Nominal plans Bachelor year 1 – 3
2013-2014

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BACHELOR YEAR 1
2013-2014

Overview bachelor year 1

Bachelor year 1				
Period	**Module**			
Period 0 02-09-2013 until 06-09-2013	PSY1131 Skills I (2 credits): Learning in groups: Wladimir van Mansum *Practical:* PSY1122 Computer and EleUM introduction (- credits): Antoinette Vesseur Introduction: How do I find practical information about my programme? Explanation of Ask Psychology, EleUM, the timetable and My Um.			
Period 1 09-09-2013 until 25-10-2013	PSY1021 Social behaviour (6 credits): Karlijn Massar	PSY1022 Methods and techniques (6 credits): Anne Roefs	PSY1131 Skills I (2 credits): Learning in groups: Wladimir van Mansum *Practical:* PSY1123 Library introduction (- credits): Henriëtta Hazen	PSY1132 Skills II (4 credits): Observation of others and yourself: Loes Kessels
Period 2 28-10-2013 until 20-12-2013	PSY1023 Body and behaviour (6 credits) Michael Capalbo *Practical*: PSY1129 Anatomy (- credits) Michael Capalbo	PSY1024 Statistics for psychologists I (6 credits) Jan Schepers *Practical:* *PSY1121 SPSS I* (- credits) Jan Schepers	PSY1132 Skills II (4 credits): Observation of others and yourself: Loes Kessels	
Period 3 06-01-2014 until 31-01-2014	PSY1132 Skills II (4 credits): Observation of others and yourself: Loes Kessels *Practica:* PSY1124 PC Observations 1 (- credits): Mario Senden PSY1125 Measuring cognitive functions 1 (- credits): Petra Hurks PSY1126 Measuring cognitive functions 2 (- credits): Petra Hurks PSY1127 Cognitive disorders in practice (- credits): Petra Hurks PSY1128 PC Observations 2 (- credits): Karlijn Massar PSY1130 Data processing in SPSS (- credits): Jan Schepers PSY1137 Systematic literature search (- credits): Henriëtta Hazen EXAM: PSY1452 VGT (2 credits): Herco Fonteijn			
Period 4 03-02-2014 until 04-04-2014	PSY1025 Development (6 credits): Hanneke van Mier	PSY1026 Perception (6 credits): Milene Bonte	PSY1133 Skills III (4 credits): Communicating and organising: Remco Havermans, Arie van der Lugt *Practical:* PSY1134 Writing exercise 1 (- credits) Remco Havermans	
Period 5 14-04-2014	PSY1027 Foundations and history of psychology	PSY1028 Learning and memory (6 credits):	PSY1133 Skills III (4 credits): Communicating and organising:	

until 06-06-2014	(6 credits): Arie van der Lugt EXAM: PSY1452 VGT (2 credits) (Progress test): Herco Fonteijn	Anke Sambeth	Remco Havermans, Arie van der Lugt *Practicals:* PSY1135 Writing exercise 2 (- credits): Remco Havermans PSY1136 Writing exercise 3 (- credits): Remco Havermans
Period 6 10-06-2014 until 04-07-2014	PSY1133 Skills III (4 credits): Communicating and organising: Remco Havermans, Arie van der Lugt		

PSY3442 Experimental obligation (Eef Theunissen). Students do not need to book this themselves. Students can start this in year 1, marks will not be registered until year 3.

Title	**Skills I: Learning in groups**
Period	0
Code	PSY1131
ECTS credits	2
Organisational unit	Education Office
Coordinator	Wladimir van Mansum
Descriptions	Problem-Based Learning (PBL) is a unique feature of the education provided at Maastricht. This educational system focuses on training students to become independent and enterprising problem-solvers. In order to achieve this goal, teaching must extend beyond the traditional individual studying and attending lectures. Students work in small groups on concrete problems from the field. As a team they analyse problems, attempt to understand the underlying theories and learn to apply their knowledge to recognisable, realistic situations. To perform well in this educational system, it is vital for students to have knowledge of the backgrounds and central elements of this system. During this course, students will learn and practise the skills needed to be successful in tutorial group meetings. During the introduction week, first-year students will familiarise themselves with Problem-Based Learning and communication skills essential for learning in groups under supervision of their mentor and tutor of the first substantive course (Social Behaviour). The group sessions will focus on practising problem tasks on the basis of the 'seven steps' method. Additionally, students will work on a large number of exercises focusing on assertive, regulating and information-gathering skills. Special attention will be paid to individual participation in groups and the role played by the discussion leader. This first week will consist of 5 sessions in total: 1 session of 2 hours and 3 sessions of 3 hours for practising Problem-Based Learning skills, and 1 team-building session of 3 hours.
Goals	Knowledge about: Introduction to PBL, seven steps method, learning to function in groups, developing communication skills, leading a discussion, team building, reflecting on group processes, reflecting on own functioning in groups.
Instruction language	NL
Prerequisites	
Recommended literature	E-reader.
Teaching methods	PBL Training Work in subgroups
Assessment methods	Attendance
Keywords	PBL, communication skills, teambuilding, feedback, mentorate.

Practicals for PSY1131 Skills I: Learning in groups

PSY1122 Computer and EleUM introduction

PSY1123 Library introduction

Title	**Practical: Computer and EleUM introduction**
Period	0
Code	PSY1122
ECTS credits	-
Organisational unit	University Library
Coordinator	Antoinette Vesseur
Descriptions	During this practical course students will gain a basic understanding of UM facilities, including the UM Card (access to buildings, printing, copying, payments, etc.), My UM (for course registration, timetables, etc.), Student Desktop Anywhere, computer hardware and frequently used computer programs. This practical will also cover ICT in general and its application to psychology in particular. Students will also learn how to use EleUM, UM's electronic learning environment. Finally, this course will address information security and ergonomics issues and how to deal with both. This practical consists of several assignments and formative tests designed to assess the material covered.
Goals	Knowledge about: Electronic learning environment, computer facilities, My UM, information security, study facilities and UM-card.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	
Teaching methods	Assignment(s) Presentation(s) Training(s)
Assessment methods	Attendance Participation
Keywords	Study facilities, UM-card, My UM, electronic learning environment, using computers, information security.

Title	**Practical: Library Introduction**
Period	1
Code	PSY1123
ECTS credits	-
Organisational unit	University Library
Coordinator	Henriëtta Hazen
Descriptions	This practical course provides an interactive explanation of the university library. The library is a place where students can find hard-copy academic materials (books, journals and audio-visual equipment) as well as learning environments with various workstations (for individuals and groups). Students are offered practical information about the library (loan rules, house rules, opening hours, work stations) and information about digital facilities (e-books and e-journals). They will actively search for information and learn how to do this as efficiently as possible (e.g. in relation to search engines such as Google). Attention is also paid to the support offered by the library in searching for and finding information. This introduction is the first step in helping students develop the necessary information skills.
Goals	Knowledge about: Library, learning and resource centre, study resources, study places, information skills
Instruction language	NL or ENG
Prerequisites	
Recommended literature	
Teaching methods	Assignment(s) PBL Presentation(s) Skills Training(s)
Assessment methods	Attendance Computertest Participation
Keywords	Study resources, information skills, catalogue, learning and resource centre, workstations.

Title	**Social behaviour**
Period	1
Code	PSY1021
ECTS credits	6
Organisational unit	Work and Social Psychology
Coordinator	Karlijn Massar
Descriptions	How come we evaluate our own group more positively than other groups? When do we perform better - with others or by ourselves? Does altruism exist or is helpful behaviour always motivated by egoistic reasons? How can we change the negative attitudes towards blood donation? Social psychologists have studied such questions. Social psychology uses scientific methods to study the way in which our thoughts, feelings and behaviour are influenced by others. During the course Social Behaviour, an introduction is given into the classical themes for social psychology based on nine problems. These themes are: group processes, stereotypes and prejudices, social influence, attitudes, the self, social cognition, aggression, pro-social behaviour and affiliation, and attraction. Attention is not limited solely to intrapersonal and interpersonal processes; extensive consideration will also be given to the subject of group processes.
Goals	Knowledge about: Group processes, stereotypes and prejudices, social influence, attitudes, the self, social cognition, aggression, prosocial behaviour, affiliation and attraction, classic and recent social-psychological theories and insights, research methods in social psychology.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	The students are advised to consult one of the following introductions in social psychology: Aronson, E., Wilson, T.D., & Akert, R.M. (2010). Social psychology (7th edition). Upper Saddle River, NJ: Pearson Education; Hewstone, M., Stroebe. W., & Jonas, K. (2012). An introduction to social psychology. BPS Blackwell/Wiley; Hogg, M.A., & Vaughan, G.M (2011). Social Psychology (6th edition). Harlow, UK: Pearson Education; E-reader.
Teaching methods	Lecture(s) PBL
Assessment methods	Attendance Written exam
Keywords	Social psychology, attitudes, social influence, social cognition, interpersonal processes.

Title	**Methods and techniques of research**
Period	1
Code	PSY1022
ECTS credits	6
Organisational unit	Experimental Psychopathology
Coordinator	Anne Roefs
Descriptions	Knowledge acquisition requires research. Because of this, research plays an important role in psychology. This course covers the most important steps for good research. First, the empirical cycle will be explained. Good research starts with a theory, from which hypotheses are made. These hypotheses are tested through experimentation or observations and then applied to the theory: Is the theory supported or should it be adjusted, or even dismissed? Measuring instruments (such as questionnaires or behaviour observations) are also important for conducting research: they need to be reliable and valid, and actually measure what is intended. There are different types of research: you can describe a variable or investigate how two variables relate to each other. This relationship can be represented graphically and you can statistically calculate the strength of the relationship, using correlation or linear regression for example. If you want to know what the cause is and what the effect, you would have to manipulate a variable in an experiment and study the effects. Suppose that the results show that drug users are, on average, more impulsive; does this mean that impulsive people are more inclined to use drugs, or does one become impulsive due to the use of drugs? This course teaches students how to examine such matters. Of course, research should preferably be conducted as regulated as possible, and alternative explanations are barred. To this end, it is important to use a good research design including a control group for example, which is crucial.
Goals	Knowledge about: Kinds of arguments, empirical cycle, scientific theory, research ethics, questionnaires, observational research, selecting participants, reliability and validity, correlations, linear regression, coherence and causality experimental research, between-subjects designs, within-subjects designs, quasi-experimental design, factorial design.
Instruction language	NL
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Lecture(s) PBL
Assessment methods	Attendance Written exam
Keywords	Research, ethics, questionnaires, observations, correlations, design, experiment.

Title	**Body and behaviour**
Period	2
Code	PSY1023
ECTS credits	6
Organisational unit	Cognitive Neuroscience
Coordinator	Michael Capalbo
Descriptions	What causes jetlag? Why do you feel like having a cup of soup? How come smokers are so hooked on their cigarettes? These and other questions will be answered during the course Body and Behaviour. This course mainly studies biological explanations for behaviour based on themes such as sexuality, eating and drinking, sleeping and waking, medication, movement and addiction. Knowledge of the biological basis of behaviour is essential for psychologists. The most important structure for explaining human behaviour is our brain. However, establishing a link between electrical and neurochemical activities in our brain to behaviour is no easy task. You need sound knowledge of neuroanatomy (how parts of the brain are in connection to one another), neurophysiology (how brain cells operate), and neurotransmission (how brain cells communicate). During the first few weeks of the course, special attention will be paid to the (further) development of this basic knowledge. Students will also learn that knowledge of the biological basis of human behaviour does not only come from research on humans, but also on animals. Finally, research methods used by psychologists to study the biological basis of behaviour will be touched upon. Today, psychologists are able to carefully study the structure and function of the brain using these methods. The most important methods will be discussed and the pros and cons will be compared.
Goals	Knowledge about: Basic neuroanatomy, anatomical views and positions, anatomy and function of a neuron, foundations of neurotransmission, mechanisms of medication, sensorimotor system, reflex arc , systems neuroscience, sleep and sleep stadia, circadian rhythms, hunger and thirst, homeostasis, conditioning, addiction, basic genetics, hormones, sexual development, overview of research methods in neuroscience.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	Breedlove, S.M., Rosenzweig, M.R., & Watson, N.V. (2007). Biological psychology (5th ed.). Sunderland, MA: Sinauer Associates; Pinel, J.P.J. (2008). Biopsychology (7th ed.). Upper Saddle River, NJ: Prentice Hall; Kalat, J.W. (2006). Biological psychology (9th ed.). London, UK: Wadsworth/Thompson Learning; E-reader.
Teaching methods	Lecture(s) PBL
Assessment methods	Attendance Written exam
Keywords	Neuroanatomy, neurophysiology, neurotransmission, neuropharmaca, homeostasis, sleep, addiction, sexual development, methods.

Practical for PSY1023 Body and behaviour:

Title	**Practical: Anatomy**
Period	2
Code	PSY1129
ECTS credits	-
Unit	Cognitive Neuroscience
Coordinator	Michael Capalbo
Description	As a psychologist it is necessary to have an understanding of the overall organisation of the brain. This practical is a first introduction into the brain's anatomy. Because working with real brains is difficult and expensive, you are going to work with virtual brains. You will navigate these virtual brains looking for brain structures and areas to advance your insight into the structure of the brain. A workbook shall be completed during this course. This workbook gives information about the anatomy and will help you locate the different parts and structures. Each section contains a task and/or questions. Your workbook will be checked.
Goals	Knowledge about: Directions and planes in the brain, hemispheres and lobes, gyri and sulci, cortical areas, functional areas, ducts and nerves, commissures and ventricles, structural MRI.
Language of instruction	ENG
Prerequisites	
Recommended literature	Kalat, J. W. (2009). Biological psychology (10th ed.). Belmont, CA: Wadsworth/Cengage Learning; Pinel, J. P. J. (2011). Biopsychology + MYPsychLab (8th ed.). Boston, MA: Pearson Education; Breedlove, S. M., Watson, N. V., & Rosenzweig, M. R. (2010). Biological psychology: an introduction to behavioral, cognitive, and clinical neuroscience (6th ed.). Sunderland, MA: Sinauer Associates, Inc. Publishers.
Teaching methods	Assignment(s)
Assessment methods	Take home exam
Keywords	Neuroanatomy, neuronavigation, virtual anatomy, structural MRI.

Title	**Statistics for psychologists I**
Period	2
Code	PSY1024
ECTS credits	6
Organisational unit	Faculty Office
Coordinator	Jan Schepers
Description	This course consists of two parts. During the first part of the course, we will look at the foundations of generalising (inferential) statistics. A great deal of emphasis will be placed on the logic behind the statistical reasoning process. During the second part of the course, students will familiarise themselves with several statistical techniques often used in the field: t-tests, ANOVA and X^2 tests. In the parallel SPSS practical, students will be given the opportunity to apply these techniques to several real datasets. The subjects covered in the second part of this course will consistently be linked to the basic terms that were explained in the first part of the course.
Goals	Knowledge about: Probability experiment, sample space, events, (un-)conditional probability, statistical (in)dependence, random variables, probability distribution, expected value and standard deviation, density curve, random sampling, parameters and (unbiased) estimators, population distribution, distribution of sample scores, sample distribution, standard error, central limit theorem, null- and alternative hypothesis, one vs. two-tailed test, test statistic, p-value, significance level, power, Type I- and Type II-errors, confidence interval, z-test, t-tests, ANOVA, MSG and MSE, population and sample proportion, X^2-goodness of fit test, X^2-test for cross tables, assumptions of statistical tests, robustness against violation of assumptions.
Instruction language	NL
Prerequisites	
Recommended literature	Moore, D.S., McCabe, G.P., & Craig, B.A. (2010). Introduction to the practice of statistics (7th ed.). New York: W.H. Freeman and Company.
Teaching methods	Lecture(s) Work in subgroups
Assessment methods	Attendance Written exam
Keywords	Inferential statistics, testing- and estimating theory, t-test, ANOVA, chi-square.

Practical for PSY1024 Statistics for psychologists I

Title	**Practical: SPSS I**
Period	2
Code	PSY1121
ECTS credits	-
Organisational unit	Faculty Office
Coordinator	Jan Schepers
Descriptions	Psychologists that work with statistics rarely produce calculations manually, but use statistical software to produce the analyses required. SPSS (Statistical Package for the Social Sciences) is the program that psychologists use most. During the first three practicals, students will learn how to use the program correctly and will familiarise themselves with the many possibilities that SPSS offers the user. During the last three practicals, students will further explore the theory behind the statistics and analyse data from actual research.
Goals	Knowledge about: Data entry in SPSS, how to execute statistical analyses from 'Statistics for psychologists I' in SPSS, correct interpretation of SPSS-output.
Instruction language	NL
Prerequisites	
Recommended literature	Syllabus SPSS in praktische stappen.
Teaching methods	Assignment(s) Training(s)
Assessment methods	Attendance
Keywords	SPSS, statistical software.

Title	**Skills II: Observing others and yourself**
Period	1-3
Code	PSY1132
ECTS credits	4
Organisational unit	Work and Social Psychology
Coordinator	Loes Kessels
Descriptions	Skills II is supervised by the mentor. Because the mentor group is the same as the Skills I tutorial group, the acquired knowledge from Skills I is further applied and expanded upon. The mentor and the group will have four meetings during Skills II. The focus of the first meeting in period 1 will be study skills. To this end, students will create a concept folder and write a summary of a scientific article. They will also answer example exam questions of courses they are currently following. During the third period, students will work in groups on their first observational research. These research projects are methodologically supported by the courses Methods and Techniques and Statistics for Psychologists I. The projects are substantively related to the course Social Behaviour from the first period. During period 3, the mentor and the group will meet three times to discuss the progress of this research. Additionally, students will present their research results individually and write a research report. Finally, the students will complete the practicals Data Processing via SPSS, PC Observations 1, PC Observations 2, Systematic Literature Review, Measuring Cognitive Functions 1, Measuring Cognitive Functions 2 and Cognitive Disorders in Practice during this period. In order to provide students with insight into research that takes place at the faculty, a lecture will be organised in which prominent professors will talk about their work. In an accessible fashion, they will talk about their most important findings, the societal importance and what happens with their findings in practice. Furthermore, students will create portfolios to document their progress of the programme during 'Skills II'. There will also be individual meetings on study progress with the mentor during the first, third and fifth period. The portfolio with study results will form the basis of these meetings.
Goals	Knowledge about: Study skills: summaries, multiple choice questions, learning strategies. Research skills: observing, observational research, research design, research report, writing, presenting. Self-Reflection: portfolio, study behaviour, communication skills.
Instruction language	NL
Prerequisites	
Recommended literature	The literature will be available through EleUM and is in part incorporated in the manual.
Teaching methods	Assignment(s) Lecture(s) Paper(s) PBL Presentation(s) Research Skills Work in subgroups
Assessment methods	Attendance Computertest Final paper Observation Participation Portfolio

	Presentation
Keywords	Portfolio, research, communication skills, study skills, observation, mentorate.

Practicals for PSY1132 Skills II: Observing others and yourself
PSY1124 PC Observations I
PSY1125 Measuring cognitive functions 1
PSY1126 Measuring cognitive functions 2
PSY1127 Cognitive disorders in practice
PSY1128 PC Observations2
PSY1130 Data processing in SPSS
PSY1137 Systematic literature search

Title	**Practical: PC Observations 1**
Period	3
Code	PSY1124
ECTS credits	-
Organisational unit	
Coordinator	Mario Senden
Descriptions	Students work in pairs on a single computer assignment. This assignment consists of selecting a research question and testing it by means of observation through the social media account (e.g. Facebook) of one or both students. Students are in fact conducting an archival data research. The acquired results will be processed and analysed with SPSS. This will be developed into a short report.
Goals	Knowledge about: Statistical analysis, archive data, doing research.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	
Teaching methods	Assignment(s)
Assessment methods	Final paper
Keywords	Archive data, observation, methods, and statistics.

Title	**Practical: Measuring Cognitive functions 1**
Period	3
Code	PSY1125
ECTS credits	-
Organisational unit	Neuropsychology and Psychopharmacology
Coordinator	Petra Hurks
Descriptions	The practical courses PSY1125 to PSY1127 focus on developing diagnostic skills such as administering, scoring and interpreting instruments frequently used to express experimental and clinical paradigms (or function domains) in terms of size and number. The key function domains for this course are Memory, Executive Functions and Attention. The information provided during this practical course will explain the experimental possibilities and clinical applications of each instrument. The students will then practice these instruments on each other and experience first-hand the rules, successes and frustrations each instrument brings with it. After practicing these tests individually, students will be presented with a selection of complex verbal and visual case studies. A client with cognitive complaints must undergo a neuropsychological exam. The students will be asked whether these complaints can be categorised as “functioning normally” (everyone forgets things at some point) or whether an underlying disorder may be the cause. Students are encouraged to visit the clinic to answer this question.
Goal	Knowledge about: Neuropsychology, diagnostic cycle, practical experience, interpretation of test results, observing.
Instruction language	NL
Prerequisites	
Recommended literature	The literature will be handed out at the meetings.
Teaching methods	Training(s)
Assessment methods	Attendance
Keywords	Cognitive models, neuropsychological tests, clinical applications, diagnostic cycle.

Title	**Practical: Measuring cognitive functions 2**
Period	3
Code	PSY1126
ECTS credits	-
Organisational unit	Neuropsychology and Psychopharmacology
Coordinator	Petra Hurks
Descriptions	The practical courses PSY1125 to PSY1127 focus on developing diagnostic skills such as administering, scoring and interpreting instruments frequently used to express experimental and clinical paradigms (or function domains) in terms of size and number. The key function domains for this course are Memory, Executive Functions and Attention. The information provided during this practical course will explain the experimental possibilities and clinical applications of each instrument. The students will then practice these instruments on each other and experience first-hand the rules, successes and frustrations each instrument brings with it. After practicing these tests individually, students will be presented with a selection of complex verbal and visual case studies. A client with cognitive complaints must undergo a neuropsychological exam. The students will be asked whether these complaints can be categorised as “functioning normally” (everyone forgets things at some point) or whether an underlying disorder may be the cause. Students are encouraged to visit the clinic to answer this question.
Goals	Knowledge about: Neuropsychology, diagnostic cycle, practical experience, interpretation of test results, observation.
Instruction language	NL
Prerequisites	
Recommended literature	The literature will be handed out at the meetings.
Teaching methods	Training(s)
Assessment methods	Attendance
Keywords	Cognitive models, neuropsychological tests, clinical applications, diagnostic cycle.

Title	**Practical: Cognitive Disorders in Practice**
Period	3
Code	PSY1127
ECTS credits	-
Organisational unit	Neuropsychology and Psychopharmacology
Coordinator	Petra Hurks
Descriptions	The practical courses PSY1125 to PSY1127 focus on developing diagnostic skills such as administering, scoring and interpreting instruments frequently used to express experimental and clinical paradigms (or function domains) in terms of size and number. The key function domains for this course are Memory, Executive Functions and Attention. The information provided during this practical course will explain the experimental possibilities and clinical applications of each instrument. The students will then practice these instruments on each other and experience first-hand the rules, successes and frustrations each instrument brings with it. After practicing these tests individually, students will be presented with a selection of complex verbal and visual case studies. A client with cognitive complaints must undergo a neuropsychological exam. The students will be asked whether these complaints can be categorised as “functioning normally” (everyone forgets things at some point) or whether an underlying disorder may be the cause. Students are encouraged to visit the clinic to answer this question.
Goals	Knowledge about: Neuropsychology, diagnostic cycle, practical experience, interpretation of test results, observation.
Instruction language	NL
Prerequisites	
Recommended literature	The literature will be handed out at the meetings.
Teaching methods	Training(s)
Assessment methods	Attendance
Keywords	Cognitive models, neuropsychological tests, clinical applications, diagnostic cycle.

Title	**Practical: PC Observations 2**
Period	3
Code	PSY1128
ECTS credits	-
Organisational unit	
Coordinator	Karlijn Massar
Descriptions	Psychology aims to draw conclusions about human behaviour. In order to do so, these behaviours must first be identified. Behavioural observation is one such method of identification and involves collecting data that can be used to draw conclusions about certain behaviours. Psychologists in training must therefore become familiar with methods of behavioural observation. During this practical course, students will learn how to draw systematic observations using computer tasks.
Goals	Knowledge about: Behavioural observation techniques: The Observer, systematic behavioural observation, behavioural classification system, reliability of observations.
Instruction language	NL
Prerequisites	-
Recommended literature	The literature will be available through EleUM and is in part incorporated in the manual.
Teaching methods	Assignment(s) Lecture(s) Research Skills
Assessment methods	Attendance Computertest Observation Participation
Keywords	Systematic behavioural observation, observing.

Title	**Practical: Data processing in SPSS**
Period	3
Code	PSY1130
ECTS credits	-
Organisational unit	Faculty Office
Coordinator	Jan Schepers
Descriptions	During the third period, students will work in groups on their first observational research. These research projects are methodologically supported by the courses Methods and Techniques and Statistics for Psychologists I. For the observational research, the research group conducts observations and processes these in the program SPSS. During the practical Data Analysis via SPSS, the group analyses the observations using an analysis protocol. Students may ask questions about statistical analyses during this practical.
Goals	Knowledge about: Analysis protocol: formulation of research questions, independent and dependent variables, measurement level, hypotheses, research design, statistical test.
Instruction language	NL
Prerequisites	
Recommended literature	
Teaching methods	Training(s) Work in subgroups
Assessment methods	Attendance Participation
Keywords	Observational research, statistical analysis, SPSS

Title	**Practical: Systematic literature search**
Period	3
Code	PSY1137
ECTS credits	-
Organisational unit	University Library
Coordinator	Henriëtta Hazen
Descriptions	Conducting research or writing a paper generally requires literature research. The library offers a range of information sources (databases) in various fields of study. During this practical, students are introduced to these sources (particularly PsycINFO), they will learn to use them and they will collect literature on the subject in a systematic fashion. This takes place in the following steps: defining the subject and the search query (including translations of search items), determining sources to be searched, systematically searching various sources using a search planner and finally evaluating search results. Special attention is paid to the use of general search engines in relation to subject-specific sources and the use of controlled key words (thesaurus). Students receive a number of leads, tips and tricks based on examples and assignments.
Goals	Knowledge about: PsycINFO, literature research, thesaurus, search strategy.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	
Teaching methods	Assignment(s) Presentation(s) Skills
Assessment methods	Attendance Participation
Keywords	PsycINFO, literature research, thesaurus, search strategy.

Title	Development
Period	4
Code	PSY1025
ECTS credits	6
Organisational unit	Cognitive Neuroscience
Coordinator	Hanneke van Mier
Descriptions	Development can be regarded as the changes in behaviour that entail an adjustment by a child to his/her physical and social environment. The central theme is what causes the development of a certain psychological process. Is it the result of the maturing of the brain (nature) or environmental factors (nurture), or both? Do cultural differences play a role here? During the course, we will look at the processes and changes that play a role in the psychological change from conception to adolescence. Maturation and development of the central nervous system is one of the subjects that will be studied (biological development). Students will also look at the way in which children learn to observe and think (perceptual and cognitive development), which will include the discussion of a number of theories, including the Piagetian and information-processing development theories. The social, emotional and moral development of the child will be discussed too, such as attachment to parents/caretakers and the development of shame and aggression. The effect of group processes will primarily be discussed in relation to adolescent development. Other important subjects are language acquisition, information processing and the development of social cognition.
Goals	Knowledge about: Development theories, methods of research, cognitive development, pre- and postnatal brain development, perceptual development, attachment, temperament, emotional and social development, language acquisition, information processing, moral development, learning theories and social cognition.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	Bukatko, D., & Daehler, M.W. (2012). Child development *(*6th ed.). Boston: Houghton Mifflin Company; Siegler, R.S., Deloache, J.S., & Eisenberg, N. (2010). How children develop (3rd ed.*).* New York: Worth; Shaffer, D.R. (2007). Developmental psychology: Childhood and adolescence (7th ed.). Belmont: Thomson Wadsworth; E-reader.
Teaching methods	Assignment(s) Lecture(s) PBL
Assessment methods	Attendance Written exam
Keywords	Development, cognition, perception, emotion, language.

Title	Perception
Period	4
Code	PSY1026
ECTS credits	6
Organisational unit	Cognitive Neuroscience
Coordinator	Milene Bonte
Descriptions	How does our brain construct a picture of the world around us? The ease with which we see, hear, feel and smell makes perception seem easy and effortless. However, this ability is astounding when one considers the complexity and diversity of our senses and, in particular, how systematically the millions of neurons in our brain work together to process all of the various sensory stimuli. The course will start with the following questions: 'What is perception?' and 'How can we measure it?'. Subsequently, students will give detailed consideration to the question of how light stimuli in the eye and the brain are processed into colours, contrast, movement, depth and visual objects. Building on this, students will study how our auditory system is used to convert sound stimuli into the perception of tones, music, contextual sounds and human speech. At the end of the course, students will design a new perceptual system (the sense of touch) based on functional and structural basic principles of visual and auditory perception.
Goals	Knowledge about: Perception and research methods, structure and function of the eye, perception of colours and colour-blindness, subcortical and cortical visual tracts, brain damage and visual object recognition, Gestalt psychology and visual illusions, perception of depth and size, structure and function of the ear, subcortical and cortical auditory pathways, hearing problems, auditory scene analysis, structural and functional principles of perception.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	Goldstein, E. (2010). Sensation and perception (8th ed). Wadsworth, Cengage learning; Wolfe, J.M., Kluender, K.R, Levi, D.M. et al. (2012). Sensation and perception (3rd ed.). Sunderland: Sinauer associates, Inc; E-reader.
Teaching methods	Assignment(s) Lecture(s) PBL
Assessment methods	Attendance Written exam
Keywords	Perception, brain, visual perception, auditory perception, psychophysics, neuroimaging, neuropsychology.

Title	History and foundations of psychology
Period	5
Code	PSY1027
ECTS credits	6
Organisational unit	Cognitive Neuroscience
Coordinator	Arie van der Lugt
Descriptions	Anyone who takes a look around will notice how scientific products and science-based solutions for social problems have worked their way into our society. This course describes the development of psychology as an independent branch of knowledge acquisition and attempts to capture the essence of this discipline. Because this entails fundamental questions, we shall provide a long introduction and start with several milestones in the development of humanity. We will follow up this general introduction into the history of humanity with an introduction into the scientific revolution of the 16th and 17th century that has determined our present view of the world. This should mostly encourage you to think about the question of how modern psychology was shaped after and through this revolution, so that we can regard contemporary psychology within the problem development of psychology through the ages. The most important thinkers and schools of thought within psychology will be touched upon. Following Burke's adage "Those who don't know history are destined to repeat it", awareness of historical strengths and weaknesses of psychology is important to ensure a healthy future for scientific psychology and its practitioners.
Goals	Knowledge about: Origin of humanity, scientific revolution, dualism: mind-body problem, Darwin and theory of evolution, psychology as a discipline, behaviourism and cognitive psychology, Freud and psychoanalysis, the influence of brain research, balance between approaches.
Instruction language	NL
Prerequisites	
Recommended literature	Brysbaert, M., & Rastle, K. (2013). Historical and conceptual issues in psychology (2nd ed.). Harlow: Pearson.
Teaching methods	Lecture(s) PBL
Assessment methods	Written exam Attendance
Keywords	Historical perspective, scientific revolution, mind-body problem, experimental psychology, Darwinism, behaviourism, Freud, brain research, cognitive approach, demarcation science – non-science.

Title	**Learning and memory**
Period	5
Code	PSY1028
ECTS credits	6
Organisational unit	Neuropsychology and Psychopharmacology
Coordinator	Anke Sambeth
Descriptions	We continue to learn throughout our lives. At school, we learn to read and to do sums. We also learn to cycle at around the same time. Much later in our lives, we learn how to drive. All these knowledge and skills are stored in our brain some way or another, where it can be retrieved for later use. But how does this actually work? During this course, we will look at cognitive aspects of learning, remembering, applying knowledge and forgetting. We will also take a close look at the underlying neurobiological processes. We will start by discussing subjects such as conditioning (known as associative learning), and how this is regulated in the brain. Next, a number of essential memory processes will be covered, that is encoding, storage and retrieval. We will cover these processes on the basis of different theoretical perspectives. Forgetting will be the subject of detailed attention here, as will the tricks that help someone remember things by storing information better. This could involve making up a story when learning words, rather than simply repeating them. It really helps! The neurobiological aspects of learning and memory will be discussed too. How is information stored in the brain and where? How do you measure this? Our knowledge of learning and memory is then applied to a number of subjects, such as learning texts and differences between lots of practice and talent. Finally, we will look at ageing and the influence of brain damage on learning and memory.
Goals	Knowledge about: Classical and operant conditioning, types of memory and models of memory, changes to the brain after learning, forgetting vs. mnemonics, anatomy of memory, memory and ageing, differences between study methods, learning texts, talent or lots of practice.
Instructionlanguage	NL or ENG
Prerequisites	
Recommendedliterature	An e-reader has been compiled. Relevant textbooks can be consulted in the learning and resource centre.
Teaching methods	Lecture(s) PBL
Assessment methods	Written exam Attendance
Keywords	Learning, memory, knowledge, neurobiology, cognitive models, dementia.

Title	**Skills III: Communicating and organising**
Period	4-6
Code	PSY1133
ECTS credits	4
Organisational unit	Clinical Psychological Sciences, Cognitive Neuroscience
Coordinator	Remco Havermans, Arie van der Lugt
Descriptions	Several different skills will be covered in periods four and five. Based on a number of written exercises, attention will be paid to finding relevant academic literature, plagiarism and writing according to current language and style rules. Students will be required to complete three small individual written assignments. In addition, students will engage in a number of group activities with the object of familiarising themselves with the various disciplines within psychology and with the labour market. Student will explore the programme structure and learn what they can achieve after this programme. In May, the mentor will have another individual meeting with every student on study progress.
Goals	Knowledge about: Self-reflection, writing, communicating, presenting, organising.
Instruction language	NL
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Assignment(s) Lecture(s) Paper(s) Skills
Assessment methods	Attendance Final paper Portfolio Presentation
Keywords	Portfolio, writing skills, mentorate.

Practicals for PSY1133 Skills III: Communicating and organisating

PSY1134 Writing assignment 1

PSY1135 Writing assignment 2

PSY1136 Writing assignment 3

Practicals for Skills III

Title	**Practical: Writing assignment 1**
Period	4
Code	PSY1134
ECTS credits	-
Organisational unit	Clinical Psychological Sciences
Coordinator	Remco Havermans
Descriptions	In periods four and five, students will practise academic writing. Based on a number of written exercises, attention will be paid to finding relevant academic literature, plagiarism and writing according to current language and style rules. Students will be required to complete three small individual written assignments. The first assignment involves describing and clarifying a concept (e.g. cognitive dissonance) without mentioning the concept. This is an exercise in writing jargon-free.
Goals	Knowledge about: Writing, communicating.
Instruction language	NL
Prerequisites	
Recommended literature	
Teaching methods	Assignment(s)
Assessment methods	Attendance
Keywords	Writing skills.

Title	**Practical: Writing assignment 2**
Period	5
Code	PSY1135
ECTS credits	-
Organisational unit	Clinical Psychological Sciences
Coordinator	Remco Havermans
Descriptions	In periods four and five, students will practise academic writing. Based on a number of written exercises, attention will be paid to finding relevant academic literature, plagiarism and writing according to current language and style rules. Students will be required to complete three small individual written assignments. The second assignment involves writing an experimental procedure, the procedure of an experiment in which you have participated yourself.
Goals	Knowledge about: Writing, communicating, research procedures.
Instruction language	NL
Prerequisites	
Recommended literature	
Teaching methods	Assignment(s)
Assessment methods	Attendance
Keywords	Writing skills.

Title	**Practical: Writing assignment 3**
Period	5
Code	PSY1136
ECTS credits	-
Organisational unit	Clinical Psychological Sciences
Coordinator	Remco Havermans
Descriptions	In periods four and five, students will practise academic writing. Based on a number of written exercises, attention will be paid to finding relevant academic literature, plagiarism and writing according to current language and style rules. Students will be required to complete three small individual written assignments. The last assignment involves summarising a classical social psychology study with help of a reader's guide.
Goals	Knowledge about: Writing, reading comprehension, professional communication.
Instruction language	NL
Prerequisites	
Recommended literature	
Teaching methods	Assignment(s)
Assessment methods	Attendance
Keywords	Writing skills.

Title	VGT (Progress test)
Period	3, 5
Code	PSY1452
ECTS credits	2
Organisational unit	Work and Social Psychology
Coordinator	Herco Fonteijn
Descriptions	A knowledge exam is conducted among third-year bachelor's students twice a year: the progress exam ('voortgangstoets' or VGT in Dutch). The test contains items that cover the entire (Maastricht) psychology programme and is intended to measure the extent to which students are still able to apply concepts long after they have been acquired. The progress test is regarded as the most ideal assessment tool for a Problem-Based Learning environment, partly because the test benefits students who are steering their learning activities themselves and who familiarise themselves at a broad level when doing so. In addition, the progress test generates feedback to students on strengths and weaknesses in the conceptual framework that they acquire during the course of their studies. Feedback on psychological disciplines for which a student has achieved a moderate score also steers the extra test to be completed by students whose performance is relatively weak, to meet the assessment requirements applicable for the progress test.
Goals	Knowledge about: Insight into the achieved level of knowledge in various (sub) disciplines in relation to the results of the student's year cohort.
Instruction language	NL
Prerequisites	
Recommended literature	
Teaching methods	PBL
Assessment methods	Written exam
Keywords	Psychology, declarative knowledge, longitudinal testing.

BACHELOR YEAR 2
2013-2014

Overview bachelor year 2

<table>
<tr><th colspan="3">Bachelor year 2</th></tr>
<tr><th>Period</th><th colspan="2">Module</th></tr>
<tr><td>Period 0
02-09-2013
until
06-09-2013</td><td colspan="2">No educational activities</td></tr>
<tr><td>Period 1
09-09-2013
until
25-10-2013</td><td>PSY2021 Complex cognition (6 credits): Herco Fonteijn

PSY2022 Personality and differences between individuals (6 credits), Martine Mols, Irma Kokx
Practical:
PSY2137 Personality diagnostics (- credits) Andrea Grauvogl</td><td rowspan="3">PSY2131 Skills IV (4 credits): Write your opinion:
Remco Havermans</td></tr>
<tr><td>Period 2
28-10-2013
until
20-12-2013</td><td>PSY2023 Critical Thinking (6 credits): Arie van der Lugt

PSY2024 Psychopathology (6 credits): Chantal Nederkoorn</td></tr>
<tr><td>Period 3
06-01-2014
until
31-01-2014</td><td>PSY2132 Skills V (2 credits): Communication, diagnostics and regulation: Loes Kessels

Practicals:
PSY2133 Functional neuroanatomy (- credits):
Peter Stiers
PSY2134 Anamnesis (- credits):
Sandra Mulkens

EXAM: PSY2451 VGT (Progress test) (2 credits): Herco Fonteijn</td></tr>
<tr><td>Period 4
03-02-2014
until
04-04-2014</td><td colspan="2">PSY2025 Consciousness (6 credits): Rob de Vries

PSY2026 Man and machine (6 credits): Herco Fonteijn</td></tr>
</table>

Period 5 14-04-2014 until 06-06-2014	PSY2027 Research practical (10 credits): Henry Otgaar PSY2028 Statistics II (6 credits): Nick Broers *Practical:* PSY2135 SPSS II (- credits): Nick Broers EXAM: PSY2451 VGT (Progress test) (2 credits): Herco Fonteijn
Period 6 10-06-2014 until 04-07-2014	PSY2027 Research practical (10 credits): Henry Otgaar *Practical* PSY2136 Endnote (- credits): Henriëtta Hazen

PSY3442 Experimental obligation (Eef Theunissen). Student does not need to book for this. Student can start this in year 1, but marks will not be registered until year 3.

Title	**Skills IV: Write your opinion**
Period	1-3
Code	PSY2131
ECTS credits	4
Organisational unit	Experimental Psychopathology
Coordinator	Remco Havermans
Descriptions	During the course Skills IV, students will develop their writing skills by composing a short essay or opinionative article. Students must choose a position and defend it by presenting carefully selected counter-arguments and systematically discrediting these arguments. Skills IV is not only an exercise in writing skills, but it also encourages the development of critical thinking. The final product will be the result of critical reading and thinking instead of an exhausting literary analysis. Students will be required to write a short research protocol that includes a hypothesis and proposed methods of research and analysis. Both texts (essay and proposal) must be written in English. Research is an international matter. It is done all over the world and results are communicated in English. That is why it is important to practise English writing.
Goals	Knowledge about: Writing, critical thinking, argumentation, referencing, research proposal, English grammar and spelling.
Instruction language	ENG
Prerequisites	
Recommended literature	
Teaching methods	Assignment(s)
Assessment methods	Attendance Final paper
Keywords	Writing, critical thinking.

Title	Personality and differences between individuals
Period	1
Code	PSY2022
ECTS credits	6
Organisational unit	Work and Social Psychology
Coordinator	Martine Mols, Irma Kokx
Descriptions	The first part of the course will provide an overview of the most important theories, techniques and methods used by psychologists in the context of personality and intelligence research. Can you measure personality with questionnaires? How many personality traits are there? Does intelligence have more than one dimension? What is the difference between traits and motives? During the second part, we will look at the nature of individual differences. Why are there differences between humans? Can you change traits such as intelligence or extraversion? What role does heredity play? During the third part, we will provide a first impression of the role of personality and intelligence in the prediction of life events. How important is intelligence for your career? Do compliant people earn more or less money? Do personality traits predict the duration of a marriage? Today, personality psychology and research into other differences between humans, such as intelligence, forms an important fundamental basis for the daily practice of psychologists. If psychologists provide experts for court, they often do this based on knowledge from personality and intelligence research. Psychologists select people for jobs in corporate life based on personality and intelligence research. If psychologists treat psychological disorders, they often first collect the personality and intelligence information of a patient. Personality psychology and intelligence research are therefore an important basis for every student who wants to work in fields such as clinical psychology, forensic psychology, educational psychology, or work and organisational psychology.
Goals	Knowledge about: Introduction to the most important scientific theories about personality, individual differences and intelligence.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	The following textbooks are recommended as an introduction to the field: Ashton, M. C. (2013). Individual differences and personality (2nd ed.). Burlington, MA: Elsevier Academic Press; Deary, I. J. (2001). Intelligence: A very short introduction. Oxford, UK: Oxford University Press; E-reader.
Teaching methods	Lecture(s) PBL
Assessment methods	Attendance Written exam
Keywords	Personality, nature-nurture debate, intelligence, tests.

Practical for PSY2022 Personality and differences between individuals
PSY2137 Personality diagnostics

Title	**Personality diagnostics**
Period	1
Code	PSY2137
ECTS credits	0
Organisational unit	
Coordinator	Andrea Grauvogl
Descriptions	The goal of this practical is to explore the personality diagnostic methods used in the trait paradigm. The trait paradigm is one of the most popular paradigms within personality research and personality diagnostics in practice. The goal of the practical is for students to write a personality report about a person they know well. This person has to fill in a personality questionnaire. At the same time, students are to fill in an observer's personality questionnaire about this person. Students learn how this information is processed and how t-values can be calculated. Based on this information, students will write a report in which they describe the results in accordance with personality research, but also in a way that is understandable for academic non-psychologists, such as doctors, jurists, social workers or teachers.
Goals	Knowledge about: Personality assessment, self and observer reports of personality, taking and interpreting personality questionnaires and observer reports, calculating personality scores (T-values), trait / multivariate paradigm, reporting the results in a formal report.
Instruction language	ENG and NL
Prerequisites	
Recommended literature	Ashton, M. C. (2013). Individual differences and personality (2nd ed.). Burlington, MA: Elsevier Academic Press; Costa, P. T., & Piedmont, R. L. (2003). Multivariate assessment: NEO PI-R profiles of Madeline G: Self, partner, and an integrated perspective. In Wiggins, J. S. (Ed.), Paradigms of personality assessment (pp. 262–280). New York: Guilford; De Vries, R. E., Lee, K., Ashton, M. C. (2008). The Dutch HEXACO personality inventory: Psychometric properties, self–other agreement, and relations with psychopathy among low and high acquaintanceship dyads. Journal of Personality Assessment, 90, 142–151. doi: 10.1080/00223890701845195; Piedmont, R.L. (2005). Understanding personality and its assessment from a trait perspective (pp. 65-90). In B.T. Erford (Ed.), The counsellor's guide to clinical, personality, and behavioral assessment. Lahaska, PA: Lahaska/Harcourt-Brace.
Teaching methods	Assignment(s) Lecture(s) Paper(s) Skills Training(s)
Assessment methods	Final paper Observation Participation
Keywords	Personality assessment, self and observer reports, reporting on results, trait paradigm, questionnaires.

Title	Complex Cognition
Period	1
Code	PSY2021
ECTS credits	6
Organisational unit	Work and Social Psychology
Coordinator	Herco Fonteijn
Descriptions	Human cognition can be viewed as a "fast track" along which we are constantly adapting to our changing environment, in addition to the "slow track" methods of genetic mutation and (operant) conditioning. This course supplements the first-year course Learning and Memory and offers an introduction into cognitive psychology. The course Complex Cognition focuses on higher cognitive processes such as reasoning, decision making and problem-solving. Students will learn about the information processing system that often underlies these processes. Finally, the focus of this course is the question of what role cultural differences play in research into cognition. The course starts with several questions about knowledge representation and language: How do we store the meaning of words? How do we recognise words? How do we categorise objects? We then focus on psychological research into human reasoning and the underlying dual process. Decision making then becomes the dominant theme of this course. How rational is human decision making? What role does emotion play in the decision making process? If the human decision maker is often irrational, how can we improve his or her decisions? Can people learn to become better decision makers? How do we reach moral decisions and what role does our social and cultural environment play? That environment also plays an important role in negotiating and cooperative behaviour. A successful Indian negotiator, for example, acts differently than a negotiator in the Netherlands. Game-theoretic and social-neuroeconomic research also play a central part in studying cooperative behaviour. Finally, the students will be introduced to research into how people take the future into account when making decisions. Theories on the role of complex cognitive processes in the development of applied psychological disciplines will also be touched upon. Attention will be paid to problems in educational psychology and work and organisational psychology.
Goals	Knowledge about: Cultural psychology, categorising, knowledge representation, perceptual categorisation, word recognition, language production, language and thinking, inductive reasoning, deductive reasoning, dual system theory, heuristics and biases, utility theory, decision making, moral reasoning, moral outrage, emotion and decision making, negotiation, social neuro-economics, game theory, trust, cooperation, metacognition.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	Students are encouraged to actively search for relevant scientific articles; E-reader.
Teaching methods	Assignment(s) Lecture(s) PBL Work in subgroups
Assessment methods	Attendance Written exam
Keywords	Categorising, language decision making, reasoning, culture.

Title	**Critical thinking**
Period	2
Code	PSY2023
ECTS credits	6
Organisational unit	Cognitive Neuroscience
Coordinator	Arie van der Lugt
Descriptions	Put to the Socrates test! Recommended by philosophers and educationalists! Critical thinking involves more than just a critical attitude: it is a collection of complex cognitive skills. These skills include interpretation and clarification of meanings, analysis of ideas and arguments, evaluation of statements and arguments, drawing of conclusions, disputing of proof and coming up with alternative conclusions, and the presentation of arguments. The emphasis of this course mainly lies on the further development of two skills. First, we will extensively practise the analysis of reasoning: training in informal logic or language proficiency, as it were. These argumentation analyses will result in a better understanding of implicit and explicit reasoning in pieces of text, discussions, public debates and academic articles. Second, students will familiarise themselves with the basic principles of classical and modern logic. We will also practise the use of this more formal logical tool extensively, both during the tutorial group meetings and independently at home. This basic knowledge of logic will be useful when exposing pseudo logic. Fallacies such as the well-known "I fit into my jacket, my jacket fits in my bag, so I fit into my bag" are also popular in academic articles. For example, in an argumentation where certain skills of crows (counting) are elevated via a middle term (calculating) to proof that animals possess complex skills (animals can do math); after all, the products of science have to be sold too! Finally, we will cover a number of scientific-philosophical questions: how does knowledge grow? What separates science from pseudo-science? During the course and at the end, we will practise the two basic skills argumentation analysis and logical reasoning in a more informal manner with two debates, a number of puzzles and an analysis of academic texts. This will also involve practising many of the practical sub-skills that are important for critical thinking.
Goals	Knowledge about: Argumentation analysis, evaluation of argumentations, sophisms, classical logic, proposition logic, science versus pseudoscience, rhetoric, debating, philosophy of science.
Instruction language	NL
Prerequisites	
Recommended literature	Hurley, P.J. (2008). A concise introduction to logic *(*11th ed.). London, UK: Wadsworth/Thompson.
Teaching methods	Assignment(s) Lecture(s) Presentation(s)
Assessment methods	Written exam
Keywords	Argumentation, logic, philosophy of science.

Title	**Psychopathology**
Period	2
Code	PSY2024
ECTS credits	6
Organisational unit	Clinical Psychological Sciences
Coordinator	Chantal Nederkoorn
Descriptions	The course Psychopathology deals with disturbed, strange, unadjusted, abnormal behaviour. Important clinical pictures will be studied on the basis of a number of case studies and the results of existing experimental research, such as different anxiety disorders, eating disorders, addictions, mood disorders and psychotic disorders. Questions that will be discussed repeatedly during the course: What does the clinical picture look like? When does normal become abnormal? How often does this disorder arise? How does such a disorder develop? What can be done about it? In this respect, it is important to study why one person develops the disorder while another does not. When discussing this, students will familiarise themselves with different forms of psychotherapy and pharmacotherapy. What happens in this type of therapy and how effective is it? In this way, the student should notice that there is not just a significant disparity between theory and practice, between clinical action and academic thought; there are different theoretical 'schools' too. These schools explain and treat psychological disorders in line with their favourite theory, during which they do not rely on empirical findings, but on ideology. The (rhetorical) question is whether this situation is advisable. After the course, students will be familiar with the clinical picture and diagnostic criteria for the most frequent psychological disorders, as well as theories on aetiology, empirical findings that support or contradict the theory, customary treatments and effectiveness of those therapies.
Goals	Knowledge about: Structure and axes of DSM-IV-R, ADHD and autism, Obsessive Compulsive Disorder, addiction, eating disorders, panic disorder, mood disorders, Borderline personality disorder, schizophrenia and Body Dysmorphic Disorder. Prevalence and diagnostic criteria, causes (including cognitive biases, learning processes, attachment, neurotransmitters and genetic factors) and therapies, (including cognitive and behavioural therapy, Schema Focused Therapy, neuro-feedback and psychopharmacology.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Lecture(s) PBL Work in subgroups
Assessment methods	Attendance Written exam
Keywords	Psychopathology, psychiatry, (cognitive) behavioural therapy, psychopharmaca, DSM-IV-diagnostics.

Title	**Skills V: Communicating, diagnosing and regulating**
Period	3
Code	PSY2132
ECTS credits	2
Organisational unit	Work and organisation psychology
Coordinator	Loes Kessels
Descriptions	The course Skills V focuses on several diagnostic skills with an emphasis on explicit study reflection and regulation. Students will follow elective courses in the fifth semester and will be required to choose a major halfway through their second year. This is an excellent opportunity to develop specific skills and a broad academic profile. This is what students will be consciously focusing on by updating their portfolios with information acquired in the second year of the programme. Students will also be required to discuss their study progress and elective course choices with their mentor. This course will also include an anamnesis and functional neuroanatomy practical during which students can practice their (sub)skills.
Goals	Knowledge about: Self-reflection, portfolio, self-regulation, formulating and pursuing goals, informing about electives. Functional neuroanatomy, case history.
Instruction language	NL
Prerequisites	For portfolio part 2, portfolio part 1 should be accomplished (part PSY1132 Skills II).
Recommended literature	
Teaching methods	Skills
Assessment methods	Attendance Final Paper Observation Participation Portfolio Written exam
Keywords	Personal learning goals, self-reflection, study progress, anamnesis, functional neuroanatomy.

Practical for PSY2132 Skills V: Communicating, diagnosing and regulating
PSY2134 Anamnesis
PSY2133 Functional neuroanatomy

Title	**Practical: Anamnesis**
Period	3
Code	PSY2134
ECTS credits	-
Organisational unit	Clinical Psychological Sciences
Coordinator	Sandra Mulkens
Descriptions	Students will practise obtaining patient anamneses (more specifically symptom anamnesis and psychiatric anamnesis) and determining DSM-IV diagnoses. They will do so by means of a preparation lecture, instruction materials, literature and practising on each other and simulation patients. At every meeting, students will be given the opportunity to apply the acquired techniques to simulation patients with various psychiatric disorders. Finally, they will write an anamnesis report based on the information provided. This practical course will be evaluated on attendance and a passing grade for the anamnesis report.
Goals	Knowledge about: Conversation techniques, building / structure of (case) history, DSM-IV diagnostics, psychiatric history in narrow sense, professional terminology. Skills: Conversation techniques, professional client relation, diagnosing, professional language, written reports.
Instruction language	NL
Prerequisites	During the practical 'anamnesis' knowledge (diagnostics, diseases, symptoms, treatments) about the module 'Psychopathology' is used. Students that did not follow this module are expected to gain this knowledge themselves before the start of the practical. Also, students are assumed to have knowledge of conversation skills (year 1).
Recommended literature	Lang, G. & van der Molen, H. (2007). Psychologische gespreksvoering: een basis voor hulpverlening. Baarn: H. Nelissen; Hengeveld, M.W. & Schudel, W.J. (2003 of latere editie). Het psychiatrisch onderzoek. Utrecht: Wetenschappelijke uitgeverij Bunge.
Teaching methods	Assignment(s) Lecture(s) Paper(s) Patiënt contact Skills Training(s) Work in subgroups
Assessment methods	Attendance Final paper Observation Participation
Keywords	Conversation techniques, (complaints/ case) history, DSM-IV, reporting.

Title	**Practical: Functional neuroanatomy**
Period	3
Code	PSY2133
ECTS credits	-
Organisational unit	Neuropsychology and psychopharmacology
Coordinator	Peter Stiers
Descriptions	Brain research is becoming increasingly important within psychological research and theory development, particularly due to the development of techniques used to conduct *in vivo* examinations of the structure and activity of the human brain. The neural systems and mechanisms underlying the most complex aspects of human cognition and behaviour are quickly becoming better understood. This means that today's psychology students are expected to have extensive knowledge of brain structure and function. This practical course gives students the opportunity to acquire hands-on experience using sheep brains. Studying real neurons under a microscope is a unique experience that allows students to compare the neurons in various brain regions and examine components such as dendritic spines, which clarify synaptic connections. During the final meeting, all acquired knowledge and experience will be applied in order to gain further insight into the structure and organisation of the human brain via (plastinated) human brain models. To that end, the four practical sessions are outstandingly suitable: preparing and identifying the various structures in sheep brains (session 1 and 2), microscopically examining slides of rat brains (session 3) and examining prepared, plastinated human brains and brain models (session 4). From the 3-dimensional, macroscopic (visible to the naked eye) organisation of the human brain we will transition to 2-dimensional cross-sections (slices of sheep brains) and then to the microscopic slides where cross-sections of rat brains can be studied and individual neurons can be enlarged and examined. During all practical sessions, important structures will be studied including the ventricular system, the basal ganglia, hippocampus, amygdala, thalamus, hypothalamus, midbrain cores, cerebellum and the lobes of the cerebral cortex. These structures will be examined from a functional context to encourage recollection: perception, various forms of memory, emotions and the limbic system. Assignments will be provided, requiring students to use brain models, atlases and textbooks. Websites and the Brain Tutor (Brain Voyager) will also be used to help familiarise students with the 3-dimensional structure of the brain.
Goals	Knowledge about: Neuroanatomical terminology, macroscopic organisation of the brain, structure of functional brain systems, comparison of brain structure of rat, sheep, human, microscopic building blocks of the brain, neurons, cell nuclei, tracts, hippocampal structures, basal ganglia, brainstem, thalamus, hypothalamus, midbrain, large brain, small brain.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	
Teaching methods	Assignment(s) Lecture(s) Work in subgroups
Assessment methods	Attendance Participation Written exam

Keywords	Brain organisation, brainstem, basal ganglia, limbic system, dissection, microscopy.

Title	Consciousness
Period	4
Code	PSY2025
ECTS credits	6
Organisational unit	Cognitive Neuroscience
Coordinator	Rob de Vries
Descriptions	Consciousness, conscious experiences and perceptions were the most important subjects of nineteenth-century psychology. With the advent of behaviourism, consciousness disappeared from the psychological agenda. Consciousness has only returned to the cognitive and neurosciences in recent decades. Today, consciousness is again regarded as one of the most important aspects of mental life. This course will look at both the material basis and role played by consciousness in mental life, as well as the philosophical problems relating to the relationship between conscious experiences and the processes that form the material carriers of these conscious processes. Important questions and subjects are: What is consciousness? Which philosophical problems relate to consciousness? Are there neurophysiological correlates of consciousness? Does consciousness form a unit or do split-brain patients have two separate minds or 'consciousnesses'? Can criteria be used to establish whether or not someone is conscious? This is a problem that is of practical importance to the question whether or not we disconnect patients or relatives in a coma or vegetative state from the equipment that is keeping them alive. However, more technical problems will be discussed too, such as: What problem is caused by binding? Does binding occur during the synchronous oscillations in the gamma band? And do these synchronous oscillations explain the unity of consciousness? What is the relationship between attention and consciousness? Is there a relationship between binding and attention? Does introspection give us access to the content and processes of our consciousness? Are there important forms of mental processes, such as thinking and reasoning, which are unconscious? What do dissociative phenomena tell us about the unconscious? Is consciousness even possible without attention? Special conscious states such as dreaming and the various theories about dreams will also be discussed, as well as the research by Libet into the neurophysiological correlates of free will and criticisms to it.
Goals	Knowledge about: Difficult and easy problems, vegetative state patients, brain hemispheres, unconscious processing, dreams and consciousness, free will and the brain, introspection, attention and consciousness, two abilities, consciousness and gamma band.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Assignment(s) Lecture(s) PBL
Assessment methods	Attendance Written exam
Keywords	Introspection, split brain, synchronous oscillation, attention, unconscious processing, freedom.

Title	Man and machine
Period	4
Code	PSY2026
ECTS credits	6
Organisational unit	Work and Social Psychology
Coordinator	Herco Fonteijn
Descriptions	Psychological hypotheses are increasingly being specified in the form of computational models. Precision, transparency and the heuristic value of these models on the one hand, and the availability of sufficient computing capability on the other explain their popularity. Cognitive psychological theories have increasingly come to depend on symbolic architectures for problem-solving, reasoning and knowledge acquisition and/or on connectionist models of aspects of human learning, categorisation, perception, memory and attention. In biological psychology, theories are developed and assessed using models of the behaviour of networks of neurons. In this course, several influential architectures and algorithms will be discussed, in conjunction with various biopsychological phenomena that shaped them. The course will start with a reflection on the nature of cognitive science and historic contributions from Turing and Marr. We will also pay attention to developments in artificial intelligence and the resulting changes in the division of duties between man and machine, examined in cognitive ergonomics and socio-technical systems. Next, students will study creativity and search models. The question “Can computers be creative?” is, of course, also an invitation for students to consider human creativity. Learning will be key in two assignments relating to connectionist models. Additionally, students will look at ACT-R, one of the most influential cognitive architectures in which classical, symbolic and connectionist principles have been integrated. Research into higher cognitive skills based on ACT-R models has, for example, led to practical educational innovations. During the last part of the course, several subjects that have posed problems for classical cognitive science will be discussed. The role of emotions is discussed in an assignment relating to the theme of social robotics. Time, a factor that is often neglected, is considered in an assignment dedicated to the application of the dynamic system theory in psychological research (e.g. motor development and attitude polarisation). A third point of criticism in relation to cognitive science is the lack of attention for the physical and social environment of the subject. This is a key point in assignments on distributed cognition, man-machine interaction, team cognition, autonomous agents, and ethical questions raised in the context of the development of new technologies, and the way in which people would virtually need to cope with it by means of brain-machine interfaces or stimulated by other means to enhance cognition. Virtual cooperation within teams will also be examined by means of a group assignment.
Goals	Knowledge about: Cognition science, computational models, Marr’s tri-level hypothesis, Turing test, human factors, man-machine interaction, functional allocation, human mistakes, adaptive interfaces, neuro-ergonomics, creativity, Newell and Simon’s problem space hypothesis, ACT-R, information retrieval, connectionism, lateral inhibition, Hebbian learning, competitive learning, autoassociative networks, pattern association, optimisation, dynamic system theory, discontinuity, catastrophe theory,

Deleted:

	attitude polarisation, transactive memory, distributed cognition, social robotics, emotions, artificial intelligence, swarm intelligence, persuasive technology, virtual collaboration.
Instruction language	ENG or NL
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Assignment(s) Lecture(s) PBL Presentation(s)
Assessment methods	Attendance Presentations Written exam
Keywords	Cognition science, cognitive modelling, man-machine interaction.

Practicals for PSY2027 Research practical

Title	**Practical: EndNote**
Period	6
Code	PSY2136
ECTS credits	-
Organisational unit	University Library
Coordinator	Henriëtta Hazen
Descriptions	This (mandatory) practical covers the use of database program EndNote to create your own literature file and to provide a project/document (Word) with quotes and a literature list according to the desired format style. Extra attention will be paid to the APA citation style during this practical.
Goals	Knowledge about: Database program EndNote, reference styles, adding references in Word-documents according to APA-style.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	
Teaching methods	Assignment(s) Presentation(s)
Assessment methods	Attendance
Keywords	Endnote, APA reference style, referencing, literature lists.

Title	Research practical
Period	5, 6
Code	PSY2027
ECTS credits	10
Organisational unit	Clinical Psychological Science
Coordinator	Henry Otgaar
Descriptions	This research practical will span a period of 12 weeks during which students will go through various stages of the empirical cycle in small groups, supervised by a researcher. The research practical will conclude with a symposium in which research is presented in the form of a lecture or poster. The approximate course structure is as follows: *Weeks 1-4*: Studying literature, formulating the research question and hypothesis, establishing the research design and statistical analysis. The research protocol will be written and submitted to the Psychology Ethics Committee (ECP) for approval. After obtaining ECP approval, test participants will be recruited. Students will start writing the research report (introduction and method); *Weeks 5-8:* Data collection and continuing to write the research report; *Week 7-8*: Data analysis, discussion and evaluation of the research question and interpretation of the data; *Week 9*: Writing the research report in English (consisting of: introduction, method, results and discussion in line with the APA format for an academic article); *Week 10-11*: Assessment of research reports by the tutor. The students will also act as each other's reviewers; *Week 12*: Feedback on the research reports by fellow students. Presentation of findings at the concluding symposium in the form of a poster or a lecture. During lectures, attention will be paid to relevant themes, such as impressive experiments within psychology, the different designs and research methods, research ethics and how articles can be read, written and discussed. Literature on these themes will also be available.
Goals	Knowledge about: Empirical cycle, development basic research skills, translating research question into hypotheses, operationalisation of hypotheses, collecting research data, analysing research data, interpreting and discussing results, writing a research report, making a scientific poster, making a scientific presentation.
Instruction language	NL or ENG
Prerequisites	PSY1022, PSY1024, PSY2131
Recommended literature	During this module the student needs to find relevant literature for his own research.
Teaching methods	Lecture(s) Paper(s) PBL Presentation(s) Research Work in subgroups
Assessment methods	Attendance Final paper Participation
Keywords	Research, data collecting skills, data analysis, data collection, ethics.

Title	**Statistics II**
Period	5
Code	PSY2028
ECTS credits	6
Organisational unit	Faculty Office
Coordinator	Nick Broers
Descriptions	Within psychology, there is a tradition of experimentally oriented research, although quasi-experiments and correlational research also frequently occurs. Furthermore, data to be analysed is often quantitative, such as test scores and response times. The most accepted statistical analysis method for quantitative data from experimental research is variance analysis (ANOVA), and the most common for correlational research is regression analysis. During this course, students familiarise themselves with the logic and application possibilities of variance analysis and, to a lesser degree, regression analysis, building on the one-way ANOVA and regression analysis in the first academic year. The guiding principle here is the distinction between within subject (WS) and between subject (BS) experimentation, and the distinction between experimental, quasi-experimental and correlational research. The course consists of six one-week modules. Each module will introduce a design and corresponding analysis method through a combination of lectures, seminars, tutorials and the SPSS practical. *Module 1*: Review one-way BS design, one-way ANOVA, multiple comparison. Introduction of the orthogonal ('balanced') two-way BS design, two-way ANOVA. *Module 2*: The orthogonal ('balanced') two-way BS design, two-way ANOVA, interaction, main effects, simple effect, relations with the unpaired t-test; the non-orthogonal ('unbalanced') two-way BS design, two-way ANOVA, confounding and adjustment. *Module 3*: BS experiment and quasi-experiments with a covariate, such as age or pre-measurement, covariance analysis (ANCOVA), the two functions of a covariate (power enhancement, confounding correction). *Module 4*: Correlational research, regression analysis with multiple predicators. *Module 5*: The one-way within subject (WS) design, repeated ANOVA measurements according to the univariate, epsilon-adjusted univariate, and multivariate method, relations with the paired t-test. *Module 6*: The two-way WS design, the split-plot (BS*WS) design for BS experimentation with repeated post-measurements and WS experimentation with a BS factor, repeated ANOVA measurements for these designs.
Goals	Knowledge about: One-way between group variance analysis, multiple comparisons, orthogonal versus non-orthogonal designs, two-way between group variance analysis, main and interaction effects, confounding problems, covariance analysis, multiple regression analysis, one-way within group variance analysis, univariate versus multivariate analysis model, two-way within group variance analysis, split plot analysis.
Instruction language	NL
Prerequisites	
Recommended literature	Field, A. (2009). Discovering statistics using SPSS (3rd ed.). London, UK: Sage; Van Breukelen, G. J, & Broers, N. J. (2004). Variantie-analyse, covariantie-analyse en regressie-analyse; E-reader on EleUM

	A short text about power analysis. This text will also be electronically available via EleUM.
Teaching methods	Assignment(s) Lecture(s) Skills Training(s) Work in subgroups
Assessment methods	Attendance Participation Written exam
Keywords	Experimental research, quasi experimental research, observational research, between group design, within group design, variance analysis, covariance analysis, regression analysis.

Practical for PSY2028 Statistic II

Title	**Practical: SPSS II**
Period	5
Code	PSY2135
ECTS credits	-
Organisational unit	Faculty Office
Coordinator	Nick Broers
Descriptions	Psychologists that work with statistics rarely produce calculations manually, but use statistical software to produce the analyses required. SPSS (Statistical Package for the Social Sciences) is the program that psychologists use most. During this practical, students will analyse data from actual research to further explore the theory behind statistical analysis.
Goals	Knowledge about: Structuring data files, analysis, interpreting results.
Instruction language	NL
Prerequisites	
Recommended literature	Syllabus SPSS in praktische stappen; Field, A. (2009). Discovering statistics using SPSS (3rd ed.). London, UK: Sage.
Teaching methods	Assignment(s) Training(s)
Assessment methods	Attendance Participation
Keywords	SPSS, statistical software.

Title	VGT (Progress test)
Period	3,5
Code	PSY2451
ECTS credits	2
Organisational unit	Work and Social Psychology
Coordinator	Herco Fonteijn
Descriptions	A knowledge exam is conducted among second-year bachelor's students twice a year: the progress exam ('voortgangstoets' or VGT in Dutch). The test contains items that cover the entire (Maastricht) psychology programme and is intended to measure the extent to which students are still able to apply concepts long after they have been acquired. The progress test is regarded as the most ideal assessment tool for a Problem-Based Learning environment, partly because the test benefits students who are steering their learning activities themselves and who familiarise themselves at a broad level when doing so. In addition, the progress test generates feedback to students on strengths and weaknesses in the conceptual framework that they acquire during the course of their studies. Feedback on psychological disciplines for which a student has achieved a moderate score also steers the extra test to be completed by students whose performance is relatively weak, to meet the assessment requirements applicable for the progress test.
Goals	Knowledge about: Insight in level of knowledge within the different (sub) disciplines compared to results of own cohort.
Instruction language	NL
Prerequisites	
Recommended literature	
Teaching methods	PBL
Assessment methods	Written exam
Keywords	Psychology, declarative knowledge, longitudinal testing.

BACHELOR JAAR 3
2013-2014

Overview bachelor year 3

Bachelor year 3			
Period	**Module**		
Period 0 02-09-2013 t/m 06-09-2013	No educational activities		
Period 1 t/m 3 09-09-2013 t/m 31-01-2014	Electives: Annemiek Vermeeren Period 3: EXAM: PSY3451 VGT (Progress test) (2 credits): Herco Fonteijn	PSY3010 Bachelor thesis (8 credits): Remco Havermans	PSY3131Skills VI (1 credits): Regulation and job application: Loes Kessels
Period 4 03-02-2014 t/m 04-04-2014	PSY3010 Bachelor thesis (8 credits): Remco Havermans PSY3008 Statistics III (6 credits): Gerard van Breukelen *Practicum:* PSY3201 SPSS III (- credits): Gerard van Breukelen	PSY3011 Methods and paradigms (6 credits): Fren Smulders *Practicals:* PSY3153 Task generator (- credits): Robert van Doorn PSY3154 Analysis of fMRI data (- credits): Giancarlo Valente, Federico de Martino	
Period 5 14-04-2014 t/m 06-06-2014	PSY3012 Action (6 credits): Amanda Kaas *Practicum:* PSY3155 Group decisions (- credits): Sjir Uitdewilligen EXAM: PSY3451 VGT (Progress test) (2 credits): Herco Fonteijn	PSY3013 Motivation and emotion (6 credits): Rob Ruiter	
Period 6 10-06-2014 t/m 04-07-2014	PSY3109 Psychodiagnostics (6 credits): Esther Keulers		

PSY3442 Experimental obligation (Eef Theunissen). Student does not need to book for this. Student can start this in year 1, but marks will not be registered until year 3.

Title	**Skills VI: Regulation and job application**
Period	1-6
Code	PSY3131
ECTS credits	1
Organisational unit	Work and Social Psychology
Coordinator	Loes Kessels
Descriptions	Skills VI builds upon Skills V. The course includes a number of subjects. The most important subject is updating the portfolio that students created in year one. Updating this portfolio requires students to reflect on the goals they set a year earlier, to what extent they have achieved them and what goals can be added. The emphasis lies on the programme that students will go through during year three in the build-up to completing the bachelor. Much attention will be paid to master programmes and jobs that students are interested in. The tutorial will teach students how to write a letter of application and a curriculum vitae. Students will receive a Quick Career Advice (QCA) from the Student Service Centre (SSC) staff. During the QCA, students will receive feedback on their Curriculum Vitae (CV). In year three, students will update their portfolio once (March). In March-April, students will send the updated portfolio to their mentor, and the final discussion will be based on the submitted portfolio.
Goals	Knowledge about: Portfolio: Self-reflection, self-regulation, formulating and pursuing goals, explaining choices about study. Applying: Curriculum Vitae, cover letter, Quick Career Advice.
Instruction language	NL
Prerequisites	Skills V (Part of Portfolio).
Recommended literature	
Teaching methods	Assignment(s) Lecture (s) Skills
Assessment methods	Attendance Portfolio
Keywords	Portfolio, QCA, personal learning goals, evaluation, self-reflection, study progress.

Title	**Bachelor thesis**
Period	1-4
Code	PSY3010
ECTS credits	8
Organisational unit	Clinical Psychological Sciences
Coordinator	Remco Havermans
Descriptions	Students are required to write a bachelor thesis in order to conclude the Bachelor phase. This is an article in which students report a literature research or an empirical study (such as an experiment). In case of an empirical study report, students will need to have research data (to be reviewed in consultation with the supervisor). In any case, students will have to define a clear background/problem situation of the chosen subject based on relevant and recent academic literature and develop this into a clear research question. Students must then answer this question in the thesis according to the present rules of the art. Additionally, students will write a blog about their thesis. To familiarise yourself with these rules, there is an organisation in EleUM called 'FPN Bachelor Thesis'. This so-called organisation is accessible to all students and employees of the Faculty of Psychology and Neuroscience. All necessary information about the bachelor thesis can be found here. Students are responsible for selecting a suitable subject and finding/approaching a supervisor. Students have to start well in advance with their preparation for the bachelor thesis (ideally at the start of the third year). However, students may only begin with the bachelor thesis once an assignment form, which has also been signed by the supervisor, has been submitted to the Education Office no later than the due date. Visit EleUM -> Organisations -> FPN Bachelor Students -> Written Assignments -> Bachelor Thesis for all necessary information about procedures, submission dates, academic requirements, criteria and guidelines.
Goals	Knowledge about: Research reports, popular scientific communication.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	Handbook writing skills
Teaching methods	Paper(s) Skills
Assessment methods	Assignments Final paper
Keywords	Writing skills, research report, empirical cycle, scientific communication.

Title	**Statistics III**
Period	4
Code	PSY3008
ECTS credits	6
Organisational unit	Faculty Office
Coordinator	Gerard van Breukelen
Descriptions	The goal of this course is twofold. On the one hand, it supplements Statistics II; that is the analysis of two-way designs with a dichotomic instead of quantitative dependent variables. On the other hand, the emphasis lies on the analysis of tests and questionnaires. In this way, this course provides a solid statistical preparation for the course Psychodiagnostics. The course includes three techniques spanning several weeks: logistic regression, reliability analysis and factor analysis. Logistic regression is the cognate of the variance and regression analysis covered in Statistics II if the dependent variable is dichotomic instead of continuous, such as healing or succeeding. Logistic regression allows us to confound the effects of multiple independent variables (confounding) and study interactions. In this way, it also expands upon the cross table analysis from Statistics I to multiple independent variables. Reliability analysis is a classic psychometric method for analysing tests and questionnaires. Oftentimes, persons' answers to multiple-choice questions (items) are scored logically and tallied to give a total score for e.g. intelligence or attitude. One assumes that these items measure the same thing. Reliability analysis can verify whether each item fits into the scale and how reliable the total score is. The course offers training in classic psychometry and an introduction into modern psychometry (the Rasch model), validity, and consistency between evaluators. Factor analysis is a method used to reduce a multitude of variables to a small number of underlying factors. In the past, factor analysis was used to reduce the scores of various tests to a small number of dimensions, such as verbal and spatial intelligence, or extraversion and neuroticism. Now, factor analysis is more often used to group items of one questionnaire into sub-scales. Factor analysis is therefore related to psychometry. The course offers training in explorative factor analysis with SPSS.
Goals	Knowledge about: three-way cross tables, logistic regression, confounding and interaction, classic psychometrics, reliability, item analysis, modern psychometrics, item response theory, Rasch model, validity, agreement, explorative factor analysis.
Instruction language	NL
Prerequisites	Good knowledge about the content of modules PSY1024 Statistics I and PSY2028 Statistics II, good SPSS skills.
Recommended literature	M. Berger, Tj. Imbos & M. Janssen (Eds.), Methodologie en statistiek deel II. Maastricht: Universitaire Pers. Chapters 13, 14, 16, 17.
Teaching methods	Assignment(s) Lecture(s) Skills Training(s) Work in subgroups
Assessment methods	Attendance Written exam
Keywords	Cross tables, logistic regression, classic and modern psychometrics, factor analysis.

Practical for PSY3008 Statistics III = PSY3201 SPSS III

Title	**Practical: SPSS III**
Period	4
Code	PSY3201
ECTS credits	-
Organisational unit	Faculty Office
Coordinator	Gerard van Breukelen
Descriptions	This practical is an integral part of the course Statistics III and includes trainings in the use of SPSS for the statistical techniques covered in Statistics III. There are practical classes, one for each of the subjects cross tables, logistic regression, classic psychometry and factor analysis. During these classes, the corresponding statistical technique will be practiced based on real or realistic data. The assignments for the SPSS analyses are in the course manual. The SPSS output will be discussed during the tutorial. In preparation for the practical classes, students are to study the theory concerned (lecture and literature). In preparation for the tutorial discussing SPSS, students must the questions about that SPSS output included in the course manual themselves. As far as time allows, this should be done during the practical.
Goals	Knowledge about: Cross table analysis with SPSS, logistic regression with SPSS, reliability analysis with SPSS, factor analysis with SPSS.
Instruction language	NL
Prerequisites	Good skills in controlling SPSS, based on SPSS practicals for modules PSY1024 Statistics I and II PSY2028.
Recommended literature	Syllabus SPSS in praktische stappen (zie PSY1111); Field, A (2009). Discovering statistics using SPSS. London: SAGE (3rd ed.).
Teaching methods	Assignment(s) Training(s)
Assessment methods	Attendance
Keywords	SPSS, cross tables, logistic regression, scale analysis, reliability, factor analysis.

Title	Methods and paradigms
Period	4
Code	PSY3011
ECTS credits	6
Organisational unit	Cognitive Neuroscience
Coordinator	Fren Smulders
Descriptions	In cognitive neuroscience, cognitive functions and their neural basis are often studied by people executing a computer task with only several well-controlled variables. By carefully manipulating the task, we try to break down functions into sub-processes. So by measuring the effect on behaviour and neural processes, we learn more about their properties. As such, important progress has been made towards understanding brain processes underlying perception, attention, emotion, language, memory and motion. The most important methods are covered. Response time (RT) is used to measure the duration of processes and is combined with all other methods. RT-based models are strong, but the restriction is that RT is only the sum of the underlying processes. Measuring electrical brain activities with Electro and Magnetoencephalography (EEG / MEG) during the processing of stimuli gives an accurate image of the duration of the corresponding brain processes. A disadvantage is that it is often difficult determining the source of activity in the brain. Other methods are sensitive for relatively slow metabolic processes that coincide with brain activity and give a more accurate image of the location of brain activities. These methods are in turn more insensitive for the exact duration. Functional Magnetic Resonance Imaging (fMRI) and Positron Emission Tomography (PET) will be covered. Decreased functioning of the brain mostly happens by accident as brain damage. A temporary and better controlled procedure is through Transcranial Magnetic Stimulation (TMS). The excellent control allows for better proving that a certain brain activity is in fact causal to behaviour. Every week, students will learn the principles and several applications of one or two research methods. They will also compare different methods with each other and discuss the manners of integration of the information they have gathered from methods that differ in time and spatial precision.
Goals	Knowledge about: introduction into conventional experimental paradigms which are used to isolate cognitive functions, and the biological research methods that are used to research them. We will always watch what we are measuring and what we can learn about the function of the brain from these measurements.
Instruction language	ENG
Prerequisites	
Recommended literature	
Teaching methods	PBL Lectures Assignment(s)
Assessment methods	Attendance Written exam
Keywords	Methods of cognitive neuroscience, experimental paradigms.

Practicals for PSY3011 Methods and Paradigms:
PSY3153 Task generator
PSY3154 fMRI data analysis

Title	**Practical: Task generator**
Period	4
Code	PSY3153
ECTS credits	-
Organisational unit	Work and Social Psychology
Coordinator	Robert van Doorn
Descriptions	In cognitive neuroscience, cognitive functions are often studied by people executing a computer task with only several well-controlled variables. By carefully manipulating the task, we try to break down functions into sub-processes. So by measuring the effect on behaviour and neural processes, we learn more about their properties. This practical teaches students to work with a basic programme for designing and conducting a task on a computer: a task generator. Substantively, students learn how to choose the right task conditions (stimuli, offer times, feedback, etc.), so that differences in response time refer to cognitive processes. The non-varying properties of the task have to be set optimally in order to clearly measure the response time and proportion of correct reactions. The practical involves working through a manual under supervision. The manual is structured so that students can learn to use the task generator on their own pace in order to construct a psychologically relevant experiment and also to make data suitable for statistical analysis. Finally, students will write a procedure section in pairs, requiring it to be independent from the task generator, and allowing a different researcher to exactly copy the experiment.
Goals	Knowledge about: learning to design an optimal experiment, to isolate certain cognitive functions to be able to measure them; learning to work with a standard program (task generator) that is being used to implement the experiment on a computer.
Instruction language	ENG
Prerequisites	The practical is linked with the module 'Methods and paradigms'. A second practical linked to this same module is 'fMRI data analysis'.
Recommended literature	
Teaching methods	Training(s)
Assessment methods	Attendance Final paper
Keywords	Practical task generator, psychophysics.

Title	**Practical: fMRI data analysis**
Period	4
Code	PSY3154
ECTS credits	-
Organisational unit	Cognitive Neuroscience
Coordinator	Giancarlo Valente, Federico de Martino
Descriptions	The most important goal of this practical is to familiarise yourself with the different types of data that are usually collected during an fMRI experiment, and a number of basic analytical steps necessary to calculate statistical results and visualising those values on an image of the brain. During the first session, students will analyse the data of a simple demonstration experiment in BrainVoyager QX based on step-by-step instructions and under supervision of a tutor. After this session, students will be introduced to a number of basic features of this software used for visualisation, exploration and analysis of functional time series. During the second session, students receive data from another experiment and a detailed description of its procedures (stimulation protocol, etc.), and analyse these by following the steps learnt in the first session.
Goals	Knowledge about: learning elemental steps of the analysis of MRI data. Disturbances of the signal, choice of statistical tests and interpreting the end results are addressed.
Instruction language	ENG
Prerequisites	The practical is linked with the module Methods and paradigms. A second practical linked to this same module is Task generator.
Recommended literature	
Teaching methods	Training(s)
Assessment methods	Attendance Final paper
Keywords	fMRI analysis, neuroimaging, cognitive neuroscience.

Title	Action
Period	5
Code	PSY3012
ECTS credits	6
Organisational unit	Cognitive Neuroscience
Coordinator	Amanda Kaas
Descriptions	The cognitive and neural basis of our *actions and decisions* is the central point of this course. What does the term "action" actually mean? Most actions use the *motor system* on some level. The *hierarchical organisation* of this system is examined as well as the role of spinal reflexes, basal ganglia circuits and the parieto-frontal cortex in planning, initiation, control and inhibition of movement and behaviour. The *relation between movement and cognition* is discussed based on cognitive (in)flexibility and impulsiveness in patients with Parkinson's and ADHD. Additionally, we shed light on the effect of *mistakes* and expected *reward* for actions and decisions. Students will compare optimal theoretical decision processes with decisions in the real world where risks, uncertainty and time pressure play a role. Why do some groups (e.g. adolescents) show *riskier behaviour* in the same situation than others? In conclusion, actions and decisions are put in a *moral and social context*. This course consists of lectures and tutorials. For one of these tutorials, students will write and present a short essay about a specific specialisation of one of the subjects.
Goals	Knowledge about: Role of (sub-)cortical structures for movement, motor/cognitive impairment in Parkinson's, conflict monitoring and reward expectation, somatic marker hypothesis, Bayesian decision theory, cognitive biases, risk and loss aversion, discount utility model, Construal Level Theory, risk perception, planning and inhibition of behaviour, moral decisions, altruistic and cooperative behaviour, decision making in groups.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	Part of the literature will be provided, but students are also expected to search for relevant literature for themselves. Selected chapters from the following textbooks are recommended: Kandel, E. Schwartz, J., Jessell, T., Siegelbaum S., Hudspeth A.J. (2013) Principles of neural science. New York, N.Y.: McGraw-Hill. Medical Rosenbaum, D.A. (2010). Human motor control. Amsterdam: Elsevier Academic Press. Gazzaniga, M.S., Ivry, R.B., Mangun, G. R. (2009) Cognitive neuroscience: the biology of the mind. New York, NY: Norton. Martin, J.H. (2003) Neuroanatomy: text and atlas. New York, N.Y.: McGraw-Hill. Gazzaniga, M.S. (2009) The cognitive neurosciences. Cambridge, MA: MIT. E-readers.
Teaching methods	Lecture(s) Paper(s) PBL Presentation(s) Work in subgroups
Assessment methods	Attendance Written exam

Keywords	Motor system, executive functions, social cognition, decision making.

Practical for PSY3012 Action
PSY3155 Group decisions

Title	**Practical: Group decisions**
Period	5
Code	PSY3155
ECTS credits	-
Organisational unit	Work and Social Psychology
Coordinator	Sjir Uitdewilligen
Descriptions	Decisions are omnipresent in our lives, and many of the most crucial decisions are made in groups. Medical teams diagnose patients' illnesses, emergency teams decide on the best approach to deal with an incident, and management teams make important investment decisions. Each member of a decision making group often contributes specific information and has his or her own perspective on the decision problem. The goals of this project are to experience the challenges and hindrances of decision making when members have diverse information and to scientifically investigate factors that contribute towards successful group decision making. The practical consists of two parts: 1) a group decision making exercise and 2) a short report including analyses of the data gathered during these exercises. During the exercise, students will play the role of a fire brigade commander, police officer, or environmental expert and make decisions as a member of an emergency management team. During this session, data will be collected on a number of group variables (e.g. leadership, personality, communication.) After all students have participated, they will receive an anonymous version of the dataset containing data on all teams. Based on this dataset, each student must build a model containing two or three variables, which he/she thinks will predict team performance, and subsequently use SPSS to analyse the proposed relations. The model and results should be described in a short report.
Goals	Knowledge about: Decision making in groups; Skills: formulating a model, data analysis, scientific reporting.
Instruction language	NL or ENG
Prerequisites	Basic knowledge of social psychology, skill at using SPSS.
Recommended literature	Part of the literature will be provided, but students are also expected to search for relevant literature for themselves.
Teaching methods	Lecture(s) Paper(s) Work in subgroups
Assessment methods	Attendance Report
Keywords	Social cognition, decision making.

Title	**Motivation and emotion**
Period	5
Code	PSY3013
ECTS credits	6
Organisational unit	Work and Social Psychology
Coordinator	Rob Ruiter
Descriptions	Motivation and emotion are two central concepts in psychology. Motivation is a process that affects the direction, persistence and strength of goal-oriented behaviour. Emotions are feelings or affective experiences that are shaped by a pattern of cognitive, physiological and behavioural responses to specific stimuli. Motivation and emotion are closely related: emotions are the result of situations in which our motives and goals are satisfied, threatened or frustrated. Both concepts are studied from different perceptions within psychology and the ultimate goal is to understand their role in explaining human behaviour. This course will combine these perceptions in a practical assignment to explain behaviour. The course starts by studying the hormonal and neural system based on biological processes and brain mechanisms underlying a number of behavioural and neural disorders (such as: apathy, aboulia, akinetic mutism) and basal tendencies of approach and avoidance when maximising joy and minimising pain. Gradually, we will work our way up by dealing with the cognitive aspects of expectations and rewards and their impact on intrinsic and extrinsic motivation. We will also examine the role of motivation in social behaviour, with particular attention paid to processes of subconscious goal activation and pursuing goals. Ultimately, we will discuss meta-cognitions about the role of motivation in personal development with special attention paid to satisfying basal needs and Maslow's hierarchy of motivation. Emotions will be examined based on the functional approach, as described by emeritus professor Nico Frijda, one of the founders of our faculty. This course will also cover the (evolutionary) functions of emotions and the fundamental motives that still play a role in the behaviour of the modern human.
Goals	Knowledge about: Influence of motivation on behaviour, influence of emotion on behaviour, hormonal, neural, cognitive and social processes, application of theory.
Instruction language	NL or ENG
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Lecture(s) PBL
Assessment methods	Attendance Final paper Written exam
Keywords	Motivation, emotion, BIS/BAS, self-determination, limbic system, needs/urges, motives, action tendencies, application of theories, preferences.

Title	**Psychodiagnostics**
Period	6
Code	PSY3109
ECTS credits	6
Organisational unit	Neuropsychology and Psychopharmacology
Coordinator	Esther Keulers
Descriptions	The practice of psychodiagnostics is made-to-measure and requires specific knowledge but also flexibility, creativity, et cetera. Examples of questions that psychologists have to answer in practice are: - Suppose a student has to develop a questionnaire for his master thesis that simplifies the career choice (and thus the choice of continuation education) of pupils. Advise the student where to start and/or what to pay attention to; - Suppose you get the question to determine the intelligence of a client that has only lived in the Netherlands for 3 months and therefore speaks little Dutch. Can you conduct the usual IQ test, with or without the help of an interpreter? Or should you make adjustments? And is that allowed? Illustrated by such practical problems and/or questions, the first tasks cover the meaning of psychometric terms such as reliability, validity, standardisation, instrument type (interviews, surveys, assessment schedules, questionnaires and tests), and sources of misinterpretation of diagnostic results. Then we will deal with diagnostics as a decision process. Shortcomings in decisions by the use of cognitive heuristics are put in the perspective of the old controversy between clinical and statistical prediction. The diagnostic process is seen as a cycle that is closely related to the empirical cycle. We will also deal with the application of Bayesian statistics within psychodiagnostics. In conclusion, students will be introduced to the ethical professional code of the NIP and the general standard test practices. Although the matter is explained based on examples from the clinical practice, this course attempts to deepen the insight into the principles and measurement problems in psychology.
Goals	Knowledge about: Reliability, test theory, validity, test development and construction, standardization, interpretation and distortion of test results, multicultural testing, projective techniques, empirical and diagnostic cycle, cognitive heuristics, Bayesian statistics, sensitivity, specificity, ethical professional code.
Instruction language	NL
Prerequisites	PSY1024
Recommended literature	E-reader
Teaching methods	Assignment(s) Lecture(s) PBL Training(s)
Assessment methods	Attendance Written exam
Keywords	Psychometrics, bias, diagnostic cycle, Bayesian statistics, ethical professional code, test instruments.

Title	VGT (Progress test)
Period	3, 5
Code	PSY3451
ECTS credits	2
Organisational unit	Work and Social Psychology
Coordinator	Herco Fonteijn
Descriptions	A knowledge exam is conducted among third-year bachelor's students twice a year: the progress exam ('voortgangstoets' or VGT in Dutch). The test contains items that cover the entire (Maastricht) psychology programme and is intended to measure the extent to which students are still able to apply concepts long after they have been acquired. The progress test is regarded as the most ideal assessment tool for a Problem-Based Learning environment, partly because the test benefits students who are steering their learning activities themselves and who familiarise themselves at a broad level when doing so. In addition, the progress test generates feedback to students on strengths and weaknesses in the conceptual framework that they acquire during the course of their studies. Feedback on psychological disciplines for which a student has achieved a moderate score also steers the extra test to be completed by students whose performance is relatively weak, to meet the assessment requirements applicable for the progress test.
Goals	Knowledge about: Insight into the achieved level of knowledge in various (sub) disciplines in relation to the results of the student's year cohort.
Instruction language	NL
Prerequisites	
Recommended literature	
Teaching methods	PBL
Assessment methods	Written exam
Keywords	Psychology, declarative knowledge, longitudinal testing.

PSY3442 Experimental obligation. Students do not need to book this module themselves. Students can start this in year 1, marks will not be registered until year 3.

Title	**Experimental obligation**
Period	Student can start in year 1. Will not be registered until year 3.
Code	PSY3442
ECTS credits	1
Organisational unit	Work and Social Psychology
Coordinator	Eef Theunissen
Descriptions	Every student must have participated as a test subject in an FPN scientific research before the bachelor's exam. Students who started their psychology programme in 2009 or earlier must have acted as a test subject for a total of 10 hours. Students who started in 2010, 2011 or 2012 must have acted as a test subject for a total of 15 hours. Students who started in 2013 must have acted as a test subject for a total of 20 hours. The experimental obligation is included on the overview of year 1, but does not count towards the 60 credits a student must obtain in year 1. The corresponding ECTS credit will only be awarded in year 3. Research participation during the 2nd and 3rd academic year is not guaranteed, due to too much prior knowledge. Furthermore, the sign-off experimental obligation hours must have been obtained in order to continue the programme abroad at the start of the 3rd academic year. Students are encouraged to complete the Experimental Obligation in their first year. To that end, students of cohort 2013 who have acted as a test subject for 15 hours in their first academic year will be rewarded with 5 extra hours and will automatically receive the sign-off experimental obligation. Students of cohort 2013 who have acted as a test subject for less than 15 hours on their first academic year will have to work the full 20 hours in other academic years of the bachelor's programme and will receive no extra hours.
Goals	Knowledge about: Nvt
Instruction language	nvt
Prerequisites	nvt
Recommended literature	nvt
Teaching methods	Nvt
Assessment methods	Participation as a test subject in studies of FPN employees and students.
Keywords	Participation in research, test subject.