	<p>This course is an introduction into the field of ethics, and professional ethics in particular. Important elements of professional ethics are professional codes. It is, however, not always easy to apply these codes in daily practice. Apart from knowledge of the codes, professionals need to have a sense of relationship and responsibility. Cases will be used to discuss how to handle tension and conflicts in practice.</p> <p>Coercion and compulsion are part of day-to-day care in forensic mental health institutions and create all kinds of moral dilemmas (autonomy versus safety; group versus individual client). The law provides criteria (danger is the main criterion) to justify an intervention. Yet, in practice the question is not solely <i>when</i> to intervene, but also <i>how</i> to intervene in a responsible way. In a national project, ethical criteria were developed with all interested stakeholders in the field of psychiatry to enhance the quality of coercion and compulsion. These criteria (communication, prevention, evaluation) are now implemented on a larger scale in Dutch mental healthcare institutions. The quality criteria will be presented and discussed using various cases.</p> <p>Good quality of care is partly the responsibility of practitioners. This responsibility entails more than only applying external, ready-made professional codes and moral standards. Defining morally good care is a contextual process, based on concrete experiences of care providers. Therefore, in daily practice, forensic mental health professionals are and will be confronted with moral tensions and dilemmas, again and again. These moral dilemmas are often complicated by institutional rules and resources (not enough staff, not enough time for consultation, standard rules that prevent individual treatment). Managers and policymakers therefore also have a responsibility to create the required conditions for good care, and to facilitate processes of cultural change within organisations.</p>
Goals	Knowledge of: Professional ethics related to the practice of forensic psychologists.
Instruction language	EN
Prerequisites	
Recommended literature	E-reader
Teaching methods	Assignment(s) Lecture(s) Paper(s)

	Work in subgroups
Assessment methods	Attendance Final paper Participation
Key words	ethics, forensic psychology

Title	Deception and Malingering
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	4b
Code	PSY 4608
ECTS credits	2
Organisational unit	Clinical Psychological Science
Coordinator	Ewout Meijer, Harald Merckelbach
Descriptions	<p>Of course, people tell lies all the time. In everyday life, these lies are not always significant. Yet, in criminal courts it is essential to identify whether a defendant is telling fabricated stories about the circumstances surrounding a crime, about his background, or about his medical condition. This course focuses on these types of lying: telling a lie about what happened, and the more subtle version of lying: simulating symptoms that you don't have.</p> <p>In doing so, the course will first briefly touch upon basic research in deception (e.g., nonverbal cues of lying). Next, it will address the recent literature on lie detection and how it can be employed to identify lying in perpetrators during interrogation. Following this, the course will look into the phenomenon of fantasy proneness and related concepts such as pseudologia fantastica, Munchhausen syndrome, and factitious disorder. Finally, much attention is given to defendants or claimants who feign conditions such as Post Traumatic Stress Disorder (PTSD), psychosis, and memory disorders. Germane to this topic is also the psychometric detection of malingering.</p> <p>Experts are not very skilled at detecting lies and malingered symptoms, although they often think they are. To fully grasp the problems that surround the issue of detecting lies and simulated symptoms, one has to understand the whole idea of signal detection and how there exists a trade off between sensitivity (catching all the liars) and false positives (categorising innocent and honest people as liars). It's only when students have become fully familiar with this way of thinking that they are able to critically evaluate techniques and tests to screen for lies and malingering. This psychometric approach is strongly advocated in the current course, and students will have hands-on experience with a number of malingering and deception detection methods.</p>
Goals	<p>Knowledge of:</p> <p>The psychology of lie detection and malingering, clinical issues that bear relevance to malingering and deception, fantasy proneness, suggestibility, factitious disorders, dissociation, theories underlying (the detection of) deception and malingering, signal detection theory and its statistics.</p>
Instruction language	EN
Prerequisites	
Recommended literature	Granhag, P.A. & Stromwall, L.A. (2004). The detection of deception in forensic contexts. Cambridge: Cambridge

	<p>University Press;</p> <p>Lezak, M.D., Howieson, D.B., & Loring, D.W. (2004). <i>Neuropsychological Assessment</i> (4th ed). Oxford, NY: Oxford University Press;</p> <p>Rogers, R. (2008). <i>Clinical assessment of malingering and deception</i> (3rd ed). New York: Guilford Press.</p> <p>Vrij, A. (2008). <i>Detecting lies and deceit: Pitfalls and opportunities</i> (3rd ed). Chichester UK: Wiley;</p> <p>E-reader.</p>
Teaching methods	<p>Lecture(s)</p> <p>PBL</p> <p>Training(s)</p>
Assessment methods	<p>Attendance</p> <p>Final paper</p>
Key words	<p>lie detection, feigning, underperformance, exaggeration, factitious disorder</p>

*Practica bij PSY4608 Deception and Malingering zijn:
 PSY4650 Workshop CBCA
 PSY4651 Workshop SVT/SIMS*

Title	Workshop CBCA
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	4b
Code	PSY4650
ECTS credits	-
Organisational unit	Clinical Psychological Science
Coordinator	Ewout Meijer
Descriptions	Verbal credibility assessment tools aim to detect lies from written or spoken statements. An example of such a tool is Criteria Based Content Analysis (CBCA). In this workshop, you'll be trained to use CBCA, and apply it to several statements.
Goals	Knowledge of: Verbal lie detection, CBCA.
Instruction language	EN
Prerequisites	
Recommended literature	Articles.
Teaching methods	Skills Training(s)
Assessment methods	Final paper
Key words	verbal lie detection, CBCA

Title	Workshop SVT/SIMS
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	4b
Code	PSY4651
ECTS credits	-
Organisational unit	Clinical Psychological Science
Coordinator	Ewout Meijer
Descriptions	Several tools exist that allow for the detection of malingering. In this workshop, you will be trained to use two of them: Symptom Validity Testing (SVT) and the Structured Inventory of Malingered Symptomatology (SIMS). You'll apply these two tools to someone who will pretend to malingering based on a known scenario.
Goals	Knowledge of: Malingering, Symptom Validity Testing, Structured Inventory of Malingered Symptomatology.
Instruction language	EN
Prerequisites	
Recommended literature	Articles.
Teaching methods	Skills Training(s)
Assessment methods	Final paper
Key words	malingering, SVT, SIMS

Title	Therapy Skills Lab
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	4
Code	PSY4620
ECTS credits	6
Organisational unit	Clinical Psychological Science
Coordinator	David Bernstein
Descriptions	<p>Forensic patients can be highly challenging to treat. Many exhibit psychopathic personality traits, such as deficient empathy, remorselessness, and manipulateness. Some are highly impulsive, or have difficulties controlling anger or aggression. Many have addictive disorders, sexual compulsions (e.g., paedophilia), or other Axis I problems. Fifty to ninety percent of forensic patients have Personality Disorder (PDs), particularly Antisocial, Borderline, and Narcissistic PDs. These patients are at high risk for recidivism and have often been considered untreatable. In recent years, however, advances in psychotherapy have led to new hope for forensic patients with PDs.</p> <p>Schema Focused Therapy (SFT) is an integrative form of psychotherapy for personality disorders (PDs) that has shown effectiveness in recent clinical trials, and is being increasingly adopted in forensic settings worldwide, including the Netherlands. Students are not expected to achieve a complete mastery of SFT through taking this course alone. However, learning SFT concepts and skills may benefit students in several ways. First, SFT provides a theoretical framework -- early maladaptive schemas, coping responses, and schema modes -- that helps to make antisocial behaviour more explicable. Second, SFT incorporates concepts and techniques drawn from several schools of psychotherapy, including cognitive, behavioural, humanistic/existential, and psychodynamic approaches. Thus, students will learn methods that form the basis for several forms of psychotherapy. In this course, we will be covering the following specific topics: the SFT conceptual model, the therapy relationship, empathic confrontation, limited reparenting, assessment and case conceptualisation, cognitive and behavioural therapy skills, experiential techniques, limit setting, and counter-transference reactions.</p>
Goals	<p>Knowledge of:</p> <p>Psychotherapy with offenders, therapy for personality disorders, Schema Focused Therapy, assessment and case conceptualization, cognitive-behavioural therapy skills, experiential methods, therapy relationship, counter-transference reactions.</p>
Instruction language	EN
Prerequisites	No previous therapy experience is required.
Recommended literature	The basic text for this course is Rafaeli, E., Bernstein, D., & Young, J. (2011). Schema Therapy: Distinctive Features. London: Routledge;

	Additional readings will also be made available on E-reader; Instructional material on DVDs will also be used.
Teaching methods	Assignment(s) Lecture(s) Patientcontact Skills Training(s) Work in subgroups
Assessment methods	Take home exam
Key words	forensic, psychotherapy, personality disorders, schema focused therapy, cognitive-behavioural, therapy skills, experiential techniques

Title	Psychopharmacology of Reward and Drugs of Abuse
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	5b
Code	PSY4610
ECTS credits	2
Organisational unit	Neuropsychology and Psychopharmacology
Coordinator	Jan Ramaekers
Descriptions	<p>This course attempts to explain how abuse of psychotropic agents affects the brain. Our approach is to discuss how non-therapeutic use, short-term abuse, and the complications of long term use affect chemical neurotransmission and the pathways of reward and reinforcement in the brain. Vulnerability to develop a drug addiction is influenced by inter-individual variations in genetic expression, prefrontal dopamine (DA), and cognitive coping. These factors may couple with drug-induced impairment of inhibitory mechanisms involved in the control and regulation of behaviour. Loss of behavioural control and impulsivity are generally seen as a criterion of substance addiction. In addition to cognitive and biological mechanisms underlying drug addiction, this course will also focus on long-term cognitive deficits in drug users, as well as pharmacological and cognitive treatment interventions.</p> <p>This course deals with a set of disorders that is highly prevalent in forensic mental health settings: substance use disorders. Research among prisoners and forensic psychiatric patients has revealed life-time prevalence rates of substance use disorders around 80%. Often, substance use disorders are co-morbid to other Axis I and Axis II disorders. In the past, substance use disorders were discussed from a moral perspective: addictions to alcohol and/or drugs were considered a person's own fault, largely the result of lack of will power. Nowadays, psychopharmacological, cognitive psychological and neuroscientific notions dominate the theoretical and empirical literature on substance use and abuse, resulting in new avenues for prevention and treatment. This course will cover the most important, recent scientific insights into substance use disorders, with the aim of preparing students to apply this knowledge in their work with cases in forensic settings.</p>
Goals	<p>Knowledge of: Psychopharmacology of drugs of abuse, neuroscience of addiction, substance use disorders, application of the former issues in forensic settings.</p>
Instruction language	EN
Prerequisites	
Recommended literature	<p>Stephan Stahl, S. (2008). Essential Psychopharmacology: Neuroscientific Basis and Practical Applications (3rd ed.). Cambridge University Press. Chapter 19: Disorders of reward, drug abuse and their treatment;</p> <p>E-reader.</p>
Teaching methods	PBL
Assessment methods	Final paper Presentation

Key words	addiction, neuroscience, drugs of abuse, pharmacology
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Title	Forensic Neuropsychology
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	2b
Code	PSY4611
ECTS credits	2
Organisational unit	Clinical Psychological Neuroscience
Coordinator	Maarten Peters, Marko Jelacic
Descriptions	<p>Criminal courts are becoming increasingly aware of the unique and important contribution neuropsychological assessment may have to mental health evaluations in forensic practice. This pertains especially to cases with specific central nervous system pathology. As a result, neuropsychological expertise is requested in a substantial number of criminal and civil cases. Evidence suggests that traumatic brain injury is highly prevalent in individuals in forensic settings. The use of high-tech brain imaging techniques in defendants and forensic patients, to explain or underscore specific theories on brain-behaviour relationships, is getting more common nowadays. Given the increased demand for experts in forensic neuropsychology, it is desirable for forensic psychologists to have expertise in this particular field. More and more defendants in criminal cases state that they do not have any memory for their offence. The question can be asked whether this is always a valid defence. Besides this, defendants and witnesses with traumatic brain injury and/or functional or neurodegenerative disorders are getting more common in legal settings. It is often assumed that these persons can, as a witness or defendant, give accurate statements. In search for answers on these validity and credibility issues, forensic psychologists should have state-of-the-art knowledge of clinical neuropsychology, neuropsychological assessment, neuropsychology of memory, and neurological vulnerability. At the moment, the use of specialised brain imaging techniques to support a specific legal defence is rising. But what is the value of such brain images in individual defendants?</p>
Goals	<p>Knowledge of: Brain structure and function, brain disorders, prefrontal cortex, confabulation, amnesia, violence, structural brain scans in court, functional brain scans in court, epilepsy automatism, neuropsychological assessment, aggressive behaviour, mental retardation, competency to stand trial, forensic neuropsychology.</p>
Instruction language	EN
Prerequisites	Knowledge on brain structure and functionality
Recommended literature	<p>Chapters from Kolb, B., & Whishaw, I.Q. (2008). Fundamentals of human neuropsychology (6th ed). Hampshire, UK: MacMillan Publishers;</p> <p>Larabee, G.J. (2005). Forensic neuropsychology: A scientific approach. Oxford, UK: Oxford University Press;</p> <p>Young, S., Kopelman, M., & Gudjonsson, G. (2009). Forensic neuropsychology in practice: A guide to assessment and legal</p>

	processes. Oxford, UK: Oxford University Press; E-reader.
Teaching methods	Lecture(s) PBL Skills
Assessment methods	Attendance Written exam
Key words	forensic neuropsychology, brain structure, functionality, violence, brain disorders

Title	What Works with Young offenders
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	2a
Code	PSY4612
ECTS credits	2
Organisational unit	Clinical Psychological Science
Coordinator	Melanie Sauerland
Descriptions	<p>This course will address different approaches to young offender treatment. The limited effectiveness of adult offender treatment has pointed to the need for preventive interventions with children and adolescents. In this course, students will first be exposed to recent advances in the study of predictors and causes of antisocial behaviour in children. A number of longitudinal studies will be focused on. The specific role of neuropsychiatric disorders and family dysfunctioning will be addressed. Subsequently, students will learn about effective interventions for elementary school age children, such as Parent Management Training and Stop-Now-And-Plan.</p> <p>Following this, the course will focus on evidence-based treatment programmes for adolescent offenders, such as Functional Family Therapy and MultiSystemic Therapy. Finally, attention will be paid to interventions that do <i>not</i> work as well as the negative effects of institutional treatment. We will also look at myths about juvenile delinquency.</p> <p>In this four-week course, students will be exposed to a number of different theoretical and interventionist approaches in the area of juvenile offending. A key element will be the What Works approach: interventions that work have a strong theoretical rationale, focus on the relevant risk factors for offending, use routine quality monitoring to prevent programme drift, and are continually evaluated in terms of effectiveness. The relevance of different risk factors, such as neuropsychiatric disorders in the child (e.g., ADHD, autism-spectrum disorders, psychopathy), parental factors (mental disorders, poor parenting skills), environmental factors (poverty, cultural aspects) will be illustrated.</p> <p>The lectures in this course will be partially given by experts from the juvenile justice field. Furthermore, the course will be supplemented with a workshop on using the SAVRY and the EARL.</p>
Goals	<p>Knowledge of:</p> <p>Theories of delinquent behaviour, longitudinal research on juvenile delinquency, evidence-based treatment interventions for children, quality control and treatment integrity, risk assessment in young children, evidence-based treatment interventions for adolescents, treatment of young institutionalised offenders, iatrogenic effects, effective institutional treatment, risk assessment in adolescent offenders, myths on child delinquent behaviour, myths on adolescent delinquent behaviour.</p>
Instruction language	EN

Prerequisites	
Recommended literature	Howell, J.C. (2003). Preventing and reducing juvenile delinquency: A comprehensive framework. Thousand Oaks, California: Sage; E-reader.
Teaching methods	Lecture(s) PBL Skills
Assessment methods	Attendance Written exam
Key words	young offenders, risk assessment, treatment, intervention, institutionalisation

Title	Master Class
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	6
Code	PSY4613
ECTS credits	3
Organisational unit	Clinical Psychological Science
Coordinator	Corine de Ruiter
Descriptions	<p>The goal of this course is to expose students to the expertise of an international scholar in a certain specialised field of forensic psychology. The specific scholar will be different every year. The choice for the scholar will be partly determined by the degree to which the individual embodies the scientist-practitioner model in the field. By working intensively with a renowned expert in the forensic field, students are exposed to state-of-the-art knowledge, and will work intensively in a seminar type format. This will teach them the relevance of the scientist-practitioner model to a specific area of forensic-psychological expertise.</p> <p>In the academic year 2010-2011, Prof. John Petrila from the University of South Florida, Tampa, USA, gave a Master Class on Comparative Mental Health Law. In the academic year 2011-2012, Dr. Tonia Nicholls from the University of British Columbia and Simon Fraser University, Vancouver, Canada, gave a Master Class on recent developments in domestic violence research. The title of this Master Class was “Domestic violence: The glaring gap between what we know and what we deliver.” In the academic year 2012-2013, the 13th Annual Conference of the International Association of Forensic Mental Health Services will be held in Maastricht from June 18-21, 2013. Students will attend this conference as part of their curriculum. A Master Class will be led by one of the international experts that will be present at the conference. The specific expert will be determined in the Fall of 2012, as the Conference Program evolves</p>
Goals	<p>Knowledge of:</p> <ul style="list-style-type: none"> Theories of intimate partner abuse Research evidence on intimate partner abuse Gender paradigm in intimate partner abuse Partner abuse as a multidimensional problem.
Instruction language	EN
Prerequisites	
Recommended literature	E-reader consisting of various articles (no single text will be used).
Teaching methods	<ul style="list-style-type: none"> Assignment(s) Lecture(s) Work in subgroups
Assessment methods	<ul style="list-style-type: none"> Attendance Participation Final paper
Key words	international expert, scientist-practitioner, graduate seminar

Title	Research Proposal Workshop
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	6
Code	PSY4614
ECTS credits	1
Organisational unit	Clinical Psychological Science
Coordinator	Tom Smeets, Maarten Peters
Descriptions	<p>Scientific progress can only be made when research findings are put into writing and published in scientific (peer-reviewed) journals. Moreover, for scientists, clinician-practitioners, and academics in the field of forensic psychology, writing in a thorough and scientific manner, or writing a well-substantiated research proposal or research report, is the single most important means to communicate and exchange information with one another. Therefore, it is essential for future forensic psychologists to develop the skills that are needed for drawing up a thorough research proposal or report, which communicates an important message to the reader in a clear, intelligible, and accurate manner. This workshop will teach students how to do just that by familiarising them with the different phases of writing scientific research proposals and research reports. Specifically, they will be taught how to accurately define a scientifically relevant research question based on prior research findings, how to prepare and structure the various parts of the protocol, and to think about suitable designs and research methods for data acquisition and analysis. To this end, students have to integrate the learned material (i.e., literature) into skill-based practice (i.e., by writing a research protocol). The writing skills that are trained in this workshop can then be used by the students for completing their upcoming thesis and for obtaining research grants later on in their careers.</p>
Goals	<p>Knowledge of: Writing skills, research methodology, peer-review process, research proposal, APA style.</p>
Instruction language	EN
Prerequisites	
Recommended literature	<p>American Psychological Association (2009). Publication Manual of the American Psychological Association (6th ed). Washington, DC: APA. http://www.apastyle.org/ ;</p> <p>E-reader.</p>
Teaching methods	<p>Assignment(s) Lecture(s) Paper(s) Skills</p>
Assessment methods	<p>Attendance Final paper Participation</p>
Key words	writing skills, research methodology, research proposal, APA style

Skills trainings

Title	Assessment Skills Lab I
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	1
Code	PSY4621
ECTS credits	4
Organisational unit	Clinical Psychological Science
Coordinator	Corine de Ruiter
Descriptions	<p>Forensic psychological assessment differs in a number of important respects from psychological assessment in a general clinical context. First of all, subjects are required to undergo a mental health assessment at the request of the court, which may adversely affect their willingness to participate and lead to distorted response styles. In contrast, in most other assessment contexts, the subject is seeking help and open to discuss his/her problems with the assessor. Secondly, the forensic psychologist is asked to answer questions that are posed by the court, which requires the psychologist to 'translate' legal professionals questions into questions a psychologist can answer. And finally, the forensic psychologist needs to be able to administer, code, and interpret specific forensic assessment instruments, relevant to the type of legal questions asked. Among these, the question of psychopathy is highly prominent.</p> <p>Forensic psychological assessment is a highly specialised form of psychological assessment. Questions posed to the assessment psychologist by the court are very different from the common questions in other fields of psychology. Examples are: Is there a relationship between the mental disorder of this subject and his behaviour at the crime scene?; What is the risk of future re-offending in this arsonist? Should this sex-offender be allowed back into the community? The answers to these types of questions are never immediately at hand and require extensive knowledge of offender typologies, base rates of recidivism of different offender types, relationships between different mental disorder symptoms and offending behaviours, and extensive psychological assessment, employing the relevant forensic assessment tools. Students will receive specialised training in two essential forensic assessment instruments: the Psychopathy CheckList-Revised and the PCL: Youth Version. They will also learn how to write up the results of these assessments in a structured and transparent way to inform the court.</p>
Goals	<p>Knowledge and skills with regard to: Specific requirements of personality assessment in a forensic context (e.g., multimethod assessment, the importance of collateral information, use of semi-structured methods, founding of diagnostic conclusions in evidential facts); psychopathy assessment, i.e., students will be able to code the Psychopathy Check List-Revised and Psychopathy Checklist: Youth Version on the basis of a videotaped semi-structured interview and file information, and write a structured report on it.</p>
Instruction language	EN

Prerequisites	
Recommended literature	<p>Jackson, R.L. (ed). (2007). Learning forensic assessment. New York: Routledge;</p> <p>Heilbrun, K., Grisso, T., & Goldstein, A. M (2008). Foundations of forensic mental health assessment. Oxford, UK: Oxford University Press;</p> <p>E-reader.</p>
Teaching methods	<p>Assignment(s)</p> <p>Lecture(s)</p> <p>Skills</p> <p>Training(s)</p> <p>Work in subgroups</p>
Assessment methods	<p>Attendance</p> <p>Final paper</p> <p>Observation</p> <p>Participation</p>
Key words	forensic psychological assessment, psychopathy

Title	Assessment Skills Lab II
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	2, 3
Code	PSY4622
ECTS credits	4
Organisational unit	Clinical Psychological Science
Coordinator	Corine de Ruiter
Descriptions	<p>The purpose of this course is to help students acquire a number of specialised and complex forensic psychological assessment skills. This course builds on and is a sequel to Assessment Skills Lab I. During seven full-day workshops students will receive state-of-the-art training in two main areas: criminal responsibility and violence risk assessment.</p> <p>As in course PSY4621, forensic psychological assessment is contrasted to psychological assessment in a general clinical context. Students will receive specialised training in two essential forensic assessment instruments: the RCRAS and the HCR-20. Furthermore, they will receive basic training in the use of a number of general psychological assessment instruments within a forensic context, such as the MMPI-2. They will also learn how to write up the results of these assessments in a structured and transparent way in a report to the court.</p>
Goals	<p>Knowledge of: Assessment of criminal responsibility, personality assessment in forensic context, assessment of risk of future violence, writing forensic reports.</p>
Instruction language	EN
Prerequisites	
Recommended literature	<p>Chapters from: Rogers, R. & Shuman, D.W. (2000). Conducting insanity evaluations. New York: Guilford;</p> <p>Jackson, R.L. (ed). (2007). Learning forensic assessment. New York: Routledge;</p> <p>Friedman, A.F., Lewak, R., Nichols, D.S., & Webb, J.T. (2001). Psychological assessment with the MMPI-2. Mahwah, New Jersey: Erlbaum/Routledge.</p>
Teaching methods	Assignment(s) Lecture(s) Skills Training(s) Work in subgroups Working visit(s)
Assessment methods	Attendance Final paper
Key words	forensic psychological assessment, criminal responsibility, violence risk assessment

Title	Personality Disorders
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	3,4A
Code	PSY4605
ECTS credits	6
Organisational unit	Clinical Psychological Science
Coordinator	Jill Lobbestael
Descriptions	<p>This course deals with one of the biggest problems in forensic mental health: personality disorders (PDs). PDs are found in approximately 10% of the adult population and approximately 80% of the forensic psychiatric and prison population. PDs are mental disorders that cause long-term dysfunctional behaviour. PDs, which are described on DSM-IV Axis II, ascribe more to the character of the person (i.e., longstanding, maladaptive personality traits) than to symptoms. Psychiatric symptoms, in contrast, are fluctuating, episodic and they are described on DSM-IV Axis-I. People with PDs consider their personality traits to be normal although they may perceive some of the effects of the disorder as undesirable. However, the traits themselves are ego-syntonic meaning that the person does not perceive his/her thoughts, feelings and actions as odd, but rather as something that fits in his/her character. Consequently, there is often no clear request for help. At times, clients only start treatment under pressure or force (i.e., the law) from their environment. PDs can only be diagnosed in adulthood, at age 18, because before that, personality has not yet sufficiently consolidated. Historically, PDs have always had a negative connotation. People suffering from these disorders are generally perceived as untreatable, and the term PD is also abused to refer to troublesome people. The introduction in 1980 of a separate axis, Axis II, in the DSM-III to diagnose these disorders attracted much attention from researchers. Research has put a number of prejudices in perspective although the concept of PDs has given rise to much criticism from researchers (e.g., whether PDs actually exist, whether PDs are just complex variations of Axis I symptoms). The method for diagnosing PDs in the DSM has also been criticised and alternative dimensional models have been proposed. Thus, it is clear that much still remains to be learned about PDs.</p>
Goals	<p>Knowledge of:</p> <p>This course provides insight into i) the diagnostic systems and the diagnostic characteristics of the various personality disorders; ii) the ways in which the various personality disorders express themselves; iii) the theories on the cause and development of personality disorders; iv) the treatment options for personality disorders. Students will be able to relate and deal with people suffering from a personality disorder within a diagnostic environment, and to make a diagnosis on the basis of a semi-structured diagnostic interview.</p>
Instruction language	EN

Prerequisites	
Recommended literature	Textbook to be announced; E-reader.
Teaching methods	Lecture(s) PBL Skills Training(s)
Assessment methods	Attendance Observation Participation Written exam
Key words	personality disorders, treatment, assessment, clinical image, etiology, theoretical models

Title	Criminal Law
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	4
Code	PSY4607
ECTS credits	6
Organisational unit	Criminal Law and Criminology (Faculty of Law)
Coordinator	Liesbeth Vink
Descriptions	<p>Since forensic psychology is the application of the science and profession of psychology to questions and issues relating to criminal law and the criminal justice system, it stands to reason that a course in criminal law forms a substantial part of this Master programme. Knowledge of the principles and concepts of criminal law and criminal procedure, private law and the position of children and juveniles in the legal system could strengthen your position as an expert witness in court.</p> <p>This eight-week course will combine seven sessions of group tutorials, five lectures and an excursion to court.</p> <p>The first week of this course will focus on an examination of different criteria for criminalisation, and the ruling principles of criminal law. The second week of the course will focus on the elements or constituents of a criminal offence: The actus reus, the objective or external elements of a crime, and the mens rea, the subjective or mental element. The following two weeks, the main focus of the course will be on the rules of criminal procedure, since it is only through these procedural rules that the substantive criminal law can be applied in a concrete case. A distinction will be made between the pre-trial rules and the procedural rules during a trial. During week five, the central theme is the special position of children and juveniles in the legal system. Week six will focus on measures and punishment and the position of victims. During this week the excursion to court is planned as well. As the expertise of forensic psychologists is also wanted in private cases regarding (e.g.) wardship, parenthood, or proving damage after an accident (often PTSD or whiplash), a brief overview of civil procedure and private law will be given in the seventh week.</p>
Goals	<p>Knowledge of:</p> <p>Substantive criminal law, criminal procedure, civil law, common law, law, treaty, jurisprudence, mens rea, actus reus, intention, negligence, offenses, defenses, justifications, excuses, human rights, (rights of) the suspect, reasonable suspicion, Salduz, Miranda warning, criminal liability, acquittal, discharge, sentence, punishment, measure, private law, civil procedure, tort.</p>
Instruction language	EN
Prerequisites	
Recommended literature	<p>George P. Fletcher (1998). Basic Concepts of Criminal Law, New York: Oxford University Press;</p> <p>Raymond Wacks (2008). Law: A Very Short Introduction. Oxford: University Press;</p> <p>Additional reading materials are either published in the course</p>

	book or can easily be found on the internet or in the UB.
Teaching methods	Lecture(s) Paper(s) PBL Working visit(s)
Assessment methods	Attendance Final paper Participation Written exam
Key words	criminal law, criminal procedure, expert witness, human rights

Title	Sex Offenders
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	5a
Code	PSY4609
ECTS credits	2
Organisational unit	Clinical Psychological Science
Coordinator	Linsey Raymaekers
Descriptions	<p>This course deals with the psychology of sex offenders. The offensive behaviour of sex offenders causes major harm to their victims. Their harmful behaviour also results in considerable distress in society. Although the community base rate of sexually offensive behaviour is low, the severity of the sequelae of sex offending behaviour justifies the development of a specialised course in which the psychological and biological mechanisms and disorders underlying this delinquent behaviour are studied.</p> <p>Moreover, the field of forensic psychiatry has a growing need for psychologists who are knowledgeable and trained in the field of assessment and treatment of sex offenders. Main topics in this course include theoretical models of the aetiology of sexual offending (including co-morbidity with other psychopathology such as organicity, pervasive developmental disorders, cluster B personality disorders), the assessment of psychological characteristics specific for sex offenders (e.g., paraphilic sexual arousal, impulsivity), and treatment of sex offenders (treatment methods and outcome research).</p>
Goals	<p>Knowledge of:</p> <p>The phenomenology of sexual offenses, the phenomenology of sex offenders, diagnostic instruments for paraphilic sexual arousal, theoretical models of sexual offending, theoretical knowledge about risk assessment, information about victims' memory for sexual offences.</p>
Instruction language	EN
Prerequisites	
Recommended literature	<p>Marshall, W. L., Marshall, L. E., Serran, G. A. & Fernandez, Y. M. (Eds.) (2006). Treating sexual offenders: An integral approach. New York: Routledge;</p> <p>Thornton, D., & Laws, D. R. (Eds.) (2008). Cognitive approaches to the assessment of sexual interest in sexual offenders. New York: Wiley;</p> <p>E-reader.</p>
Teaching methods	<p>Lecture(s)</p> <p>PBL</p> <p>Skills</p>
Assessment methods	<p>Attendance</p> <p>Written exam</p>
Key words	phenomenology, paraphilic arousal, victims, diagnostic instruments, risk assessment in sex offenders, treatment

Practicum bij PSY4609 Sex Offenders = PSY 4652 Practical training: SVR-20 - Sex offenders course

Title	Practical training: SVR-20 - Sex offenders
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	5
Code	PSY4652
ECTS credits	-
Organisational unit	Clinical Psychological Science
Coordinator	Corine de Ruiter
Descriptions	Students will be trained in assessing the risk of sexual recidivism by using the Sexual Violence Risk-20.
Goals	Knowledge of: Tools to assess the recidivism risk of sex offenders.
Instruction language	EN
Prerequisites	
Recommended literature	Boer, D.P., Hart, S.D., Kropp, P.R., & Webster, C.D. (1997). Manual for the Sexual Violence Risk – 20: Professional guidelines for assessing risk of sexual violence. Vancouver, B.C.: The Mental Health, Law, and Policy Institute.
Teaching methods	Skills Training(s)
Assessment methods	Attendance
Key words	paraphilia, risk assessment, protective factors, recidivism

Title	Expert Witness Skills Lab
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	5b-6
Code	PSY4625
ECTS credits	2
Organisational unit	Clinical Psychological Science
Coordinator	Maarten Peters, Harald Merckelbach
Descriptions	<p>Now and then, every forensic psychologist has to appear in court. When this happens, (s)he is faced with two basic problems: first, (s)he has to apply psychological knowledge in a legal context and, second, (s)he has to inform lawyers (who lack a thorough expertise in psychology) about the case at hand.</p> <p>During this course, the following subjects are covered: the differences between judicial and psychological knowledge and differences between judicial and clinical decision-making; the practical and ethical aspects of serving as expert witness; and training on how to do it and to evade common misconceptions and complications.</p>
Goals	<p>Knowledge of:</p> <p>Clinical heuristics, judicial reasoning, witness preparation, judicial notebooks, expertise bias, courtroom procedure, verbal skills, non-verbal skills, expert witness report writing, analysing case file.</p>
Instruction language	EN
Prerequisites	
Recommended literature	E-reader
Teaching methods	<p>Assignment(s)</p> <p>Lecture(s)</p> <p>PBL</p> <p>Skills</p> <p>Training(s)</p>
Assessment methods	<p>Attendance</p> <p>Final paper</p>
Key words	clinical heuristics, judicial reasoning, witness preparation, judicial notebooks

Forensische master jaar 2**Internship***PSY5607 Research proposal, PSY5602 Research internship and PSY5603 Master's thesis**PSY5604 Clinical internship and PSY5606 Clinical activities report*

Title	Research proposal, Research internship and Master's thesis
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	1-6
Code	PSY5607, PSY5602 and PSY5603 (respectively)
ECTS credits	40 (2, 28 and 10 respectively)
Organisational unit	Clinical Psychological Science
Coordinator	Kim van Oorsouw
Descriptions	The research for their master's thesis will offer students opportunities for critical reflection and problem solving. The research has to be empirical (either quantitative or qualitative), and preferably students will take part in all phases of the empirical cycle. The master's thesis is written in the format of an empirical article, including Introduction, Method, Results and Discussion. Students start their internship with the writing of a research proposal.
Goals	Knowledge of: How to formulate research question, search for literature, design an experiment, collect data, data analysis, write master's thesis.
Instruction language	EN
Prerequisites	
Recommended literature	Search for relevant literature.
Teaching methods	Research Skills
Assessment methods	Observation Participation
Key words	research, design, data collection, analysis, master's thesis, research proposal

Title	Clinical internship and Clinical activities report
Academic year	Wordt automatisch ingevuld
Date last modified	Wordt automatisch ingevuld
Period	Variable
Code	PSY5604, PSY5606 (respectively)
ECTS credits	20, (15 and 5 respectively)
Organisational unit	Clinical Psychological Science
Coordinator	Corine de Ruiter
Descriptions	<p>Students specialising in Forensic Psychology are required to conduct a clinical internship in an approved setting. The clinical internship can be conducted in conjunction with the research internship or separately. Students are required to submit a report on their experiences during the clinical internship. Requirements for this report are provided to students via EleUM. Students start their internship with writing of a description of their learning goals.</p> <p>This clinical internship lasts a minimum of 5 months. In addition to the clinical internship, students may want to acquire a qualification in Psychodiagnostics (“NIP Basisaantekening Psychodagnostiek”). The Master in Forensic Psychology will also allow graduates from the programme to meet the entry demands of the post-master education as Health Care psychologist (‘GZ-psycholoog’).</p>
Goals	<p>Knowledge of: Applying scientific knowledge to forensic practice, reflection on performance of clinical skills, forensic assessment, forensic treatment and risk management.</p>
Instruction language	EN
Prerequisites	Completion of all first year Forensic Psychology courses.
Recommended literature	Variable
Teaching methods	<p>Onderwijspoli(s) Paper(s) Patiëntcontact Presentation(s) Research Skills Training(s) Work in subgroups Working visit(s)</p>
Assessment methods	<p>Attendance Final paper Observation Participation Portfolio Presentation</p>
Key words	forensic assessment, forensic treatment, evidence-based practice, professional ethics

Einde