

**2-YEAR MASTER'S in FORENSIC PSYCHOLOGY
2013-2015**

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Overview Year 1 & 2

Period	Master's in Forensic Psychology Year 1		
Period 0 02-09-2013 - 06-09-2013	Introduction week PSY 4950 PBL Training for non-UM Students* (- credits)		
Period 1 09-09-2013 - 25-10-2013	PSY4601 Forensic Psychology (4 credits) Kim van Oorsouw	PSY4602 Eyewitnesses and Victims (4 credits) Tom Smeets	PSY4605 Personality Disorders (6 credits) Jill Lobbestael
Period 2a 28-10-2013 - 22-11-2013	PSY4612 What Works with Young Offenders (2 credits) Jill Thijssen	PSY4603 Perpetrators and Defendants (4 credits) Ewout Meijer	PSY4621 Assessment Skills Lab I (4 credits) Corine de Ruiter
Period 2b 25-11-2013 - 20-12-2013	PSY4611 Forensic Neuropsychology (2 credits) Maarten Peters, Marko Jelicic		
Period 3 06-01-2014 - 31-01-2014	PSY4622 Assessment Skills Lab II (4 credits) Corine de Ruiter	PSY4606 Professional Ethics (2 credits) Dorothee Horstkötter	
Period 4a 03-02-2014- 07-03-2014		PSY4607 Criminal Law (6 credits) Liesbeth Vink	PSY4620 Therapy Skills Lab (6 credits) David Bernstein
Period 4b 10-03-2014- 04-04-2014	PSY4608 Deception and Malingering (2 credits) Ewout Meijer, Harald Merckelbach <i>Practical training:</i> PSY4650 Workshop CBCA (- credits) Ewout Meijer PSY4651 Workshop SVT/SIMS (- credits) Ewout Meijer		
Period 5a 14-04-2014- 09-05-2014	PSY4604 Psychotic Disorders (4 credits) Maarten Peters	PSY4609 Sex Offenders (2 credits) Linsey Raymaekers <i>Practical training:</i> PSY4652 SVR-20- Sex offenders (- credits) Corine de Ruiter	
Period 5b 12-05-2014 - 06-06-2014		PSY4610 Psychopharmacology of Reward and Drugs of Abuse (2 credits) Jan Ramaekers	PSY4625 Expert Witness Skills Lab (2 credits) Melanie Sauerland, Henry

			Otgaar
Period 6 10-06-2014- 04-07-2014	PSY4613 Masterclass (3 credits) Corine de Ruiters	PSY4614 Research Proposal Workshop (1 credits) Tom Smeets, Linsey Raymaekers	

**Students from Erasmus Rotterdam receive an exemption for PBL training*

Overview Master's of Forensic Psychology Year 2

Period	Master's of Forensic Psychology Year 2
Period 1 – Period 6	PSY5607 Research Proposal, PSY5602 Research Internship and PSY5603 Master's Thesis (40 credits) Kim van Oorsouw + PSY5604 Clinical Internship and PSY5606 Clinical Activities Report (20 credits) Corine de Ruiters

Master's in Forensic Psychology -Year 1

Core course

Title	Forensic Psychology
Period	1
Code	PSY4601
ECTS credits	4
Organisational unit	Clinical Psychological Science
Coordinator	Kim van Oorsouw
Descriptions	<p>This course will focus on the development, assessment and treatment of criminal behaviour. During this course students learn more about how (neuro)biological and environmental factors and mental (Axis I) disorders and personality (Axis II) disorders contribute to criminal behaviour.</p> <p>Some children display problematic behaviour at an early age or grow up in an environment that is considered a more likely predictor of the development of a career in crime. Others start displaying criminal behaviour in adulthood. Perpetrators frequently suffer from mental disorders. Murderers, for example, are often psychopaths, but may also suffer from schizophrenia. The course covers whether there are reliable ways to distinguish between different types of offenders. Questions covered include: What is known about the psychophysiology and the assessment of psychopathy? and What about other mental disorders?</p> <p>It is known that not all offenders suffer from a mental disorder. Once a crime has been committed, perpetrators often try to evade responsibility by feigning amnesia. Consequently, there are instruments that can help to assess whether an offender actually suffers from a disorder or whether they are malingering. After an assessment has been made, the trier-of-fact decides on punishment: imprisonment, treatment in a forensic institution or both. This course covers questions and topics related to the following questions: How can the best sanction be determined? What are the effects of detention and/or treatment in a forensic institution? How do we know whether someone is ready to leave a forensic hospital?</p>
Goals	Develop knowledge of: Causes of criminal behaviour, axis 1 and axis 2 disorder, assessment of criminal responsibility, risk assessment, purposes of punishment and treatment.
Instruction language	EN
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Lecture(s) PBL
Assessment methods	Attendance Written exam
Key words	forensic psychology, mental disorders, psychopathy, criminal responsibility assessment, TBS (Mandatory psychiatric treatment)

Title	Eyewitnesses and Victims
Period	1
Code	PSY4602
ECTS credits	4
Organisational unit	Clinical Psychological Science
Coordinator	Tom Smeets
Descriptions	<p>This course provides contemporary insights into the psychology of eyewitnesses and victims. For example, questions will be posed such as: How well are eyewitnesses and victims able to recall the offence they experienced? Can they accurately retrieve specific details of the offence when being questioned by the police? Are witnesses and victims subsequently able to identify the culprit from a line-up? How should these line-ups best be administered? Which neurobiological processes in the brain are responsible for storing emotional events during times of stress? This course will also deal with the consequences for people who experience traumatic events i.e., Can people cope with trauma? Who is vulnerable to stress-related disorders? Can traumatic experiences cause permanent brain damage? Are claims of repression and subsequent recovery of traumatic experiences valid, or can they (sometimes) reflect false memories? What do all of the above questions imply for the courtroom? Are the testimonies provided by young children as reliable as those of adults? These and other issues will be addressed during the course.</p> <p>By the end of the course students will: be familiar with current issues and controversies in eyewitness research and the psychology of victims; be familiar with the important terminology of Forensic Psychology (e.g., posttraumatic stress disorder, false memories, sequential line-ups, Ribot's law, etc.); be able to give descriptions of typical methods and experimental work in these disciplines; and have insight into the problems that arise from court decisions which hinge upon testimonies from eyewitness and/or victims.</p>
Goals	<p>Knowledge of: Estimator variables, system variables, co-witness effects, post-identification feedback, output order effects, reliability of testimonies. Line-up identification procedures, retrieval-induced forgetting, traumatic memories, stress, HPA-axis, neurobiology of learning and memory, resilience, acute and posttraumatic stress disorder, hippocampal atrophy, repression, recovered memories. False memories and behavioural consequences, forgot-it-all-along effect, coaching, truth-telling and lying in children, Ribot's law, posttraumatic amnesia, disturbed memory related to ICU-treatment.</p>
Instruction language	EN
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Lecture(s) PBL
Assessment methods	Attendance Written exam
Key words	eyewitnesses, victimology, trauma, memory

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

Title	What Works with Young Offenders
Period	2a
Code	PSY4612
ECTS credits	2
Organisational unit	Clinical Psychological Science
Coordinator	Jill Thijssen
Descriptions	<p>This course will address different approaches to treatment of young offenders. The limited effectiveness of treatment of adult offenders has pointed to the need for preventive interventions with children and adolescents. In this course, students will first be exposed to recent advances in the study of predictors and causes of antisocial behaviour in children. A number of longitudinal studies will be focused on. The specific role of neuropsychiatric disorders and family dysfunctioning will be addressed. Subsequently, students will learn about effective interventions used for elementary school age children, such as Parent Management Training and Stop-Now-And-Plan.</p> <p>Following this, the course will focus on evidence-based treatment programmes for adolescent offenders, such as Functional Family Therapy and MultiSystemic Therapy. Finally, attention will be paid to interventions that have been shown <i>not</i> to work, as well as the negative effects of institutional treatment. Myths about juvenile delinquency will also be discussed.</p> <p>In this four-week course, students will be exposed to a number of different theoretical and interventionist approaches in the area of juvenile offending. A key element will be the What Works approach: interventions that work have a strong theoretical rationale, focus on the relevant risk factors for offending, use routine quality monitoring to prevent programme drift, and are continually evaluated in terms of effectiveness. The relevance of different risk factors, such as neuropsychiatric disorders in the child (e.g., ADHD, autism-spectrum disorders, psychopathy), parental factors (mental disorders, poor parenting skills) and environmental factors (poverty, cultural aspects), will be illustrated.</p> <p>The lectures in this course will be delivered in part by experts from the juvenile justice field. Furthermore, the course will be supplemented with a workshop on using the SAVRY and the EARL.</p>
Goals	<p>Knowledge of: Theories of delinquent behaviour, longitudinal research on juvenile delinquency, evidence-based treatment interventions for children, quality control and treatment integrity, risk assessment in young children, evidence-based treatment interventions for adolescents, treatment of young institutionalised offenders, iatrogenic effects, effective institutional treatment, risk assessment in adolescent offenders, myths on child delinquent behaviour, myths about adolescent delinquent behaviour.</p>
Instruction language	EN
Prerequisites	
Recommended literature	Howell, J.C. (2003). Preventing and reducing juvenile

	delinquency: A comprehensive framework. Thousand Oaks, California: Sage; E-reader.
Teaching methods	Lecture(s) PBL Skills
Assessment methods	Attendance Written exam
Key words	young offenders, risk assessment, treatment, intervention, institutionalisation

Title	Forensic Neuropsychology
Period	2b
Code	PSY4611
ECTS credits	2
Organisational unit	Clinical Psychological Science
Coordinator	Maarten Peters, Marko Jelicic
Descriptions	Criminal courts are becoming increasingly aware of the unique and important contribution neuropsychological assessment may have to mental health evaluations in forensic practice. This pertains especially to cases with specific central nervous system pathology. As a result, neuropsychological expertise is requested in a substantial number of criminal and civil cases. Evidence suggests that traumatic brain injury is highly prevalent in individuals in forensic settings. The use of high-tech brain imaging techniques in defendants and forensic patients, to explain or underscore specific theories on brain-behaviour relationships, is becoming increasingly common nowadays. But what is the value of such brain images in individual defendants? Given the increased demand for experts in forensic neuropsychology, it is desirable for forensic psychologists to have expertise in this particular field. Defendants in criminal cases, increasingly state that they do not have any memory for their offence. This raises the question of whether this is always a valid defence. Besides this, defendants and witnesses with traumatic brain injury and/or functional or neurodegenerative disorders are becoming more common in legal settings. It is often assumed that these persons can, as a witness or as a defendant, give accurate statements. In search for answers on the validity and credibility of these issues, forensic psychologists should have state-of-the-art knowledge of clinical neuropsychology, neuropsychological assessment, neuropsychology of memory, and neurological vulnerability.
Goals	Knowledge of: Brain structure and function, neurological disorders, confabulation, amnesia, violence, structural brain scans in court, functional brain scans in court, epilepsy automatism, neuropsychological assessment, aggressive behaviour, mental retardation, competency to stand trial, forensic neuropsychology.
Instruction language	EN
Prerequisites	
Recommended literature	Chapters from Kolb, B., & Whishaw, I.Q. (2008). Fundamentals of human neuropsychology (6th ed). Hampshire, UK: MacMillan Publishers; Young, S., Kopelman, M., & Gudjonsson, G. (2009). Forensic neuropsychology in practice: A guide to assessment and legal processes. Oxford, UK: Oxford University Press; E-reader.
Teaching methods	Lecture(s) PBL Skills
Assessment methods	Attendance Written exam

Key words	forensic neuropsychology, brain structure, functionality, violence, brain disorders
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Title	Psychotic Disorders
Period	5
Code	PSY4604
ECTS credits	4
Organisational unit	Clinical Psychological Science
Coordinator	Maarten Peters
Descriptions	<p>This course deals with disorders of processes involving perception and thinking, in particular disorders involving psychotic symptoms. In films or books, psychotic characters usually display bizarre and unpredictable behaviours that people generally have difficulty identifying with. Therefore, most people feel rather uncomfortable around someone who is (or has been) diagnosed as psychotic.</p> <p>The aim of this course is to make psychotic disorders more understandable, more predictable, and less bizarre for students. It aims in particular to allow them to view such disorders within the context of experiences they are familiar with. In principle, anyone can become psychotic, but some people are more prone to becoming so than others, and in some people such disorders are more likely to become chronic. More specifically, students will develop an in depth knowledge of the relationship between psychotic disorders and violent behaviour. This knowledge will be gained through considering questions such as Can we argue that psychotic patients have an increased risk to become more violent? If so, does that relate to specific symptomatology, like hearing voices telling you to do certain things? And what about the possibility of feigning symptoms of a psychotic disorder? Psychotic disorders will be discussed from a variety of theoretical perspectives. The so-called diathesis-stress model will be used as a guiding principle. How this diathesis/predisposition/vulnerability is defined and which characteristics are related to it depends on the theoretical perspective taken. An individual's presentation of psychotic symptoms can depend on a variety of conditions, such as the stress level experienced, ability to cope with stress, and protective factors such as availability of social support. During this course, it will become apparent that relatively little in the way of 'hard empirical facts' is known about psychoses in general and schizophrenia in particular. Another factor in present-day society, which is increasingly becoming more multicultural, is that psychoses can also have a different significance depending upon the cultural context. In this sense, this course will look at psychosis from a large number of theoretical perspectives, and students will be expected to delve into the various theories whilst developing an understanding of their strengths and limitations.</p>
Goals	<p>Knowledge of: Psychotic disorders diagnoses, DSM-IV, diagnostic instruments, clinical picture and differential diagnosis of psychotic disorders, neurobiological and psychosocial etiological models and treatment, relationship between violence and psychosis, aetiology of violence, command hallucinations, detection of feigned hallucinations, detection of feigned delusions, cultural aspects.</p>

Instruction language	EN
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Assignment(s) Lecture(s) PBL Presentation(s) Skills
Assessment methods	Attendance Final paper Presentation
Key words	psychotic disorders, clinical picture, differential diagnosis, neurobiological, psychosocial, etiological models, treatment, violence, command hallucinations, feigning, cultural differences

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

	Final paper
Key words	ethics, forensic psychology, coercion and pressure, research ethics, ethical guidelines, privacy and confidentiality

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

	<p>University Press;</p> <p>Rogers, R. (2008). Clinical assessment of malingering and deception (3rd ed). New York: Guilford Press.</p> <p>Vrij, A. (2008). Detecting lies and deceit: Pitfalls and opportunities (3rd ed). Chichester UK: Wiley;</p> <p>E-reader.</p>
Teaching methods	<p>Lecture(s)</p> <p>PBL</p> <p>Training(s)</p>
Assessment methods	<p>Attendance</p> <p>Final paper</p>
Key words	<p>lie detection, feigning, underperformance, exaggeration, factitious disorder</p>

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

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

Title	Workshop SVT/SIMS
Period	4b
Code	PSY4651
ECTS credits	-
Organisational unit	Clinical Psychological Science
Coordinator	Ewout Meijer
Descriptions	Several tools exist that allow for the detection of malingering. In this workshop, students will be trained to use two of these: Symptom Validity Testing (SVT) and the Structured Inventory of Malingered Symptomatology (SIMS). Students will apply these two tools in a known scenario where someone will pretend to malingering.
Goals	Knowledge of: Malingering, Symptom Validity Testing, Structured Inventory of Malingered Symptomatology.
Instruction language	EN
Prerequisites	
Recommended literature	Articles.
Teaching methods	Skills Training(s)
Assessment methods	Attendance Final paper
Key words	malingering, SVT, SIMS

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

Teaching methods	Assignment(s) Lecture(s) Patient contact Skills Training(s) Work in subgroups
Assessment methods	Attendance Take home exam Observation
Key words	forensic, psychotherapy, personality disorders, schema focused therapy, cognitive-behavioural, therapy skills, experiential techniques

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

Title	Master Class
Period	6
Code	PSY4613
ECTS credits	3
Organisational unit	Clinical Psychological Science
Coordinator	Corine de Ruiter
Descriptions	<p>The goal of this course is to provide students with access to the expertise of an international scholar in a certain specialised field of forensic psychology. The specific scholar will change on an annual basis. The choice of the scholar will be partly determined by the degree to which the individual embodies the scientist-practitioner model in the field. By working intensively with a renowned expert in the forensic field, students are exposed to state-of-the-art knowledge, and will work intensively in a seminar type format. This will teach students the relevance of the scientist-practitioner model in relation to a specific area of forensic-psychological expertise.</p> <p>In the academic year 2010-2011, Prof. John Petrila from the University of South Florida, Tampa, USA, gave a Master Class on Comparative Mental Health Law. In the academic year 2011-2012, Dr. Tonia Nicholls from the University of British Columbia and Simon Fraser University, Vancouver, Canada, gave a Master Class on recent developments in domestic violence research. The title of this Master Class was “Domestic violence: The glaring gap between what we know and what we deliver.” Preliminary discussion with the prospective Master Class expert for the academic year 2013-2014, has recently commenced. Most likely, Dr. Jay P. Singh from the University of South Florida (soon to be from University of Zurich), will give a 4-day workshop on conducting systematic reviews, meta-analyses, and the integration of science into clinical practice. See his home page: http://mhlp.fmhi.usf.edu/facultyStaff/pfocus.cfm?focusid=382.</p>
Goals	<p>Knowledge of: Guidelines for performing state of the art systematic reviews of the literature; Cochrane and other guidelines for meta-analysis; how to publish your work in the most visible journals; how to integrate research and practice in your career in forensic psychology.</p>
Instruction language	EN
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Assignment(s) Lecture(s) Work in subgroups
Assessment methods	Attendance Final paper
Key words	international expert, scientist-practitioner, graduate seminar

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

Skills training

Title	Assessment Skills Lab I
Period	2
Code	PSY4621
ECTS credits	4
Organisational unit	Clinical Psychological Science
Coordinator	Corine de Ruiter
Descriptions	<p>Forensic psychological assessment differs in a number of important respects from that of psychological assessment (which occurs in a general clinical context). First of all, subjects are required to undergo a mental health assessment at the request of the court, which may adversely affect their willingness to participate and lead to distorted response styles. By contrast, in most other assessment contexts, the subject is seeking help and is open to discuss his/her problems with the assessor. Secondly, the forensic psychologist is asked to answer questions that are posed by the court, which requires the psychologist to 'translate' legal professionals questions into questions that a psychologist can answer. And finally, the forensic psychologist needs to be able to administer, code, and interpret specific forensic assessment instruments, relevant to the type of legal questions asked. Among these, the question of psychopathy is highly prominent.</p> <p>Forensic psychological assessment is a highly specialised form of psychological assessment. Questions posed to the assessment psychologist by the court are very different from the common questions in other fields of psychology. Examples include: Is there a relationship between the mental disorder of this subject and his behaviour at the crime scene? What is the risk of future re-offending in this arsonist? Should this sex-offender be allowed back into the community? The answers to these types of questions are never immediately at hand and require extensive knowledge of offender typologies, base rates of recidivism of different offender types, relationships between different mental disorder symptoms and offending behaviours, and extensive psychological assessment, employing the relevant forensic assessment tools.</p> <p>Students will receive specialised training in two essential forensic assessment instruments: the Psychopathy Checklist-Revised and the PCL: Youth Version. They will also learn how to write up the results of these assessments in a structured and transparent way in order to inform the court.</p>
Goals	<p>Knowledge and skills with regard to: Specific requirements of personality assessment in a forensic context (e.g., multimethod assessment; the importance of collateral information; conducting a biographical interview with a forensic patient; use of semi-structured methods, founding of diagnostic conclusions in evidential facts); psychopathy assessment, i.e., students will be able to code the Psychopathy Check List-Revised and Psychopathy Checklist: Youth Version on the basis of a videotaped semi-structured interview and file information, and ability to write a structured report on it.</p>
Instruction language	EN
Prerequisites	
Recommended literature	Jackson, R.L. (ed). (2007). Learning forensic assessment. New York: Routledge;

	Heilbrun, K., Grisso, T., & Goldstein, A. M (2008). Foundations of forensic mental health assessment. Oxford, UK: Oxford University Press. E-reader.
Teaching methods	Assignment(s) Lecture(s) Skills Training(s) Work in subgroups
Assessment methods	Attendance Final paper Observation
Key words	forensic psychological assessment, psychopathy

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

Title	Personality Disorders
Period	1
Code	PSY4605
ECTS credits	6
Organisational unit	Clinical Psychological Science
Coordinator	Jill Lobbestael
Descriptions	<p>This course deals with one of the biggest problems in forensic mental health; personality disorders (PDs). PDs are found in approximately 10% of the adult population and approximately 80% of the forensic psychiatric and prison population. PDs are mental disorders that cause long-term dysfunctional behaviour. PDs, which are described on DSM-IV Axis II, and ascribe more to the character of the person (i.e., longstanding, maladaptive personality traits) than to symptoms. Psychiatric symptoms, in contrast, are fluctuating, episodic and they are described on DSM-IV Axis-I. People with PDs consider their personality traits to be normal although they may perceive some of the effects of the disorder as undesirable. However, the traits themselves are ego-syntonic meaning that the person does not perceive his/her thoughts, feelings and actions as odd, but rather as something that fits in his/her character. Consequently, there is often no clear request for help. At times, clients only start treatment under pressure or force (i.e., by order of the law). PDs can only be diagnosed in adulthood, at age 18, because before that, personality has not yet sufficiently consolidated. Historically, PDs have always had a negative connotation. People suffering from these disorders are generally perceived as untreatable, and the term PD is also abused to refer to troublesome people. The introduction in 1980 of a separate axis, Axis II, in the DSM-III to diagnose these disorders attracted much attention from researchers. Research has placed a number of prejudices in to perspective, although the concept of PDs has given rise to much criticism from researchers (e.g., whether PDs actually exist, whether PDs are just complex variations of Axis I symptoms). The method for diagnosing PDs in the DSM has also been criticised and alternative dimensional models have been proposed. Thus, it is clear that much still remains to be learned about PDs.</p>
Goals	<p>Knowledge of: Diagnostic systems for personality disorders; diagnostic characteristics of personality disorders; expressions of personality disorders; forensic associates of personality disorders; theories on causes and development; treatment options for personality disorders; theories of these treatments. Skills: execute diagnostic personality disorder interviews; diagnose personality disorders; relate to patients during interviewing.</p>
Instruction language	EN
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Lecture(s) PBL

	Skills Training(s)
Assessment methods	Attendance Written exam
Key words	personality disorders, treatment, assessment, clinical image, etiology, theoretical models

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

	Paper(s) PBL Working visit(s)
Assessment methods	Attendance Final paper Written exam
Key words	criminal law, criminal procedure, expert witness, human rights

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

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

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

Title	Expert Witness Skills Lab
Period	5b-6
Code	PSY4625
ECTS credits	2
Organisational unit	Clinical Psychological Science
Coordinator	Melanie Sauerland, Henry Otgaar
Descriptions	Every forensic psychologist has to occasionally appear in court. When this happens, (s)he is faced with two basic problems: firstly, (s)he has to apply psychological knowledge in a legal context and, secondly, (s)he has to inform lawyers (who lack a thorough expertise in psychology) about the case at hand. During this course, the following subjects are covered: the differences between judicial and psychological knowledge and differences between judicial and clinical decision-making; the practical and ethical aspects of serving as expert witness; and training on how to serve as an expert witness, as well as how to evade common misconceptions and complications.
Goals	Knowledge of: Clinical heuristics, judicial reasoning, witness preparation, expertise bias, courtroom procedure, verbal skills, non-verbal skills, expert witness report writing, analysing case file.
Instruction language	EN
Prerequisites	
Recommended literature	E-reader.
Teaching methods	Assignment(s) Lecture(s) PBL Skills Training(s)
Assessment methods	Attendance Final paper
Key words	clinical heuristics, judicial reasoning, witness preparation

Master's in Forensic Psychology - Year 2

Internship

*PSY5607 Research Proposal, PSY5602 Research Internship and PSY5603 Master's Thesis
PSY5604 Clinical Internship and PSY5606 Clinical Activities Report*

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

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