

Faculty of Psychology
Prospectus
Master of Science in Psychology
2006 • 2007

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

FACULTY OF PSYCHOLOGY

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TIMETABLE MASTERS PROGRAMME 2006-2007

August						September					Agenda
week	31	32	33	34	35	35	36	37	38	39	
ma		7	14	21	28		4	11	18	25	11-09 till 27-10 First Course period
di	1	8	15	22	29		5	12	19	26	26-10 Exam A (or paper)
wo	2	9	16	23	30		6	13	20	27	27-10 Exam B (or paper)
do	3	10	17	24	31		7	14	21	28	
vr	4	11	18	25		1	8	15	22	29	
za	5	12	19	26		2	9	16	23	30	
zo	6	13	20	27		3	10	17	24		
blok							1	2	3		
October						November					30-10 till 22-12 Second Course period
week	39	40	41	42	43	44	44	45	46	47	
ma		2	9	16	23	30		6	13	20	27
di		3	10	17	24	31		7	14	21	28
wo		4	11	18	25		1	8	15	22	29
do		5	12	19	26		2	9	16	23	30
vr		6	13	20	27		3	10	17	24	
za		7	14	21	28		4	11	18	25	
zo	1	8	15	22	29		5	12	19	26	
blok	3	4	5	6	7		1	2	3	4	5
December						January					14-12 Exam A (or paper) 15-12 Exam B (or paper) 18-12 till 22-12 Resits 25-12 till 05-01 Christmas Break, no lessons
week	48	49	50	51	52	1	2	3	4	5	
ma		4	11	18	25		1	8	15	22	29
di		5	12	19	26		2	9	16	23	30
wo		6	13	20	27		3	10	17	24	31
do		7	14	21	28		4	11	18	25	
vr	1	8	15	22	29		5	12	19	26	
za	2	9	16	23	30		6	13	20	27	
zo	3	10	17	24	31		7	14	21	28	
blok	5	6	7	8							
February						March					13-02 till 15-02 Resits 19-02 till 23-02 Carnival, University closed
week	5	6	7	8	9	9	10	11	12	13	
ma		5	12	19	26		5	12	19	26	
di		6	13	20	27		6	13	20	27	
wo		7	14	21	28		7	14	21	28	
do	1	8	15	22		1	8	15	22	29	
vr	2	9	16	23		2	9	16	23	30	
za	3	10	17	24		3	10	17	24	31	
zo	4	11	18	25		4	11	18	25		
blok											
April						May					06-04 till 09-04 Easter Break, University closed 30-4 Queen's Birthday, University closed 17-05 till 18-05 Ascension, University closed 28-05 White Monday, University closed
week	13	14	15	16	17	18	18	19	20	21	
ma		2	9	16	23	30		7	14	21	28
di		3	10	17	24		1	8	15	22	29
wo		4	11	18	25		2	9	16	23	30
do		5	12	19	26		3	10	17	24	31
vr		6	13	20	27		4	11	18	25	
za		7	14	21	28		5	12	19	26	
zo	1	8	15	22	29		6	13	20	27	
blok											
June						July					
week	22	23	24	25	26	26	27	28	29	30	31
ma		4	11	18	25		2	9	16	23	30
di		5	12	19	26		3	10	17	24	31
wo		6	13	20	27		4	11	18	25	
do		7	14	21	28		5	12	19	26	
vr	1	8	15	22	29		6	13	20	27	
za	2	9	16	23	30		7	14	21	28	
zo	3	10	17	24		1	8	15	22	29	
blok											

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Introductory Note

Central to our Faculty is the training of bachelor and master students in biological and cognitive psychology. Students will benefit from the comprehensiveness of our program as well as by having opportunities to conduct research with faculty members who are on the cutting edge of their fields.

Our psychology curriculum consists of a three-years Bachelor programme and two separate Masters programmes. The Regular Master programme comprises one-year tracks, while the Research Master involves a two-year programme.

Tracks within the Regular Master focus on exciting and practically relevant themes. In the domain of Applied Cognitive Psychology these are: *Experimental Health Psychology, Psychology and Law, and Work and Organisational Psychology*. In the domain of Biological Psychology, there are the following tracks: *Developmental Psychology, Cognitive Neuroscience, and Neuropsychology*.

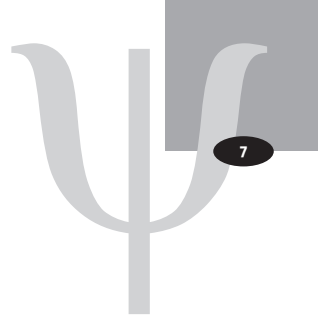
The Research Masters specifically intends to train students who want to pursue a career as a researcher. Within this master, three specialisations are offered: *Cognitive Neuroimaging, Neuropsychology, and Abnormal Psychology*.

This prospectus describes in more detail the various courses that form the building blocks of our Master programme. Thus, a brief summary of the main issues in each course is given, but also more practical information (e.g., books, staff members who coordinate the courses and so on). In addition, all the important dates are included, such as the beginning and the end of the academic year, holidays, courses, tests and the internships. Furthermore, the prospectus provides an overview of the organization of the faculty and the exam regulations. Finally, this prospectus may serve as a reference book for students and staff.

The faculty wishes all students an inspiring year!

Maastricht, July, 2006
Prof. dr. Harald Merckelbach,
Dean of the Faculty of Psychology

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



Psychology at the Universiteit Maastricht

THE MAASTRICHT PSYCHOLOGY CURRICULUM

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

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

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

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

Structure of the Masters Programme

The one-year Master of Psychology (MSc) provides a challenging programme to prepare students for a professional career in one of the emerging fields of cognitive and biological psychology. Keywords to describe the programme are international, state-of-the-art, challenging, student centred, and research-driven. Keywords to

describe our students are independent, critical, curious, assertive, open, and keen to learn.

The master programme comprises two specialisations, namely Applied Cognitive Psychology and Biological Psychology. Applied Cognitive Psychology has three tracks: Experimental Health Psychology, Psychology and Law, and Work and Organisational Psychology. Biological Psychology also has three tracks: Developmental Psychology, Cognitive Neuroscience, and Neuropsychology. In each track the programme starts with four theoretical courses combined with training in academic, research, and professional skills. The second part of the year is devoted to planning and conducting a research internship under supervision of a faculty member. A substantial number of students will conduct this internship abroad. The master is finished by writing a masters thesis on the research internship.

THE EDUCATIONAL APPROACH: PROBLEM-BASED LEARNING (PBL)

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

1. Student-Centred

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

2. Problems Form the Basis for Learning

Problems form the starting point for the learning process. Students discuss these problems in depth in small groups. These problems are formulated in such a way that students are led to pose all types of explanatory questions; e.g. how did the phenomenon presented come about? Based on this discussion, students formulate the subject matter to be studied.

3. Tutorial Groups

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

4. Self-motivation

The problem-based approach and group discussions stimulate students to acquire relevant knowledge, insight and skills relatively independently. This emphasis on self-motivation is a core feature of Problem-Based Learning (PBL).

Consequences for Learning Resources

This alternative educational method has numerous consequences for the way in which learning resources are applied by lecturers and students. Students are stimulated in problem-based learning to consult a variety of sources, in addition to the basic literature they have bought. These can be found in the Learning Resources Centre (more will be said about this in chapter 5). From the outset, it is important that students learn to deal with different and sometimes conflicting sources of information and learn to draw conclusions independently from these. An essential learning resource, mentioned below, is the course manual.

Course Manuals

Each course in problem-based education makes use of a course manual. This is put together by a team of lecturers and students, and comprises all essential information on the instruction for the course period; i.e. the person responsible for the course, what the course is about, what students need to know by the end of the course, skills taught during the course period, essential and recommended literature, and what lectures are given. The main part, however, consists of the problems or tasks. The course manual is always handed out to the students shortly before the course period starts. The data which are gathered from the evaluation of the tuition at the end of the course are used to improve the course manual for the following year.

INTERNATIONALISATION

Internationalisation is one of the features of the study profile of Universiteit Maastricht. Developments in science take no notice of national borders; they are pre-eminently international in character. This certainly is the case for developments in Biological and Cognitive Psychology. It is therefore to be expected that a number of graduates will find employment on the international labour market. In order to prepare students for this, the Masters Programme will be conducted entirely in English and the opportunities for studying or doing an internship abroad will increase. Furthermore, renowned guest lecturers from abroad will be invited to see to certain parts of the programme.

The Faculty has started various exchange programmes during the past number of years, in which the exchange of students was the primary aim. In time it will be possi-

ble to have an exchange programme for lecturers and perhaps have joint research projects as well.

A recent report of exchange programmes can be obtained from the Internationalisation Office, Loes Mallee, Phone (043) 38 81920, 40 Universiteitssingel East, Room 5.749.

ORGANISATION OF THE FACULTY OF PSYCHOLOGY

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

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

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

Faculty Board of the Faculty of Psychology

Composition

- Chairperson: Harald Merckelbach (Dean), portfolio holder general affairs, extensions, personnel, emancipation affairs, internal and external relations, ICT, accommodation, Phone (043) 38 81945, 40 Universiteitssingel East, Room 5.735.
- Members: Rainer Goebel, Vice-dean for research, Tel (043) 38 84014, 40 Universiteitssingel East, Room 4.753; Harm Hospers, Vice-dean for education and internationalisation. Phone (043) 38 82399, 5 Universiteitssingel, Room 3.020.
- Student Members: Jasper Habets (ID 155098); André de Zutter (ID 297607).
- Secretary: Ed Sprokkel (Director Faculty Office). Phone (043) 38 82174, 40 Universiteitssingel East, Room 5.735.
- Director of Studies: Nico Metaal, Phone (043) 38 84514, 40 Universiteitssingel East, Room 3.732a.
- Director of Research: Peter de Weerd, Phone (043) 38 84513, 40 Universiteitssingel East, Room 4.754.

Psychology Council

Composition

Administrative and support staff-member:

Harry Timmers, Phone (043) 38 84013, 40 Universiteitssingel East, Room 5.767.

Staff-members: Marieke Kools, Phone (043) 38 82475, 5 Universiteitssingel, Room 2.019;

Rob Markus, Phone (043) 38 82474, 40 Universiteitssingel East, Room 2.777a;

Hanneke van Mier, Phone (043) 388 4010, 40 Universiteitssingel East, Room 4.744;

Tim Schoenmakers, Phone (043) 38 884538, 40 Universiteitssingel East, Room 3.765.

Student members: Cedric Muijres (ID 165999);

Bart Zuidberg (ID 230189);

Niels Ballemans (ID 338664);

Vi Dinh (ID 165832);

Marjolein Huijts (ID 163805).

Secretary: Ed Sprokkel, Phone (043) 38 82174, 40 Universiteitssingel East, Room 5.735.

The Faculty of Psychology

The Faculty of Psychology has two departments and a Faculty Office, including the Educational Office. The departments are Neurocognition and Experimental Psychology. Roughly 180 people are employed in the Faculty of Psychology.

The Psychology Faculty Office

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

Commissions Supporting the Educational Programme

Curriculum Committee

Chairperson: Arie van der Lugt, Neurocognition, Phone (043) 38 82347, 40 Universiteitssingel East, Room 2.741.

Members: The coordinators of the basic programme, of Biological Psychology and Cognitive Psychology, of Internationalisation, Electives and Internships, of Educational Innovation and five student members.

Tasks: The curriculum committee focuses its attention on maintaining and improving the quality of the programme in its entirety. This implies that the curriculum committee examines the structure and contents of the programme in the light of the objectives to be achieved. The curriculum committee does not concern itself with the details of the programme.

Education Office

Head: Irma Kokx, Phone (043) 38 81883, 40 Universiteitssingel East, Room 5.777.

Tasks: Day-to-day coordination of the further development of the curriculum, with a view to bringing the different parts of the programme into alignment with one another, both organisationally and content-wise. This means that the Head of the Education Office is the person to whom students can direct their remarks about the programme and obtain information on educational matters. This includes all questions about registration for having completed a course or a practical training as well as the organisation of courses and practical training. In other words, all administrative matters concerning the Psychology Programme are lodged with the appropriate members of staff in the Education Office. Questions and observations about compensation regulations, exemptions and other matters are to be directed to the chairperson of the examination board.

Director of Studies

The Director of Studies is Nico Metaal, Experimental Psychology, Phone (043) 38 84514, 40 Universiteitssingel East, Room 3.732a.

Tasks: The Director of Studies is responsible for the organisation and coordination of the activities connected with the execution of the entire study programme and examination programme on behalf of the Faculty Board. The Director of Studies advises the Faculty Board on tuition and on examination regulations for the entire programme. He is responsible for the activities dealing with quality assurance of the instruction and advises the Board about internal quality assurance matters, as well as seeing to the follow-up of the findings of the external quality assurance committee.

Examination board

Chairperson: Hanneke van Mier, Neurocognition. Phone (043) 38 84010, 40 Universiteitssingel East, Room 3.732a.

Tasks: Responsible for the execution of the tuition and examination regulations. This Board also deals with requests for exemptions and related issues. Individual questions about examination and testing can be raised during the consultation hours, on Tuesdays and Thursdays from 13.00 -13.30 hours.

Board of Admission

Chairperson: Nico Metaal, Experimental Psychology. Phone (043) 38 84514, 40 Universiteitssingel East, Room 3.732a.

Task: Reviewing the applications for the Master Programme.

Resource Committee

Chairperson: Pascal van Gerven, Neurocognition, Phone (043) 38 84512, 40 Universiteitssingel East, Room 2.742.

Task: Responsible for the acquisition of literature for the library and for the Learning Resources Centre.

Discount on Books

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

It is based at 40 Universiteitssingel East, Room 1.765. The postal address is: Faculty Association Luna-tik, Faculty of Psychology, P.O. Box 616, 6200 MD Maastricht.



Specialisation Applied Cognitive Psychology

1.1 THE MASTERS SPECIALISATION IN APPLIED COGNITIVE PSYCHOLOGY

The masters specialisation in Applied Cognitive Psychology is divided into three tracks: Experimental Health Psychology, Psychology and Law, and Work and Organisational Psychology. Each track consists of four courses, corresponding skills training, and a research project that is rounded off with a masters thesis.

The *Experimental Health Psychology* track studies the nature, origin, maintenance and reduction of bad habits, i.e., unhealthy and undesirable behaviour. The mainly cognitive mechanisms that induce excessive everyday problems, like smoking, too much drinking, overeating, unsafe sex, excessive shopping and so on, are analysed. Excessiveness is considered in all its theoretical and applied bearings.

The *Psychology and Law* track focuses on key participants in the legal system: victims, eyewitnesses, defendants, lawyers and expert witnesses. What can be said from a psychological point of view about these participants? This is the approach taken in the PsyLaw track and in doing so, it gives priority to experimental studies and psychological tests and tools.

The track on *Work and Organisational Psychology* combines a theoretical foundation in cognitive aspects of work, personnel and organisational psychology with practical applications in the aviation sector.

Overview of the Tracks in the Masters Specialisation in Applied Cognitive Psychology

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

Period	Number of Weeks	Psychology and law	
Period 1	7	PL421 Eyewitnesses and Victims	PL422 Forensic Psychology
Period 2	7	PL423 Perpetrators and Defendants	PL424 Experts and Their Decisions
		PL425 Practical Psychology and Law in Action	
Period	24	Research Internship and Masters Thesis	

Period	Number of Weeks	Work and Organisational Psychology	
Period 1	7	WO431 Human Performance	WO432 Human Resources
Period 2	7	WO433 Organisation and Cognition	WO434 Safety at Work
Period	24	Research Internship and Masters Thesis	

1.2 TRACK EXPERIMENTAL HEALTH PSYCHOLOGY

Overeating and unsafe sex are examples of unhealthy and undesirable behaviour. From a multidisciplinary perspective, the track Experimental Health Psychology studies the nature and origin of such 'bad habits'. Although we study unhealthy and undesirable behaviour, it is important to know that Experimental Health Psychology does not train students as a clinical psychologist or psychotherapist!

Students will learn to analyse the underlying mechanisms of unhealthy behaviour, using recent theories and models from various (psychological) disciplines. With this knowledge, it is possible to systematically develop an intervention to change such behaviour. In their thesis, students do research, for example, as to why people maintain bad habits.

Course EH411 Self-Control – 5 European credits

Coordinator: Anita Jansen, Experimental Psychology, Phone 38 81910, 40 Universiteitssingel East, Room 3.731a, E-mail: a.jansen@psychology.unimaas.nl

Description of the Course

Why do some people eat too much? Why is it so hard for some people to get their alcohol consumption under control? Why is the incidence of sexual transmissible dis-

eases growing despite the increased availability of condoms? Many people struggle with calories, cigarettes and laziness every day and people vary enormously in their ability to succeed in self-regulation or control. These issues, and much more impulsive behaviour, point to self-control deficits. Too much eating, drinking and unsafe sex illustrate a lack of self-control, and the bad consequences of this type of excessive behaviour show how important it is that people are able to control themselves. Self-control is an extremely relevant health issue.

In the present course, the focus will be on issues related to excesses which can occur in everyday situations, for example, too much smoking, drinking, eating, sex, shopping and so on. We shall consider these common self-control issues in all their theoretical and applied ramifications. The basic processes of self-control that will be studied are for example the self-regulation of affect, automatic vs. controlled self-regulation, the role of thinking (beliefs) and planning. Attention will also be paid to the development of self-control and influences of personality characteristics such as the affect of temperament on the ability to exert self-regulation. Individual differences are emphasized, but we will also discover why interpersonal functioning (in e.g. a teaching situation) also requires self-control.

Literature

Various articles and book chapters.

Practical Training: Increasing Self-control through Practice

Coordinator: Anita Jansen, Experimental Psychology, Phone 38 81910, 40 Universiteitssingel East, Room 3.731a, E-mail: a.jansen@psychology.unimaas.nl

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

Instructional Approach

Tutorial group meetings (6) of 3 hours each including debates, practical meetings, lectures, symposium.

Form of Assessment

Group and debate participation, (open-ended questions), quality of case report and presentation.

EH412 Bad Habits – 5 European credits

Coordinator: Anne Roefs, Experimental Psychology, Phone 38 82191, 40 Universiteitssingel East, Room 3.747, E-mail: a.roefs@psychology.unimaas.nl

Description of the course

The goal of this course is to study theories, models, and empirical research on the borderline between social and clinical psychology, thereby aiming at explanations and predictions of behaviour, and in particular unhealthy and unwanted behaviours and cognitions.

In this course, various recent views from both social and clinical psychology are used to explain how (un)healthy and (un)wanted behaviours develop and endure. Various types of bad habits in the broad sense of the word will be reviewed when you learn how people acquire these bad habits. You can think of unhealthy behaviour like drinking or eating excessively, a lack of self-control in general, a low or unjustified high sense of self-esteem, and stigmatization and stereotyping of other people. With this, you will study the role of automatic and controlled processes in cognition and behaviour, and the role of conditioning.

Another theme is the role of cognitions, such as cognitions related to 'the self', self-serving cognitions, and optimistic versus pessimistic attributional styles. You will also be introduced to mechanisms of self-control and the role of impulsivity as a personality trait. Finally, in this course attention is given to the perception of other people and the development and application of stereotypes. Moreover, the relation between attitudes and behaviour is examined.

The practical in this course will be related to research, and will be partly integrated in the tutorial group meetings. The approach of Bad Habits is multidisciplinary in that it uses recent views from social psychology, social cognition, clinical psychology, and cognitive experimental psychology. Emphasis is put on understanding, explaining, and predicting bad habits.

Literature

Various articles and book chapters.

Instructional approach

Tutorial meetings (7) of 3 hours each, lectures, practical meetings.

Form of assessment

Essay questions and a practical report.

Course EH413 Planning Health Promotion Programmes – 5 European credits

Coordinator: Gerjo Kok, Experimental Psychology, Phone 38 84336, 5 Universiteitssingel, Room 3.013, E-mail: g.kok@psychology.unimaas.nl

Description of the Course and Practical

Health Psychologists in the field apply state-of-the-art theories and research to real-life health problems in real-life settings. This course introduces a process for creating health promotion programmes (Interventive behaviour on Mapping), in which

students are guided through a series of steps that will assist them in theory-based and evidence-based intervention development. Steps include a needs assessment, identifying performance objectives, determinants of behaviour, and programme objectives; selecting intervention methods, translating methods into strategies and programmes, and planning for programme adoption, implementation, and evaluation. Participants study the theoretical background of each step and, at the same time, work in small groups on a health topic which they choose from a number of possible topics. Topics are, for instance, prevention of obesity, depression, STDs or accidents, promotion of healthy diet or exercise, promotion of harm reduction practices for drug use or hearing impairment, therapy compliance for chronic diseases, and coping with stigma. In working on the health topic, students apply the Intervention Mapping protocol, guided by the work book and the theoretical knowledge garnered about each step. Lectures will introduce the various steps and provide illustrative examples of Intervention Mapping applications.

Core processes for Intervention Mapping include applying theories from the behavioural sciences, i.e. Social Psychology. One skill for the health psychologist/health promotion professional is to find and apply appropriate theories that help explaining a given problem and developing an effective intervention.

Literature

- Bartholomew, L. K., Parcel, G. S., Kok, G., & Gottlieb, N. H. (2006). *Planning health promotion programs; an Intervention Mapping approach*. San Francisco, CA: Jossey-Bass.
- Various articles and book chapters.
- Workbook (will be provided).

Practical training: Applying Theories

Coordinator: Gerjo Kok, Experimental Psychology, Phone 38 84336, 5 Universiteitssingel, Room 3.013, E-mail: g.kok@psychology.unimaas.nl

The practical will provide strategies for finding appropriate theories.

Instructional Approach

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

Form of Assessment

A paper, presentation, and test.

Course EH414 Manipulation – 5 European credits

Coordinator: Carolien Martijn, Experimental Psychology, Phone 38 84067, 40 Universiteitssingel East, Room 3.748, E-mail: c.martijn@psychology.unimaas.nl

Description of the Course

This course focuses on techniques and strategies to influence or “manipulate” other people’s opinions, judgments and behaviour. What factors are likely to instigate change, and how can their influence be explained? A common distinction in manipulation techniques or strategies is often made between those requiring systematic processing and those requiring heuristic processing. Systematic processing is related to persuasion; a sender carefully examines a persuasive message and if the arguments are relevant and strong (s)he may decide to adopt the message. In the case of heuristic processing the sender is more likely to be influenced by the form of a message rather than its content. For example, when people are not really motivated to carefully examine a message or situation, attractive or highly similar people are more effective manipulators than ugly or dissimilar people. Both forms of influence will be discussed during this course. Other topics that will be addressed in this course are “knee jerk psychology” (direct manipulation techniques), the manipulative power of everyday and media role models, and subliminal manipulation (influence of subconscious messages). We will also study the influence of mood on persuasion (are you more subjective to persuasive message in a good or in a bad mood, and if so, how comes), and try to explain why some people are more subject to persuasive messages than others.

Literature

Various articles and book chapters.

Practical Training: Manipulation Strategies

Coordinator: Carolien Martijn, Experimental Psychology, Phone 38 84067, 40 Universiteitssingel East, Room 3.748, E-mail: c.martijn@psychology.unimaas.nl

The practical consists of several training and research assignments.

Instructional Approach

Tutorial group meetings (7) of 3 hours each, practical meetings, lectures.

Form of Assessment

Writing assignments and essay questions.

1.3 TRACK PSYCHOLOGY AND LAW

How reliable are eyewitness testimonies? Do criminals such as Marc Dutroux have a brain dysfunction making them permanently dangerous to society? Questions such as these are typical for the discipline of Psychology and Law (PsyLaw). Psychologists with a background in PsyLaw ask questions that have direct relevance to the legal arena, and conduct research to address these questions. The aim of this programme

is to make master students familiar with typical themes from the PsyLaw domain. For example, students will learn how to analyse the reliability of eyewitness testimonies. In doing so, they will study memory from various perspectives. Another issue that will be addressed is, for example, testing. What tests can be used to detect liars and malingers? Also, students will get acquainted with forensic psychological issues (e.g., mental disorders, risk assessment).

Course PL421 Eyewitnesses & Victims – 4 European credits

Coordinator: Tom Smeets, Experimental Psychology, Phone 38 84506, 40 Universiteitssingel East, Room 3.753, E-mail: tom.smeets@psychology.unimaas.nl

Description of the Course

This course will provide you with insight into the psychology of eyewitnesses and victims. How well are eyewitnesses/victims able to recall the offence they witnessed/experienced? Can they accurately retrieve specific details of the offence when being questioned by the police? How should they be interviewed? Do their memories fade over time, or are these people always able to fully remember these horrific events? What are the consequences for people who experience traumatic events (i.e., can people cope with trauma)? Can traumatic experiences cause hippocampal atrophy? What do all of the above-mentioned questions imply for the courtroom? For instance, how should the court deal with cases of recovered memories? These and other issues will be addressed during the course. By the end of the course you will have gained more knowledge on current issues and controversies in eyewitness research and the psychology of victims; you will be familiar with the important terminology of Forensic Psychology (e.g., acute stress disorder, false memories, peritraumatic dissociation, Ribot's law, etc.); you will be able to give descriptions of methods typically used and experimental work done in these disciplines; and you will also have gained insight into the problems that arise out of court decisions which hinge upon eyewitness testimonies and/or testimonies from victims.

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings (7), lectures (4 to 6).

Form of Assessment

Essay questions.

Course PL422 Forensic Psychology – 4 European credits

Coordinator: Kim van Oorsouw, Experimental Psychology, Phone 38 84050, 40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorsouw@psychology.unimaas.nl

Description of the Course

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

Of course not all offenders suffer from a mental disorder. Once a crime has been committed perpetrators often try to evade responsibility by feigning amnesia. There are instruments that can help to assess whether an offender actually suffers from a disorder or is malingering. After such an assessment has been made, the trier-of-fact has to decide on punishment: imprisonment, treatment in a forensic institution, or both? How can the best sanction be determined and what are the effects of detention and/ or treatment in a forensic institution? How do we know whether someone is ready to leave a forensic hospital? These and related topics will be covered in this course. At the end of it you will have gained knowledge about current issues and controversies connected to the causes of criminal behaviour, their assessment and treatment.

Literature

E-reader.

Instructional Approach

Tutorial group meetings (7) and one-hour lectures (4 to 6).

Form of Assessment

Essay questions and writing a short research paper.

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

Coordinator: Robert Horselenberg, Experimental Psychology, Phone 38 81924, 40 Universiteitssingel East, Room 3.743, E-mail: r.horselenberg@psychology.unimaas.nl

Description of the Course

During this course you will learn more about the psychology and behaviour of offenders of serious crimes. Offenders want to obstruct police investigation and/or reduce self-responsibility for their acts by feigning psychopathology. How can you be sure these offenders are not faking their disorder? Also, suspects can confess crimes they did not commit. But why would they do so and how can you find out? Yet another problem increasingly coming to the surface is a crime that was allegedly committed whilst the offender was asleep. Is there any evidence that one can kill or rape while asleep? Moreover, are we able to detect an offender who is lying? Which techniques can best be used to detect such lies: brain fingerprinting, PET/MRI-scans, or simply measuring skin conductance? This is just a random selection of topics that will be dealt with in this course. At the end of it you will have gained knowledge about current issues and controversies connected to the psychology of offenders. This knowledge could be used in court for arriving at appropriate decisions about an offender's criminal behaviour.

Literature

E-reader.

Instructional Approach

Tutorial group meetings (7) and lectures (4 to 6).

Form of Assessment

Essay questions.

Course PL424 Experts and Their Decisions – 4 European credits

Coordinators: Harald Merckelbach and Elke Geraerts, Experimental Psychology, Phone 38 81945, 40 Universiteitssingel East, Room 5.735, E-mails: h.merckelbach@psychology.unimaas.nl or e.geraerts@psychology.unimaas.nl.

Description of the Course

Experts play an important role in judicial decision making. The law expects them to reach their decisions on the basis of scientifically grounded principles. Take, as examples, the handwriting expert who has to decide whether a threatening letter was written by the defendant or the child psychologist who has to decide whether a child should stay with his mother. Should we trust their expertise? How can their decisions be optimized? This course addresses these and related issues from a psychological point of view. Psychometric issues and decision making themes are discussed at length.

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings (7), lectures (3).

Form of Assessment

Essay questions.

Practical PL425 Psychology and Law in Action – 4 European credits

Coordinator: Kim van Oorsouw, Experimental Psychology, Phone 38 84050, 40 Universiteitssingel East, Room 3.767, E-mail: k.vanoorsouw@psychology.unimaas.nl

Description of the Practical

Psychology and Law in Action offers students the opportunity to become familiar with the practical aspect of psychology and law. Students will acquire hands-on experience with the administration of instruments frequently used by experts in the legal field, such as tools to measure suggestibility and malingering. Furthermore, lectures will be given by people working in the legal field. The basics of criminal proceedings in court will be outlined with an accompanying visit to a court hearing. In addition, field trips to different legal settings will be organized (e.g., forensic institution, jail). Students will spend a substantial amount of time on the administration of tests and reading relevant literature. At the end of the practical, student are expected to act as an expert witness in a mock criminal law case and submit a written expert report.

Literature

Various articles and book chapters.

Instructional Approach

Lectures, tutorial group meetings, excursions. In total, there will be about 9 sessions. Students are required to do a considerable amount of work outside the sessions.

Form of Assessment

The assessment consists of an individually written expert report.

1.4 TRACK WORK AND ORGANISATIONAL PSYCHOLOGY

How can industrial accidents be prevented?

What determines team effectiveness?

How to select air traffic controllers?

How can someone's ability to cooperate or make decisions be evaluated?

Which factors improve the quality of work life for the elderly?

How to design leadership training?

Which work conditions prevent mental fatigue?

How to stimulate innovations?

These questions illustrate some of the issues that are studied in the field of Work and Organisational Psychology (WOP). This track combines theoretical preparation in cognitive aspects of work, personnel and organisational psychology with practical application in the aviation sector.

Students completing the programme have knowledge of the major content areas of work and organisational psychology with an emphasis on applied cognitive psychology. They know how to apply job and task analysis techniques; they know how to determine standards of effectiveness and how to measure and evaluate human performances; they know how to design and evaluate employee selection tests, training programmes and organisational interventions; they have acquired data selection and analysis skills for conducting applied psychological research.

Course WO431 Human Performance – 5 European credits

Coordinator: Robert van Doorn, Experimental Psychology, Phone 38 81926, 5 Universiteitssingel, Room 2.014, E-mail: r.vandoorn@psychology.unimaas.nl

Description of the Course

This course focuses on how humans process information while performing tasks in their work environment. For that purpose students will study basic and applied topics about perception, attention, memory and action regulation as these are being used and combined in everyday work situations. Students will address questions such as: What perceptual information is needed to safely land planes or drive ground vehicles? How do operators efficiently handle automation and effectively act upon non-routine occurrences? What are the influences of scheduling and time sharing and how can we study a human's mental model and situation awareness with respect to handling (automated) tools. Another important question pertains to what happens to performance when tasks have to be combined and thereby cause increased workload with possible implications to stress and fatigue. In order to understand these issues, a cognitive psychologist will want to trace back these problems to the use of cognitive functions. In addition to knowing how these issues can be explained, students will come to understand that the application of most of the involved research entails the recommendation of improvements to the interaction between humans and their direct working environment.

Practical Training: a Critical Look at Human Performance

Coordinator: Marieke Kools, Experimental Psychology, Phone 38 82475, 5 Universiteitssingel, Room 2.019, E-mail: m.kools@psychology.unimaas.nl

In order to optimize human performance at work, it is important to know specific task requirements, task environments, and the task behaviour of workers. Based on

insights into physical and mental activities that an air traffic controller has to carry out for instance, equipment and interfaces can be designed to optimally fit these. The aim of this practical is for students to acquire knowledge and skills for task analysis techniques. Students will do the analyses within the context of a job, to learn about the specific tasks and cognitions involved. A written paper must be submitted to fulfill the practical requirements.

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings, lectures and practical meetings.

Form of Assessment

Essay questions.

Course WO432 Human Resources – 5 European credits

Coordinator: Margje van de Wiel, Experimental Psychology, Phone 38 82171, 5 Universiteitssingel, Room 2.002, E-mail: m.vandewiel@psychology.unimaas.nl

Description of the Course

Students will apply psychological research and theory to human resource management in organisations. They will discuss problems related to employee recruitment, screening and selection, training design, implementation and evaluation, performance measurement and management, professional learning and development, and career development and management. It is important to understand what is expected of people in a certain job and organisation to deal with these problems. The analysis of jobs, job-related tasks and competences, i.e. the knowledge, skills, abilities, attitudes, and other personal characteristics necessary to perform these tasks, plays a crucial role as well as the analysis of training needs of organisations and individuals. Therefore, analysis techniques will be addressed in the practical work.

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

Coordinator: Margje van de Wiel, Experimental Psychology, Phone 38 82171, 5 Universiteitssingel, Room 2.002, E-mail: m.vandewiel@psychology.unimaas.nl

Students will orient themselves on the profession of a work and organisational psychologist by interviewing a subject matter expert (SME) about his or her job. They will prepare the interview by using job analysis techniques, analyse the data, and report the findings in a job description and job specification. The whole process will be described in a short report. Students will present their findings on a profession during an interactive session.

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings (7), lectures (3-4), practical meetings (2-3).

Form of Assessment

Essay questions.

Course WO433 Organisation and Cognition – 5 European credits

Coordinator: Herco Fonteijn, Experimental Psychology, Phone 38 81907, 40 Universiteitssingel East, Room 3.742, E-mail: h.fonteijn@psychology.unimaas.nl

Description of the Course

To what extent can cognitive constructs and theories help us understand organisational behaviour? This course will focus on the interface of cognitive and organisational psychology and on two major perspectives organisations and their members appear to take. Choosing an interpretive perspective, organisations and their members try to understand how organisational realities are constructed. This perspective allows us to make sense of events and, eventually, to set new goals or adapt existing goals. Given a temporarily fixed set of (organisational) goals, a computational perspective would facilitate selection of actions. This computational perspective is exemplified by cognitive psychological work on mental representation and behavioural decision research.

Issues that will be addressed include entrepreneurial cognition, leadership, and strategic decision making; work motivation, job attitudes and organisational justice; team cognition and team performance; creativity, innovation and knowledge management; trust, conflict, and negotiation; and organisational climate and communication. Selected cases will be drawn from the field of aviation (e.g. low-fare market strategies, cockpit crew resource management, the development of the Boeing 777, union disputes and strikes at Heathrow, cultural differences and airline alliances, airline customer service).

Practical Training: Surveys in Organisations

Coordinator: Marieke Kools, Experimental Psychology, Phone 38 82475, 5 Universiteitssingel, Room 2.019, E-mail: m.kools@psychology.unimaas.nl

This practical consists of exercises that acquaint students with constructing, administering, and analysing a survey.

Practical Training: Conflict management

Coordinator: Alex de Voogt, Experimental Psychology, Phone 38 84324, 5 Universiteitssingel, Room 2.021, E-mail: a.devoogt@psychology.unimaas.nl

This practical consists of exercises that confront students with organizational conflict and provide experience with methods for resolving conflicts in decision-making groups.

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings, presentations, writing assignments, lectures and practical meetings.

Form of Assessment

Essay questions.

Course WO434 Safety at Work - 5 European credits

Coordinator: Fred Zijlstra, Experimental Psychology, Phone 38 84337, 5 Universiteitssingel, Room 2.001, E-mail: fred.zijlstra@psychology.unimaas.nl.

Course description

This course focuses on safety issues in organisations. Safety is an important aspect in many industries, and in particular in the aviation sector. This course will provide theories and intervention methods that help to understand the causes and consequences of errors and mistakes and how to deal with these issues. Errors are not only 'hazards' that should be avoided, but errors can also be very 'instructive' and can be an important source of learning; therefore the topic of 'error management' will also be discussed. In addition the cognitive appraisal of policies, practices and procedures related to safety, and which can be summarized as 'safety climate', will be highlighted.

Furthermore theories and methods regarding analyses and design of work and organization will be discussed, in particular the 'Action Regulation theory', which focuses on cognitive regulation of activities.

The introduction of new technologies in organizations is another issue that might have consequences for tasks and the organizations of work, and for safety as well.

Practical training: Systematic Design of an Intervention

Coordinator: Marieke Kools, Experimental Psychology, Phone 38 82475, 5 Universiteitssingel, Room 2.019, E-mail: m.kools@psychology.unimaas.nl

In this practical, students will develop an intervention for safety in an organisation. A systematic process for the creation of intervention programs (Intervention Mapping) will be used, in which students are guided through a series of steps that will assist them in theory-based and evidence-based intervention development. The whole process will be described in a short report.

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings, lectures and practical exercises.

Form of assessment

Essay questions.

1.5 RESEARCH INTERNSHIP AND MASTERS THESIS

The second part of the year of the Masters Programme is devoted to arranging and conducting a research internship. This will be in the field of the track a student has chosen out of one of the masters specialization programmes, under the supervision of a faculty member. As a result of the many international research contacts our faculty members have established, a substantial number of students will conduct their research internship abroad. Students finalize the masters programme by writing a thesis on their internship.

Either a faculty member or an external, qualified researcher supervises the research internship. The internship can be done at the University Maastricht, at external research institutes or at practically-oriented institutions. In the latter case, a faculty member will be the supervisor.

The masters thesis will be evaluated and graded by the supervisor/faculty member and by a second reviewer. At least one of the reviewers should belong to the Faculty of Psychology (FdP).

Information about research internships offered by faculty members can be found on Blackboard: Eleum.unimaas.nl/Students Faculty of Psychology. You can also find there a detailed guide to the research internship and the masters thesis.

As already mentioned, research internships can also be carried out abroad. For practical information about international research internships, contact Loes Mallee, Bureau Internationalisering (Internationalization Office): Phone 38 81920; 40 Universiteitssingel East, Room 5.753, E-mail: l.mallee@psychology.unimaas.nl

For more information about research internships contact Ingrid Candel, coordinator for Applied Cognitive Psychology: Phone 38 81963, 40 Universiteitssingel East, Room 3.738, E-mail: i.candel@psychology.unimaas.nl

1.6. PSYCHODIAGNOSTICS REGISTRATION

Coordinator: Anton de Vries, Neurocognition, Phone 38 84043, 40 Universiteitssingel East, Room 4.765, E-mail: a.devries@psychology.unimaas.nl

Description of the registration

Psycho diagnostics is the branch of psychology in which people are qualified by psychological assessment. These qualifications are important in many judgment and decision processes. Examples are: personnel selection, the evaluation of child molesting, or educational career decisions. The illustrations make clear that these qualifications may have important consequences.

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

Conditions

At the time of going to press of this prospectus it was not clear for which tracks the registration can be obtained. Probably it will be possible for the tracks Developmental Psychology, Neuropsychology, Experimental Health Psychology and Psychology and Law. The exact requirements will be specified as soon as this is published by the NIP.

Information

Additional information is available at: www.personeel.unimaas.nl/A.deVries/edu/BAPD/

Students intending to qualify for this registration should contact Anton de Vries. It is vital for the student to ensure that the planned training period allows the student to gain sufficient diagnostic experience. Also for additional information on these regulations you can contact him.

2

Specialisation Biological Psychology

2.1 THE MASTERS SPECIALISATION IN BIOLOGICAL PSYCHOLOGY

The biological revolution taking place in the field of psychology is studied further in the masters specialisation in Biological Psychology. The mutual influences of the psychological and biological fields on one another are taken into account. For example, there is the influence of stress on our physical condition, which can make us ill. Conversely, our biological constitution has a large influence on what our capabilities are as human beings. To a large extent, the development of our brain determines if and when we learn to see, feel, think or speak. Furthermore, many psychological or psychiatric disorders appear to have, at least in part, a genetic origin and are associated with some biological deficit such as the malfunctioning of certain brain circuits. The Masters tracks of Biological Psychology all study the 'roots of our behaviour' by relating all our actions, experiences and feelings to physiological, evolutionary and developmental mechanisms. Many of these mechanisms are looked at in terms of brain functioning. In addition, one of the factors which caused the biological revolution is the application of brain imaging techniques through which our knowledge has increased considerably. Issues related to this methodological revolution are also studied further in the masters in Biological Psychology.

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

The Masters in Biological Psychology provides an extension and deepening of the introduction given in the bachelor course. This is worked out in three different tracks that represent some of the most prominent and well researched areas of Biological Psychology. They are: Developmental Psychology, Cognitive Neuroscience or Neuropsychology.

The first track, Developmental Psychology, is exclusively devoted to developmental changes in perception, attention, memory, language, motor activities and emotions and its disorders in infants, children and adolescents. The Cognitive Neuroscience track on the other hand, is devoted to the research of behavioural and brain functions related to attention, perception, language, memory and motor behaviour. Finally, the Neuropsychology track studies the relationship between the brain and behaviour and the subsequent application of the information thus gained to problems relating to health and cognitive functioning.

Each track has a similar structure of four courses that run parallel over two periods. In addition to the courses, each period also has a practical component, organised independently from the courses. Students in the Developmental Psychology track must choose between the practical offered in the track Developmental Psychology (DP443) and the practical offered in the track Cognitive Neuroscience (DP444) offered in the first period. The courses focus somewhat more on the knowledge about theoretical issues whereas the practicals focus more on the skills related to certain methods (psychological tests, ERP, fMRI) and design.

Overview of the Tracks of the Masters Specialisation in Biological Psychology

Period	Number of Weeks	Developmental Psychology	
Period 1	7	DP441 Infancy	DP442 Perception, Attention and Motor Development
		DP443 Measuring Attention and Executive Functions in Behavioural Paradigms or DP444 Practical EEG/ERP	
		DP445 Development of Cognition and Language	DP446 Social Emotional Development
Period 2	7	DP447 Psychological Test Practical	
		Research Internship and Master Thesis	
Period	24	Research Internship and Master Thesis	

Period	Number of Weeks	Cognitive Neuroscience	
Period 1	7	CN451 Auditory and cross modal (Speech) Processing	CN452 Mechanisms of Perception and Attention
		CN453 Practical EEG/ERP	
Period 2	7	CN454 Brain Imaging Methods	CN455 The Cognitive Neuroscience of Sensory and Motor Systems
		CN456 fMRI Practical	
Period	24	Research Internship and Masters Thesis	

Period	Number of Weeks	Neuropsychology	
Period 1	7	NP461 Brain Damage	NP462 Behavioural Disorders
		NP463 Practical Neuropsychological Assessment	
Period 2	7	NP464 Arousal, Attention and Psychopharmacology	NP465 Cognitive Aging
		NP466 Practical Arousal, Attention and Aging	
Period	24	Research Internship and Masters Thesis	

2.2 TRACK DEVELOPMENTAL PSYCHOLOGY

Developmental Psychology is the study of the development of behaviour and cognitive functions from infancy to adulthood. In this biological track, the focus is especially on understanding how the development of certain behaviours and cognitive functions relates to a persons biological constitution and the development of the brain. Students are made familiar with current developmental theories and research findings from different fields and will get acquainted with various research tools.

Students learn what is needed, both biologically and environmentally, to develop functions such as audition, vision, language, social perception and emotion and motor abilities. Both normal and abnormal development are important topics.

Course DP441 Infancy – 4 European credits

Coordinator: Hans Stauder, Neurocognition, Phone 38 81933, 40 Universiteitssingel East, Room 4.736, E-mail: h.stauder@psychology.unimaas.nl

Description of the Course

The aim of this course is to examine the relationship between biological and psychological development from conception through the age of four years. A special focus is on methods and techniques for conducting fundamental and clinical research in infants.

In no other period during our development does our brain and behaviour change so fundamentally and quickly as it does during infancy. This sets particular methodological constraints on the design of experiments and the selection of the participants, whose age is typically expressed in weeks. An additional challenge in infancy research is the limitation posed on communication. Questioning and instructions are of no use in infancy research and one has to rely on indirect methods of measurement, like habituation paradigms or brain recordings. Despite these restrictions many fascinating findings have emerged in recent years concerning often unexpected cognitive capacities of infants.

The course starts with addressing specific problems in infancy research and methods used to meet or resolve these problems. Next, biological and behavioural aspects of pre- and perinatal development are discussed, in particular concerning their consequences for later cognitive development. Object recognition and object permanence seem to play a fundamental role in cognitive infant development and individual differences and critical periods are illustrated by a number of developmental disorders. Finally, the early development of the ‘ultimate’ achievement of human cognition is addressed: social understanding and consciousness.

Literature

- Slater, A. & Lewis, M. (2002). *Introduction to infant development*. Oxford UK: Oxford University Press.
- Various articles and book chapters.

Instructional Approach

Tutorial group meetings (10), lectures (4).

Form of Assessment

Essay questions.

**Course DP442 Perception, Attention and Motor Development
– 4 European credits**

Coordinator: Lisa Jonkman, Neurocognition, Phone 38 81956, 40 Universiteitssingel East, Room 4.732, E-mail: l.jonkman@psychology.unimaas.nl

Description of the Course

This course is aimed at providing an overview of the human development of perception, attention and motor skills from infancy to adulthood. Besides normal development, some common developmental disorders involving perceptual, attention or motor functions will also be discussed.

Although perception, attention and motor functions undergo the most spectacular changes during infancy, development proceeds during the course of one's entire lifespan. In the present course students will be acquainted with theories and experimental findings related to the development of these functions, with an emphasis on biological and physiological models. Knowledge about the way in which brain development is linked to the development of specific cognitive functions is crucial for determining the constraint of existing development theories. During the course it will soon become evident that perception and motor development are closely related to attention development. Developmental disorders in perception, attention or motor functions can have divergent consequences, depending on the age at which they have their origin. Being born deaf or becoming deaf at a later age has for instance quite different consequences for brain development and the speed of development of other functions. A number of common childhood disorders associated with deviant development of perception, attention or motor functions, will be discussed, paying attention to both neuropsychological and neurobiological theories pertaining to their origin. Other specific topics are: the development of 'bottom-up' versus 'top-down' attention processes and the role of eye-movements here, the development of executive functions and frontal cortex, the development of perceptual-motor functions, ADHD, Gilles de la Tourette and possible intervention or rehabilitation methods (both pharmacological as well as cognitive).

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings (10), lectures (4).

Form of Assessment

Essay questions.

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

Coordinator: Lisa Jonkman, Neurocognition, Phone 38 81956, 40 Universiteitssingel East, Room 4.732, E-mail: l.jonkman@psychology.unimaas.nl

Description of the Practical

The primary goal of this practical training is to become acquainted with behavioural paradigms to measure the attention and executive functions in children and adults. A second goal is to learn how to define a valid research question, apply statistics to acquired data, and interpret results.

Students will perform several attention and executive function tasks that are frequently applied in clinical and non-clinical developmental settings. The group data will eventually be gathered and given to the students so that they can perform statistical analyses on the data dependent on their research questions which have been individually determined and based on reading the provided literature. At the end students will present and discuss their findings both in group meetings and in a written report.

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings, lectures (defining research questions and statistical analysis) (2), lab-sessions (performing tasks) and computer sessions (data-analysis). In total, there will be about 5 sessions. Some additional work outside sessions is also required.

Form of Assessment

A 4-6 pages report in abbreviated article-form.

Practical DP444 EEG/ERP – 2 European credits (or Practical DP443)

Coordinators: Fren Smulders, Experimental Psychology, Phone 38 81909, 40 Universiteitssingel East, Room 3.744, E-mail: f.smulders@psychology.unimaas.nl and Mart Bles, Neurocognition, Phone 38 84042, 40 Universiteitssingel East, Room 4.749, E-mail: m.bles@psychology.unimaas.nl

Description of the Practical

The goal of this practical is to give the students hands-on experience with experimental design, acquisition and analysis of EEG/ERP experiments.

First, students will be introduced to the possibilities and limitations of EEG and ERP research: how to set up a proper experimental paradigm, and how to interpret the resulting data. Furthermore, students receive a general introduction into basic signal analysis, and into some specific analyses of EEG and ERP (artifact management, spectral analysis, filtering, ERP averaging, etc.). After that, there will be some hands-on training in smaller groups in conducting an ERP experiment, including electrode application, minimizing artifacts, and hygiene and safety in the lab. A simple paradigm will be used that produces reliable results for even a single subject. Data processing will include various EEG analyses that are commonly used, e.g. analyses in the time and frequency domain. Each group will report and discuss their findings with one another and as a whole.

Literature

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

Instructional Approach

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

Form of Assessment

A 2-4 pages report in abbreviated article-form.

Course DP445 Development of Cognition and Language – 4 European credits

Coordinator: Erik van Loosbroek, Neurocognition, Phone 38 84045, 40 Universiteitssingel East, Room 4.474, E-mail: e.vanloosbroek@psychology.unimaas.nl

Description of the Course

This course will provide an introduction to changes that underlie normal and abnormal development of the child's cognitive system. This development is described from one year of age and concentrates on changes in thinking and language and their interdependencies due in part to changes in brain structures and mechanisms. Two questions are important in a developmental approach: which

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

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings (10), lectures (a maximum of 7).

Form of Assessment

Essay questions.

Course DP446 Social Emotional Development – 4 European credits

Coordinator: Harry Smit, Neurocognition, Phone 38 82176, 40 Universiteitssingel East, Room 4.756, E-mail: h.smit@psychology.unimaas.nl

Description of the Course

Emotions are an essential part of our life. In every generation humans develop the skills to express the most subtle emotions, learn to recognize and understand these emotions, moods, and the thoughts of others. They enter into extremely complex social and emotional interactions with other people. In this course scientific studies into how social emotional life develops will be discussed. Social emotional development will be studied at four levels. First the genetic level: through studying psychopathologies e.g. the syndrome of Rett and Williams, and autism) and the role of some genes in social emotional development will be analysed. Second is the level of brain mechanisms (e.g. the role of the amygdala in the development of social cognition). Third is neuropsychology level. How do cognitive functions (as represented in a theory of mind) and emotional expressions (like blushing) develop and how is their development mediated by brain structures? Lastly there is the level of evolutionary psychology. Why have specific developmental patterns been selected

during the course of evolution? Since social emotional development is not of theoretical interest only, practical implications of theories about social emotional development are also dealt with.

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings (10), lectures (5-7).

Form of Assessment

Essay questions.

Practical DP447 Psychological Test Practical – 2 European credits

Coordinators: Erik van Loosbroek, Neurocognition, Phone 38 84045, 40 Universiteits-singel East, Room 4.747, E-mail: e.vanloosbroek@psychology.unimaas.nl and Hans Stauder, Neurocognition, Phone 38 81933, 40 Universiteitssingel East, Room 4.736, E-mail: h.stauder@psychology.unimaas.nl

Description of the Practical

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

Literature

User's guides of the mental capacity tests as well as selected papers are studied.

Instructional Approach

Tutorial meetings, lectures.

Form of Assessment

Written reports in line with faculty guidelines for each of the respective skills (i.e., administering, interpreting and constructing a psychological test).

2.3 TRACK COGNITIVE NEUROSCIENCE

The teaching programme covers relevant topics of Cognitive Neuroscience (CNS), and reflects the research expertise of the group 'cognitive neuroscience'. Students learn about CNS theories, and how to measure and interpret human brain activity, using imaging techniques to observe (fMRI, EEG/MEG), and modulate (TMS) the brain 'at work'.

CNS unravels the cognitive and neural mechanisms that are at work whenever we hear, see, think, talk, attend to others, or move, i.e. core aspects of human behaviour.

Course CN451 Auditory and Cross Modal Speech Processing – 4 European credits

Coordinator: Bernadette Jansma, Neurocognition, Phone 38 81934, 40 Universiteits-singel East, Room 4.742, E-mail: b.jansma@psychology.unimaas.nl

Description of the Course

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

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

The objective of this course is to provide:

- knowledge of the basic cognitive and neural principles of auditory and speech processing;
- knowledge of cross modal integration;

- critical thinking with regard to recent and ongoing research in the domain of auditory/speech processing and cross modal integration, including event-related potential (ERP) and fMRI studies.

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings (10), lectures (6).

Form of Assessment

Essay questions.

Course CN452 Mechanisms of Perception and Attention – 4 European credits

Coordinator: Peter De Weerd, Neurocognition, Phone 38 84513, 40 Universiteits-singel East, Room 4.754, E-mail: p.deweerd@psychology.unimaas.nl

Description of the Course

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

Vision is a complex cognitive process, which provides us with a richer stream of information than any of the other senses. Primate visual cortex is composed of at least 30 highly interconnected functionally specialized regions. The regions where visual information first enters the cortex are called early visual areas. Neurons in these areas have relatively simple properties, and their relatively small receptive fields are arranged to form retinotopic maps of the environment on the cortex. Higher level visual processing occurs in a ventral and dorsal stream, each of which is composed of regions specialized for representation of more complex visual content (including motion, faces and places).

This network of functionally specialized perceptual regions can adapt to the task the organism is faced with. This is the case, for example, when looking for someone in a crowd, focussing on one face at a time. There are different kinds of attention, but attention can be generally described as involving some type of selection of information. When the attentional selection of information is accompanied by a behaviour (such as an eye movement towards an interesting stimulus), attention is called 'overt'. However, there are also internal, covert forms of attention that do not require motor activity. Attention can be voluntary (controlled, top-down) or involuntary (automatic, bottom-up). Furthermore, attention can be directed to locations in space or to objects, or to features within objects.

In this course, neural mechanisms underlying these various types of attention will be studied. We will focus on recent neuroscientific research in visual perception and at-

tention involving different empirical methods including psychophysics, neurophysiology, functional brain imaging, and evoked potentials, with an emphasis on neurophysiology.

Literature

Various articles and book chapters.

Instructional Approach

Group discussions (10), lectures (up to 6).

Form of Assessment

Essay questions.

Practical CN453 EEG/ERP – 2 European credits

Coordinators: Fren Smulders, Experimental Psychology, Phone 38 81909, 40 Universiteitssingel East, Room 3.744, E-mail: f.smulders@psychology.unimaas.nl and Mart Bles, Neurocognition, Phone 38 84042, 40 Universiteitssingel East, Room 4.749, E-mail: m.bles@psychology.unimaas.nl

Description of the Practical

The goal is to provide students with hands-on experience in experimental design, acquisition and analysis of EEG/ERP experiments.

First, students will be introduced to the possibilities and limitations of EEG and ERP research: how to set up a proper experimental paradigm, and how to interpret the resulting data. Furthermore, students receive a general introduction into basic signal analysis, and into some specific analyses of EEG and ERP (artifact management, spectral analysis, filtering, ERP averaging, etc.). Next, there will be hands-on training in smaller groups on running an ERP experiment, including electrode application, minimizing artifacts, and hygiene and safety in the lab. A simple paradigm will be used that gives reliable results for even a single subject. Data processing will include various EEG analyses that are commonly used, e.g. analyses in the time and frequency domain. Each group will report and discuss their findings with one another and as a whole.

Literature

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

Instructional Approach

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

Form of Assessment

A 2-4 pages report in abbreviated article-form.

Course CN454 Brain Imaging Methods – 4 European credits

Coordinator: Elia Formisano, Neurocognition, Phone 38 84040, 40 Universiteits-singel East, Room 4.738, E-mail: e.formisano@psychology.unimaas.nl

Description of the Course

The investigation of human brain functions using a range of imaging methods represents the most influential development in Cognitive Neuroscience in the last years. In previous courses, you learned essential facts about all major brain mapping techniques, including scalp-recorded Electroencephalography (EEG) and Magnetoencephalography (MEG), Transcranial Magnetic Stimulation (TMS), Positron Emission Tomography (PET) and functional Magnetic Resonance Imaging (fMRI). In this course we will focus on fMRI.

fMRI has clear advantages over the other methods particularly in terms of increased spatial resolution. Since its invention in 1992, fMRI has led to major advances in understanding the neural mechanisms that underlie higher levels of human mental activity and has established a strong link between cognitive psychology and neuroscientific research. Whereas in other courses in Cognitive Neuroimaging, you either have been or will be confronted with several applications of fMRI in specific cognitive domains (visual perception and attention, sensor motor integration, auditory perception), during Brain Imaging Methods you will gain a deeper knowledge of fundamental and methodological aspects of fMRI.

Specifically, the course is intended to provide:

- knowledge of the basic principles underlying (f)MRI;
- understanding of theoretical and practical aspects related to the experimental design and data analysis in functional brain imaging;
- appreciation of potentialities and limitations of fMRI and other brain imaging techniques in studying human brain functions and addressing questions such as: ‘How can the fMRI signal be related to neural activity?’ ‘How are functional images obtained with an MRI scanner?’ ‘What do I need for doing a good fMRI measurement?’ ‘How are “activation maps” created?’

Literature

- Scott A. Huettel, Allen W. Song and Gregory McCarthy (2004) . *Functional Magnetic Resonance Imaging*. Sinauer, US.
- Jezzard P, Matthews PM and Smith SS. (2001). *Functional MRI - An Introduction to Methods*. Oxford, UK: Oxford University Press.
- Various articles and book chapters.

Instructional Approach

Tutorial group meetings (10), lectures (6).

Form of Assessment

Essay questions.

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

Coordinator: Alard Roebroek, Neurocognition, Phone 38 84039, 40 Universiteits-
singel East, Room 4.749, E-mail: a.roebroek@psychology.unimaas.nl

Description of the Course

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

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings (10), lectures (6).

Form of Assessment

Essay questions.

Practical CN456 fMRI – 2 European credits

Coordinators: Elia Formisano, Neurocognition, Phone 38 84040, 40 Universiteitssingel East, Room 4.738, E-mail: e.formisano@psychology.unimaas.nl and Alard Roebroek, Neurocognition, Phone 38 84039, 40 Universiteitssingel East, Room 4.749, E-mail: a.roebroek@psychology.unimaas.nl

Description of the Practical

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

Literature

- Scott A. Huettel, Allen W. Song and Gregory McCarthy (2004) - *Functional Magnetic Resonance Imaging*. Sinauer, US.
- *Functional MRI: An Introduction to Methods*. (2002) P. Jezzard and S.M. Smith (Eds). Oxford University Press
- Various articles and book chapters.

Instructional Approach

Tutorial group meetings (design the studies), lab-sessions (scanning), and computer-sessions (analysis). In total, there will be 7 sessions. Some additional work outside the sessions is expected.

Form of Assessment

A 4-6 pages report in abbreviated article-form.

2.4 TRACK NEUROPSYCHOLOGY

The track Neuropsychology is focused on cognition, brain and behaviour in health and disease. Emphasis is on the cognitive as well as affective functions, general intellectual abilities and bio-psychological mechanism in children, adolescents and adults. Both theoretical and applied questions are addressed to neural, cognitive, medical and psychological/psychosocial factors.

The programme aspires to provide sound theoretical knowledge and insights, to acquire methodological skills and the practical experience which is necessary to pursue either a clinical or a research career in the broad domain of Neuropsychology.

Course NP461 Brain Damage – 4 European credits

Coordinator: Martin van Boxtel, Neurocognition, Phone 38 81028, 10 Dr. Tanslaan, Room 4.E3.017, E-mail: m.vanboxtel@psychology.unimaas.nl

Description of the Course

Students are introduced to the fields of Behavioural Neurology and Neuropsychology: what do pathological conditions in brain structure and function tell us about the relationship between brain and behaviour?

Much of what we know about cognitive processes and affective functioning has been learned from close observation of patients with damage to the central nervous system. This course reviews mechanisms of the relationship between brain and behaviour that are the basis of neuropsychological dysfunctions in persons who suffer from brain damage. Students acquire knowledge about the causes and neurobiological effects of brain lesions, and get acquainted with the taxonomy of common neurological and neuropsychological syndromes. Functional disturbances that occur after focal or diffuse lesions in different cortical areas, in connecting tracts, in limbic and other subcortical brain structures are discussed, together with the neurocognitive assessment procedures that are necessary to identify such deficits, including disorders of memory, praxis, language, visual spatial abilities and executive function. After completion of the course the students will have a broad overview of the functional brain anatomy (including lobar anatomy and cerebral vascularization), the neurophysiology of brain repair, and the neurological diseases (e.g. brain trauma, stroke, and epilepsy) which are relevant for Neuropsychology, both as a clinical and a research discipline. Finally, the student will be familiar with the fundamental processes involved in functional brain plasticity. This knowledge is essential to understand the principles of neuropsychological rehabilitation in order to support or even improve residual function after brain damage and to ameliorate the life quality of neurological patients.

Literature

- Various articles and book chapters.

Instructional Approach

Tutorial group meetings (10), lectures (5).

Form of Assessment

Essay questions.

Course NP462 Behavioural Disorders – 4 European credits

Coordinator: Dymphie Scholtissen-In de Braek, Neuropsychology and Psychiatry, Phone 368 5264, PMS Vijverdal, Room 0.039, E-mail: d.indebraek@np.unimaas.nl

Description of the Course

The aim is to learn more about cognitive function and dysfunction in neuropsychiatric and psychiatric conditions. Furthermore, the aim is to gain insight into biological and (neuro)psychological mechanisms and possible treatment of these disorders.

The course in “Behavioural Disorders” deals with changes in psychological functioning, which occur in frequently observed brain disorders. Focus will be placed on function and dysfunction in the domain of behavioural planning and organisation, shifting, cognitive control, self-evaluation and social monitoring. These processes are thought to be especially dependent on the proper functioning of areas in the frontal lobes and circuits which connect these to other parts of the brain. There is an overlap with the so-called ‘executive functions’. This course will give students an idea of the typical appearance of behavioural disorders and cognitive disorders, and the coexisting brain and behavioural mechanisms that are connected to these disorders. The emphasis lies on problems which occur in neuropsychiatric disorders and psychiatric conditions, such as schizophrenia, obsessive compulsive disorder, ADHD and epilepsy. In addition, neuropsychiatric problems which occur in important neurological disorders will be discussed. For example, psychological problems in cerebrovascular diseases and mild traumatic brain injury will be dealt with. Finally, biological and psychological mechanisms underlying behavioural and cognitive disorders will be discussed. In this course we focus on both casuistic impressions as well as on theoretic paradigms that are important in behavioural disorders.

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings (10), lectures (3-4).

Form of Assessment

Essay questions.

Practical NP463 Neuropsychological Assessment – 2 European credits

Coordinator: Jeanette Dijkstra, Psychiatry & Neuropsychology, Phone 387 4117, 10 Dr. Tanslaan, Room 4.G4.034, E-mail: j.dijkstra@np.unimaas.nl

Description of the Practical

The goal is to acquire basic skills for collecting neuropsychological data in human individuals.

In this training elements of psychological research in relation to 1) intellect, 2) cognition, 3) mood, 4) personality and 5) behaviour will be discussed. It starts with an introductory lecture in which the principles and interpretation of neuropsychological diagnostics are outlined and illustrated with case studies. Tests used in the practical are demonstrated, including interpretation and how to report the outcomes. Next, students are trained in neuropsychological history taking which they will perform on trained actors who simulate different types of neurological or neuropsychiatric pathology. Furthermore, students are trained in behavioural observation by watching the neuropsychological examination of different simulating patients. Finally, by using data from patient history, test observations and examination results, students write a comprehensive neuropsychological report, which is graded. In a final tutorial group meeting specific problems of the assessments and the individual reports are discussed.

Literature

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

Instructional Approach

Introductory lecture, literature study, plenary debriefing session.

Form of Assessment

A 3-4 page case report.

Course NP464 Arousal, Attention and Psychopharmacology – 4 European credits

Coordinator: Annemiek Vermeeren, Neurocognition, Phone 38 81952, 40 Universiteitssingel, Room 2.738, E-mail: a.vermeeren@psychology.unimaas.nl

Description of the Course

Most people agree that you have to sleep well, in order to perform well the day after. Similarly, it seems to be common knowledge that a little excitement or tension can improve your performance, but not too much though. These phenomena are often explained using the concept of ‘level of arousal’ and its relation to attention or attentional capacity. Arousal refers to a person’s overall state or level of activity and is closely linked to concepts such as alertness and attention. It is often thought of as the amount of energy or attentional capacity a person has available to work with. According to Arousal Theory the level of arousal can vary from very low (sleepy,

drowsy), to very high (anxious, panic). Performance is supposed to depend on this level of arousal, with optimal performance at an intermediate level of arousal. This simple unidimensional approach, referred to as the Yerkes-Dodson Law, or the inverted U model, has its limitations, however. Alternative multidimensional models exist, that are supported by current knowledge of underlying biological mechanism regulating arousal and attention.

This course will focus on the role of “arousal” in cognitive and psychomotor performance, and its relation to attentional functions. The relation between arousal and performance will be discussed in the context of rapid reactions to novel stimuli, long and repetitious tasks, circadian rhythms and sleep homeostasis, and diseases and drug use. Along with this, various methods for measuring arousal will be presented. The underlying biological mechanisms will be presented in the context of sleep-wake mechanisms, and the effects of drugs on performance.

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings (10), lectures (circa 5).

Form of Assessment

Essay questions.

Course NP465 Cognitive Aging - 4 European credits

Coordinator: Pascal van Gerven, Neurocognition, Phone 38 84512, 40 Universiteits-singel East, Room 2.742, E-mail: p.vangerven@psychology.unimaas.nl

Description of the course

This course will cover a broad range of topics in the field of cognitive aging. A thorough understanding of normal cognitive aging is considered essential before issues in abnormal aging can be considered. Essential questions are: What is cognitive aging? What neurobiological and cognitive mechanisms determine whether a person ages pathologically, normally, or successfully? How can this aging process be influenced? Students will critically reflect on essential theories, state-of-the-art research, established research methods, and clinical interventions to address these questions. Themes will be physical (somatic) aging, brain aging (biological perspective), cognitive aging (behavioural perspective), pathological aging (mild cognitive impairment, dementias, Alzheimer’s disease, Parkinson’s disease), interventional strategies (e.g., cognitive training), and methodological issues in aging research.

Literature

Various articles and book chapters.

Instructional Approach

Tutorial group meetings (10), lectures (5).

Form of Assessment

Essay questions.

Practical NP466 Arousal, Attention and Aging – 2 European credits

Coordinators: Eric Vuurman, Neuropsychology, Phone 38 81046, 40 Universiteits-singel East, Room 2.747, E-mail: e.vuurman@np.unimaas.nl and Annemiek Vermeeren, Neurocognition, Phone 38 81952, 40 Universiteitssingel East, Room 2.738, E-mail: a.vermeeren@psychology.unimaas.nl

Description of the Practical

The aim of this practical is for students to gain experience in experimental research, by studying the effects of an arousal manipulation (environmental noise) on cognitive processing in young and elderly volunteers.

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

Literature

Various articles and book chapters.

Instructional Approach

Plenary lectures (2), experiment (data collection, statistical analysis).

Form of Assessment
A research paper.

2.5 RESEARCH INTERNSHIP AND MASTERS THESIS

The second part of the year of the Masters Programme is devoted to arranging and conducting a research internship. This will be in the field of the track a student has chosen out of one of the masters specialization programmes, under the supervision of a faculty member. As a result of the many international research contacts our faculty members have established, a substantial number of students will conduct their research internship abroad. Students finalize the masters programme by writing a thesis on their internship.

Either a faculty member or an external, qualified researcher supervises the research internship. The internship can be done at the University Maastricht, at external research institutes or at practically-oriented institutions. In the latter case, a faculty member will be the supervisor.

The masters thesis will be evaluated and graded by the supervisor/faculty member and by a second reviewer. At least one of the reviewers should belong to the Faculty of Psychology (FdP).

Information about research internships offered by faculty members can be found on Blackboard: Eleum.unimaas.nl/Students Faculty of Psychology. You can also find there a detailed guide to the research internship and the masters thesis.

As already mentioned, research internships can also be carried out abroad. For practical information about international research internships, contact Loes Mallee, Bureau Internationalisering (Internationalization Office): Phone 38 81920; 40 Universiteitssingel East, Room 5.753, E-mail: l.mallee@psychology.unimaas.nl

For more information about research internships contact Arie van der Lugt, coordinator for Biological Psychology: Phone 38 82347; 40 Universiteitssingel East, Room 2.741, E-mail: arie.vanderlugt@psychology.unimaas.nl

2.6 PSYCHODIAGNOSTICS REGISTRATION

Coordinator: Anton de Vries, Neurocognition, Phone 38 84043, 40 Universiteitssingel East, Room 4.765, E-mail: a.devries@psychology.unimaas.nl

Description of the registration

Psycho diagnostics is the branch of psychology in which people are qualified by psychological assessment. These qualifications are important in many judgment and decision processes. Examples are: personnel selection, the evaluation of child molesting, or educational career decisions. The illustrations make clear that these qualifications may have important consequences.

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

Conditions

At the time of going to press of this prospectus it was not clear for which tracks the registration can be obtained. Probably it will be possible for the tracks Developmental Psychology, Neuropsychology, Experimental Health Psychology and Psychology and Law. The exact requirements will be specified as soon as this is published by the NIP.

Information

Additional information is available at: www.personeel.unimaas.nl/A.deVries/-edu/BAPD/

Students intending to qualify for this registration should contact Anton de Vries. It is vital for the student to ensure that the planned training period allows the student to gain sufficient diagnostic experience. Also for additional information on these regulations you can contact him.

3

Education and Examination Regulations - Masters

Education and Examination Regulations - Masters

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3.1 EDUCATION AND EXAMINATION REGULATIONS - MASTERS

Section 1 General Conditions

Education and Examination Regulations for the 2006-2007 academic year for de Masters Study Programme in the Faculty of Psychology, as meant in article 7.13 of the Act on Higher Education and Research (WHW).

Article 1.1 Scope of the Regulations

These regulations apply to the education and examinations for the full-time Masters Study programme in Psychology, hereinafter referred to as the study programme. The study programme is offered by the Faculty of Psychology, hereinafter referred to as the Faculty.

The regulations have been established by the Faculty Board, after the advice from the study programme board and the approval from the Faculty Council had been obtained, and will apply as of 1st September 2006 for the 2006-2007 academic year.

Article 1.2 Definitions

In these regulations the following is understood by:

- a. The Act: the Higher Education and Research Act (WHW);
- b. Student: he/she who has been enrolled at the University of Maastricht as of 1st December 2006, for the purpose of attending the courses and/or taking the tests and the examination of the study programme.
- c. Academic year: the period from 1st September of a calendar year up to 31st August of the following calendar year.
- d. Part: a study unit of the study programme as meant by article 7.3 of the Act.
- e. Course: a study unit of the study programme, as meant by the Act.
- f. Tutorial Group Meeting: a practical exercise, as meant by article 7.13 paragraph 2, sub t of the Act.
- g. Practical Training: a practical exercise, as meant by article 7.13, paragraph 2, sub d of the Act.
- h. Test: the test as part of the examination as meant by article 7.10, paragraph 1 of the Act.
- i. Examination: the final examination for the Masters study programme.
- j. Credit: a study load of 28 hours of study, in accordance with article 7.4 of the Act. The study load of the Masters study programme amounts to 60 credits.
- k. Examination board: the board as meant by article 7.12 of the Act.
- l. Examiner: the person appointed by the examination board, charged with administering exams.
- m. Course Coordinator, alternatively Practical Training Coordinator: an examiner who is responsible for the content of a certain course, or alternatively responsible for the practical training in a certain course.

- n. Board of Appeal: the Board of Appeal for Examinations as meant by article 7.60 of the Act.
- o. Rules and Regulations: the rules drawn up by the examination board to ensure a smooth running of the tests, and the regulations governing the way in which the examinee is assessed and how the results of the tests and examinations are arrived at as meant by article 7.12, paragraph 4 of the Act.
- p. Faculty Board: the Executive Board of the Faculty of Psychology of the University of Maastricht as meant by article 9.24 of the Act.

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

Article 1.3 Purpose of the Study Programme

1. The purpose of the study programme is the following:
 - academic education within the context of the Maastricht University educational concept and its distinct profile;
 - deepening of a student's specific choice for a particular field of study;
 - possibility to broaden one's knowledge in other disciplines;
 - acquisition of specialized knowledge, skills and insight in the field of psychology, particularly in the fields of Cognitive or Biological Psychology;
 - preparation for a possible further programme of study in scientific research.

In combination with the Bachelor Degree in Psychology, the study programme must see to:

- the preparation of a career in the field of Cognitive or Biological Psychology.
2. There are sufficient elements in the study programme to enhance the further development of the academic formation of the student, in particular with regard to:
 - thinking and acting independently and scientifically;
 - communicating scientifically in English;
 - applying specialized scientific knowledge in a broader social context.

Article 1.4 Organization of the Study Programme

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

Artikel 1.5 Exam of the Study Programme

In the study programme the following exam can be taken:
the bachelor exam

Article 1.6 Study Load

The study programme has a study load of 60 credits.

Article 1.7 Language of Instruction

The education and examination in the Masters study programme are conducted in English.

Section 2 Structure of the Study Programme

Article 2.1 Masters Specializations and Tracks

Areas of Specialization in the Masters Study Programme

- a. Applied Cognitive Psychology
- b. Biological Psychology

Tracks in Applied Cognitive Psychology

- Experimental Health Psychology
- Psychology and Law
- Work & Organizational Psychology

Tracks in Biological Psychology

- Developmental Psychology
- Neuropsychology
- Cognitive Neuroscience

Article 2.2 Composition

Masters Degree Specialization in Applied Cognitive Psychology

Experimental Health Psychology

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

- | | |
|-----------------------------------------------------|-----------|
| • The course 'Self-control' | 5 credits |
| • The course 'Bad Habits' | 5 credits |
| • The course 'Planning Health Promotion programmes' | 5 credits |
| • The course 'Manipulation' | 5 credits |

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

- | | |
|----------------------------------|------------|
| • The approved research proposal | 5 credits |
| • The research internship | 25 credits |
| • The Masters thesis | 10 credits |

Psychology and Law

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

- The course 'Eyewitnesses and victims' 4 credits
- The course 'Forensic Psychology' 4 credits
- The course 'Perpetrators and Defendants' 4 credits
- The course 'Experts and their decisions' 4 credits
- The practical 'Psychology and Law in action' 4 credits

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

- The approved research proposal 5 credits
- The research internship 25 credits
- The Masters thesis 10 credits

Work & Organizational Psychology

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

- The course 'Human Performance' 5 credits
- The course 'Human Resources' 5 credits
- The course 'Organisation and Cognition' 5 credits
- The course 'Safety at Work' 5 credits

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

- The approved research proposal 5 credits
- The research internship 25 credits
- The Masters thesis 10 credits

Masters Degree Specialization in Biological Psychology

Developmental Psychology

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

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

- Practical period 2 2 credits

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

- The approved research proposal 5 credits
- The research internship 25 credits
- The Masters thesis 10 credits

Cognitive Neuroscience

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

- The course 'Auditory and cross modal speech processing' 4 credits
- The course 'Mechanisms of perception and attention' 4 credits
- The course 'Brain imaging methods' 4 credits
- The course 'Cognitive neuroscience of sensory and motor systems' 4 credits
- Practical period 1 2 credits
- Practical period 2 2 credits

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

- The approved research proposal 5 credits
- The research internship 25 credits
- The Masters thesis 10 credits

Neuropsychology

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

- The course 'Brain damage' 4 credits
- The course 'Behavioural Disorders' 4 credits
- The course 'Arousal, attention and psychopharmacology' 4 credits
- The course 'Cognitive aging' 4 credits
- Practical period 1 2 credits
- Practical period 2 2 credits

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

- The approved research proposal 5 credits
- The research internship 25 credits
- The Masters thesis 10 credits

Article 2.3 Open Study Programme; Free Masters

1. With the permission of the examination board, students enrolled for a study programme at the Faculty, can put together their own study programme, made up from study units offered by an institution of academic education, followed by an examination.
2. This open study programme must have a study load of 60 credits, of which 40 credits have to be obtained by means of the compulsory research internship.
3. The examination board will decide within four weeks after having received a proposal whether permission will be granted.

Section 3 Tests and Examinations

Article 3.1 Compulsory Sequencing of Parts

1. The research internship can only be started once:
 - The Bachelor Degree has been obtained;
 - At least 2 of the 4 compulsory theoretical courses of the Masters track have been completed, and the attendance of the other 2 courses is obtained. In addition, certain research internships in the biological specialization may require that the practical training has been completed.
2. If a student deviates from the sequencing as described under 1, without permission from the examination board, the result of the part in question can be declared invalid.

Article 3.2 Periods and Frequency

1. Tests can be taken twice a year, at times determined by the examination board: i.e. once during or immediately following the period in which the relevant unit was offered and once during the course of the academic year.
2. In special cases, the examination board can decide that a test can be taken at a time different to that set in accordance with the previous paragraph.

Article 3.3 Testing

1. Tests

- a. As a rule, tests are in written form. This includes tests done on a computer. A written test can consist of open questions, an individual paper, an essay or a report. If an examiner would like to use another format of testing, the examiner has to request permission from the examination board.
- b. For written tests, students can be admitted and take the test for up to 30 minutes after the test has started. In that case no extension of the duration of the test will be granted. After 30 minutes, admission will be refused. Students are not allowed to leave the room where the test is taken, until at least 30 minutes after the test has started.

- c. During tests it is not allowed to carry cellular telephones or electronic agenda's. The test will be declared invalid if the student does not conform to this regulation. If a student is caught using a cellular telephone or electronic agenda, a fraud regulation will be applied.
- d. A condition for taking tests is the compliance with the minimum requirements for participation in the tutorial group meetings as laid down in article 4 of section 5.2 Rules and Regulations.
- e. The examination board has the authority to permit a different form of testing or assessing in special cases.
- f. Students with a functional disability may request permission from the examination board to take the tests in a manner which is as far as possible, adapted to their individual disability. The examination board can ask for expert advice before arriving at a decision.

2. Oral Testing

In exceptional circumstances the examination board has the authority to permit an oral test. A written request has to be submitted to the examination board. If the request is granted the following conditions will apply:

- a. Only one person at the time may be tested orally.
- b. An oral test is administered by two examiners, unless the examination board has decided otherwise.
- c. Oral tests will be administered in public, unless the examination board or the examiner in question has decided otherwise in a special case, or if the student has objected to this.

3. Written Papers

The examination board can draw up guidelines for papers. These guidelines will be included in the Prospectus or in the manual pertaining to the relevant part.

4. Research Internship

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

5. Participation in Tutorial Group Meetings

- a. The examination board lays down the percentage for compulsory participation in the tutorial group meetings in the rules and regulations, articles 5.2 and 6, and determines how the actual participation of each student is registered.

- b. Students who do not comply with the percentage for the minimal, compulsory participation in the tutorial group meetings, but have not missed more than 1 meeting than is allowed, can still comply with the compulsory attendance by applying for a catch-up assignment from the examination board, not later than two weeks after the relevant course has ended. At most, two requests for a catch-up assignment will be granted in each academic year. The examination board will inform the student about this not later than four weeks after the course examination has taken place.

Article 3.4 Proof of Having Passed Courses

1. Once a student has taken part in a sufficient number of tutorial group meetings and has successfully completed the course examination and the practical training, this will count as proof of having passed the relevant course. The proof will be obtained after an examiner or an employee who is not a member of the academic staff, under the supervision and responsibility of the examination board, has declared that the requirements for that part of the examination have been complied with. A condition for obtaining proof of having passed a course is that the student has complied with the admission requirements for the relevant part of the examination. The examination board can revoke the decision of the examiner if the admission requirements have not been complied with.
2. If the member of staff referred to in the previous paragraph doubts whether the requirements for granting proof of having passed a course have been complied with, he/she puts this before the examination board for a final decision.

Article 3.5 Determining and Publishing Results

1. The examination board determines the norms for the assessment of each part of the examination.
2. The examiner determines the provisional result of a written test within 15 working days after the day on which the test took place, and provides the educational office with the information needed for the publication of the result to the student.
3. The examiner determines the result of an oral test immediately after it has been taken and issues the student with a written statement to this effect. If several students take the same test one after the other, the time for determining the result can be extended by one week at the most.

Article 3.6 Period of Validity

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

Article 3.7 Right of Inspection

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

Article 3.8 Exemptions

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

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

Article 3.9 Examination

1. The examination board determines the result of the Masters examination as soon as the student has submitted sufficient proof of having passed the tests and of the academic formation he/she has acquired. The student, who has met all the requirements for the Masters examination, will be conferred the Masters Degree and will receive the certificate belonging to the Masters examination as proof of this
2. Prior to determining the result of the examination, the examination board may examine the student's knowledge with respect to one or more parts of the study programme, should the results of the relevant tests give rise to this.

Article 3.10 Degree and Certificate

1. He/she who has passed the examination successfully will be awarded the Degree of "Master of Science".
2. The certificate issued as a result of having passed the examination successfully will contain:
 - a. the name of the study programme;
 - b. the degree which has been awarded;
 - c. the most recent date on which the study programme has been accredited, or alternatively has undergone the test of being a new study programme.
3. The certificate will be signed by the chair of the examination board and the dean of the faculty.
4. The presentation of the certificate is done in public, unless the examination board decides otherwise in special cases.
5. A separate list of marks will be issued with the certificate.

6. An English diploma supplement will be issued with the certificate.
7. The examination board can award the certificate with the qualifications of 'with honours' in accordance with the Rules and Regulations of the Masters examination.

Section 4 Admission

A. Admission Requirements for a Subsequent Masters Study Programme (art. 7.30a)

Article 4.1 Admission

The following will be admitted to the study programme:

- he/she to whom the degree of Bachelor of Science in Psychology of the University of Maastricht has been awarded (the preceding Bachelor Degree) with the proviso that he/she who has completed the Bachelor Degree in Cognitive Psychology will be admitted to the Masters Specialization in Applied Cognitive Psychology and he/she who has completed the Bachelor Degree in Biological Psychology will be admitted to the Masters Specialization in Biological Psychology.

Article 4.2 Provisional Admission

1. Contrary to what has been said in article 4.1, the examination board can decide to admit a student who is enrolled in a Bachelor study programme as meant in article 4.1, to the Masters study programme.
2. The Examination Board can decide to provisionally admit a candidate as meant in article 4.1, if
 - a) the following compulsory parts of the Bachelor study programme have been successfully completed:
 - first and second year of the Bachelor study programme;
 - Bachelor thesis;
 - at least two of the three courses in Biological Psychology of year 3 or at least two of the three courses in Cognitive Psychology of year 3;
 - b) only as many parts of the Bachelor study programme are yet to be completed as would amount to a total study load of at the most 30 European credits.

B. Admission Requirements Masters Study Programmes (others than student of the Faculty of Psychology, UM) (art. 7.30b)

Article 4.1 Admissibility

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

Article 4.2 Certificate of Admission

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

- a. the person concerned complies with the following requirements:
 - (1) having awarded at least a Bachelors or equivalent degree in an academic field;
 - (2) passing an entrance exam testing basic psychology knowledge and specific knowledge in biological and cognitive psychology, depending on which master is chosen;
 - (3) passing an entrance exam in Methods and Statistics;
 - (4) passing an entrance test in English.
- b. (if applicable) the maximum number of persons which can be enrolled for the study programme is not exceeded.

Article 4.3 Capacity Limitations

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

Article 4.4 Admission Board

1. The judgement about the admissibility and the issuing of the certificate of admission for the study programme is assigned to the admission board of the study programme. This board consists of:
 - A member, who is also the chairperson, appointed from among the professors, who are charged with the education in the study programme;
 - A member (two members) appointed from among the other academic personnel who are charged with the education in the study programme.
2. The student advisor of the relevant study programme is appointed as advisor.
3. The appointment is done by the Dean on the advice of the management of the study programme.

Article 4.5 Times of Review for Admission

1. The review for admission takes place once a year.
2. A request for admission to a study programme must be submitted to the admission board before April, 15 2007.
3. The admission board can in special cases deal with a request for admission even if it has been submitted after the closing date mentioned in point 2.

4. The admission board decides on the request before June 1, 2007. The admission will be granted on the condition that the candidate complies with the requirements as regards knowledge, insight and skills, as stipulated in article B 4.2, and as shown by the certificates of the study programmes the student has followed, at the latest by the starting date of the relevant study programme.

Section 5 Study Advice and Guidance

Article 5.1 Study Progress Monitoring

1. The Faculty registers the individual study results of the students in such a way that they can be consulted by the students via Pandia.
2. The Faculty provides each student at least once a year (preferably halfway through the second semester) with a copy of the study results obtained by him/her.

Article 5.2 Study Advice and Guidance

The Faculty sees to the introduction and study advice and guidance of the students who have been enrolled for the study programme.

Section 6 Transitional and Concluding Conditions

Article 6.1 Amendments

1. Amendments in these regulations will be determined by special decision of the Faculty Board on the advice of the study programme commission and with the approval or advice of the Faculty Council.
2. A change in these regulations does not apply to the current academic year, unless the interests of the students are not adversely affected by it.
3. A change can furthermore not be to the detriment of students by affecting any other decision which had been taken on the strength of the regulations by the examination board for a student.

Article 6.2 Publication

1. The Faculty Board sees to the proper publication of this regulation, of the Rules and Regulations which have been determined by the examination board, and also of any changes in these, by incorporating them in the Prospectus, among other things.
2. Each person interested can obtain a copy of the documents referred to in paragraph 1 from the educational office.

Article 6.3 Hardship Clause

The examination board decides in cases which have not been foreseen by these regulations. The examination board has the right to deviate in individual cases from what has been determined in the regulation on the request of a student, if a strict application of the rules would lead to an unfair or unreasonable situation. In the assessment of individual cases the examination board uses as its starting point the generally applicable rule of law that equal must be treated as equal and unequal must be treated as unequal. The examination board uses the so-called principle of unforeseen circumstances as the criterion for acceptability.

Article 6.4 Appeal

When the results students have obtained for (parts of) tests are announced, the examination board will notify them of the right to inspection, of the possibility to appeal against the decision with the Board of Appeal for Examinations as meant in article 7.61 of the Act, and of the period of four weeks within which this appeal has to be lodged. The right of appeal is also communicated to the student in all correspondence regarding a decision of the examination board which is open to appeal. In addition, the period within which such an appeal has to be lodged will be mentioned.

Article 6.5 Date of Coming into Force

These regulations take effect on 1st September 2006 and will be effective for the 2006/2007 academic year.

Thus enacted with the approval of the Council of the Faculty of Psychology in its meeting of 22 June 2006.

No rights can be derived from the education and examination regulations as included here. Copies of the definitive education and examination regulations can be obtained from the secretariat of the examination board.

3.2 RULES AND REGULATIONS FOR THE MASTERS EXAMINATION OF THE PSYCHOLOGY STUDY PROGRAMME

Article 1 Examination Board

The examination board sees to the execution of the regulation for the Master examination and its parts, taking into account the Act and the education and examination regulations concerning the organization and scope of the examinations of the

psychology study programme of the Faculty of Psychology. The examination board appoints examiners who are competent to administer tests on its behalf. In particular cases the examination board can annul decisions taken by the examiners and can take its own new decision. This will in particular be the case if a student has not complied with the admission requirements for a part of the examination which he/she has taken.

Article 2 Composition of the Masters Examination

The Masters examination consists of the following parts:

1. The courses pertaining to the selected Masters track;
2. The practical training with the accompanying tasks, whether or not pertaining to the courses as meant under 1;
3. The tutorial group meetings pertaining to the courses as meant under 1, and the practical training as meant under 2;
4. The research proposal;
5. The research internship;
6. The Masters thesis.

Article 3 Requirements for the Masters Psychology Examination

The awarding of the Masters degree and the issuing of the relevant Certificate will take place, when proof of having passed all parts of the examination have been obtained:

1. At least sufficient marks for each of the tests;
2. Proof of satisfactory performance for all practical training sessions which are part of the education;
3. Compliance with the attendance obligation for all courses and practical training sessions;
4. Proof of satisfactory completion of the research proposal;
5. Proof of satisfactory completion of the research internship;
6. Proof of satisfactory completion of the Masters thesis.

Article 4 Result of the Masters Examination

Students who anticipate complying in time with the requirements for the Masters examination and who wish to receive the relevant certificate, must submit a request to the examination board to determine the result of the examination, at least 2 months prior to the date of graduation. A decision is taken by the examination board within four weeks.

Article 5 Proof of Having Passed a Course

Courses

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

- a. A minimum of 85% attendance at the tutorial group meetings. A student who arrives more than 10 minutes after the official starting time of the meeting shall be considered not to have attended. As regards admissibility to the course examination, a student must have attended a minimum of 85% of the tutorial group meetings in order to be allowed to sit for the course examination. If a student has not complied with the attendance obligation but has not missed more than one other meeting than is allowed, he/she will be admitted provisionally to participate in the course examination. In this case a student can still comply with the attendance obligation by applying for a so-called catch-up assignment. In order to qualify for a catch-up assignment a student must apply for this **within two weeks** after the course testing by filling in the form **Request Catch-up Assignment Insufficient Attendance** (to be collected at the education desk or to be downloaded from Eleum/Blackboard) and handing it in at the education desk on level 0 during opening hours. The student will receive a receipt with the date for handing in the assignment on it. This catch-up assignment will be given to the student if not more than one meeting has been missed than is allowed and if the student has not applied for more than one assignment. The assignment must be handed in to the course coordinator within four weeks after it has been given to the student. If this catch-up assignment is considered to be satisfactory the student has as yet complied with the attendance requirements and the provisional result of the course examination shall be ratified. If the request for a catch-up assignment has not been submitted in time and/or more than one meeting above what is allowed has been missed, the catch-up assignment will not be given and the provisional result of the course examination will be annulled. The student will still have to comply with the attendance obligation and take the course examination in the following academic year. A student can qualify for a catch-up assignment at the most twice per academic year. After a catch-up assignment has been given twice, this regulation cannot be utilised another time in the same academic year;
- b. A satisfactory assessment and attendance for the practical training. A student who arrives more than 10 minutes after the official starting time of the practical training shall be considered not to have attended;
- c. At least sufficient marks for the final course examination. All course exams will be graded at whole numbers. Courses graded based on a paper can also be marked with half numbers, taking into account that a course is passed when a grade of 5.5 or higher is obtained.

Article 6 Attendance Obligation

1. There is a 100% attendance obligation in the case of the practical training sessions. It may happen that for certain courses no distinction is made between tutorial group meetings and practical training sessions. In this case there will be a minimum of 9 and a maximum of 18 meetings for those courses and there will be an attendance obligation of 85%.
2. There will be an attendance obligation of at least 85% in respect of the tutorial group meetings in each course:
 - on a total of 18 meetings: at least 15 meetings;
 - on a total of 16 or 17 meetings: at least 14 meetings;
 - on a total of 15 meetings: at least 13 meetings;
 - on a total of 14 meetings: at least 12 meetings;
 - on a total of 13 meetings: at least 11 meetings;
 - on a total of 12 meetings: at least 10 meetings;
 - on a total of 11 or 10 meetings: at least 9 meetings
 - on a total of 9 meetings: at least 8 meetings
 - on a total of 8 meetings: at least 7 meetings;
 - on a total of 7 meetings: at least 6 meetings;
 - on a total of 6 meetings: at least 5 meetings;
 - In the case of 5 or fewer meetings there is an attendance obligation of 100%.
3. The participation in the tutorial group meetings and the practical training sessions will be registered on a form for each tutorial group.
4. If a student has not complied with the attendance obligation the relevant course will not be registered as having been passed.

Article 7 Cum laude Pass

1. The pass 'cum laude' is attached to the Masters examination, if each of the following requirements has been met:
 - a. An average score of at least 8.0 for all parts of the exam which are assessed on a ten-point scale. Scores will be weighted according to the number of course credits.
Furthermore, no part of the examination may have been passed in a resit.
 - b. Masters thesis: a score of at least 8.0.
- Cum laude will not be awarded if more than 5 credits are obtained by exemption.

Article 8 Exemptions

1. Request for exemption from taking a test or undergoing another part of the examination on the strength of what has been determined by Act will be submitted to the examination board. Written proof must be submitted to support the request.
2. The examination board takes a motivated decision within four weeks after having received the request. The examination board is entitled to extend this

period of four weeks by a period determined by it. The student will be informed of its decision in writing.

3. No credits will be awarded for the parts of the examination for which exemption has been granted.

Article 9 Resits/reassessments

The following resit/reassessment arrangements apply to students who in the first instance have not passed a part of the Masters examination.

The relevant resits are available only to students who have complied with the attendance obligation.

1. Course Examinations

The student who failed a course exam will get one other chance to resit that examination per academic year.

If a student passes the exam he/she cannot resit the examination. In the case of a resit the highest mark counts.

2. Practical Trainings

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

3. Papers

There will be one chance to redo papers (including the Masters thesis) per academic year. This will consist in rewriting the relevant paper.

Article 10 Fraud

1. If the examination board ascertains that in the course of any form of testing or assessment, a student:
 - made use of illicit aids, texts or notes, or makes or made use of electronic aids and/or means of communication;
 - verbally or by means of gestures communicated or tried to communicate with a fellow student without the permission of a supervisor, examiner or member of the examination board;
 - copied or tried to copy or gave somebody the opportunity to copy;
 - deliberately misled the examination board, the examiner or the supervisor, with respect to the test, or at least tried to mislead them or gave the opportunity for this to happen;
 - committed any other form of fraud, which includes also plagiarism, then the examination board can declare the result of the relevant test or assessment invalid for the student in question.

2. The examination board can furthermore take the following measures regarding the cases as mentioned in paragraph 1:
 - reprimand,
 - exclusion from (further) participation in one or more parts of the examination of the study programme for a period of at the most one year.
3. In the case of fraud, the examination board will apply a fraud regulation, i.e. the fraud regulation, as set out in the Rules and Regulations for the Masters Examination. This also specifies what is understood by fraud.

Article 11 Implementation and Effective Date of Coming into Force

1. The examination board makes decisions in all cases which have not been foreseen by the Rules and Regulations.
2. These Rules and Regulations take effect as of 1st September 2006.

Thus enacted by the Psychology examination board at its meeting of 8 June 2006.

No rights can be derived from the education and examination regulations as included here. Copies of the definitive education and examination regulations can be obtained from the Secretariat of the examination board.

APPENDICES WITH THE RULES AND REGULATIONS MASTERS EXAMINATION

- Appendix 1: Regulation on Research proposal
- Appendix 2: Regulation on Research internship
- Appendix 3: Regulation on Masters thesis
- Appendix 4: Regulation on Fraud

APPENDIX 1 REGULATION ON RESEARCH PROPOSAL

1. A research proposal is an independently written proposal concerning research which the student intends to conduct during his/her research internship.
2. The research proposal consists of the following parts:
 - a brief theoretical background of the research;
 - the question posed by the research;
 - a description of the research plan;
 - a description of the research methods which will be applied;
 - a description of the techniques which will be used for processing and analysing the data;

- a time-table.
- 3. The guideline for the length of the research proposal is 4-7 A-4 pages.
- 4. The assessment is done by two assessors. They are: a. two staff members of the Faculty if the research internship is done internally (supervisor from the Faculty and a second assessor), or b. the external supervisor and the supervisor from the Faculty in case the apprenticeship is done outside the Faculty.
- 5. An approved research proposal counts as 5 credits. If the research proposal is judged to be unsatisfactory, the regulation about resits/reassessments for Papers, article 8, paragraph 3, Rules and Regulations for the Masters study programme, applies.

APPENDIX 2 REGULATION ON RESEARCH INTERNSHIP

1. A student has to do a research internship at the conclusion of his/her study programme.
2. The purpose of the internship is an orientation into the research field of psychologists.
3. The scope of the internship must correspond to a study load of 25 credits.
4. The student notifies the educational office about the internship at least one month before the start of the internship by means of a research internship notification form. The educational office checks whether the student has complied with the requirements in article 3.1, paragraph 1 of the examination regulations, i.e.
 - having obtained the Bachelor Degree;
 - having successfully completed at least 3 of the 4 theoretical courses of the Masters track. In addition, certain internships of the biological specialization may require that the practical training has been successfully completed.
5. An internship agreement is drawn up for each internship in which a number of arrangements are set out between the institution where the internship takes place, the supervisor from the Faculty and the student. A copy of this agreement is sent to the educational office at least one month before the internship starts.
6. The student will be supervised during the internship by a supervisor from the Faculty and a supervisor from the institution where the internship takes place (internship supervisor). The task of the supervisor from the Faculty and/or the internship supervisor consists in advising the student in matters of content with respect to the internship activities and the reporting of these in a Masters thesis (see Appendix 3: Regulation Masters thesis). In addition the supervisor from the Faculty is the contact person with the institution where the internship takes place.
7. After the practical part of the research has been rounded off, an evaluative discussion will take place between the internship supervisor, the supervisor from the Faculty and the student. The internship is registered as having been completed successfully by the internship supervisor or the supervisor from the Faculty on an assessment form which is sent to the educational office.

8. A satisfactory completion of the internship counts as 25 credits.

APPENDIX 3 REGULATION ON MASTERS THESIS

1. A Masters thesis is an independently written report of the research which has been conducted during the internship.
2. The Masters thesis is an individually written paper.
3. The length of the Masters thesis is at least 20 and at the most 40 A-4 size pages.
4. The Masters Thesis is assessed on the following four aspects: formulating the problem, subject content, argumentation and form. At least three aspects must be assessed with sufficient marks and the remaining aspect with a mark not lower than five. Additionally, the final mark for the thesis, based on the abovementioned four aspects, needs to be at least 5.5.
5. Satisfactory assessment of the Masters thesis counts as 10 credits.
6. The student must submit four copies of the Masters thesis to the educational office. Two copies, together with the individual assessment form, are sent on to the internship supervisor / supervisor from the Faculty and to the supervisor from the Faculty / second assessor. The assessment form, filled in and signed by both supervisors, is sent back to the educational office together with a motivated explanation within 20 working days. The educational office sends one copy of the approved Masters thesis to the internship coordinator for filing. The fourth copy is put into the University Library unless the institution where the internship took place has objections to this. In addition, submit an electronic copy of your thesis to: fdp-masterthese@psychology.unimaas.nl. This electronic version will be used to check for plagiarism and will be archived for future reference.
7. If the Masters thesis is awarded insufficient marks, the Regulation for resits/reassessments for Papers, article 8, paragraph 3 of the Rules and Regulations for the Masters study programme apply.

APPENDIX 4 REGULATION ON FRAUD

The Psychology examination board has laid down the following regulation on examination fraud by way of further elaboration of article 3.13, paragraph 1 of the education and examination regulation, in its meeting of 14th June 1995. This regulation is part of the Rules and Regulations.

Article 1

Fraud as meant in article 10 of the Rules and Regulations is understood to mean:

- a. acting or failing to act on the part of an examinee in a way which makes it wholly or partly impossible to form a fair judgment about the knowledge, insight and skills of the examinee.

- b. acting or failing to act on the part of an examinee in a way which makes it wholly or partly impossible to form a fair judgment about the knowledge, insight and skills of a co-examinee

Article 2

Fraud as meant in article 10 of the Rules and Regulations also includes: an attempt at fraud.

Article 3

Acting or failing to act as meant in article 10 of this regulation is understood to mean:

- a. In respect of the writing of papers:
- literal or paraphrased copying of passages from other papers or oral texts in such a way that the impression is given that it is one's own work;
 - literal or paraphrased copying of passages from scientific articles or books in such a way that the impression is given that it is one's own work.
 - literal or paraphrased copying of passages from other electronic papers in such a way that the impression is given that it is one's own work;
 - literal or paraphrased copying of passages from sources on the Internet in such a way that the impression is given that it is one's own work.
- b. In respect of taking tests and comparable proofs of ability and examinations:
- disposing over the usage of texts other than those of which the use is expressly permitted, on or in the vicinity of the table where the examinee sits or another place accessible to the examinee, while taking the test;
 - exchanging information with a co-examinee where and in whatever way, while taking the test.

Article 4

If in the opinion of the examiner a (possible) case of fraud has taken place, the examiner as a rule takes the following action:

- a. If the (possible) fraud has been ascertained while taking the test:
- the examiner notifies the examinee of the ascertained (possible) fraud;
 - a possible text which the examinee had unjustly at his/her disposal for usage is confiscated;
 - the examinee is given the opportunity to complete the test, unless the examiner decides otherwise;
 - the examiner will bar the student from further participation in the test, if the examinee refuses to hand over the text which was possibly unjustly kept at hand in order to be used;
 - a text which has been confiscated is normally not returned to the examinee after the test is finished, unless the examiner decides otherwise;

- the examiner documents the relevant facts connected with the ascertained fraud in writing and sends this without delay to the examination board, together with possible texts which had been confiscated;
- b. if the (possible) fraud has been ascertained during or after the correction of a test or examination:
 - the examiner notifies the examination board in writing without delay about the (possible) fraud, adding the relevant papers and documents;
 - the examination board notifies the examinee about the ascertained (possible) fraud.
- c. if the (possible) fraud is ascertained during or after the correction of written papers which are part of a test or which count as concluding part of a study unit:
 - the examiner notifies the examination board in writing without delay of the (possible) fraud, adding the relevant papers and documents;
 - the examination board notifies the examinee about the ascertained (possible) fraud.

Article 5

The Psychology examination board deals with cases of possible fraud in the following manner:

- a. the person who is suspected of fraud is called for a discussion; the examination board will be represented by the chairperson and the secretary or their representatives, and if possible by one other member of the board;
- b. the examination board decides, also on the ground of the outcome of the discussion as meant in paragraph a., whether fraud has taken place;
- c. the relevant test or paper will be declared invalid in each case that fraud as meant by article 1, paragraph a. has been ascertained;
- d. the examination board imposes a sanction, taking into account the nature and severity of the fraud committed in accordance with what has been said in article 10 of the Rules and Regulations, in each case that fraud as meant by article 1, paragraph a. has been ascertained;
- e. the person concerned will be notified about the decision of the examination board as soon as possible;
- f. an entry will be made in the student's file when a test or paper has been declared invalid and a sanction has been imposed;
- g. texts which have been confiscated will on request be returned by the examination board to the person in question, if it is decided that they are no longer needed with regard to (further) consideration of the case;
- h. the examination board can decide to reveal its decision publicly but anonymously, with all the facts and circumstances on which it was based.

Article 6

One can appeal to the Board of Appeal for Examinations against decisions taken by the examination board concerning fraud, within four weeks after the decision has been publicized.

4

Educational organisation and administration

4.1 STUDENT SERVICES (SSC)

Student Services is responsible for the preparation and execution of the policy of Universiteit Maastricht in the area of general student provisions. Student Services sees to the maintaining of the relationship with new students and alumni, an agreeable living environment for students and student associations, and guidance unrelated to the studies.

The SSC publicizes current information in the university magazine *Observant* and provides extensive information on the Internet.

Students are able to ask questions via the electronic service centre.

The areas of health, accommodation, transport, financial matters, sports, safety, education, culture, the city of Maastricht and internationalisation are dealt with in a wider context on a joint website of the Municipality of Maastricht (GM), the University of Professional Education Zuyd (HSZuyd), the Midwives' School (VrS), the Maastricht Student Advisory Board (MSR) and the University of Maastricht (UM).

Visiting Address: Bonnefantenstraat 2

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

SSC Website: www.ssc.unimaas.nl

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

Website GM, HSZuyd, VrS, MSR and UM: www.studentenstad.Maastricht.nl

Information Desk SSC

The information desk in the UM Visitors' Centre, Bonnefantenstraat 2, is the first point of contact for (new) students. Students can go to the information desk for the following services:

- Enrolments,
- Re-enrolments,
- Changes of Address,
- Payment in Instalments of the University Fees,
- Writing Oneself out of a Programme of Study,
- Reimbursement of University Fees,
- Proof of Payment / Enrolment,
- Collecting the first issue of one's UM Card,
- Purchase of UM Sports Card.

Students also can book appointments with the academic counsellors and the general counsellors at the information desk.

Information Desk, Bonnefantenstraat 2

Visiting hours: Monday to Friday 10.00 –18.00 hours; Saturday 10.00 -16.00 hours.

Contact by telephone: Monday to Friday 9.00 – 18.00 hours.

Call center (for making appointments, for queries about enrolment, for foreign diploma holders): +31 (0)43 388 5388

E-mail for address changes: Buro.Inschrijvingen@ssc.unimaas.nl

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

The information desk is closed during the week of Carnival, the Easter week and over Christmas and New Year.

Changes will be announced in *Observant*, on the Internet and by E-mail.

International Service Desk (ISD)

The ISD offers foreign students help with obtaining a visa, employment permit or residence permit/MVV, taking out a medical insurance, opening a bank account and provides information about the availability of bursaries for incoming students.

A student who is enrolled can obtain information from the ISD about bursaries (Socrates / Erasmus, Huygens, cultural treaties, Leonardo, DELTA, UM scholarships, MUNDO scholarships, NFP scholarships) and the ISEP Programme (studying in the USA). The ISD helps with the extension of the residence permit.

Young scientists and student associations can obtain information about SWOL (University Fund) scholarship possibilities.

Bonnefantenstraat 2, Phone: +31 (0)43 388 5284; E-mail: isd@ssc.unimaas.nl

Student Guidance Personnel

The Universiteit Maastricht has different categories of student guidance personnel: Faculty Student Advisors; Academic Counsellors; General Counsellors and Career Counsellors.

Faculty Student Advisors

The Faculty student advisor is the person students can turn to for questions about the area of study.

Academic Counsellors

The academic counsellors provide support, advice and guidance in matters pertaining to the legal status of a student. Students can also go to the academic counsellor for personal matters. They can help you to make your problems clear and sustain you with finding solutions. Together you will find out what is necessary for making your decisions step-by-step and in good order. Conversations with an academic counsellor are treated as confidential.

You can also go to an academic counsellor for matters not concerning the study. They have a lot of information resources and contacts in many areas.

Academic counsellors deal with the following:

- Breaking one's study or changing to another study;
- Study delay;
- Stopping one's study;
- Financial problems;
- Illness, pregnancy, special family circumstances;
- Studying with a physical or other limitation.

The academic counsellors can be contacted as follows (always mention ID Number):

Telephonic consultation: Monday to Thursday 13.30 – 14.00 hours

+31 (0)43 388 5273

Walk-in consultation: Tuesday and Thursday 14.00 – 16.00 hours

Bonnefantenstraat 2

Personal appointment: via telephone +31 (0)43 388 5388

An appointment can also be made at the information desk, Bonnefantenstraat 2.

E-mail: studentendecanaat@ssc.unimaas.nl

General Counsellors

General counsellors offer help for personal (psychological) problems; e.g. (study)stress, anxieties, eating disorders, depression, complaints about (physical) tension, taking decisions and making choices, problems with relationships (at home or elsewhere), problems with study or internship or other psychological problems which are broadly connected to 'being a student'.

The help consists of a series of individual conversations or a treatment in groups.

The first conversation is a general orientation and is meant to clarify the problem.

The counsellor will go into the problem or complaint in a limited number of conversations. Referrals are sometimes necessary but this is always done in consultation with the student.

The counsellors also organise group or training programmes as for assertiveness, fear of failure or coping with grief.

An appointment can be made by telephone: +31 (0)43 388 5388 or at the information desk, Bonnefantenstraat 2.

Studying with a limitation

Universiteit Maastricht wants to make it as easy as possible for disabled students to successfully complete their studies without too much delay. To prevent any obstacles from occurring, UM offers support in the form of regulations, facilities, and individual counselling.

By disability UM means all disorders that are of a permanent character and that often lead to study delay. Amongst these are (visible) motor, sensory or psychological

disorders, but also non-visible disorders, such as dyslexia, RSI, chronic fatigue, depression, chronic illness, et cetera.

Next to the structural facilities, a coherent system of student counselling is offered. Student deans, student advisors, career counsellors, and student psychologists work together to give the best possible service.

(New) students, counsellors, teachers, parents and other interested can address Service desk Disability Management (DM) for:

- information (about laws, (UM) regulations and external organizations);
- advice;
- support (as for obtaining provisions);
- questions about studying with a limitation;
- complaints and problems.

Students who (want to) study at UM and are in need of specific facilities, are advised to make an appointment with the Service desk Disability Management at an early stage, thereby enabling the UM to organise optimal study surroundings in due time.

Contact can be made in person, telephonically or digitally. There is a brochure in Dutch (Volwaardig Studeren), which can be obtained at the Service Desk DM. More information you can find on the website: www.unimaas.nl/steunpuntdm

Opening hours Service desk DM: Tuesday to Friday 9.30 – 12.30 hours

Phone: +31 (0)43 388 5272

Visiting Address: Bonnefantestraat 2, Room B0.07

Appointments (not necessary, however practical) through telephone number +31 (0)43 388 5388

E-mail: handicap@ssc.unimaas.nl (if applicable, mention your ID number)

Student Careers Services

Students can ask for career or study advice in different ways and at different times from career advisors of the Student Careers Advisory Services (LCS) or make use of the varied documentation of the (Study and Careers Information Office (ISL).

Student Careers Advisory Services (LCS)

The career advisors of the LCS offer professional support when students have questions or doubts about

- Choice of study programme (did I choose the right programme of study?),
- The development of the way one's study is going (what internship or study route is best for me?),
- Orientation for a Master's course or for the labour market (do I want to look for a job before continuing with a Master's, what job or position and what kind of organisation suits me best, how must I go about applying for a job?)

Students can appeal to career advisors at all stages of their study. They can help with taking important decisions. Guidance is offered individually or in groups, for instance

in workshops on career development, training in how to apply for a job and in courses about choosing a study programme.

Appointments can be made by telephone: +31 (0)43 388 5318.

Visiting Address: Bonnefantenstraat 2

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

Telephone: +31 (0)43 388 5318

Website: www.loopbaancentrum.unimaas.nl

Study and Careers Information Office (ISL)

The ISL has information about the following:

- Bachelor's and master's programmes in The Netherlands, post-academic and post-professional education and courses;
- Study programmes and internships outside The Netherlands, summer courses, language courses, scholarships and entrance tests;
- National and international labour market, career planning, vacancies, psychological tests and applying for jobs.

The documentation consists of written materials, digital data banks and listings of websites. By consulting the electronic catalogue (via website LCS) one can find what information is available (see website LCS). Graduates can collect yearbooks at ISL.

Visiting Address: Bonnefantenstraat 2, Room E 1.13

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

Telephone: +31 (0)43 388 5318

Website: www.loopbaancentrum.unimaas.nl

Visiting hours: Monday to Thursday 11.00 – 17.30 hours and Friday 10.00 – 12.00 hours

Different visiting hours and holidays will be publicized in the *Observant* and on the website.

Accommodation Services

When looking for accommodation you can contact www.kamerburo.net. The Accommodation Services is a non-commercial agency which mediates in finding accommodation and which is linked to Student Services. Writing oneself in with Accommodation Services provides assurance for finding a new room or changing rooms should problems with accommodation or rent arise. Accommodation Services mediates both for private rooms and rooms/ studios belonging to the three housing associations in Maastricht. Registration fee is € 30.

Visiting Address: Information Desk Visitors' Centre, Bonnefantenstraat 2

Opening hours: Monday to Friday 10.00-18.00 hours; Saturday: 10.00-16.00 hours.

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

Telephone: +31 (0)43 388 5300

E-mail: kamerburo@ssc.unimaas.nl

Website: www.kamerburo.net

Registration is only possible by the website. You can also look for suitable accommodation on the website.

Studium Generale

The Studium Generale organises a varied programme consisting of:

- lectures, debates, interviews;
- the Cultural Café with cabaret, theatre, open podium;
- Global Culture Nights with world music and dance;
- courses.

The lectures are about a broad range of themes, such as psychology, economy, philosophy, arts and culture, current social and political questions. The lectures are often grouped around a theme. It is a pleasant way to get informed. It is about 90 minutes quietness in a world of restless zapping.

Cultural Café will guarantee you a nice evening for a little money (important: make reservations on time) Cabaret, theatre, preliminaries for comedy festivals, the student song festival, the monologue contest, it is all on stage. You can perform yourself too, in the song festival the monologue contest or the famous Open Podium. Do what you want in just fifteen minutes: music, cabaret, theatre, stand-up, mime, rap and dance. Contact the Studium Generale for more information.

The Global Culture Nights have surprising programmes with music from all over the world, performed in a special, attractive atmosphere.

The SG courses consist of 4 to 6 meetings. With a small group you can study how to research source material, or bring alive those resources. You discuss about Plato, the Enlightenment or Renaissance. Or you study the heart functions and failures.

Information about the activities can be found on the SG-website and in the SG-Agenda, which is handed out at all faculties four times a year, in the local newspaper and cultural magazines and in *Observant*. The SG courses are published in a brochure two times a year. It is available in all UM locations. You can also apply for the E-mail Service via mail@sg.unimaas.nl

Visiting Address: Bonnefantenstraat 2

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

Telephone SG: +31 (0)43 388 5307

Telephone SG courses: +31 (0)43 388 3550

Fax: +31 (0)43 388 5310

E-mail: mail@sg.unimaas.nl

Website: www.sg.unimaas.nl

Science Shop

The Science Shop mediates in finding students who want to do research for non-commercial social organisations, like patient organisations, environmental

movements, public services, interest groups, etc. Students conduct the research as part of their curriculum as degree or course thesis and in addition to their credits, receive a full expense allowance and expert guidance.

Visiting Address: Bonnefantenstraat 2

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

Telephone: +31 (0)43 388 5292

E-mail: wetenschapswinkel@ssc.unimaas.nl

Local Website: www.ssc.unimaas.nl/wetenschapswinkel

National Website: www.wetenschapswinkel.nl

UM Sports Services

UM Sports Services organises trainings, lectures, contests, and competitions in the field of sports and moving recreationally for the benefit of students and staff members. A sports card allows you to use the sporting facilities, some of those with an additional payment or at reduced price (courses and fitness). As of academic year 2006-2007, students can get a semester sports card (September-December and January-July).

Students and those who have had a sports card can buy a sports card via Internet (€ 2.50 discount). All others can get a sports card at the sports desks:

Information desk Visitors' Centre, Bonnefantenstraat 2;

Randwijck Sports Hall, 180 Sorbonnelaan.

Remember to bring your ID Number. Payment can only be made by pin pass. For the complete sports programme and more information, look at the website:

www.ssc.unimaas.nl/UM Sport

Telephone Secretariat UM Sports

Services: +31(0) 43 388 5311

Telephone Randwijck Sports Hall: +31 (0)43 361 3933 (from 12.00 hours)

E-mail: um-sport@ssc.unimaas.nl

Website: www.ssc.unimaas.nl/sport

Maastricht has many Students Sports Clubs, united under the umbrella of: Maastricht University Student Sports Trust (MUSST), see www.musst.unimaas.nl

SG courses (former HOVO Universiteit Maastricht)

Studium Generale organises courses, excursions and workshops for everybody outside and inside the university, who wants to be informed about research and education at the UM. In general, the courses (4-6 weeks) are given by UM teachers. There are no assessments and courses do not lead to a diploma or credits. More information on www.sg.maastricht.nl/hovo and in the SG- Agenda.

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

Telephone: +31 (0)43 388 3550

E-mail: mail@sg.unimaas.nl
 Website: www.sg.unimaas.nl/hovo

Alumni Office

The Universiteit Maastricht attaches great value to the link with its alumni. An UM alumnus is one of the best ambassadors of Universiteit Maastricht, all over the world. The UM Alumni Office is the general information and contact office for questions, problems, ideas et cetera of all UM-alumni. It gives support to Alumni Circles in The Netherlands and abroad, provides the digital alumni network (Alumninet), is developing special services for alumni like discount on cultural activities, hotel accommodation or the services of the UM language school. Alumni receive the magazine ContinuUM for free (two times a year) and the electronic newsletter ALUMni News (at least four times a year). Via Alumninet they can get information about career planning, job vacancies, master and postgraduate courses.

Alumni Office, general coordinator: Ine Kuppen,

Telephone: +31 (0)43 388 5231

E-mail: alumni@ssc.unimaas.nl

AlumniNet: www.alumni.unimaas.nl

Tafelstraat 13

The Students Centre Tafelstraat 13 is an open house, a meeting place, a centre, sometimes dynamic, sometimes a place of silence. All students are welcome: bachelor's, master's, PhD and exchange students. Students of all years and faculties, with different social and cultural backgrounds, meet each other in an international atmosphere, so specific for the Universiteit Maastricht. Some students visit Tafelstraat 13 weekly. They are involved in the organization. Others come for a special programme. Tafelstraat 13 offers an extensive range of activities for and with students in the area of life's ideology, society and (multi)culture. The door is also open for those who need a personal talk. Students, members of the 'Student's Place' and pastors guarantee a warm welcome.

To give an idea of what is offered: meditation, cooking course, philosophy, film, bible study, city trips, hiking, weekends in a cloister. There are community meals every Thursday and an International Dinner & Cultural Night, every month. A Vesper will be held every Tuesday in the crypt of the Basilica of Onze Lieve Vrouwe. Together with the general counsellors, workshop are organised. You can receive the email newsletter and the monthly letter 'The Thirteenth'. Subscription is free of charge for students. You can also look at the website: www.tafelstraat13.nl

Visiting and postal address: Ecumenical university chaplaincy, Tafelstraat 13,
 6211 JD Maastricht

Telephone: +31 (0)43 321 5651

E-mail: info@tafelstraat13.nl

Website: www.tafelstraat13.nl

4.2 SPS (Section for Psychology Students) AND THE NIP

4.2.1 NIP and SPS

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

The NIP student membership offers the following advantages: Monthly posting of the magazine 'De Psycholoog' with scientific articles, vacancies and announcements of lectures and congresses, opportunities to make contact with psychologists from various disciplines, reduction on entrance fees for lectures and conferences and participation in the activities of the NIP sectors, sections and working groups. For € 4,75 per month you have access to these services. See www.psynip.nl for further information.

4.2.2 SPS Platform Maastricht

The SPS has a national governing body on which members from the various universities have a seat. In addition there is a local SPS platform in each university town. The platforms organize post-graduate programs, information days, workshops, excursions, lectures and visits to institutions where psychologists work.

The Section of Psychology Students (SPS) consists of a platform of a group of psychology students and has been active for a few years now. The aim of the SPS is to inform UM students about the professional practice of the psychologist.

The SPS gives one an idea of varied areas of work. It hopes to help students in making a well-considered choice when deciding on a degree program, electives and career. It also tries to give a picture of where a student can end up after his or her studies and what jobs are like.

There are contacts with senior advisors who work at the Netherlands Institute of Psychologists (NIP). One can call upon these senior advisors for a personal talk about one's career. It is possible to make contact with sections and working groups of the NIP via the SPS. By becoming active in a section a student can take a look in the 'kitchen of psychology'. Contacts can also be made with a view to finding an

agreeable place for one's internship. Participation in (inter)national congresses and workshops offers the opportunity to broaden one's knowledge.

For all your questions, comments or suggestions, or if you want to become a member or want to be active in the SPS platform, send an e-mail to: sps_maastricht@hotmail.com.

4.3 InterUM BV

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

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

Visiting Address: 22A Tongersestraat

Telephone: (043) 38 82688

Fax: (043) 3263579

E-mail: bureau@interum.umholding.nl

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

4.4 EDUCATIONAL SUPPORT: THE EDUCATION OFFICE

4.4.1 General

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

The Education Desk is located at level 0, Universiteitssingel 40 East, Room 0.636a.

Staff Members Education Office and Internationalisation Office

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

Announcements about educational matters to students

Changes of and additions to timetables, study programmes and regulations can always occur during the academic year. In order to announce these changes and additions as clearly and quickly as possible to all concerned, the faculty has a section in the University Magazine *Observant*. Also, messages will be announced on the information boards on level 0, Universiteitssingel 40 East, and also be made known via Eleum/Blackboard if necessary.

Discount Office

Students of the Faculty Association 'Luna-tik' run a discount office. Opening hours will be announced before the start of each course.

Staff members of the Education Office do not sell books.

Timetable for each Course Period

There is a separate timetable for each course period each year. These timetables will be announced on the information boards of the Education Office on level 0 at least one week before the start of the course and can also be obtained from the education desk on level 0 (Room 0.636a). Furthermore, timetables are published on Blackboard. Students should take into account that educational activities can take place in the evening (in the academic year 2006-2007, not later than 22.00 hours as a rule).

Course Manuals

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

Division into Tutorial Groups

The Education Office of the Faculty of Psychology divides students into tutorial groups. If a student is not mentioned in one of the groups (see timetable board of the Education Office on level 0), he or she can still be placed in a group via a 'naplaatsing' form (to be collected at the education desk of the Education Office).

It is possible that students might want to attend a meeting of a different tutorial group once but this is not allowed. Changing tutorial groups is only allowed during the first week of a course and is only possible by way of an exchange with somebody else. Forms to apply for this can be obtained from the education desk during consulting hours.

Attendance Register

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

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

If a student has met the attendance requirements for a course but has failed the exam, the student will not be automatically placed in one of the groups for the course in the next academic year. If a student wants to take part in the course (e.g. with a view to refreshing the course material) he or she must apply at the Education Office at least two weeks before the course starts and complete and hand in a form for 'naplaatsing'. Depending on the organisational possibilities the application will be agreed to. If one does not apply or applies too late, the Education Office will not place the student in a group.

Study Programme

At the beginning of each academic year, each student is automatically put into the year in accordance with the EER.

No account will be taken of courses from previous years that still need to be completed. To continue with courses from the previous year(s), a 'naplaatsing' form will have to be completed.

Exemptions

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

Illness and Absence

In case of illness/absence for a period of more than 10 consecutive days the student must notify the secretariat of the Education Office in writing, mentioning name, ID Number, address and a short description of the reason/cause and expected duration of absence. When the student has returned / recovered he must report to the Education Office at the first opportunity after the day on which he has returned. Only if this procedure is adhered to can the report of illness be incorporated into the dossier and be used at an examination review and for requests to make up what has been missed. The examination board may require a statement in certain cases. This statement may also be used as proof in the case of requests from the Auditors Fund or Graduation Fund. It is important to contact the student advisor as soon as possible.

Discontinuing or interrupting one's Study

It is possible that for whatever reasons a student interrupts his study or even stops it altogether during the academic year. In this type of case, it is necessary that the

student be informed about the consequences and possible obligations that this involves. The student has to report this to the Education Office and to Student Services. Information about stopping with one's study and a request for the reimbursement of university fees at the UM can be found on the website of Student Services: www.ssc.unimaas.nl, press "(her)inschrijving", press "uitschrijving en restitutie".

Information about termination of one's study grant can be found on www.ib-groep.nl (termination of one's study grant can be effectuated by means of the 'change' form which can be obtained via the ib-website or at the information desk of Student Services. One should take note of the need to hand in one's public transport (OV) card before the deadline. Reporting an interruption in or discontinuation of one's study on time ensures one's rights as regards the time one is allowed to take for one's study. The university is obliged to report the student's enrolment period to the 'Informatie Beheer Groep' each year.

Change of Study Address

If a student changes his or her study address this must be reported to Student Services. This can be done with your unimaas account at www.esc-ssc.unimaas.nl. One must count on a period of ten working days for this to be processed. The Education Office takes the study address to be the postal address. Post from the Education Office often goes via the students' post box.

Inspection of Students' Dossiers

A student has the right to look at his/her dossier, in keeping with the privacy regulation of Maastricht University. The student can make an appointment for this with one of the staff members of the Education Office during consulting hours. The dossier contains the enrolment forms and correspondence about the student. Copies of diplomas, registration of study duration and the like are kept at Student Services.

Medical Aid, Insurances etc.

Statements about enrolment and one's study are issued by Student Services and not by the Education Office. However, the forms for Child Benefit and these matters are signed and stamped by the Education Office.

Diplomas

The Education Office issues diplomas after the examination board has confirmed the examination result. Duplicates are not issued. In case of loss or theft this must be reported in writing to the authority that issued the diploma (study programme and examination board). A statement will be issued declaring when the diploma was

issued and the examination programme. NB: Never part with official diplomas, always use photocopies.

4.4.2 Opening Times of the Education Office and Correspondence

Education Desk

Students can consult the Education Desk of the Education Office only during opening hours (Level 0, room 0.636a).

The opening hours are: Monday to Friday, 10.00-11.00 hours.

In the first and last week of a course the opening hours are extended to Monday to Thursday, 15.00-16.00 hours.

Information Boards – Courses and Examinations

All timetables and possible changes, plus the lists of tutorial groups for current courses will be made known on the information boards. In addition, all exam results and overviews of exam dates, etc. will also be made known there. The information boards can be found on level 0, 40 Universiteitssingel East. Changes will also be published on Eleum/Blackboard.

Post

Post for the Education Office and/or the examination board can be put in the secretariat post box at the Education Office (room 5.761) or in the education desk post box (level 0).

There are standard forms that deal with the most common questions and procedures. These forms can be found at the education desk but they will also become available via Eleum/Blackboard during the current academic year.

Standard Forms

The following forms are in use by the Education Office:

Form for 'naplaatsing' (Subsequent Placement)

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

Changing Tutorial Groups

The Education Office puts each student into a tutorial group. This has to be adhered to. If there are reasons to change to another group this will only be possible if one

changes groups with another student. Both students have to fill in the 'Changing Tutorial Group' form, sign it and hand it in at the Education Office.

Examination Administration

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

Application for a Catch-up Assignment

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

Declaration for Research Internship

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

Declaration for Practical Internship

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

Application for Master Examination

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

Students' Post boxes

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

Postal Address

Universiteit Maastricht, Faculty of Psychology, Education Office, P.O. Box 616, 6200 MD Maastricht

4.5 STUDENT ADVISORS

The student advisor is the primary contact person in the Faculty for information and advice on the program as well as studying at the faculty. If necessary the student advisor may refer students to other members of the faculty or university (e.g. academic counselor / student dean, general counselor / student psychologist, study and career counselor or confidential advisor).

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

The student advisor also monitors the study progress. If necessary, the student can be called in. The advisor notes any bottlenecks in the program and any other problems in the instruction and examination regulations. This can be done for example, as a result of a conversation with a student. These are reported to the relevant authorities, like the Curriculum Committee, Course Director and examination board.

Students can contact the student advisor on the following matters:

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

- Program Content and Structure;
- Individual Study Program;
- Study Options within and outside the Faculty;
- Study Planning;
- Study Methods.

Advice on Situations hampering the Study e.g.:

- Motivation Problems;
- Concentration Problems;
- Psychological Problems;
- (Physical) Handicaps;
- Prolonged Illness.

Questions and Advice about (Statutory) Regulations, e.g.

- Regulations for the Financial Support for a Student;
- Student Grants and Loans;
- (Appeal) Procedures;

- Enrolment Options.

The student advisors are Monique Römken, (m.romkens@psychology.unimaas.nl); 40 Universiteitssingel East; Room 5.753; Phone (043) 38 81936 (for students whose surname begin with the letters A to K) and Gerda Galenkamp, (g.galenkamp@psychology.unimaas.nl); 40 Universiteitssingel East; Room 5.753; Phone (043) 38 81888 (for students whose surname begins with the letters L to Z). Appointments can be made via the secretariat of the Education Office, telephone (043) 38 81911/38 84346.

4.6 UNIVERSITY LIBRARY

The University Library (UB) provides services to all staff members and students of Maastricht University, the Maastricht Academic Hospital (azM) and to persons and institutions in the region, who are members of the UB. The service of the UB to the faculty is reviewed in the faculty library committee of which the following persons are members: representatives of the faculty (staff members and one or more students), and a representative of the UB. There is also a joint library commission for all faculties at Randwyck and the azM: The Commission Scientific Information Randwyck (CWI/R).

Literature Collection and Locations

The modern literature collection at the UB is specialized in the areas of research and education for the various faculties: i.e. General Sciences, Cultural Sciences, Economics and Business Administration, Law, Medicine, Health Sciences and Psychology. In addition to these specialized areas the UB has a general university collection (interdisciplinary and not geared to a specific faculty), which includes the Jesuit collection (library holdings of the former Jesuit College), with historical works covering all disciplines.

The UB collection is housed in two main locations. The collections in the areas of Medicine, Health Sciences, and Psychology can be found in the UB Randwyck (Universiteitssingel 50).

Economic-statistical works and government publications can be found in the UB City Centre (Grote Looierstraat / Nieuwenhofstraat). The collections pertaining to the faculties in the city centre can also be found there (General Sciences, Cultural Sciences, Economics and Business Administration, Law). The collections and computers of both UB locations can be used by all UM students.

The collections are generally freely accessible and the vast majority of books can be borrowed. The following works cannot be borrowed: reference works, periodicals, books in the Learning Resource Centres, videotapes or dvd's and Doctoral/Master theses. Works, which are less current, like periodicals published before 2001, are

stored in the depot (not accessible to the public) and can be asked for with the UM Card. Copying can also be done easily by using the UM Card.

Looking for Literature

How do you find literature, books and periodicals and other media in the UB collection? Titles of (printed) books and periodicals and videotapes or dvd's can be looked for in the computerized catalogue (OPC) of the UB. There are computers in all library locations where you can consult the OPC, which you can also do from home. 'How to consult the OPC' will be dealt with during the UB introduction in the beginning of the first academic year.

Extensive Literature Search

All titles that are part of the entire collection of the UB (at both locations) can be looked up with the help of OPC. The Dutch catalogues, like the National Central Catalogue (NCC) and the catalogue articles from periodicals in the Netherlands (OLC / Online Contents) can be consulted at the university or at home via the UB Home Page.

Extensive literature search in various international bibliographic databases (literature databases) is possible via the UB Home Page. These databases can be consulted in the UB and in the Learning Resources Centre, and in the Computer Resources Centre of the Psychology Faculty and also at home. Access to UB databases (catalogues, literature data banks and electronic periodicals) from one's computer at home is subject to a number of (technical) conditions. Skills training in searching for literature databases that are important for psychology, like PsycInfo and PubMed, are organised for first year students during the first semester. Third year students learn how to use Endnote, a software program to manage bibliographic citations in a personal database or in a manuscript.

The UB provides regular (bimonthly) courses on PubMed /PsycInfo and (monthly) on EndNote (by registration at the Information Desk – UB Randwijck).

Borrowing Books

Most books in the library collection can be borrowed. For this, a personal UM Card is needed which has to be activated by the UB the first time it is used. Computerized borrowing is possible via the 'Lendomaat'. The most important rules for borrowing books are:

- The borrowing period is four weeks and can be extended (if the title has not been reserved).
- One can only borrow a maximum of ten books at the same time.
- Books which have been borrowed can be reserved.

- Borrowers can extend the borrowing period themselves and reserve books via the computers in the UB or in the Learning Resources Centre, in the Computer Resources Centre of their faculty or from home.

UM Card

A valid UM Card is needed to make use of the UB and the Learning Resources Centre; for entering and leaving the UB, for borrowing and making photocopies and for asking for publications from the depot.

Computer Facilities

There are many computers for students in the Learning Resources Centre for searching and processing information. These computers offer access to the UB catalogue, the most important literature databases, electronic journals/periodicals and Internet (Internet Explorer and e-mail). Moreover programs have been installed to store and process information (software for database management, spreadsheets, word processing, statistics and graphic programs). A number of these computers can be reserved.

Besides students can make use of computers that are specifically meant for consulting the UB information / literature databases, electronic journals and UB catalogues, on level 1 of the UB. You will find LINK (Reading and Internet Cafe) in front of the UB Randwijck, where UM students can surf and communicate on the Internet.

Audio-visual Media and Multimedia Lab

Videotapes or dvd's can be viewed individually (AV units) or in groups in a special room (a key can be borrowed for a maximum of 2 hours) on level 3 of the Learning Resources Centre. The Multimedia lab contains 6 computers, which are connected to a (colour)scanner and dvd recorder and are equipped with software for video editing.

Places for studying

There are various places allocated for studying both in the library and in the Learning Resources Centre; the "silence rooms" on level 1 give one the opportunity to study in silence. There are study rooms for individuals and groups with or without computers, on levels 2 and 3. A limited number of these rooms can be reserved (at the desk of the Learning Resources Centre on level 2).

In Conclusion

In addition to rules for borrowing books, the UB also has a number of general rules. It is not allowed to enter the library wearing a jacket or carrying a bag. One can use the

cloakroom and lockers near the UB entrance. Mobile telephones should be switched off. Those who use the library are expected to put the books they used back in the right place. Smoking and eating is not permitted.

Talking loudly is not allowed in the library and in the Learning Resources Centre to avoid noise disturbance.

More information about the UB services can be found on the UB Home Page (www.ub.unimaas.nl). The UB portal for psychology (www.ub.unimaas.nl/fdp) in the 'UB for faculties' column offers specific information for students and staff members of the Faculty of Psychology.

University Library, Randwyck Address:

Universiteitssingel 50

6229 ER Maastricht

Telephone Information Desk: (043) 38 85142 (general information, information about literature databases and UB courses).

Telephone Lending-Desk: (043) 38 85144 (extension borrowing period / reservation of books, information about UM Card and borrowing from other libraries).

Telephone Learning Resources Centre: (043) 388 5145 (information about Learning Resources Centre, reservation of space).

University Library, Randwyck Office Hours:

Monday to Thursday 08.30 – 22.00 hours

Friday 08.30 – 19.00 hours

Saturday 12.00 – 17.00 hours (open as reference library)

Sunday 12.00 – 17.00 hours (open as reference library)

From Monday to Friday after 17.00 hours the library can be used for studying only. During these hours it is not possible to request of borrow books or journals from the closed stacks. Books from the open shelves can be borrowed by means of the Self Lending Machine (Lendomaat). Books can be returned in the special postbox at the library entrance.

Basic Textbooks and Learning Resources Centre

General

The basic textbooks are compiled from a carefully drawn up list, which the psychology lecturers think students should have. The choice of these books has been governed by the following criteria (though various criteria were applied differently for different books): relevance, scientific quality, didactic quality, presumed 'half-life', topical interest and price. The amount reserved for buying books in a student's budget (approx. € 363 p.a.) has also been taken into account.

Function of Learning Resources Centre

It would be a mistake to assume that one does not need to buy basic textbooks because there are sufficient copies in the Learning Resources Centre. It is not only impossible to have sufficient copies available in the Learning Resources Centre for the large number of students, but also it is not the primary purpose of the Learning Resources Centre. The Centre is there primarily to enable students to search for information relevant to their learning objectives, in a collection of varied sources.

The books used for problem-based learning are categorized in the following manner:

- a. Basic books. These core texts cover a significant part of a particular subject area.
- b. Alternative textbooks. In most scientific fields, a substantial number of introductions, compilations, and surveys dealing with more or less the same topics are available, although each book may discuss the topic in a different manner (different theoretical perspectives, different examples, illustrations, style, organisation of the subject matter, etc.).
- c. Thematic books. These deal with a specific topic, which may be relevant for one or more assignments within a given course.
- d. Reference books. In particular, dictionaries and atlases.
- e. Specialized books. Books containing information not necessarily related to the learning objectives formulated during the tutorial groups.

The emphasis when selecting the book collection for the Learning Resources Centre was not on the basic textbooks, but on the alternative textbooks, thematic books as well as reference books (It should be clear that specialized books could be found in the library).

Exploratory and Process Learning

In most educational systems, the lecturers determine the learning objectives for the students. The subject matter students have to master for the exam, is communicated by way of lecturers, practical training, lecture notes, book lists etc. The lecturer defines the learning activities to be carried out by the student. The students learn what has been told and work through the relevant literature systematically.

In contrast, problem-based learning has the subject matter centred on problems and tasks. Generally speaking, the problems and tasks, with their ensuing learning objectives, are intended to lead students to explore different approaches and consult various sources of information. At times, students may be inclined to limit themselves to the basic textbooks and other required reading only in the working out of the learning objectives. If this is the case, there is the risk that discussion and reporting during the tutorial groups can run dry because everyone has used the same material.

4.7 PROGRAMME EVALUATION

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

The evaluation process consists of the following steps:

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

The Questionnaire: Administration, Format and Report

The results are based on questionnaires where students can make their opinion on the study programme known. This questionnaire is presented in an electronic format. Students are requested to take the questions seriously, to mention the number of their tutorial group and their ID number. It goes without saying that privacy is guaranteed when the data are processed.

The questionnaire covers questions related to all the important aspects of Problem-Based-Learning. Certain aspects, for instance the role of the tutor, have more questions, while other aspects have only one question. Likert-type questions (totally disagree = 1 to totally agree = 5) are used, questions which are scored on a 10-point scale (e.g. overall grade for the course) and open questions.

The average and standard deviation as well as the minimum and maximum number of respondents are given for each answer. The data are worked out in a report and the tutors receive feedback on their functioning.

Both lecturers and students are involved with the programme evaluation. For most students, this will be limited to the completing of the questionnaire at the end of the course.

Contact Person: Wladimir van Mansum, Education Office, Phone (043) 38 84541, 40 Universiteitssingel East, Room 5.759.

4.8 COMPUTERISED INFORMATION SYSTEM (OBTAINING RESULTS)

As it will take several days between the confirmation of the result by the course coordinator and entering it into the computerised information system, the results are publicized on the information boards on level 0, as soon as they are known. When the data have been entered into the computer the lists of results will be removed and students can consult their results themselves and/or print them out via Eleum/Blackboard under the link 'Pandia Student (ISS/Premium)' or via the homepage of the Faculty of Psychology: www.psychology.unimaas.nl under the link 'Reguliere studenten', after which one selects the link 'Pandia student'. If results are missing or are incorrect, the student must hand in a printout with the incorrect data at the Education Office. The student will receive a reaction in his/her post box.

Once a year each student receives an overview for checking the results. Please notify the Education Office of possible mistakes.

Students can direct questions of a general nature to the ICTS service desk, telephone (043) 38 83564. If there are questions about the use of ICT for one's study, please call on the ICT service desk, at the Computer Resource Centre of the Faculty of Psychology in the Psychology Building on level 1.

4.9 INSTRUCTION ROOMS

Tutorial Group Meeting Rooms

There are 32 tutorial Rooms available in total. Each room has a standard equipment of 14 chairs, and a chalkboard or whiteboard. The tutorial Rooms can be found on level 1 to 5 of 40 Universiteitssingel and on ground level 5 Universiteitssingel.

Computer Resource Centre

Location Universiteitssingel 40, level 1:
1.734 and 1.746

Colloquium Halls

Location Universiteitssingel 40 (Uns 40), level 0:

0.737 Diepenbeekzaal	35 places
0.731 Luikzaal	35 places
0.771 Tongerenzaal	70 places
0.553 Keulenzaal	40 places
K.667 Heerlenzaal (level -1)	50 places

Location P. Debyeplein (Deb 1), level 0:
 D.003 en D.005 35 places

Lecture Halls

Location Universiteitssingel 40 (Uns 40), level 0:
 0.647 Maastrichtzaal 404 places
 0.673 Akenzaal 150 places

Location 50 Universiteitssingel (Uns 50), level 0:
 0.402 Blauwe zaal 259 places
 0.406 Groene zaal 65 places
 0.480 Rode zaal 65 places

Location 1 P. Debyeplein (Deb 1), level 0:
 D.001 Auditorium 175 places

External Spaces

Tests are often done in Sports Halls in:
 Daalhof, Goudenweg 190, 6216 TT Maastricht
 De Heeg, Roserije 500, 6228 DN Maastricht
 Dousberg, Dousbergberg 4, 6216 GC Maastricht
 Geusselt, Olympiaweg 81, 6229 HD Maastricht
 Randwijck, Sorbonnelaan 180, 6229 HD Maastricht
 MECC, Forum 100, 6229 GV Maastricht

4.10 TESTS

Participation in Tests

Only students who are listed for a course and students who not yet have passed the test of that course are allowed to attend the written test. Students have to be aware of traveling time as admission to the test is only allowed up to half an hour after the test has started. For other means of assessment and deadlines students will be informed through the course manual and the information on Blackboard.

Different Form of Testing

If a student would like to be eligible for another way of taking a test, he or she has to apply to the examination board. If permission is granted the student must contact

the faculty test coordinator at the Education Office at least one week before the test so that further arrangements can be made.

4.11 GRADUATION: MASTER DEGREE

A Student who intends to graduate must notify the Education Office using the form "Application Form Master's Examination". The form is available at the Education Office or may be downloaded from Eleum/Blackboard. The form must be handed in no later than **2 months before** the graduation date. A copy of the study results must be attached separately. The student must verify the correctness of the study results, and communicate anything that is unclear or incorrect to the Education Office. This will prevent any unnecessary delay in determining the examination results. Receipt of the Application form will be confirmed by email from the examination board to the student's unimaas email address. This unimaas email address will also be used for any correspondence regarding examination and graduation.

Graduation takes place every month. Shortly before the graduation date the student will be notified in writing whether he/she has passed the master's exam. The diploma ceremony takes place only three times a year (see schedule below).

After graduation students can terminate their University Registration, stop their study financing and turn in their OV card. Students can also let their registration (as well as study financing and OV card) run through till the end of the registration period (usually August 31st). In case of the latter students should be aware that the IB group checks for income each calendar year: when this income exceeds a certain amount, students have to pay back their study financing. In that case they can also be fined for unlawfully owning an OV card.

For information on registration termination: www.ssc.unimaas.nl; click "(her)inschrijving", then click "uitschrijving" and "restitutie".

Information concerning termination of study financing: www.ib-groep.nl (termination can be done with a 'wijzigings' form which can be found on the web site, or picked up at the information desks of the Student Service Center). Returning of the OV card has to be done before a deadline.

Date of Graduation	Handing in Application	Handing in Thesis	Last Assessment	Diploma Ceremony	Location
31 Aug 2006	01 July	15 July	15 August	Oct 2006	Uns40-0.647
30 Sept 2006	01 August	15 August	15 September	Jan 2007	Uns40-0.647
31 Oct 2006	01 September	15 September	15 October	Jan 2007	Uns40-0.647
30 Nov 2006	01 October	15 October	15 November	Jan 2007	Uns40-0.647
31 Dec 2006	01 November	15 November	15 December	Jan 2007	Uns40-0.647
31 Jan 2007	01 December	15 December	15 January	May 2007	Uns40-0.647
28 Febr 2007	01 January	15 January	15 February	May 2007	Uns40-0.647
31 March 2007	01 February	15 February	15 March	May 2007	Uns40-0.647
30 Apr 2007	01 March	15 March	15 April	May 2007	Uns40-0.647
31 May 2007	01 April	15 April	15 May	Oct 2007	Uns40-0.647
30 June 2007	01 May	15 May	15 June	Oct 2007	Uns40-0.647
31 July 2007	01 June	15 June	15 July	Oct 2007	Uns40-0.647
31 Aug 2007	01 July	15 July	15 August	Oct 2007	Uns40-0.647

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

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

5

Teaching assignments of professors and associate professors

If you are looking for the title, the workplace or the E-mail adress of one of our staff members, turn to the up-to-date list of all employees of the Faculty of Psychology on the site of psychology: <http://www.psychology.unimaas.nl>

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

5.1 TEACHING ASSIGNMENTS OF PROFESSORS AND ASSOCIATE PROFESSORS

Name	Blomert, Dr. L.
Department	Neurocognition
Position	Assoc. Professor
Expertise	Cognitive Neurosciences
Telephone	043 - 38 81949
E-mail	l.blomert@psychology.unimaas.nl
Name	Breukelen, Dr. G
Department	Faculty Office
Position	Assoc. Professor
Expertise	Statistics
Telephone	043 - 38 84001/38 82274
E-mail	gerard.vbreukelen@stat.unimaas.nl
Name	Curfs, Prof. Dr. L.M.G.
Department	Neurocognition
Functie	Professor occupying endowed chair
Expertise	Biological Developmental Psychology (genetics/mental retardation)
Telephone	043 - 38 77850
E-mail	curfs@msm.nl
Name	Formisano, Dr. E.
Department	Neurocognition
Position	Assoc. Professor
Expertise	Cognitive science
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