FPN Elective Guide 2018-2019

sexuality
agressiOn
creating apps
grOup dynamics
the learning brain
pleasure and pain
neurOecOnOmics
imprOv(e) yOurself
health psychOlOgy
mental-preneurship
pOsitive psychOlOgy
sOcial neurOscience
pOlitical psychOlOgy
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Document Date and History of Updates
V3.0; 11-6-2018 PSY3374 *Eating Behaviours* cancelled; Section 2.5 updated due to EER approval; Section 3.1 updated illustrations.
V2.0; 12-4-2018 PSY3380 changed course code to PSY3388.
V1.1; 27-3-2018 Correction of minor typo's.
V1.0; 23-3-2018 Changes with respect to 2017-2018: Section 2.5 Attendance requirements have changed (pending approval of the EER at 15-5-2018); six new courses were added (PSY3381-PSY3386); PSY3361 was cancelled; PSY3367 changed language changed from Dutch to English; PSY3353 changed title and course code (changed to PSY3387).

List of abbreviations

BO	Education Office (Bureau Onderwijs)
EER	Education and Examinations Regulations Bachelor FPN 2018-2019 (updated annually)
ECTS	European Credits
FPN	Faculty of Psychology and Neuroscience
MaRBLe	Maastricht Research Based Learning
PBL	Problem Based Learning
UM	Maastricht University

Important Dates

Application opens	:	1 May 2018	
Application closes	:	15 June 2018	(at 13:00 h; ***Action Student***)
Registration Notification	:	2 July 2018	
Period 1	:	3 Sep 2018	- 26 Oct 2018
Period 2	:	29 Oct 2018	- 21 Dec 2018
Period 3	:	7 Jan 2019	- 1 Feb 2019

Webpage

http://www.askpsy.nl/electives. Select "*Bachelor 2018-2019*".

Contact

FPN Education Office	: Via AskPsychology (http://www.askpsy.nl/contact)
FPN Secretariat of the Board of Examiners	: Via AskPsychology (http://www.askpsy.nl/contact)
FPN International Relations Office (IRO)	: Via AskPsychology (http://www.askpsy.nl/contact)
- Ms. M. van Overbruggen	For appointments: sign up through the FPN Service Desk
- Ms. E. Blaauw	
- Ms. D. Bloot	
Coordinator FPN Elective Program	: Via AskPsychology (http://www.askpsy.nl/contact)
- Dr. A.Vermeeren	
Coordinator FPN MaRBLe Program	
- Dr A. van der Lugt	: arie.vanderlugt@maastrichtuniversity.nl
Coordinator "The Professional in Psychology: An Internship" (PSY3379)	
- Alicia Walkowiak	: alicia.walkowiak@maastrichtuniversity.nl
For specific FPN Electives	: contact the coordinator of the course

1. General Introduction

In periods 1, 2 and 3 of the 3rd year of the Bachelor, students at the Faculty of Psychology and Neuroscience (FPN) are given the opportunity to take electives[1]. It may consist of four (4) independent elective courses offered by FPN, or a combination of related courses, a so-called Minor. Alternatively, students can take courses or minor programs outside FPN, for example at other faculties of Maastricht University, or at other Dutch universities or even at universities or research institutions outside The Netherlands.

Students do not have to limit their elective program to course periods 3.1, 3.2 and 3.3. However, the electives offered by the FPN are scheduled exclusively during these periods of the academic year.

1.1 Objectives

The primary objective of the Elective Program is to provide an opportunity for students to expand their knowledge base of psychology beyond the general education and departmental requirements, and adjust it to their personal interests. A secondary objective is to provide students an opportunity to participate in courses outside their own faculty.

1.2 ECTS

FPN Students have to obtain a total of 24 European credits (ECTS) for their elective program. All electives presented in this guide are awarded 6 ECTS. One ECTS corresponds to 28 hours of study.

For FPN students who would like to take part in extra elective courses (i.e. in addition to the obligatory 24 ECTS) there are additional requirements, which can be found in section 4 of the FPN Elective Guide.

1.3 Options

To pursue their interests students have five options:

- Take electives/minor programs offered by FPN
- Take courses/minor programs offered by other faculties at Maastricht University
- Take courses/minor programs offered by other Dutch universities
- Take courses offered by universities outside The Netherlands
- Make arrangements to do an external internship (PSY3379 *The Professional in Psychology: An Internship*)

[1] EER art. 3.6 *Composition*, art. 3.7 *Electives*

2. Elective courses and minors offered by FPN

FPN students can choose 4 electives out of 32 elective courses offered by the FPN this year. Each elective is 6 ECTS. Detailed descriptions can be found in Section 5 of this elective guide. FPN electives are offered in period 1, 2 and 3 (September – January) of the third year of the Bachelor Psychology Program. All electives are offered only once during the academic year, and might not be provided in the subsequent academic years.

Table 1: The electives offered by FPN in the academic year 2018-2019

Period 1 (3 Sep - 26 Oct 2018)	Course Code	Minor A: Applied	Minor B: Biological	Minor C: Clinical
• **Evolutionary Social Psychology** (K.Massar)	PSY3308	A		
• **Group Dynamics** (B.Fleuren)	PSY3339	A		
• **Sport and Exercise Psychology** (G.ten Hoor)	PSY3368	A		
• **Improve Yourself - using improvisational theatre …** (A.Nübold)	PSY3383*	A		C
• **Cognitive Enhancement** (F.Duecker)	PSY3362	A	B	
• **Introduction to Computational Neuroscience** (M.Senden)	PSY3365		B	
• **Neuroscience of Consciousness** (T.de Graaf)	PSY3366		B	
• **Manipulating Memories** (V.v.d.Ven)	PSY3372		B	
• **Psychopharmacology** (A.Vermeeren)	PSY3312			C
• **Child Neuropsychology** (E.Keulers)	PSY3359			C
• **Neuropsychology and Law** (M.Jelicic)	PSY3375			C
• **Forensic Psychology in a Nutshell** (A.Sagana)	PSY3376			C
• **Agression** (J.Lobbestael)	PSY3384*			C
Period 2 (29 Oct – 21 Dec 2018)				
• **Human Behaviour in Organizations** (F.Zijlstra)	PSY3344	A		
• **Political Psychology** (P.Brüll)	PSY3357	A		
• **Legal Psychology in a Nutshell** (G.Bogaard)	PSY3377	A		
• **Neuroeconomics: an interdisciplinary approach …** (A.Riedl)	PSY3386*	A	B	
• **Social Neuroscience** (T.Otto)	PSY3332	A	B	
• **The Learning Brain: from perception to…** (P.d.Weerd, V.v.d.Ven)	PSY3345		B	
• **Hormones, the Brain and Behaviour** (K.Kuypers)	PSY3370		B	
• **Cognitive Neuroscience of Language** (B.Jansma)	PSY3373		B	
• **Connecting Brains and Computers: theory, practice and ...**(B.Sorger)	PSY3381*		B	
• **Pleasure and Pain** (A.Kaas)	PSY3371		B	C
• **Sexuality** (M.Dewitte)	PSY3367			C
• **Adult Neuropsychology: an introduction** (C.v.Heugten, S.Stapert)	PSY3369			C
• **Psychedelic Medicine: the therapeutic potential …** (K.Kuypers)	PSY3382*			C
• **Positive Psychology** (J.Boselie, M Hanssen)	PSY3385*			C
Period 3 (7 Jan – 1 Feb 2019)				
• **Health Psychology** (F.Mevissen, P. Brüll)	PSY3346	A		
• **Mentalpreneurship** (H.Fonteijn)	PSY3388	A		
• **Creating Apps: programs and algorithms …** (M.Capalbo)	PSY3387	A	B	
• **Behavioral Problems in Childhood and Adolescence** (L.Jonkman)	PSY3341			C
• **Sleep and Sleep Disorders** (A.Vermeeren)	PSY3349			C

** New courses*

2.1 FPN Minor programs

FPN offers students the opportunity to take *Minor* programs at FPN. A *Minor* is a specific combination of elective courses which together broaden and deepen your knowledge in a specific field or specialization. Succesful completion of a minor program will be indicated on your bachelor transcript. It will clearly distinguish you as a psychology student with specific interests, skills and knowledge base.

Currently there are four minors at FPN:

- Applied Psychology
- Biological Psychology
- Clinical Psychology
- Research (MaRBLe)

Students have to take 4 courses offered for a minor (see below). Electives can be part of more than one Minor.

N.B. Every combination of electives is allowed. Only some combinations qualify as a Minor.

A. Minor Applied Psychology

In the Minor Applied Psychology students will encounter practical applications of various psychological sub-disciplines: social psychology, health psychology, work & organisational psychology, evolutionary psychology, neuroscience, and forensic psychology. State-of-the-art evidence from these sub-disciplines will be used to explain real life human (social) behaviour and to develop potentially effective interventions. Applications will relate to, for example, group influences, stigmatization, sexual selection, personnel selection, social decision making, psychiatric disorders in a forensic setting, and many more.

To qualify for the minor *Applied Psychology* students should complete 4 elective courses out of those listed below.

Period 1	PSY3308	**Evolutionary Social Psychology**, K. Massar
	PSY3339	**Group Dynamics**, B.Fleuren
	PSY3362	**Cognitive enhancement,** F.Duecker
	PSY3368	**Sport and Exercise Psychology**, G. ten Hoor
	PSY3383	**Improve Yourself – using improvisational theatre to enhance your soft-skills,** A.Nübold
Period 2	PSY3332	**Social Neuroscience,** T.Otto
	PSY3344	**Human Behaviour in Organisations**, F.Zijlstra
	PSY3357	**Political Psychology,** P.Brüll
	PSY3377	**Legal Psychology in a Nutshell,** G.Bogaard
	PSY3386	**Neuroeconomics**: **an interdisciplinary approach to how the brain makes us decide,** A.Riedl
Period 3	PSY3346	**Health Psychology**, F.Mevissen, P. Brüll
	PSY3387	**Creating Apps: programs and algorithms in Python**, M.Capalbo
	PSY3388	**Mentalpreneurship**, H.Fonteijn

B. Minor Biological Psychology

In the Minor Biological Psychology, students will gain a better understanding of the relationship between biological factors and cognitive functioning. How does our brain regulate our behaviour? The way in which we perceive, remember, learn, speak and move is determined by the development and operation of our nervous systems and brains. The past decades have seen the development of the highly interdisciplinary field of cognitive neuroscience, which studies humans as (biological) information processing systems.

To qualify for the minor *Biological Psychology* students should complete 4 elective courses out of those listed below.

Period 1	PSY3362	**Cognitive Enhancement,** F.Duecker
	PSY3365	**Introduction to Computational Neuroscience,** M.Senden
	PSY3366	**Neuroscience of Consciousness,** T.de Graaf
	PSY3372	**Manipulating Memories**, V.vd Ven
Period 2	PSY3332	**Social Neuroscience,** T.Otto
	PSY3345	**The Learning Brain: from Perception to Memory Formation** P.de Weerd, V.vd Ven
	PSY3370	**Hormones, the Brain and Behavior,** K.Kuypers
	PSY3371	**Pleasure and Pain,** A.Kaas
	PSY3373	**Cognitive Neuroscience of Language**, B.Jansma
	PSY3381	**Connecting Brains and Computers,** B.Sorger
	PSY3386	**Neuroeconomics**: **an interdisciplinary approach to how the brain makes us decide,** A.Riedl
Period 3	PSY3387	**Creating Apps: Programs & Algorithms in Python,** M.Capalbo

C. Minor Clinical Psychology

In the Minor Clinical Psychology students will be introduced to environmental, personal and biological determinants of normal and abnormal (i.e. at a clinical level) cognitive and socio-emotional functioning and development, such as parenting style, learning disabilities, brain injury, neurological diseases, and psychiatric disorders. Associated diagnostic methods and treatment options will also be discussed.

To qualify for the minor *Clinical Psychology* students should complete 4 elective courses out of those listed below.

Period 1	PSY3312	**Psychopharmacology,** A.Vermeeren
	PSY3359	**Child Neuropsychology**, E.Keulers
	PSY3375	**Neuropsychology and Law,** M.Jelicic
	PSY3376	**Forensic Psychology in a Nutshell,** A.Sagana
	PSY3383	**Improve Yourself – using improvisational theatre to enhance your soft-skills,** A.Nübold
	PSY3384	**Agression,** J.Lobbestael
Period 2	PSY3367	**Sexuality,** M.Dewitte
	PSY3369	**Adult Neuropsychology: an introduction,** C. v Heugten, S.Stapert
	PSY3371	**Pleasure and Pain,** A.Kaas
	PSY3382	**Psychedelic Medicine: the therapeutic potential of mind-altering drugs,** K.Kuypers
	PSY3385	**Positive Psychology,** J. Boselie, M. Hanssen
Period 3	PSY3341	**Behavioral Problems in Childhood and Adolescence** L.Jonkman
	PSY3349	**Sleep and Sleep Disorders,** A.Vermeeren

D. **Minor Research (MaRBLe)**

Students, who fulfil certain criteria, can also participate in a research project, a so-called MaRBLe-project (MAastricht Research Based Learning)[2]. This can be a project under the supervision of a staff member of FPN or from another faculty within Maastricht University at other Dutch universities or an FPN partner university abroad within the framework of MaRBLe.

Participation in a MaRBLe project has to be done in the first and second semester of the 3rd year bachelor program. The MaRBLe research project will be 12 ECTS. In addition, students participating in a MaRBLe project have to complete elective courses for 12 ECTS in total, i.e. two elective courses of 6 ECTS. Finally, their bachelor thesis should be based on their MaRBLe project. Upon successful completion of the MaRBLe project a separate certificate will be issued with the diploma.

Minimum requirement for final participation in the MaRBLe project in year 3 is that both year 1 and 2 are completed. For complete information regarding the requirements for application and participation in MaRBLe, see the Education and Exam Regulation, article 3.7.4. For further information, about the MaRBLe program see www.AskPsy.nl/marble.

To qualify for the *MaRBLe Research Minor* students should complete the following:

MaRBLe Components	*Period*
Research project (12 ECTS)	1-3
Elective courses (12 ECTS)	1-3
Bachelor thesis based on MaRBLe research project	1-4

2.2 Planning

You can take one or two electives in period 1, one or two electives in period 2, and one elective in period 3. This allows you to complete all four of your elective courses in period 1 and 2, and spend period 3 on writing your bachelor thesis.

- **Period 1**

Electives in this period run for 7 or 8 weeks, with a maximum of two meetings per week (i.e. one tutorial group meeting and one lecture). Study load allows participation in **two electives** in parallel (or work on your bachelor thesis. See below). Most electives within a specific minor will be scheduled without overlap. There may be overlap in schedules of electives of different minors.

- **Period 2**

Electives in this period run for 7 or 8 weeks, with a maximum of two meetings per week (i.e. one tutorial group meeting and one lecture). Study load allows participation in **two electives** in parallel (or work on your bachelor thesis. See below). Most electives within a specific minor will be scheduled without overlap. There may be overlap in schedules of electives of different minors.

- **Period 3**

Electives in period 3 will run for only 4 weeks, with a maximum of three meetings per week (i.e. two tutorial group meetings and one lecture). Schedules and study load in period 3 will not allow participation in parallel courses. So, in period 3 students can participate in **only one elective**.

- ***Bachelor Thesis***

At the end of period 3 (beginning of February) you will have to submit the first version of your bachelor thesis. This means **you will also have to work on your bachelor thesis in period 1, 2 or 3**. So, carefully plan the writing of your thesis and taking electives, and make sure these activities do not

[2] EER art. 3.7.4 *Maastricht Research Based Learning (MARBLE)*

interfere. For example, when you take all your electives in period 1 and 2, you can work on your thesis full time during period 3. However, if you take an elective in period 3, you will not have sufficient time for your thesis in that period. In that case, make sure to finish the first version of your bachelor thesis before Christmas (in period 1 or 2). Start in time with your thesis so that you do not run out of time!

- ***1st and/or 2nd year Bachelor Courses***

Past experiences have shown that combining the elective program with 1st and/or 2nd year Bachelor courses is largely impossible, because schedules overlap and the teaching load is beyond what most students can handle. Students are therefore strongly advised to minimize participation in elective courses running parallel to 1st and/or 2nd year bachelor courses they have to take.

2.3 Format

Teaching format in the electives is free. It may differ from the traditional PBL system and varies between courses. Formats used (besides lectures and traditional PBL tutorial groups) include: work in subgroups; presentations; (practical) assignments; skills.

2.4 Language

Language can be English or Dutch. Language may vary between courses, or between tutorial groups within courses. Nearly all courses are in English, a few are in Dutch.

Exams are in the primary instruction language of the course (i.e. it is not obligatory to offer a Dutch exam in English elective courses). Coordinators may allow students to answer in Dutch (see the course manual or ask the course coordinator about the language allowed for answering exam questions).

2.5 Attendance

As of 2018-2019 there is an attendance obligation of 100% with respect to tutorial group meetings. However, students can miss a limited number of tutorial meetings without consequences for passing the attendance requirement and for taking the exam[3]:

- For an elective of 7 or more tutorial meetings, a maximum of two meetings can be missed.
- For an elective of 5 or 6 tutorial meetings, a maximum of one tutorial meeting can be missed.
- For an elective of 4 or less tutorial meetings, all meetings need to be attended.

Students have to report their absence personally to the tutor at the latest on the day of the tutorial. If more meetings are missed then allowed, the student will be inadmissible to the course exam/assessment. If a student has not complied with the attendance obligation this part will not be registered as having been passed and the exam/assessment will be declared invalid. Please note that catch-up assigments are abolished as of 2018-2019.

2.6 Assessment

Assessments methods vary between courses. Most electives conclude with an individual paper or written exam (sometimes combined with oral presentations that will be marked). In addition to each test there will be one resit opportunity for each elective course within an academic year. Booking for written exams (and resits) will be done by the Educational Office.

Resit/reassessment arrangements apply to students who in the first instance have not passed the assessment[4]. Keep in mind that elective courses might not be offered the following year, or might

[3] EER section *Rules and Regulations*, art.5 *Attendence obligation*

change. Therefore it might not be possible to resit the test in a later academic year. More specifically, the student who fails a written test will get one chance per academic year to resit that test.

The student who fails an **individual paper** will also get one chance per academic year to rewrite the relevant paper. However, in order to rewrite a paper, the relevant paper should have been turned in before the deadline and a serious attempt should have been made (meaning that criteria regarding topic/content and number of words/pages should have been fulfilled).

A course exam is passed when a grade of 6.0 or higher has been obtained[5]. Insufficient grades for electives cannot be compensated or used as compensation[6].

2.7 Registration procedures

- **Step 1: Select electives**

Students are required to make a top 4 of electives they prefer to take, taking into account that no more than 2 electives can be taken in parallel in period 1 and 2, and only 1 elective can be taken in period 3. In addition each student will have to list 4 alternative favorite courses, because it may not be possible to enrol every student in all of their top 4 electives (due to logistic limitations). In short, this means students should **select 8 electives and rank them 1 to 8 in order of preference**. Similar to the procedure for the 2nd-year course Research Skills, students will be enrolled for electives that best match their preferences, while taking into account the preferences of the group as a whole.

To decide which electives or minors to take, students are advised to consider not only their interest in the subject matter, but also any possible requirements of Master's programmes at other faculties or universities they wish to take following their Bachelor.

- **Step 2: Send in your application**

Students who want to take an elective offered by the Faculty of Psychology and Neuroscience, have to apply for participation electronically, via http://go.askpsy.nl/form/electives/. This link is open from 1 May until 15 June, 13:00 hours.

Upon completion of the application form, you will receive a copy of your entries by email. (It will be sent automatically to the emailaddress you provided). Carefully save this copy as confirmation of successful application.

On 2 July a list of registrations will be posted on www.AskPsy.nl. Students who apply before the application deadline will generally be registered according to their preferences. There is however a maximum number of participants for most courses.

- **Key dates**

Application opens	:	1 May 2018
Application deadline	:	**15 June 2018, 13:00 h *(Action Student)***
Registration notification	:	2 July 2018

- ***Cancellation***

Students who decide not to participate in an elective for which they have been registered, are kindly requested to notify the Education Office as soon as possible (see page 3 for contact information) so that another student can take their place.

- ***Late applications***

After the application deadline, possibilities for registration are limited. Late requests for registration should therefore be motivated. Approval will depend on availability and motivation. Requests for late registrations should be addressed to the Education Office (see page 3 for contact information).

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[4] EER section *Rules and Regulations*, art.8 *Reassessments/Re-sits*
[5] EER art. 5.2 *Grades*

3. Other Electives and minors

Besides the 3rd year electives offered by FPN, students have the following options to complete their elective program:

1. Courses/minor programs at other UM faculties
2. Courses/minor programs at other Dutch universities
3. Electives at universities outside The Netherlands (Electives Abroad)
4. The Professional in Psychology: An Internship (PSY3379)

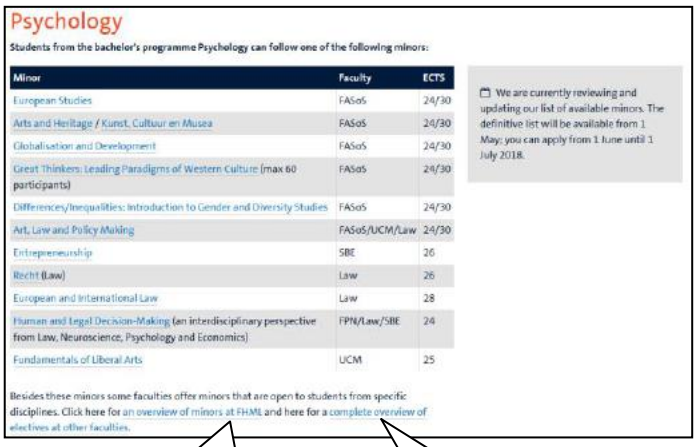
3.1 Courses at other UM faculties

Electives or Minor programs are available at most faculties at Maastricht University[7]. So-called "university-wide Minors" usually run in periods 1, 2 and 3 and will earn you a minimum of 24 ECTS and a maximum of 30 ECTS. For more information see the UM webpage (approximately on 1 May webpages are updated for the upcoming year):

- https://www.maastrichtuniversity.nl/education/bachelors/minors
- https://www.maastrichtuniversity.nl/education/bachelors/minors/psychology
- https://www.maastrichtuniversity.nl/education/bachelors/minors/minors-electives-other-faculties

Go to *Current Students* > *Minors*:

select **Psychology** under *Your Program*



Click here for "**minors at FHML"**e.g. the minor *Mental Health (Geestelijke Gezondheidszorg)*

Click here for a "**complete overview of electives at other faculties**"

[6] EER section *Rules and Regulations*, art. 4 *Proof of having passed a course/module.*
[7] EER art. 3.7.1 *Minor* and 3.7.3 *Electives outside the Faculty*

Two examples of UM-wide minors (but there are many more!):

- **Mental Health/Geestelijke Gezondheidszorg** (24 ECTS) a minor of Health Sciences at FHML. Courses include: Kinder- en Jeugdpsychopathologie (GGZ2021), Stemmingsstoornissen (GGZ2022), and skills training. Courses are in Dutch.

- **Human and Legal Decision-Making** (24 ECTS), an interfacultary minor of FPN, Law and SBE. Courses are: PSY3375 Neuropsychology and Law (6 ECTS), LAW3024 Methodological, theoretical and practical aspects of research on human and legal decision-making and neurosciences (6 ECTS), LAW3021 Law and Neurosciences (6 ECTS), and Economic Psychology (6 ECTS).

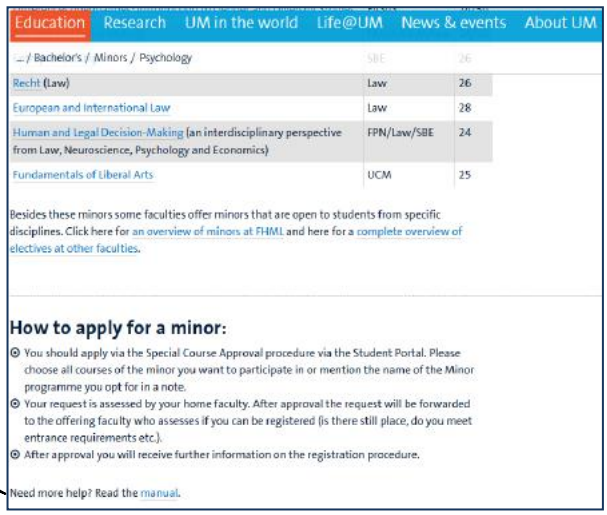
Request-for-Approval Procedure

Students who want to participate in courses or minors at other faculties should apply via "*Special course approval*" (see below), at least 6 weeks before a course starts. Registration for minors at other faculties is usually between 1 June and 1 July (check the webpage). The procedure is as follows:

- Login to Student Portal and go to *My Courses*.
- Click the button *Add/Remove Course* underneath *Current Courses*.
- In the pop-up click ***Special course approval***.
- You can open/close the *instructions* how to complete the special course approval request.
- In the next screen you see an overview of the special course approvals you may have already done.
- Click on *Next*
  - At *Programme* select Bachelor Psychology from the drop-down list
  - At *Module* enter the course code of the module you want to participate in. (If you do not know the code, you can enter * as wildcard in your search).
  - Click the button next to *Module* and a pop-up will open.
  - Click *Search* and select the course you want by clicking the gray square in front of the line.
  - At *Academic Session* select course period from the drop-down list. (NB. Only periods during which the course will be offered are shown).
  - At *Text/Justification* you have the option add the title of the UM-wide minor. Add this title if you want to participate in the course as part of a UM-wide minor. (Please note that some courses will only be approved if you participate in all courses of that minor.)
- Click *Next*
- Check the information you provided. If it is correct, click *Submit*.

You will be informed when the request has been approved or denied, and you will be booked by the faculty that organizes the elective/minor.

N.B. Pay attention to the booking periods!



A **manual** describing the *Request-for-approval Procedure* in more detail is available via this link.

For further questions, please contact the secretariat of the Board of Examiners (see page 3 for contact information).

3.2 Courses at other universities in The Netherlands

Students can also take courses or minor programs outside Maastricht University, i.e. at other Dutch universities or research institutions[8].

Requirements

- The elective should be at the level of second year bachelor or higher
- Content should not overlap or only minimally with mandatory courses of the FPN bachelor program
- Content should be related to the objectives of the FPN bachelor program
- Electives must be approved by the FPN Board of Examiners

Request-for-Approval Procedure

Send a request for approval by the FPN Board of Examiners at least 6 weeks before the course starts (see page 3 for contact information). Clearly indicate that you request approval to take an elective at another university in the Netherlands, and make sure to provide the following information:

- Your name and ID number;
- Host university (Name and City)
- Course information, including
    a. Course code
    b. Course title
    c. Course description (in English or Dutch, or a link to an English description on the web)
    d. Course level
    e. Number of ECTS
    f. Period (start and end dates of the course)

You will receive a response from the FPN Board of Examiners within 4 weeks after the request in your emailbox.

N.B. Students are responsible for passing on the study results they receive from other faculties or universities to the Examination Administration Office of the Education Office ('Bureau Onderwijs') at FPN.

[8] EER art. 3.7.3. *Electives outside the Faculty*

3.3 Courses outside the Netherlands (Electives Abroad)

FPN students have the opportunity to take electives at an FPN partner university outside the Netherlands. For more information see http://www.askpsy.nl/electives-abroad. The FPN International Relations Office (IRO) is responsible for the selection of students who wish to take electives abroad. (See page 3 for contact information.)

Requirements[9]

- You should have passed all 1st-year courses;
- You should have passed all 2nd-year courses of periods 1, 2 and 3;
- You should have fulfilled the Experimental Obligation (Research Participation, "proefpersoonverplichting");
- You should complete module PSY3378 *Intercultural Awareness* (see page 45 for a description)
- The elective should be at the level of 2nd-year bachelor or higher;
- The content should not overlap with mandatory courses of the FPN bachelor program;
- The content should be related to the objectives of the FPN bachelor program;
- The electives must be approved by the FPN Board of Examiners.

Language Courses

If you would like to do a language course as part of your Electives Program you also need to obtain approval from the FPN Board of Examiners (see page 3 for contact information).

Requirements for language courses:

- The language course is at an academic level;
- In order to obtain ECTS for a language course, at least 12 ECTS need to be obtained for other elective courses in the language concerned;
- You cannot obtain ECTS for an English language course.
- A maximum of 6 ECTS can be granted for a language course.

Request-for-Approval Procedure

Use the "*Application Form electives outside the Netherlands*" which is available at AskPsy.nl (via http://go.askpsy.nl/form/electives) to request approval of the FPN Board of Examiners at least 6 weeks before the course starts. Make sure to provide all of the following information on the form:

- Your name and ID number;
- Host university (Name, City, Country)
- Course information, including
    a. Course code
    b. Course title
    c. Course description (in English or Dutch, or a link to an English description on the web)
    d. Course level
    e. Number of ECTS (European universities) or local credits (non-European universities)
    f. Period (start and end dates of the course)
    g. Language of instruction and testing of the electives

You will receive a response from the FPN Board of Examiners at your UM e-mail account within 4 weeks.

N.B. Students are responsible for providing the International Relations Office with the official grade transcript from their host university. The International Relations Office will provide the FPN Board of Examiners with a certified copy of the grade transcript for the transfer of the credits.

[9] EER art. 4.2.2 *Prior Knowledge; Entrance Requirements*

3.4 The Professional in Psychology: An Internship (PSY3379)

Under specific conditions (see below) a maximum of 6 credits can be awarded to students who finished an external internship, in a module entitled "*The Professional in Psychology: An Internship*" (PSY3379; See also page 46 of this guide for a course description).

Students can work in a variety of 'settings': e.g., (mental) health care facilities, rehabilitation centers, schools, but also companies, such as recruitment agencies. Suitable institutions or companies provide students the opportunity to gain practical experience, relevant for becoming a psychologist. If the student wants to obtain ECTS for this practical work, FPN has to approve the institution or company, the supervisor at the institution or company, and the content of the work before the student starts working there. Students can only obtain ECTS for work conducted at one (and not multiple) institute(s).

Requirements

- Supervision by supervisor (i.e., a psychologist) of host organisation
- Minimum workload of 28 study hours per ECTS
- Assessment by an individually written report (paper)
- Content should be related to the objectives of the FPN bachelor program
- Internships must be approved by the coordinator of PSY3379
- In general, internships are awarded a maximum of 6 ECTS.

Note

- this practical experience cannot be used to fulfil the prerequisites regarding the theoretical background and working experience set for the psychodiagnostics registration (i.e., the BAPD) and/or vLOGO.
- This is a student-initiated module, which means that a student can only be enrolled in this elective, if s/he has found an internship on his or her own. The internships are not offered by FPN staff.

Participation and the individually written report have to start and to be completed between July 2018 and January 2019. Since this internship will usually be 6 ECTS, students have to complete additional elective courses for 18 ECTS in total, i.e. three FPN electives of 6 ECTS.

Registration for PSY3379 can be done via the coordinator of this module (see contact details below).

For further information and registration contact the coordinator of this module.

Coordinator PSY3379 : Alicia Walkowiak (Dept. of Work and Social Psychology)

Email : alicia.walkowiak@maastrichtuniversity.nl

Phone : 043 3884215 / 3881908

4. Extra Electives

In addition to the 24 ECTS for electives, students can take extra electives in the following categories:

1. **FPN Electives**
   Conditions
   - 3rd-year students* are admissible, provided that there is sufficient capacity.
   - 4th-year students* are admissible, provided that there is sufficient capacity.
   - Other students are not admissible.
   - If a combination of electives can be categorised under two minors and a student has taken less than 8 electives, only one minor will be put on the transcript. The student has to decide which one.

2. **Electives at other UM-faculties**
   Conditions
   - 3rd-year students* are admissible, provided that the requirements of paragraph 3.1 of the FPN Elective Guide are fulfilled.
   - 4th-year students* are admissible, provided that the requirements of paragraph 3.1 of the FPN Elective Guide are fulfilled, and when only one component of the bachelor still has to be completed in order to graduate.
   - Other students are not admissible.

3. **Electives at other Universities in the Netherlands**
   Conditions
   - All students are admissible, provided that the requirements of paragraph 3.2 of the FPN Elective Guide are fulfilled.

Request-for-Approval Procedure

Send a request for approval via Ask Psychology at least 6 weeks before the course starts. Normal processing time for a request is 4 weeks.

Clearly indicate for what kind of extra elective you ask approval and make sure to provide the following information:

- Your name and ID number
- Course Code and Title

For courses outside FPN, also:

- Host Institute (Name, City, Country)
- Brief description of the elective course (in Dutch or English),
- Level of the course, the number of ECTS, and period (start and end date)

You will receive a response from the FPN Board of Examiners within 4 weeks after the request via Ask Psychology in your emailbox.

** 3rd- year and 4th-year refers to the year of enrolment.*

5. Course descriptions

In this section you can find the course descriptions of FPN Elective modules (nominal plans) ordered by Course Code. For an overview of courses by period and by minor see Table 1 (page 5).

Course descriptions are also available electronically in the webcatalogue for 2018-2019 (available on 1-5-2018): https://www.maastrichtuniversity.nl/education/bachelor/bachelor-psychology/courses-curriculum

Title	**Evolutionary Social Psychology**
Period	1
Code	**PSY3308**
Minor	Applied Psychology
Coordinator	Karlijn Massar (Work and Social Psychology)
Descriptions	The aim of the course is to provide an overview of evolutionary theory and its applications within, predominantly, social psychology. Evolutionary psychologists view most human behaviours as the products of evolved psychological adaptations – or solutions– to recurring problems in the ancestral environment. Evolutionary psychology offers many insightful explanations for social behaviour, such as interpersonal attraction, prejudice, and healthy (and unhealthy) behaviours. Moreover, emotions are considered to have evolved in humans because they are functional and ultimately enhance your chances for survival and reproduction – for example, fear makes you avoid certain life-threatening situations, and jealousy makes you protect your relationship. In this course, students will study recent developments within the field of evolutionary social psychology. They will investigate what causes the differences between the two sexes (sexual selection), how (pro-) social behaviour can be explained by evolutionary theory, and how we are to some extent still governed by 'hard-wired' motives, like a drive for social status and reputation.
Intended learning Outcomes	Students: - will have knowledge of the essentials of evolutionary psychological processes and the principles of sexual selection; - will be able to apply evolutionary psychological reasoning to topics such as prejudice, health behaviour, aggression, or emotions.
Instruction language	EN
Prerequisites	
Teaching methods	PBL
Assessment methods	Attendance, Written Exam
Key words	**evolutionary social psychology, reproductive success, sexual selection, ultimate causation, motives, sex differences**

Title	**Psychopharmacology**
Period	1
Code	**PSY3312**
Minor	Clinical Psychology
Coordinator	Annemiek Vermeeren (Neuropsychology and Psychopharmacology)
Descriptions	Current theories of psychiatric and neurological disorders are largely derived from what we know about drugs that can mimic the symptoms or that are used for treating these disorders. Basic knowledge of the effects of drugs and their underlying neurobiological *mechanisms* will therefore help students to understand these theories better. This course primarily aims at facilitating the understanding of therapeutic and side effects of psychoactive drugs. This will be done by presenting major classes of CNS drugs and their use in prominent disorders, such as anxiety, depression, and schizophrenia and by presenting the mechanisms and effects of a number of recreational drugs - such as cocaine, LSD, and ketamine.
Intended learning Outcomes	After this course students are able to: - explain pharmacokinetic processes and moderating factors; - apply knowledge of neurotransmission to explain drug effects; - name most frequently used drugs used for the treatment of anxiety, depression, schizophrenia and dementia; - explain the primary neurobiological mechanisms of action these drugs; - describe the major differences between subclasses of drugs; - explain why these drugs may have therapeutic effects; - know the most relevant side-effects, and understand the neurobiological mechanisms of common side-effect; - understand the neurobiological theories of the psychopathology of depression and schizophrenia and explain some of the supporting empirical evidence.
Instruction language	EN
Prerequisites	Basic understanding of neuroanatomy and neurotransmission is recommended.
Teaching methods	PBL, Lectures
Assessment methods	Attendance, Written exam
Key words	**drug effects, antidepressants, benzodiazepines, antipsychotics, psychedelics, , neurotransmission, neurobiological theories, psychopathology of depression and schizophrenia**

Title	**Social Neuroscience**
Period	2
Code	**PSY3332**
Minors	Applied Psychology / Biological Psychology
Coordinator	Tobias Otto (Work and Social Psychology)
Descriptions	Social Neuroscience is a new and rapidly growing field of research. It is an interdisciplinary field that asks questions about topics traditionally of interest to social psychologists, economics and political science using methods traditionally employed by cognitive neuroscientists, such as functional brain imaging. In this course, the student will discuss functional MRI research into the following topics: self-reflection, emotion regulation, perceiving others/mirror neurons, decision-making and moral judgement. Students will gain insight into the neural correlates of social behaviour and acquire knowledge about designing a functional MRI study.
Intended learning Outcomes	- students should be able to read and understand social neuroscience literature in a standard journal article format. For this, students will gather a basic understanding in neuroscience background, technology and terminology; - students should be able to use this understanding in discussing the application of neuroscientific methods to social psychology topics such as self-reflection, emotion regulation, reappraisal, attitudes, stigma, actions and emotions of others, mirror-neuron system, empathy, social decision making, game theory, cooperation versus competition, moral judgments, theory of mind, event-related design, block-design, BOLD signal; - the aforementioned knowledge and skills should enable students to formulate research questions based on relevant social theories and design experimental setups that would be fit to solve them.
Instruction language	EN
Prerequisites	
Teaching methods	PBL
Assessment methods	Attendance, Written exam
Key words	neural correlates, self-reflection, emotion regulation, attitudes, mirror-neuron system, social decision making, moral judgments, fMRI

Title	**Group Dynamics**
Period	1
Code	**PSY3339**
Minor	Applied Psychology
Coordinator	Bram Fleuren (Work and Social Psychology)
Descriptions	Groups are an essential aspect of everyday life. Individuals' actions, thoughts and emotions cannot be fully understood without taking the groups they belong to and that surround them into consideration. In that sense, any psychologist benefits from a deeper understanding of groups and their dynamics. Moreover, much of the world's work is done and most impactful decisions are made in and by groups, making it essential to understand how group processes shape performance and decision making. Finally, the quality of relations in and between groups can have a tremendous impact on people and society. Therefore, it is essential understanding these dynamics and how to improve them. In this course, students will learn about various aspects of group dynamics. To achieve this, a recent edition of an excellent book supplemented with other learning material will be read. Additionally, lectures are provided to demonstrate and deepen the understanding of group phenomena. In tutorial meetings, students will facilitate exercises that promote a deeper processing of the read materials and improve group-analysis and group-management skills. Finally, students will work together on a paper analysing group behaviour in a realistic setting of choice as well as their own group's development throughout the course. This should improve students' ability to understand and manage groups and their dynamics.
Intended learning Outcomes	The intended learning outcomes of this course are threefold: 1. Deeper knowledge and understanding of theories, studies and empirical findings pertinent to groups. Essential topics include inclusion, cohesion, power, leadership, group performance, decision-making, teamwork, conflict, intergroup relations, and collective behaviour. 2. Broader outlook on determinants of behaviour. Students of this course should learn to consider more complex interpersonal and group level processes as determinants of behaviours, thoughts and emotions in addition to regular individual level determinants. 3. Improved group analysis skills and the ability to use these in practice. Students practice analyzing groups and group behaviour with using exercises in tutorials. They practice group management by facilitating exercises.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures
Assessment methods	Attendance, Written exam, Assignment(s)
Key words	**groups, inclusion, cohesion, influence, leadership, power, performance, decision-making, conflict, intergroup-relations**

Title	**Behavioural Problems in Childhood and Adolescence**
Period	3
Code	**PSY3341**
Minor	Clinical Psychology
Coordinator	Lisa Jonkman (Cognitive Neuroscience)
Descriptions	Several environmental, personal and biological factors appear to be important for healthy socio-emotional development, but occasionally these influences can lead to problem behaviour. The course focuses on the development of problem behaviour during childhood and adolescence, how it originates and how it can be treated as it poses a risk for further healthy development. Topics addressed are the influence of genes/neurobiology, personality and the child's environment (peer interaction, parent attachment/parenting style) on socio-emotional and moral development and the development of psychopathology such as anxiety, depression, suicide, and narcissism.
Intended learning Outcomes	After this course students: - are able to explain the interactive role that environmental (peer influences/parenting-style/attachment), personal (temperament/personality) and neurobiological (genes and brain development) factors play in the childhood and adolescent development of internalising and externalising behavioural problems/psychopathology such as bullying and antisocial/immoral behaviour, anxiety, depression, suicide and narcissism; - will be able to critically read and reflect on research and research methods used in developmental psychopathology research. Can describe/explain therapies/interventions and their effectiveness in bullying and suicide intervention; - have gained knowledge of instruments to assess some internalising, externalising or personality characteristics.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures, Presentation(s), Assignment(s)
Assessment methods	Attendance, Written exam
Key words	**developmental psychopathology, attachment theory, epigenetics, neurobiology of socio-emotional development**

Title	**Human Behaviour in Organisations**
Period	2
Code	**PSY3344**
Minor	Applied Psychology
Coordinator	Fred Zijlstra (Work and Social Psychology)
Descriptions	This course will make students familiar with various aspects of human behaviour in organisations. Questions that will be addressed during the course are: How can organisations select good employees? What can organisations do to maintain a healthy and motivated workforce? What are effective leadership styles? What does a high performance team look like? To answer these questions we will present an array of different topics from work and organisational psychology such as work stress, occupational health, emotions in organisations, leadership, personnel selection, work motivation, and teamwork. The course consists of lectures, assignments and a group project in which students focus on one of the topics mentioned above. At the end there will be a 'mini-conference' in which groups present the results of their group work.This course forms an excellent introduction for the Master's programme 'Work and Organisational Psychology'. N.B. there will be no tutorial groups.
Intended learning Outcomes	Students will be able to understand and think of practical aspects in organisations, such as selection of employees, Human Resources practices, the role of leadership, work motivation, team processes and performance, employee health and well-being, work stress, and relate these to relevant theories. In addition students will learn about the peer-review process (providing feedback).
Instruction language	EN
Prerequisites	
Teaching methods	Work in subgroups, Presentation(s), Paper(s), Lecture(s)
Assessment methods	Final (individual) paper, Presentation
Key words	**employee motivation, employee selection, leadership, work stress, employee health, team functioning**

Title	**The Learning Brain** **From Perception to Memory Formation**
Period	2
Code	**PSY3345**
Minor	Biological Psychology
Coordinators	Peter De Weerd, Vincent van de Ven (Cognitive Neuroscience)
Descriptions	This course takes a purely biological view of a set of interconnected topics in the field of learning and memory. All learning and memory formation depends on changes in functional connections between neurons. The course starts with seminal findings illustrating this principle in Aplysia, from Kandel and co-workers. These findings are then compared with mechanisms of Long-Term Potentiation (LTP). In a number of papers, and accompanying lectures, students will gain insight in molecular mechanisms to manipulate intra-cellular processes contributing to LTP and neural plasticity, at the genomic, RNA, and protein levels. In parallel, students will learn about some landmark neurophysiological findings that have been crucial in our current understanding of memory formation. With this background in mind, students will start reading studies in which molecular tools are used to modulate memory formation and their neurophysiological correlates. The course will focus mainly on two forms of learning, namely episodic memory, and skill learning. Most of the papers focus on animal models of learning, using molecular and neurophysiological approaches, but there are also papers on human learning. The lectures provide crucial background to understand the papers, and in a broad sense could provide topics for exam questions. The course is challenging, so a background or strong interest in neuroscience and/or (cellular) biology is recommended very strongly, and students must have a genuine interest in biological approaches of learning and memory.
Intended learning Outcomes	Students: - learn about, discuss and understand basic neurophysiological and molecular mechanisms of learning and memory (e.g., plasticity, cortical remapping, long-term potentiation (LTP), gene expression, proteins); - analyse and evaluate basic approaches and research methods central to the study of conditioning, skill learning and episodic memory; - discuss some novel neuroscience developments in memory formation and updating; - are able to closely examine and scrutinize front-edge empirical research papers.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures
Assessment methods	Attendance, Written exam
Key words	**learning, memory, biology, genes, neurons, behaviour, rats, mice, monkeys**

Title	**Health Psychology**
Period	3
Code	**PSY3346**
Minor	Applied Psychology
Coordinator	Fraukje Mevissen, Phill Brul (Work and Social Psychology)
Descriptions	The World Health Organization defined health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (World Health Organization, 1984). According to this definition, would you be healthy? If yes, wow, perfect! If not, why not? Understanding why some people lead a healthy lifestyle and others not is the core business of health psychologists, and one of their main interests is to find out what factors determine healthy behaviour. During this course, you will understand why people adopt unhealthy behaviours, even if they know that these behaviours ruin their health. You will also learn how unhealthy behaviour can be changed or even prevented in the first place and how to setup a successful study to modify health behaviour.
Intended learning Outcomes	After this course: - you are able to differentiate between determinants and behaviours and between changeable and unchangeable determinants of health behaviour; - you will also be able to explain (un)healthy behaviour and understand how to change unhealthy behaviours. To show your acquired understanding during this course, you will design and present a research proposal on a behavioural change technique at the end of this course.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures, Skills, Presentation
Assessment methods	Attendance, Written exam, Presentation(s)
Key words	**health behaviour, health promotion, individual & environmental determinants, models of individual & interpersonal health behaviour**

Title	**Sleep and Sleep Disorders**
Period	3
Code	**PSY3349**
Minor	Clinical Psychology
Coordinator	Annemiek Vermeeren (Neuropsychology and Psychopharmacology)
Descriptions	Sleep is considered essential for good physical and mental health, yet, about 30% of the adult population complains of disturbed sleep. Prevalence of sleep disturbances is particularly high among elderly and women, and highly associated with psychiatric disorders like anxiety and depression. This course will address various aspects of normal and disturbed sleep, like the measurement and structure of normal and disturbed sleep; the normal need for sleep; the role of sleep in memory and cognition; various sleep disorders, like insomnia, narcolepsy, sleep apnea and sleepwalking; and the biological mechanisms involved.
Intended learning Outcomes	After this course students are able to: - know the characteristics of normal sleep and developmental changes; - explain the interaction of homeostatic sleep drive and circadian processes affecting sleep duration and sleep architecture; - know how to measure sleep, sleep complaints and daytime sleepiness; - know the effects of sleep deprivation and explain major causes of lack of sleep; - characterize, differentiate and explain the neurobiological mechanisms of major sleep disorders such as insomnia; narcolepsy, sleep apnea; sleep walking; restless legs syndrome; REM behaviour disorder; night terrors; nightmares; circadian rhythm disorders; - apply knowledge of the neurobiology of sleep and circadian rhythm to explain sleep disorders; - understand various theories of the function of sleep, including the function of sleep for cognition.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures, Presentation(s), Assignment(s)
Assessment methods	Attendance, Written exam, Assignments
Key words	**sleep, circadian rhythm, insomnia, daytime sleepiness, parasomnias**

Title	**Political Psychology**
Period	2
Code	**PSY3357**
Minor	Applied Psychology
Coordinator	Phil Brüll (Work and Social Psychology)
Descriptions	Why do people cause conflicts such as those in Bosnia, Rwanda, or Northern Ireland? What motivated people to commit such atrocities as the mass murder and mass raping in Nanking (China, 1937 – by Japanese troops), the massacre in My Lai (Vietnam, 1968 – only one of many similar atrocities committed by American troops in Indochina) or the Józéfów massacre (1942, carried out by the German Police Battalion 101),… to name only a few? Why did Western leaders secretly sustain repressive and genocidal dictatorships like e.g. Chile under Pinochet (1973-1990), Uganda under Idi Amin Dada (1971 – 1979) or Cambodia under Pol Pot's Khmer Rouge (1975-1979)? Why can ordinary people be educated to torturers, like in the "Greek Torture School" (1967-1974) or in the former US Army "School of the Americas" (since 1946)? Why is the still ongoing genocide in Darfur (since 2003) widely unnoticed? What motivates a political leader to enforce violence on entire populations and to sacrifice troops without the slightest chance of winning this conflict, like e.g. Nixon/Kissinger (the Vietnam War in the mid-1970s)? We will use an interdisciplinary approach to answer such questions. Therefore, not only our psychological tool set will help us, but also we will include perspectives from other academic fields, (such as criminal law, political science, anthropology, and sociology). Further, we will evaluate cases of GHRV against their unique historical background, using recently declassified governmental documents, newspaper reports, and short historical overviews. In addition, each task will be related to current events, allowing us to apply what we learned to events happening right now. During the course, we will combine the above-mentioned different academic fields with political psychology tools to establish a unique understanding of why people violate the rights of others.
Intended learning outcomes	- knowledge of key political psychological theories, key political psychological concepts and mechanisms; - understanding of the importance of a historical understanding of a situation; - the complex interplay between dispositional and situational components. Skills: - applying psychological theories used in political psychology to historic and current cases; - using an interdisciplinary approach to research a question; - analysing a situation while using primary sources; - scrutinising complex information critically; - identifying concepts and theories used in political psychology during everyday life situations; - critical independent thinking.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures
Assessment	Attendance, Take Home Exam, Presentation
Key words	**political psychology, war crimes, human rights violation, groups, behaviour, decision making, personality**

Title	**Child Neuropsychology**
Period	1
Code	**PSY3359**
Minor	Clinical Psychology
Coordinator	Esther Keulers (Neuropsychology and Psychopharmacology)
Descriptions	This course focuses on brain-behaviour relationships from a developmental perspective. It aims at increasing one's understanding of how healthy children and adolescents (or brains) function and how brain disease, brain injury or developmental disorders, such as ADHD, autism and learning disabilities, express themselves and interfere with the demands of daily life. Relevant catchwords in this context are behaviour, higher cognitive functions (e.g., executive functions, memory and attention), affect, and the level of interactions a child has with his environment, since these elements determine how well individuals cope and participate in daily life situations. Normal and abnormal brain and cognitive development will be discussed in preschoolers, school-aged children and adolescents. During the course, students will gain insights into: (1) developmental changes in brain structure, brain functioning and cognitive functions; (2) The clinical phenomenology of the most important developmental disorders; (3) The underlying brain behaviour relationships in these disorders; and (4) Diagnosis and treatment. Students will also gain experience in the selection, administration and interpretation of commonly used tests, measuring the above-mentioned domains of higher cognitive functions, affective functions, and behaviour.
Intended learning Outcomes	Students are able: - to explain (ab)normal development of the brain and cognitive functions such as memory, executive function and attention; - to apply and plan different steps in diagnostics, neuropsychological assessment, and treatment; - to distinguish different neurodevelopmental disorders (i.e., ADHD, behavioural disorders, learning disabilities, autism, brain injury) and to form hypotheses about these disorders based on case material.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures, Work in subgroups
Assessment methods	Attendance, Written exam
Key words	**brain development, cognitive development, brain (dis)functioning, cognitive (dis)functioning, developmental disorders, neuropsychology**

Title	**Cognitive Enhancement**
Period	1
Code	**PSY3362**
Minors	Biological Psychology, Applied Psychology
Coordinator	Felix Duecker (Cognitive Neuroscience)
Descriptions	Humans have always explored ways to enhance their mental capacities. For the largest part of human history, efforts primarily involved external devices that aid cognition such as written language, mathematics, and ultimately smartphones. Recently, however, the potential of cognitive enhancement by manipulation of the brain caught a lot of attention. With cognitive enhancers becoming increasingly available to the general public, this is a highly relevant topic for psychologists and neuroscientists alike. In this course, students will learn about various ways to enhance cognition covering a broad range of approaches. The focus will be on current hot topics such as brain stimulation, neuro-feedback, smart drugs, and meditation. Additionally, students will have the opportunity to critically discuss the scientific basis of other (potential) cognitive enhancers such as sleep, hypnosis, nutrition, physical exercise, or neuro-linguistic programming. Lastly, the possibility of cognitive enhancement poses ethical questions that will be discussed. At the end of this course, students will have basic knowledge of the potential, current limitations, and risks of cognitive enhancement.
Intended learning Outcomes	After completion of the course, students will: - understand the basic mechanisms of several brain-based cognitive enhancers; - know about the efficacy and side effects of these cognitive enhancers; - be able to discuss the benefits and costs of cognitive enhancers on the individual and societal level based on various ethical perspectives.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures, Work in subgroups, Presentation(s)
Assessment methods	Attendance, Final paper, Presentation(s)
Key words	**cognitive enhancement, brain stimulation, smart drugs, neuro-feedback, mindfulness, ethics**

Title	**Introduction to Computational Neuroscience**
Period	1
Code	**PSY3365**
Minor	Biological Psychology
Coordinator	Mario Senden (Cognitive Neuroscience)
Descriptions	Many scientists regard the human brain by as the most complex object in the known universe. It is not surprising therefore that studying the brain and its function is a challenging task. Any successful attempt at it requires neuroscientists to tackle it from several perspectives, each offering complementary insights. If we want to understand the brain and its structures, we need to identify their function: what do these structures do and why? A second requirement for understanding neural structures is identification of potential mechanisms describing how a certain function can be brought about: what kind of information processing is carried out? Finally, we need to identify how such information processing can be implemented in a neural structure as opposed to, for example, a personal computer: what are the physical and biological constraints under which the brain implements function? Computational neuroscience integrates across these three points as it studies the information processing carried out by different structures of the nervous system in terms of biologically constrained models of brain function. In this course students will receive an overview of the basic principles of connectionism, spiking neuron models, and dynamical systems theory; learn how these concepts are applied for studying brain function (exemplified for decision making as well as for the structure-function relationship in the cortex); and discuss computational neuroscience from a philosophy of science perspective.
Intended learning Outcomes	Students are able: - to design and train neural networks able to perform logical inferences; - to explain and simulate a range of typical models used in computational neuroscience, such as the Hopfield model of memory formation and the Hodgkin-Huxley spiking neuron model; - to interpret model simulations in light of empirical data; - to engage in discussions about the relevance of computational neuroscience for the understanding of the human brain.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures
Assessment methods	Attendance, Assignments, Participation
Key words	**connectionism, spiking neuron models, dynamical systems, neuroscience, philosophy of science**

Title	**Neuroscience of Consciousness**
Period	1
Code	**PSY3366**
Minor(s)	Biological Psychology
Coordinator	Tom de Graaf (Cognitive Neuroscience)
Descriptions	What makes us conscious? What is that thing called 'consciousness' and how does it relate to our brains? Fun questions to philosophize about? Sure, but also valid scientific questions at the center of one of the most exciting neuroscientific disciplines today. Welcome to a no-nonsense course on consciousness. 'Consciousness' is often described as some mysterious entity that is impossible to really understand. However, the tools of neuroscience have changed the game so much, that some of the supposedly unsolvable problems are now actually being solved. Students will learn that in fact one can determine whether or not someone is conscious, one can deduce from brain activity what they are conscious of, and overall one can study how a conscious percept is built by the brain. In this course, we discuss the current state of research on the (cognitive) neuroscience of consciousness. We will take an empirical perspective, which means there is only minimal attention to philosophy of mind, and a strong focus on the actual research, as well as recent theories, of consciousness in the brain. This course will introduce the methodology of consciousness neuroscience, including different consciousness stimuli and paradigms, as well as the latest neuroimaging and brain stimulation tools. Primary focus will be on studies using healthy human subjects.
Intended learning Outcomes	- students are able to explain notions of consciousness, the applications and limitations of latest neuroscientific tools (neuroimaging, brain stimulation) in the context of consciousness research, and recent neuroscientific models as well as paradigms of consciousness research; - students can specify the role of primary cortices, the role of frontoparietal cortex, the role of neuronal oscillations in the brain, in unconscious versus conscious information processing.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures, Presentation(s)
Assessment methods	Attendance, Written Exam, Presentation
Key words	**vision, conscious processing, unconscious processing, neuroimaging, brain stimulation, consciousness paradigms, neural correlates of consciousness**

Title	**Sexuality**
Period	2
Code	**PSY3367**
Minor	Clinical Psychology
Coordinator	Marieke Dewitte (Clinical Psychological Science)
Descriptions	This course will elaborate on the biological, psychological as well as societal determinants of sexuality (in general) and sexual disorders (in specific). There are 4 lectures and 4 educational meetings in which a theme or group of complaints will be discussed. These themes are (biological and psychological) theories on sexuality, sexual diversity, sexual dysfunctions in men and women, the impact of physical/psychological health and disease on sexual behaviour and well-being, and the role of attachment and relationships (context and history) on sexuality. After the theoretical part, students are offered a practical/clinical training in which they learn to administer a sexual anamnesis and there is a workshop on research methods in sexology in which students conceive and discuss a research design on a sexology-related topic of their choice.
Intended learning Outcomes	*Students know about* - the normal sexual development; the sexual response cycle; sexual diversity; the biopsychosocial model of sexual dysfunctions; theories and empirical research on the development and maintenance of sexual problems; diagnostic criteria (DSM-IV & -V) for the different sexual dysfunctions; the incidence, prevalence, and course of sexual dysfunctions; different treatment options for sexual dysfunctions (biopsychosocial view); the impact of disease on sexuality; the role of attachment and relationships in sexuality; research methods in sexology. *Applying knowledge* - students can apply their knowledge on sexual development and sexual dysfunctions on clinical cases. *Critical thinking* - students know the difference between pathological and non-pathological sexual development; students are critical regarding extant evidence on the different treatment options for sexual problems; students can develop research ideas on sexology-related topics. *Communication* - students can communicate on sexuality and sexual problems with individual clients;students can reflect and talk about their own sexual development and sexual experiences; students learn to break current taboos on (talking about) sex; students can administer a sexual anamnesis.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures, Skills
Assessment methods	Attendance, Written exam, Assignment
Key words	**sexual response cycles, sexual problems, biopsychosocial, evidence-based, sexology research**

Title	**Sport & Exercise Psychology**
Period	1
Code	**PSY3368**
Minor(s)	Applied Psychology
Coordinator	Gill ten Hoor (Work and Social Psychology)
Descriptions	The many positive benefits of physical activity for physical and mental health are widely acknowledged. In this sport & exercise psychology elective, we will focus on the psychology behind athletic performance, as well as on physical (in)activity levels in the general population. Sport and exercise are often considered a largely physical endeavor (strength, speed, stamina, flexibility et cetera). However, it is widely acknowledged that sport performances and physical activity behaviour are also influenced by psychological factors. Therefore, in this course, we will attend to the biology of sport performances and physical exercise, but primarily on their behavioural determinants, motivations, pressure and stress, and ultimately we look at possible venues for behaviour change.
Intended learning Outcomes	Students are able: - to explain and apply theories about behaviour and behaviour change in the field of sport and exercise; - to apply performance enhancing techniques, and are able to explain the influences of sport psychology on team- and task-performances; - to produce some general knowledge about biological aspects related to sports and exercise.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures, Skills
Assessment methods	Attendance, Written exam
Key words	**(determinants of) physical activity, biology of physical activity, mental techniques and performance enhancement, neurological bases, team performance and social support**

Title	**Adult Neuropsychology** **An Introduction**
Period	2
Code	**PSY3369**
Minor	Clinical Psychology
Coordinator	Caroline van Heugten, Sven Stapert (Neuropsychology and Psychopharmacology)
Descriptions	This course focuses on brain-behaviour relationships and aims at increasing one's understanding of how healthy humans (or brains) function and how brain disease, brain injury disorders, such as, traumatic brain injuries, stroke and dementia, express themselves and interfere with the demands of daily life. Relevant catchwords in this context are behaviour, higher cognitive functions (e.g., memory, attention, executive functioning and language), emotion and adaptation. During the course, students will collect knowledge on: (1) The clinical phenomenology of the most important cognitive and behavioural disorders seen in humans; (2) The underlying brain-behaviour relationships in these disorders; (3) The interrelationships between various cognitive dysfunctions, emotional-, and behavioural problems; and (4) Assessment methods, diagnosis and treatment. Students will also gain experience in the selection, administration and interpretation of commonly used tests, measuring the above-mentioned domains of higher cortical functions, affective functions, and behaviour.
Intended learning Outcomes	- students are able to work with basic functional neuroanatomy, neuropsychological assessment, behavioural disorders, executive functions and attention, memory, brain injury, aging, neuropsychiatry, motivation, emotion, coping, insight; - students can apply a neurocognitive test and questionnaire on subjective complaints; - students are able to specify the most common neuropsychological consequences of stroke, traumatic brain injury and dementia; - students can explain the rationale of neuropsychological treatment.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures, Skills, Assignments
Assessment methods	Attendance, Written exam, Assignment
Key words	**brain (dis)functioning, cognitive (dis)functioning, brain injury, aging, neuropsychology, neuropsychiatry**

Title	**Hormones, the Brain and Behaviour**
Period	2
Code	**PSY3370**
Minor	Biological Psychology
Coordinator	Kim Kuypers (Neuropsychology and Psychopharmacology)
Description	This course will review the interrelationships among hormones, the brain and behaviour. Basic endocrine (hormone) system physiology will be introduced and the different approaches that researchers take to address questions of hormone-behaviour relationships will be discussed. The focus will be on three large 'classes' of hormones, i.e. 'stress' (cortisol), 'social' (oxytocin, vasopressin), and 'sex' hormones (testosterone, estradiol, progesterone). Those hormones will be linked to normal behavioural processes such as memory and social behaviour as well as to psychiatric conditions such as depression/anxiety and autism spectrum disorder. At the end of this course, you will have developed an understanding of a selection of topics related to behavioural neuroendocrinology.
Intended learning Outcomes	You will gain knowledge about hormones and major endocrine organs, methods to study hormone-behaviour relations and limitations, role of hormones in 'normal' behaviour and psychiatric disorders.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures
Assessment methods	Attendance, Written exam
Key words	**social, stress and sex hormones, brain, memory, social behaviour, depression, autism spectrum disorder**

Title	**Pleasure & Pain**
Period	2
Code	**PSY3371**
Minors	Biological Psychology / Clinical Psychology
Coordinator	Amanda Kaas (Cognitive Neuroscience)
Descriptions	Apart from offering sensory feedback for object manipulation and movement, the somatosensory system also provides signals that are intrinsically rewarding or punishing. The behavioural drive to seek pleasure and to avoid pain is of crucial importance for survival and partly relies on the same neurochemical circuitry. This elective will discuss the neurobiological basis of aversive and pleasant somatosensory processing. Would it be possible to live without feeling pain or pleasure? How do context, emotion and cognition modulate the experience of pleasure and pain? Brain circuits involved in nociception and analgesia as well as theories and treatments of chronic pain will be discussed.
Intended learning Outcomes	Students are able: - to describe the functional neuroanatomy of the somatosensory system and its different submodalities; - to explain the neural bases of pleasure and pain and how they interact; - to explain the difference between pain and nociception; - to describe, explain and compare the neural bases of interventions aimed at reducing (chronic) pain; - to describe and explain theories and treatments of chronic pain.
Instruction language	EN
Prerequisites	The course takes a neurobiological perspective, and therefore some neurobiological background is helpful. Students without this background can also join, but should take into account that some of the literature might be challenging.
Teaching methods	PBL, Lectures, Presentation(s)
Assessment methods	Attendance, Final Paper, Presentation
Key words	**somatosensory system, pleasant touch, nociception, fear-avoidance model of chronic pain**

Title	**Manipulating Memories**
Period	1
Code	**PSY3372**
Minor	Biological Psychology
Coordinator	Vincent van de Ven (Cognitive Neuroscience)
Descriptions	Classic memory theories suggest that our experiences are consolidated into long-term memory into a 'permafrosted' form, which does not change. Recent neurobiological and cognitive research has resurrected an old alternative notion that all memories – independent of their type or age – remain vulnerable to change. Rather than permafrosted, stored memories can change from an inactive state to an active state during retrieval, in which new information can be added, old information be changed or existing representations be strengthened. These findings have important ramifications both for a fundamental understanding of how the brain memorizes experiences, as well as for practical applications in which memory manipulations are wanted, such as in skill learning, education and therapies to reduce the impact of traumatic memories. In this elective, we will discuss the cognitive (e.g., conditioning, skill learning, interference paradigms) and neurobiological (e.g., long-term potentiation and molecular neuroscience, brain anatomy, hippocampus) substrates of memory and how they can be changed, and discuss relevant research methods and behavioural paradigms to study memory manipulation. Further, we will discuss how these principles and methods can be applied in fields of education, cognitive enhancement and clinical therapy. This elective is meant for students who have an interest in fundamental as well as applied aspects of memory research. A strong interest in research methods, cognitive science or neuroscience is highly recommended.
Intended learning Outcomes	Students: - learn about neurobiological principles of learning and memory; - discuss, learn about and understand research methods of memory manipulation; - will translate fundamental research findings to applied sciences (e.g., clinical, educational); - learn about how memory interacts with other important cognitive domains, such as attention, perception, decision-making and action; - to some extent apply methods of memory manipulation.
Instruction language	EN
Prerequisites	There are no prerequisites, but a strong interest in research methods, cognitive science and/or neuroscience of memory is highly recommended.
Teaching methods	PBL, Lectures, Presentation(s)
Assessment methods	Attendance, take-home exam, Presentation
Key words	**memory consolidation; memory manipulation; mnemonic techniques; brain stimulation; skill learning; hippocampus; cortex; enhancement**

Title	**Cognitive Neuroscience of Language**
Period	2
Code	**PSY3373**
Minor	Biological Psychology
Coordinator	Bernadette Jansma (Cognitive Neuroscience)
Descriptions	Language is one of the most relevant cognitive skills in humans. We listen, speak, type, joke, and think a lot during the day without being aware of how we do it. We are not aware of it simply because language comprehension and production is highly automatic. In this course, we zoom into the hidden cognitive complexity and mysteries and will study language from different scientific angles. At the end, we integrate all and practice an "application of our knowledge". During the first part of the course, we study the theoretical background of language processing and learn how it received empirical support from psycholinguistics – mainly based on behavioural experiments. We add insights that are more recent from cognitive neuroscience, with a focus on information transfer within the language network. During reading and open discussion, we will learn about the current state of the art: What problems need to be solved by the cognitive language system? How does our brain solve them? We will discuss the consequences in case the network is not functioning well – as in Aphasia after stroke, or in developmental dyslexia. We also will learn that not all is known yet. We will read papers that bring first answers, using methods such as eCog, EEG, fMRI, and anatomical and functional connectivity. This knowledge will be applied in writing of an individual research proposal that addresses a certain open issue in language, ranging from fundament to applied topics (such as in Aphasia after stroke, or dyslexia).
Intended learning Outcomes	- knowledge of theoretical background of cognitive neuroscience of language with regard to content (psycholinguistic model, dual route model) and methods (design, acquisition techniques: RT, EEG, fMRI, analysis teaching techniques: ERP components, frequency analysis, fMRI region of interest and network analysis). Criteria, content, writing process of a research proposal following provided guideline; - making informed choices of a theme for a research proposal based on reading of language and disorder literature, ranging from fundamental cognitive neuroscience to translation into clinics or societal application; - apply Critical thinking to evaluate the literature (limits, shortcomings, open questions); - application of knowledge in writing of a research proposal about an investigation of a "still open" issue in language research; - oral presentation of the proposal idea and of the progress in writing to peers, peer reviewing during weekly panel discussions in a fair and constructive manner.
Instruction language	EN
Prerequisites	
Teaching methods	one introduction Lecture, Reading and Group Discussion, regular Student Presentation (progress reports) on conceptualization and writing of research proposal
Assessment methods	Attendance, Final paper, Presentation
Key words	**cognitive neuroscience, language, research proposal, peer review**

This module is also part of the interdisciplinary university-wide minor "**Human and Legal Decision Making**". For more information see the website mentioned in paragraph 3.1 of the FPN Elective Guide.

Title	**Neuropsychology and Law**
Period	1
Code	**PSY3375**
Minor	Clinical Psychology
Coordinator	Marko Jelicic (Clinical Psychological Science)
Descriptions	Most of this course pertains to neurocognitive processes of criminal offenders. Contextual factors, such as the history and current state of neuropsychology and psychiatry will be discussed to give students the desired background knowledge of this topic. A considerable part of the course is devoted to neuropsychological abnormalities in offenders who are affected by a psychiatric disorder. Another substantial part of the course pertains to offenders with acquired brain injury. The connection between neural abnormalities and criminal offences will be critically evaluated for each psychiatric or neurological disorder. A completely different side of neuropsychology and law, the effect of neurocognitive disorders in victims/witnesses of crimes on their eyewitness testimony, will also be dealt with.
Intended learning Outcomes	After this course, students will have knowledge of psychiatric and neurological disorders that predispose to criminal offences. They will be able to appreciate the role of 'nature' and 'nurture' in violent behaviour, and will understand problems associated with witnesses who have brain disorders.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures
Assessment methods	Attendance, Written exam, Assignment
Key words	**forensic neuropsychology, psychiatry, brain disorders, criminal offences**

Title	**Forensic Psychology in a Nutshell**
Period	1
Code	**PSY3376**
Minor	Clinical Psychology
Coordinator	Anna Sagana (Clinical Psychological Science)
Descriptions	This course will provide psychology (but also law) students interested in Forensic Psychology with an introduction to topics typical for this field. Examples of such topics are mental illness and violence, filicide, female psychopathy, sex offenders, autism spectrum disorder, and prison psychology. Each tutorial, research articles and case material descriptions related to a theme will be studied and discussed.
Intended learning Outcomes	By the end of this course students will have knowledge of: - the relationship between mental illness and violence; - a variety of themes within the scope of Forensic Psychology (e.g., filicide, sex offenders, female offending etc.); - the various policing approaches and alternatives to incarceration. Additionally students will develop the ability to examine closely the literature and synthesize parts of their readings in order to interpret and explain forensic cases and controversies in this field of research.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures
Assessment methods	Attendance, Participation, Assignments
Key words	**mental disorders and crime, filicide, sex offenders, prison psychology, aggression, violence, incarceration**

Title	**Legal Psychology in a Nutshell**
Period	2
Code	**PSY3377**
Minor	Applied Psychology
Coordinator	Glynis Bogaard (Clinical Psychological Science)
Descriptions	This course will provide psychology (but also law) students with a brief introduction to topics typical of the Legal Psychology field. But what is legal psychology anyway? The psychology of the law is a part of applied psychology that deals with investigating human functioning related to the whole legal system. More precisely, legal psychology focuses on functions such as perception, memory and decision-making. This is important because human law is specifically designed to be of influence on human behaviour. Therefore, the task of a legal psychologist is twofold: (1) to study how law influences human behaviour and (2) to study human behaviour under the influence of law. For example, students will learn about genetic influence on aggression, sleep disorders that are related to violence and assessment of responsibility; stalking behaviour (typologies, legislation, psychological effects on victims); criminal profiling; biases influencing legal decision making; Radicalization and terrorism (theories, cognitive distortions, prevention of radicalization). During each tutorial, research articles and case material descriptions related to the aforementioned themes will be studied and discussed.
Intended learning Outcomes	At the end of this course students - are able to understand and explain the terminology of legal psychology; - have a general understanding of legal psychological topics; - can contrast and criticize current issues and controversies in legal psychological research; - are able to understand, explain and criticize methods and the experimental work done in this discipline; - develop and improve their ability to examine the relation between the discussed topics, and articulate how ideas connect to, or contrast with one another.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures
Assessment methods	Attendance, Participation, Assignments
Key words	**warrior gene, sleepwalking, stalking, profiling, biases in legal decision making, radicalization and terrorism**

This module is mandatory for electives outside the Netherlands. For more information see paragraph 3.3 of the FPN Elective Guide.

Title	**Intercultural Awareness**
Period	1-4
Code	**PSY3378**
ECTS credits	-
Coordinator	Herco Fonteijn (Work and Social Psychology)
Descriptions	Study abroad does not automatically build intercultural competence (ICC). Intercultural contact is not sufficient for intercultural learning. Hence, this assignment triggers focused attention on life outside the international bubble and on knowledge, skills and attitudes conducive to development of ICC. In a preparatory meeting, second year students reflect on ICC together with third year students who have returned from study abroad. Students select ICC subcompetences that will be the focus of attention. During their study abroad, students gather evidence to illustrate development of intercultural (sub) competences and they reflect on their experiences in a novel cultural and academic environment in a short report. After returning, students will exchange experiences with peers and with second year students during their preparatory meeting.
Intended learning outcomes	Students can: - reflect on and select ICC learning goals that become part of their learning contract; - interpret and exemplify intercultural differences; - intentionally address and deconstruct intercultural interactions.
Instruction language	EN
Prerequisites	Electives Abroad (see comment at the top of this page)
Teaching methods	Lecture(s), Assignment
Assessment methods	Attendance, Take home assignment
Key words	intercultural competence, reflection, writing skills, internationalization

This module is student-initiated. For more information, see paragraph 3.4 of the FPN Elective Guide.

Title	**The Professional in Psychology** **An Internship**
Period	July 2018 until max. period 3
Code	**PSY3379**
ECTS credits	6 ECTS
Coordinator	Alicia Walkowiak (Work and Social Psychology)
Descriptions	As a psychologist, people may contact you for your expertise and ask you to answer a variety of questions, e.g., 'What kind of work or which program would suit person A best?', 'Why does person B experience problems in domain C?', or 'What can individual D do to increase his or her quality of life?' Examples of issues relevant within organizations (such as businesses or schools) are: 'How do I motivate my employees or my students to opt for a healthy lunch?' or 'Are the volunteers in our organization satisfied with how we coach them and how can we improve satisfaction?' During his or her training and work experiences, a psychologist has gained theoretical knowledge and skills and, as such, can advise (or assist) an individual, a group of individuals, or an organization/ institution with respect to these questions. During their studies, psychology students gain this theoretical knowledge and learn skills, and that they (can) practice applying both. For 6 ECTS, psychology students can complete part of the elective program, 3rd year of the Bachelor of Psychology (FPN), while working in an institution or company and gaining relevant practical experience. However, note that a student can only be enrolled in this elective 'The professional psychology: An internship', if s/he has found an internship on his or her own. Students can work in a variety of 'settings': e.g., a (mental) health care facility, rehabilitation centres, schools, but also companies, such as recruitment agencies. Suitable institutions or companies provide students the opportunity to gain practical experience, relevant for becoming a psychologist. If the student wants to obtain ECTS for this practical work, FPN has to approve the institution or company (and the content of the work) before the student starts working there. Students can only obtain ECTS for work conducted at one (and not multiple) institute(s). During this practical, students need to work under the supervision of an experienced psychologist. At the start of the practical, the student drafts a personal development plan (PDP), defining the learning objectives for the practical. In addition to the work experience, the student must write a report about this experience. As such, the student will get more insight into the work setting(s) of a psychologist and s/he will gain experience with applying knowledge and skills essential for being a psychologist. *Note:* this practical experience cannot be used to fulfil the prerequisites regarding the theoretical background and working experience set for the psychodiagnostics registration (i.e., the BAPD) and/or vLOGO.
Intended learning outcome	The student: - obtained more insight into the work setting(s) of a psychologist; - has gained experience with applying knowledge and skills essential for being a psychologist.
Instruction language	EN or NL
Prerequisites	
Teaching methods	Assignment(s), Skills
Assessment methods	Final paper
Key words	skills, working in a relevant setting

Title	**Connecting Brains and Computers** **Theory, Practice and Applications**
Period	2
Code	**PSY3381**
Minor	Biological Psychology
Coordinator	Bettina Sorger (Cognitive Neuroscience)
Descriptions	The analysis of brain activation *online* (*i.e.*, during ongoing data acquisition) allows for brain-computer interfacing. A brain-computer interface (BCI) connects a brain with a computer. It can 'translate' brain activation as measured with (almost) any functional-neuroimaging method (*e.g.*, electroencephalography [EEG], functional magnetic resonance imaging [fMRI] and functional near-infrared spectroscopy [fNIRS]) into digital code (*i.e.*, computer signals). These computer signals can be interpreted as different 'commands' for controlling external devices (*e.g.*, robotic hand or spelling system) that can aid severely paralyzed patients. Moreover, it allows for providing individuals with information about their ongoing brain processes ('neurofeedback'). This not only creates fascinating research possibilities in fundamental neuroscience but also opens up the opportunity to develop brain-based therapies for the treatment of brain disorder and dysfunction. This elective will introduce the students to the general technical/methodological requirements, problems/challenges and application possibilities of brain-computer interfacing. Besides attending lectures, in which course participants will be provided with basic relevant knowledge by local BCI researchers, students will study and present seminal papers of recent BCI work – implementing both electrical and hemodynamic brain signals. Further, students will discuss the *pros* and *cons* of different functional brain imaging methods employed for BCIs. The practical part of this Elective course will start with a demonstration of a BCI experiment. Finally, the students will perform an fNIRS-based BCI experiment themselves. At the end of this course, students will have obtained fundamental knowledge of the methodology, limitations and the application potential of brain-computer interfacing. Finally, future BCI developments will be discussed.
Intended learning Outcomes	Students are able to understand: - definition of brain-computer interfacing and related concepts; - general principles of brain-computer interfacing; - functional brain imaging methods for brain-computer interfacing; - designing, setting-up and conducting BCI experiments; - basics of online/real-time brain signal analysis; - key studies in brain-computer interfacing; - applications of BCIs for the treatment of brain disorder and dysfunction
Instruction language	EN
Prerequisites	There are no specific prerequisites. A general interest in the topic and an affinity with of neuroscientific research methods is sufficient.
Teaching methods	PBL, Lectures, Presentation(s), Work in subgroups
Assessment methods	Attendance, Final paper, Presentation(s)
Key words	**brain-computer interface (BCI), online/real-time data analysis, mental states, brain reading, brain-based communication and control, neuro-feedback (therapy), self-modulation, translational neuroscience**

Title	**Psychedelic Medicine** **The Therapeutic Potential of Mind-altering Drugs**
Period	2
Code	**PSY3382**
Minor	Clinical Psychology
Coordinator	Kim Kuypers (Neuropsychology and Psychopharmacology)
Descriptions	Long before Western people in the sixties and seventies tried out psychedelics for recreational and therapeutic purposes, other cultures had already been using them for ages because of their therapeutic potential. This 'psychedelic wave' in the West scared off politicians leading to a scheduling of these substances and a halt to scientific research into the effects of those substances. In the nineties placebo controlled studies emerged looking into the negative effects of these drugs due to reports that these users might be cognitively impaired after abundant use of a number of these substances. Two decades later however, after the negative effects had been demonstrated to be limited, when used in moderate amounts, and after the substances appeared to be relatively safe, research into the positive effects started rising and it is blossoming today. While previously only a handful of labs investigated these effects, new research labs in other countries are emerging. The therapeutic potential of psychedelics is now being widely investigated and two companies are now setting up trials in psychiatric patients in order to demonstrate the therapeutic potential of these compounds. Their aim is to have those substances approved as a psychiatric medicine within a few years. While psychedelic research is experiencing a renaissance, it is still treated as the 'bad daughter' in psychiatric settings and frowned upon by the general public. From the patient side however there is a large demand for effective and alternative treatments since treatment is not a 'one-size-fits-all' thing and many of those patients fail to benefit from current treatments, leaving them in distress and despair with a pessimistic view on their future. Psychedelic researchers have the obligation to educate you, students, about the positive and negative effects of these substances since you will encounter this in your future work. When you have this knowledge, you will be able to communicate to the lay audience and to patients in an objective way what the current state of affairs is.
Intended learning Outcomes	After you have finished this course you will know: - what psychedelics are; - about the history of psychedelics and research into this; - about the neurobiological mechanism of a selection of psychedelic substances; - about the positive and negative, acute and long-term effects on cognition, mood and social behaviour; - how psychedelics could be of use in a therapeutic setting; - what kind of psychiatric indications could benefit from psychedelic treatment; - how to do research with psychedelics.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures
Assessment methods	Attendance, Written exam
Key words	**psychedelics, emotion, cognition, treatment, psychiatric disorders**

Title	**Improve Yourself** **Using improvisational theatre to enhance your soft-skills**
Period	1
Code	**PSY3383**
Minors	Applied Psychology, Clinical Psychology
Coordinator	Annika Nübold (Work and Social Psychology)
Descriptions	*Practical relevance* - Higher education institutions and policy makers from EU and OECD have called for more programs that promote critical thinking, sustainable development, and character strengths like empathy, courage, curiosity, and resilience as key attributes of 21st century learners. This elective wants to help students improve their so-called soft skills in an experiential way by using methods of improvisational theater. Improvisational theatre is a form of theatre in which most or all of what is performed is created spontaneously and collaboratively by the performers as the improvisation unfolds in present time without use of an already prepared script. Further developing these soft-skills will not only be important for students' current learning experiences at UM but will also benefit students' in their future jobs. *Structure of the elective* - This elective consists of 3 main elements, targeting different learning outcomes and using different teaching methods/learning modes. 1. In order to create a sustainable learning experience, this elective will use exercises and role-plays from improvisational theatre. In those exercises, we will put an emphasis on a psychologically safe, constructive, positive and non-judgmental atmosphere in which students are enabled to leave their comfort zone and engage with uncertain situations. 2. We will also provide students with theoretical background knowledge on the psychological mechanism that underlie the experienced phenomena. This shall help students to critically evaluate what they have learned and make them understand the importance of an evidence-based approach to teaching and learning. 3. In reflection sessions, we will reflect on the learning experiences of students, discuss the practical implications (i.e., the transfer of their newly learned skills to their daily life) and try to generate ideas for future applications, e.g., their future jobs as psychologists in clinical or business settings. The introductory and closing meetings will be prepared by the coordinator of the elective using different teaching elements (short input, discussions and reflection exercises). Meeting 2 to 5 will be prepared by groups of students (including 3-4 people) incorporating a short presentation on the basic concept (e.g., authenticity), a case study (similar but not identical to PBL), and a practical exercise (e.g., doing authenticity ratings with a questionnaire based on a video sequence). As a central element, there will be two 4-hour sessions improvisational theatre that will be guided by the coordinator and a professional improve trainer.
Intended learning Outcomes	Students - are able to trust in themselves and in their competencies; - develop an accepting, non-judgmental and open-minded attitude; - can spontaneously and flexibly react to unforeseen situations; - stay calm and confident in the face of uncertainty or failure; - know their values, needs and, motives and are able to act in congruence to them; - can constructively promote their point of view against resistance; - are able to take on different perspectives and show empathy towards others; - are able to trust their team members and collaborate with them to reach a common goal; - can creatively and constructively solve problems and conflict; - can critically evaluate research on the taught skills and psychological mechanisms; - know how to apply their experiences and knowledge in their daily life and future jobs.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Presentations
Assessment methods	Attendance, Presentation, Final paper
Key words	**soft-skills, improvisational theatre, self-esteem, tolerance for ambiguity & uncertainty, authenticity, empathy & collaboration, conflict management, creativity**

Title	**Agression**
Period	1
Code	**PSY3384**
Minor	Clinical Psychology
Coordinator	Jill Lobbestael (Clinical Psychological Science)
Descriptions	Aggression is defined as any behaviour directed towards a target who is motivated to avoid harm with the cause of damaging that target. Surprisingly maybe, nowadays, aggression levels in our society are actually lower than that in previous societies. Nonetheless, when incidents of aggression do occur they can cause major damage both on a personal level (i.e. for both victim and perpetrator) and for the society as a whole. This course is situated on the interplay between social, clinical and forensic psychology. Next to the major models on the existence and maintenance of aggression, and both nature and nurture-related causes, the course will focus on the main expression forms, cultural influences, and pathological disorders related to aggression. We will also address how aggression can be measured adequately and what the treatment options are.
Intended learning Outcomes	- students are able to explain the definition of aggression, and its sub forms like reactive and proactive aggression. They also have insight into the relation with related constructs like anger and hostility, and of the transdiagnostic nature of aggression. These also learn which pathological disorders are related to aggression; - students gain and apply knowledge about gender and cultural influences on aggression; - students can explain the different main models on aggression like the GAM and I-cubed model, and on nature- and nurture related origins of aggression; - students are able to explain the main goals of the different treatment model available for aggression, like cognitive therapy, stop-think-do approaches, schema therapy and EMDR; gain clinical insight into these therapies, and reflect on the empirical evidence supporting the effectiveness of the different therapies; - students gain knowledge and are able to reflect critically on the assessment methods used to measure aggression.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures, Workshops
Assessment methods	Attendance, Written exam, Presentation
Key words	**aggression; GAM; aggression subtypes; aggression assessment; aggression therapy; biological and psychological correlates**

Title	**Positive psychology**
Period	2
Code	**PSY3385**
Minor	Clinical Psychology
Coordinator	J.Boselie, M Hanssen (Clinical Psychological Science)
Descriptions	The intent of positive psychology is to have a more complete and balanced scientific understanding of the human experience, by abandoning the exclusive focus on vulnerability factors and 'fixing what is wrong' towards including protective factors and 'building what is strong. Positive psychology is concerned with both making the lives of people fulfilling as with healing and preventing pathology. Especially focusing on building strengths (e.g., optimism, courage) instead of correcting weaknesses can protect against mental illnesses. Examining both vulnerability and protective factors will help to disentangle what leads to outcomes of recovery, sustainability (perseverance in valued activities despite hardship) and growth (benefit finding).
Intended learning Outcomes	After you have finished this course: - you will have gained a general understanding about topics such as well-being, resilience, optimism, positive emotions and self-compassion; - you are able to understand and explain theories that are relevant to positive psychology (e.g., self-determination theory and broaden-and-build theory); - you can interpret, contrast and criticize empirical findings; - you know several measurement tools that are applied in positive psychology; - you will have improved your ability to examine the relation between the discussed topics, and you can explain how certain ideas/theories/empirical findings connect to, or contrast with one another; - you have gained the ability to use gained knowledge in practice, by participating and applying different positive psychology techniques to enhance subjective well-being.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures, Assignments
Assessment methods	Attendance, Final paper, Assignment(s)
Key words	**positive psychology, optimism, resilience, protective factors, well-being, motivation, theory, practice**

Title	**Neuroeconomics** **An Interdisciplinary Approach to How the Brain Makes Us Decide**
Period	2
Code	**PSY3386**
Minor	Applied Psychology, Biological Psychology
Coordinator	Arno Riedl (Center of Neuroeconomics)
Descriptions	Neuroeconomics, sometimes also known as Decision Neuroscience, is an emerging field combining insights from economics, psychology and neuroscience to understand how (healthy) humans make decisions. The ultimate aim of Neuroeconomics is to integrate knowledge from the different parent disciplines to answer fundamental questions about human economic and social decision-making. Why are we procrastinating difficult choices? What makes us cooperate even with strangers? Why are we buying lottery tickets knowing that we almost certainly will lose our money? This elective introduces this exciting endeavour followed by a critical discussion and reflection on the results achieved so far. The course first introduces the general idea behind Neuroeconomics by discussing examples showing the limitations of viewing decision making only through the lens of the traditional fields of economics, psychology and neuroscience. We also review various methods used in Neuroeconomics research for measuring and influencing brain activity. An important part of the course will be devoted to learning about the foundations of Neuroeconomics models, such as utility maximisation, subjective values and probabilistic events, expected value and expected utility, drift diffusion models, multiple-self models, and, in order to analyse social interaction, game theory. Equipped with these tools and background, the second part of the course will be devoted to reading, discussing, and critically evaluating seminal and recent studies in Neuroeconomics. Possible topics include: • Subjective value and decision-making: how does our brain evaluate, compare and make us choosing between different options? • Decision-making under risk: what are the neural mechanisms underlying our decisions to gamble in the casino and buy insurance contracts? • Decision-making over time: why are we often procrastinating, need deadlines to finish things and are prone to intermediate gratification? • Social decisions: what brain mechanisms makes us humans be nice or nasty to other people? Are we intrinsically selfish or generous and how can we find out about it? This interdisciplinary and challenging course consists of lectures and group work. It will use formal concepts from economics and neuroscience. Students should therefore not be afraid of mathematics. The course is ideal for students who are open minded towards methods and models from other disciplines and have a genuine interest in interdisciplinary thinking.
Intended learning Outcomes	- students will recognize different disciplinary approaches to understand human decision-making and compare these to the interdisciplinary approach of Neuroeconomics; - they will summarize different models within the area of Neuroeconomics and apply them in various decision-making domains; - students will also learn to evaluate existing studies critically.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures
Assessment methods	Attendance, Written exam, Participation
Key words	**neuroeconomics, decision-making, brain, social interaction, game theory, interdisciplinary, models**

Title	**Creating Apps** **Programs and Algorithms in Python**
Period	3
Code	**PSY3387**
Minors	Applied Psychology / Biological Psychology
Coordinator	Michael Capalbo (Cognitive Neuroscience)
Descriptions	"Being able to program is an advantage for any scientist" • R. Goebel, Professor Cognitive Neurosciences, BrainVoyager.com, UM "Understanding algorithms definitely helps to understand cognitive psychology." • G.J. Peters. Ph.D. Health and Social Psychology, gjyp.nl, OU When the computer became commonplace in universities, companies and homes, psychologists gained a powerful tool. The computer and the computer metaphor influenced the creation of a new field in psychology: cognitive psychology. Psychology and informatics became intertwined. The computer became very important in the daily work and research of a psychologist. By learning to program, you not only acquire the ability to make computers do what you want them to do, but you learn a new way of thinking as well. Programming is not very hard once you have learned this way of thinking. One of the most important skills learnt during this course is to disentangle (apparently) complex problems into smaller problems and specify exactly how to solve these smaller problems. The result is called an algorithm. If you want the computer to solve the problem for you, you will have to translate the algorithm to a language the computer understands. This is not very hard either; the language used in this course consists of only 15 syntactic structures. With these basic structures, we can construct every imaginable algorithm. First, we are going to introduce you the most important principles of programming. Subsequently, you will learn to disentangling complex problems into smaller problems: algorithmic thinking. Furthermore, we teach you how to visualise these algorithms in a formal, non-technical way. With this knowledge, we are going to write increasingly complex programs, which help us solve psychological relevant problems. We will teach you the programing language *Python* but mostly its underlying logic, so you will be able to learn other script- and programming languages more easily after successfully completing this course.
Intended learning Outcomes	- knowledge of variables, types, type-conversion, operators algorithms, control-flow, subroutines, arguments and parameters, modularity, call by reference, arrays, dynamic arrays, records, data-structures, file operation; - being able to read and write pseudo-code, flowcharts and NSDs; - being able to debug and error-proof a program; - mostly: being able to read other peoples' code and create your own code, to make functional applications.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures
Assessment methods	Attendance, Final paper, Assignment
Key words	**procedural programming, computational thinking, algorithms**

Title	**Mentalpreneurship**
Period	3
Code	**PSY3388**
Minor	Applied
Coordinator	Herco Fonteijn (Work and Social Psychology)
Descriptions	This elective targets psychology students who wish to learn whether they could make it as an entrepreneur and what it is like to start a business. The elective will help prepare you for self-employment by triggering reflection on the antecedents of entrepreneurial, social entrepreneurial and intrapreneurial success. Various exercises aim to initiate development of entrepreneurial competences, such as vision setting, opportunity identification, information search, goal setting, planning, networking, and seeking resources. You will also prepare and pitch a business plan for a new venture. By doing so, you will need to reflect on professional life and on whether you can or wish to develop the competences that are needed to set up your own practice, to create a new business, or to develop, fund and implement novel solutions to social or cultural issues.
Intended learning outcome	Students are challenged to - understand and apply knowledge of psychological research on entrepreneurship and innovation; - reflect on entrepreneurial competences; - analyse to what extent they possess entrepreneurial competences; - generate a value proposition; - produce a sketch of a business model; - present their idea for a new venture to a panel.
Instruction language	EN
Prerequisites	
Teaching methods	PBL, Lectures, Assignments, Presentations, Training, Work in subgroups
Assessment methods	Attendance, Paper, Presentation, Assignment
Key words	**entrepreneurship, social entrepreneurship, employability, creativity, innovation, business plan, reflection**