sexuality

aggressiOn

creating apps

grOup dynamics

pOsitive psychOlOgy

sOcial neurOscience

psychedelic medicine

psychOpharmacOlOgy

child neurOpsychOlOgy

adult neurOpsychOlOgy

cOgnitive enhancement

sleep and sleep disOrders

pOlitics of deciOn making

neurOpsychOlOgy and law

applied sOcial psychOlOgy

legal psychOlOgy in a nutshell

fOrensic psychOlOgy in a nutshell

human behaviOur in OrganisatiOns

hOrmOnes, the brain, and behaviOr

cOgnitive neurOscience Of language

intrOduction tO cOmputatiOnal neurOscience

behaviOral prOblems in childhOOd and adOlescence

Version 2.0, 22-4-2021

FPN Elective Guide 2021-2022

Table of Contents

List of abbreviations

CN	Cognitive Neuroscience
CPS	Clinical Psychological Science
EER	Education and Examinations Regulations Bachelor FPN (updated annually)
ECTS	European Credits
FPN	Faculty of Psychology and Neuroscience
MaRBLe	Maastricht Research Based Learning
NP&PP	Neuropsychology & Psychopharmacology
PBL	Problem Based Learning
UM	Maastricht University
WSP	Work and Social Psychology

Important Dates

Course Descriptions *(Web catalogue)* Online	:	8 May 2021		
Application opens	:	1 June 2021		
Application closes	:	1 July 2021	(at 13:00 h; ***Action Student***)	
Allocation Notification	:	15 July 2021		
Period 1	:	30 Aug 2021	-	22 Oct 2021
Period 2	:	25 Oct 2021	-	17 Dec 2021
Period 3	:	3 Jan 2022	-	28 Jan 2022

Webpages

For information on the Elective Program in the bachelor go to
  ➢ https://www.askpsy.nl/electives. Select "*Bachelor 2021-2022*",
  ➢ or go directly to: https://www.askpsy.nl/electives-bachelor-2021-2022
For information on specific courses go to the web catalogue (update for 2021-2022 after 8 May):
  ➢ https://www.maastrichtuniversity.nl/education/bachelor/bachelor-psychology-3/courses-curriculum
  ➢ Or go to: https://www.maastrichtuniversity.nl/education/bachelor and select *Psychology > Courses & Curriculum > Electives.*

Contact

FPN Education Office	via AskPsychology (https://www.askpsy.nl/contact)
FPN Secretariat of the Board of Examiners	via AskPsychology (https://www.askpsy.nl/contact)
FPN International Relations Office (IRO) - Ms. M. van Overbruggen, Ms. E. Blaauw, and Ms. D. Bloot	via AskPsychology (https://www.askpsy.nl/contact)
Coordinator FPN Elective Program - Dr. A.Vermeeren	via AskPsychology (https://www.askpsy.nl/contact)
Coordinator FPN MaRBLe Program - Dr A. van der Lugt	Email: marble-fpn@maastrichtuniversity.nl
Coordinator "The Professional in Psychology: An Internship" (PSY3379) - Dr A. Walkowiak	Email: alicia.walkowiak@maastrichtuniversity.nl
For specific FPN Electives	Email: course coordinator

Disclaimer

Courses and procedures for the elective program are subject to the constraints provided to control the spread of the COVID-19 virus. Depending on the development of the control of the COVID-19 virus during the next year, we may have to adjust the elective program offered by FPN (options and/or procedures). Thank you for your understanding. *For information about the Maastricht University policy and developments on COVID-19, see the UM page on COVID-19. For FPN specific arrangements, see www.askpsy.nl/covid-19.*

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 elective courses offered by FPN or a research project (Marble) in combination with elective courses. 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.

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.

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 (see section 4).

Options

To pursue their interests students have the following options:

- Take elective courses offered by FPN (see section 2)

- Take courses or minor programs offered by other UM faculties (see section 3.4)

- Take courses or minor programs offered by other Dutch universities (see section 3.5)

- Take courses offered by universities outside The Netherlands (see section 3.6)

- Make arrangements to do an external internship (PSY3379, see section 3.1)

- Do a citizenship project in combination with elective courses (PSY3390, see section 3.2)

- Do a research project (MaRBLe) in combination with elective courses (see section 3.3)

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

2.   Elective courses offered by FPN

FPN students can choose 4 out of 22 electives offered by the FPN this year. Each elective is 6 ECTS. 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.

2.1   List of elective courses

Table 1: The electives offered by FPN in the academic year 2021-2022

Course Code	Course Title	Coordinators (Department)
Period 1		
PSY3312	Psychopharmacology	A.Vermeeren (NP&PP)
PSY3339	Group Dynamics	B.Fleuren (WSP)
PSY3359	Child Neuropsychology	E.Keulers (NP&PP)
PSY3362	Cognitive Enhancement	F.Duecker (CN)
PSY3365	Introduction to Computational Neuroscience	M.Senden (CN)
PSY3375	Neuropsychology and Law	M.Jelicic (CPS)
PSY3376	Forensic Psychology in a Nutshell	A.Sagana (CPS)
PSY3384	Aggression	J.Lobbestael (CPS)
PSY3389	Applied Social Psychology	G.Ten Hoor (WSP)
Period 2		
PSY3332	Social Neuroscience	T.Otto (WSP)
PSY3344	Human Behaviour in Organisations	F.Zijlstra (WSP)
PSY3357	Politics of Decision Making	P.Brüll (WSP)
PSY3367	Sexuality	M.Dewitte (CPS)
PSY3369	Adult Neuropsychology	C.van Heugten, W.Jansen (NP&PP)
PSY3370	Hormones, the Brain & Behavior	P.v Ruitenbeek (NP&PP)
PSY3373	Cognitive Neuroscience of Language	B.Jansma (CN)
PSY3377	Legal Psychology in a Nutshell	G.Bogaard (CPS)
PSY3382	Psychedelic Medicine	K.Kuypers (NP&PP)
Period 3		
PSY3341	Behavioural Problems in Childhood and Adolescence	L.Jonkman (CN)
PSY3349	Sleep and Sleep Disorders	A.Vermeeren (NP&PP)
PSY3385	Positive Psychology	M.Hanssen (CPS)
PSY3387	Creating Apps: Programs & Algorithms in Python	M.Capalbo (CN)

- **Course descriptions**

More detailed course descriptions are available in section 5 of this guide and electronically in the web catalogue. The catalogue is updated annually (beginning of May) for the following academic year. It is available via:

➢ https://www.maastrichtuniversity.nl/education/bachelor/bachelor-psychology/courses-curriculum
   o   Select *Elective Courses.*

➢ https://www.maastrichtuniversity.nl/education/bachelor
   o   Select *Psychology > Courses & Curriculum > Elective Courses.*

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 period 1 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).

- **Period 2**

Electives in period 2 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).

- **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 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 experience has shown that combining the elective program with 1st and/or 2nd year Bachelor courses is largely impossible, because schedules overlap and the study 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 Problem Based Lerning (PBL) system and vary between courses. Formats used (besides lectures and traditional PBL tutorial groups) include: work in subgroups; presentations; (practical) assignments; skills.

2.4 Language

Tutorials and exams of elective courses are in English. Coordinators may allow students to answer exam questions in Dutch (see the course manual or ask the course coordinator about the language allowed for answering exam questions).

2.5 Attendance

There is an attendance obligation for 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[1]:

- 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 should 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 assignments are abolished since 2018-2019.

2.6 Assessment

Assessments methods vary between courses. Most electives conclude with written exam or a short writing assignment (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.

- **Resits**

Resit/reassessment arrangements apply to students who in the first instance have not passed the assessment[2]. Keep in mind that elective courses might not be offered the following year, or might 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. Resits are usually scheduled in January (for electives of period 1) and April (for electives of periods 2 and 3).

The student who fails a writing assignment (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[3]. Insufficient grades for electives cannot be compensated or used as compensation[4].

- **Grade Point Average (GPA)**

At FPN the 3rd-year elective courses are excluded in the calculation of the weighted average score of the examinations which are assessed on a ten-point scale. This regulation also applies to non-FPN students!

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[1] EER section *Rules and Regulations*, art.5 *Attendance obligation*

[2] EER section *Rules and Regulations,* art.8 *Reassessments/Re-sits*

[3] EER art. 5.2 *Grades*

[4] EER section *Rules and Regulations*, art. 4 *Proof of having passed a course/module.*

2.7   Registration procedures

- **Application 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 favourite 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 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.

- **Application 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 https://go.askpsy.nl/form/electives/.

This link is open from **1 June - 1 July 13:00 h** (see page 3, *Important Dates*).

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

Note: During the application period you can always change your preferences. Simply submit a new application. Only your latest submission will be used.

- **Allocation**

Mid-July (see page 3, *Important Dates*) a list of registrations will be posted on www.askpsy.nl. Students who apply before the application deadline will generally be allocated to their preferred courses. There is however a maximum number of participants for most courses.

- **Application after the deadline**

After the application deadline (1 July), possibilities for registration are limited. Late applications 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).

- **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.

- **Important Dates**

For exact dates, see page 3, *Important Dates*.

2.8   FAQ (Frequently Asked Questions)

Q1. Is registration based on "First come, first served"?

Answer: No. (As long as you apply before the deadline.)

Q2. Do I need to select 1 elective per period?

Answer: No! (You can participate in two electives per period, except in period 3.)

Q3. Are all combinations of electives allowed?

Answer: Yes.

Q4. Are all combinations of electives possible?

Answer: Yes and No.

Schedules may occasionally overlap, in which case we will contact you to find a solution. However, this rarely happens, so do not worry about it. Just indicate your preferences!

3.   Other Electives

Besides the 3rd-year electives offered by FPN, students have the following options to complete their elective program:
1. The Professional in Psychology: An Internship (PSY3379)
2. Psychological Citizenship Project: From Problem to Solution (PSY3390)
3. MaRBLe
4. Courses/minor programs at other UM faculties
5. Courses/minor programs at other universities in The Netherlands
6. Electives at universities outside The Netherlands (Electives Abroad)

3.1   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).

Students can work in a variety of 'settings': e.g., (mental) health care facilities, 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, 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**

    o   Supervision by supervisor (i.e., a psychologist) of host organisation
    o   Minimum workload of 28 study hours per ECTS
    o   Assessment by an individually written report (paper)
    o   Content should be related to the objectives of the FPN bachelor program
    o   Internships must be approved by the coordinator of PSY3379
    o   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 2021 and January 2022. Approval should be obtained before the start from the coordinator of this module (see contact details below).

Since this internship will usually be 6 ECTS, students have to complete additional elective courses for 18 ECTS in total. When you apply for more electives at FPN, indicate the total number of courses you need including PSY3379. Next, select PSY3379 as your first preference, followed by the other electives you prefer.

- **Further information and Contact**

For further information and admission contact the coordinator of this module: **Alicia Walkowiak** (Dept. of Work and Social Psychology). Email: alicia.walkowiak@maastrichtuniversity.nl. Phone: 043 3884215 / 3881908

3.2 Psychological Citizenship Project (PSY3390)

Under specific conditions (see below) a maximum of 12 credits can be awarded to students who finished a project in a module entitled "*Psychological Citizenship Project: From Problem to Solution*" (PSY3390).

This module will invite students to become more psychologically literate, i.e. to be able to apply psychological science to complex professional/societal problems. In doing so, students will gather relevant insights from one or more applied psychological disciplines (e.g., work and organizational psychology, educational psychology, health and clinical psychology, legal psychology, applied cognitive neuroscience). Students will work in small teams together with stakeholders outside academia (e.g., businesses, NGOs) on authentic, locally meaningful problems. You will be matched with a stakeholder at the start of the project. Individually, you will be challenged to grow a (social) entrepreneurial mindset by imagining how you could creatively put your psychological competences to use in your field of interest after graduation.

Requirements

- o Minimum workload of 28 study hours per ECTS
- o Assessment by a group product, individual and group presentation and an individually written report

Since this project will involve 12 ECTS, students have to complete additional elective courses for 12 ECTS in total taking into account that no more than 2 electives can be taken in parallel in period 1 and 2.When you apply for more electives at FPN, indicate the total number of courses you need including PSY3390. Next, select PSY3390 as your first preference, followed by the other electives you prefer.

Further Information and Contact

For further information and admission contact Anke Sambeth: anke.sambeth@maastrichtuniversity.nl

3.3   MaRBLe

Students, who fulfil certain criteria, can also participate in a research project, a so-called MaRBLe-project (Maastricht Research Based Learning)[1]. 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.

For *MaRBLe* 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

- **Requirements**

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.

- **Further information and Contact**

For further information about the MaRBLe program see www.AskPsy.nl/marble, or contact the coordinator of MaRBLe, **Arie van der Lugt** via email at: marble-fpn@maastrichtuniversity.nl

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

3.4   Courses at other UM faculties

Electives or Minor programs are available at most faculties at Maastricht University[1]. 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.

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

<u>Human and Legal Decision-Making</u> (24 ECTS), an interfaculty minor of FPN, Law and SBE. Courses include:
- PSY3375   Neuropsychology and Law (Coordinator M.Jelicic; Period 1, 6 ECTS)
- LAW3024   Methodological, theoretical and practical aspects of research on human and legal decision-making and neurosciences (Period 1, 6 ECTS)
- LAW3021   Law and Neurosciences (Period 2, 6 ECTS)
- EBC2103   Economic Psychology (Period 2, 6 ECTS)

For more information email Dr. David Roef (Faculty of Law), david.roef@maastrichtuniversity.nl

<u>Mental Health/Geestelijke Gezondheidszorg</u> (24 ECTS) a minor of Health Sciences at FHML.
Courses are in Dutch and include:
- GGZ2021   Kinder- en Jeugdpsychopathologie (Coordinator C.Meesters; Period 1, 12 ECTS)
- GGZ2022   Stemmingsstoornissen (Coordinator N.Geschwind, Period 2, 12 ECTS)

- **Requirements**[2]

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

- **Website**

For more information see the UM webpage on "Minors" (updated annually in the beginning of May).

➢ https://www.maastrichtuniversity.nl/education/bachelors/minors
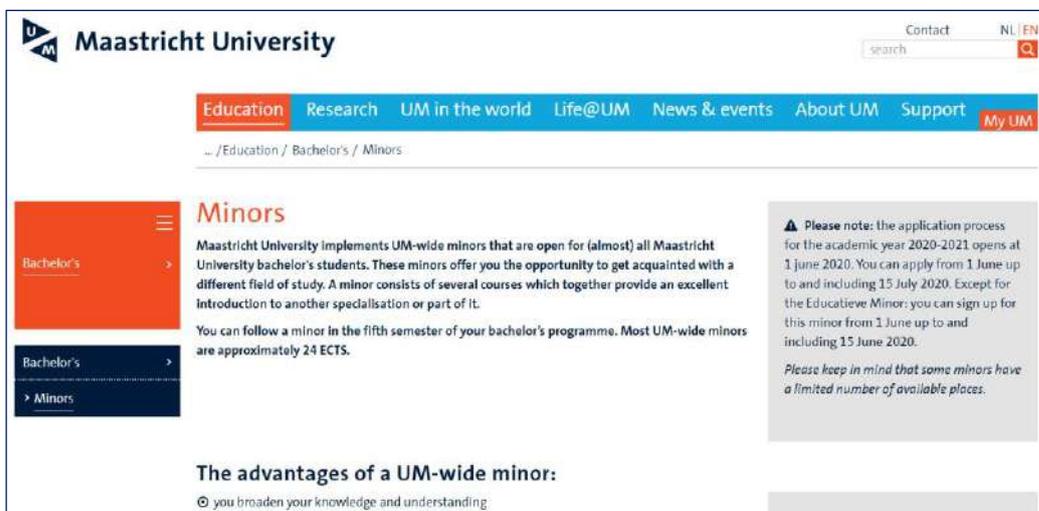
➢ select **Psychology** under *Your Programme*, or go directly to…
https://www.maastrichtuniversity.nl/education/bachelors/minors/psychology

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[1] EER art. 3.7.1 *Minor* and 3.7.3 *Electives outside the Faculty*
[2] EER art. 3.7.3.b. *Electives outside the Faculty*

Psychology

Students from the bachelor's programme Psychology can follow one of the following minors:

Minor	Faculty	ECTS
Arts and Heritage / Kunst, Cultuur en Musea	FASoS	24/30
Differences/Inequalities: Introduction to Gender and Diversity Studies	FASoS	24/30
European Studies	FASoS	24/30
Globalisation and Development	FASoS	24/30
Great Thinkers: Leading Paradigms of Western Culture	FASoS	24/30
Fundamentals of Liberal Arts	FSE	25
European and International Law	FoL	28
Entrepreneurship	SBE	26
Art, Law and Policy Making	FoL/FASoS/FSE	24/30
Human and Legal Decision-Making	FPN/FoL/SBE	24

Please note: the application process for the academic year 2020-2021 opens at 1 June 2020. You can apply from 1 June up to and including 15 July 2020. Except for the Educatieve Minor: you can sign up for this minor from 1 June up to and including 15 June 2020.

Please keep in mind that some minors have a limited number of available places.

How to apply for a minor:

⊙ You should apply via the Special Course Request procedure via the Student Portal. Please choose all courses of the minor you want to participate in or mention the name of the Minor programme you opt for in a note.
⊙ Your request is assessed by your home faculty. After approval the request will be forwarded to the offering faculty who assesses if you can be registered (is there still place, do you meet entrance requirements etc.).
⊙ After approval you will receive further information on the registration procedure.

Need more help? Read the manual.

For more options, scroll down:

Electives at other faculties

Besides these minors some faculties offer minors that are open to students from specific disciplines:

Faculty of Health, Medicine and Life Sciences (FHML)	ECTS
Biological Health / Biomedical Sciences	24 / 30
Health Policy	24
Health Promotion	24
Mental Health	30
European Public Health	20
Health Care and Law	24
School of Business and Economics (SBE)	**ECTS**
Entrepreneurship	26
Faculty of Health, Medicine and Life Sciences (FHML) - Faculty of Psychology and Neuroscience (FPN) - School of Business and Economics (SBE)	**ECTS**
Educatieve Minor	30

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

- **Request-for-Approval Procedure**

You should apply via the Special Course Request procedure via the Student Portal. Please choose all courses of the minor you want to participate in or mention the name of the Minor programme you opt for in a note.

Your request is assessed by your home faculty. After approval the request will be forwarded to the offering faculty who assesses if you can be registered (is there still place, do you meet entrance requirements etc.). After this you will receive further information on the registration procedure.

The *Special Course Request* procedure is as follows:

1. Registration is usually possible between 1 June and 1 July (check the webpage).

2. Make sure to be re-registered for the coming academic year (via Studielink).

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

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

3.5 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.

- **Requirements**[1]
    - o The elective should be at the level of second year bachelor or higher
    - o Content should not overlap or only minimally with mandatory courses of the FPN bachelor program
    - o Content should be related to the objectives of the FPN bachelor program
    - o Electives must be approved by the FPN Board of Examiners

- **Request-for-Approval Procedure**

Send a request for approval to the FPN Board of Examiners (email via AskPsy) 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:

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

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.

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[1] EER art. 3.7.3.b *Electives outside the Faculty*

3.6 Courses outside the Netherlands (Electives Abroad)

FPN students have the opportunity to take electives at an FPN partner university outside the Netherlands. 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[1]**

Students:
- o Should have passed all 1st-year courses, and all 2nd-year courses of periods 1, 2 and 3;
- o Should have fulfilled the Experimental Obligation ("proefpersoonverplichting");
- o Should complete module the PSY3378 *Intercultural Awareness* (see web catalogue)

The (content of the) elective:
- o Should be at the level of 2nd-year bachelor or higher;
- o Should be related to the objectives of the FPN bachelor program;
- o Should not considerably overlap with mandatory courses of the FPN bachelor program;
- o Should be approved by the FPN Board of Examiners.

Language Courses as part of your electives program:
- o should not be an English language course;
- o will only be granted ECTS if you obtain at least 12 ECTS for other elective courses in the same language;
- o will be granted a maximum of 6 ECTS
- o Should be approved by the FPN Board of Examiners.

- **Request-for-Approval Procedure**

Use the online form "*Request for approval for electives abroad 2021-2022*" (available on https://www.askpsy.nl/electives-bachelor-2021-2022) 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:

- o Your ID number and email address
- o Host university (Name, City, Country)
- o Course information, including
    a. Course title
    b. Language of instruction
    c. Direct web link to course description (in English)
    d. A PDF or Word document of the course description. If not available, you can copy the text of the web link in a Word document.
    e. Level of this programme (e.g. bachelor, master)
    f. Number of ECTS (European universities) or local credits (non-European universities). Credit conversion of local credits vs. ECTS can be found on the relevant partner university page on www.askpsy.nl/iro/fpn-partner-universities

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

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[1] EER art. 3.7.3. *Electives outside the Faculty;* 4.2.2 *Prior Knowledge; Entrance Requirements*

N.B. Students are responsible for providing the International Relations Office with the official grade transcript from their host university. For information on how to submit your grade transcript to the IRO, see www.askpsy.nl/iro/after-your-stay-abroad.

The International Relations Office will provide the FPN Board of Examiners with a certified copy of the grade transcript for the transfer of credits. The study abroad credits will be awarded based on the official grade transcript, after fulfilment of all pre-requisites of the module PSY3378 *Intercultural Awareness*. The credits will appear on your Student Portal within 2-3 weeks after receipt of the grade transcript and after fulfilment of PSY3378.

Further information

- www.askpsy.nl/iro/home

4.   Extra Electives

In addition to the 24 ECTS for electives, students can take extra electives at FPN, other UM faculties or other universities in the Netherlands.

- **Conditions**

1. Conditions for extra FPN Electives
  - 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.

2. Conditions for extra electives at other UM-faculties
  - 3rd-year students* are admissible, provided that the general requirements for *Electives outside the Faculty* (EER art. 3.7.3) are fulfilled
  - 4th-year students* are admissible, provided that the general requirements for *Electives outside the Faculty* (EER art. 3.7.3) 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. Conditions for extra electives at other Universities in the Netherlands
  - All students are admissible, provided that the general requirements for *Electives outside the Faculty* (EER art. 3.7.3) are fulfilled

- **Request-for-Approval Procedure**

For extra electives at FPN send a request for approval via Ask Psychology, at least 6 weeks before the course starts.

For extra electives at other UM faculties or other universities, see corresponding paragraphs in sections 3.2 and 3.3, respectively.

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

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* 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 see Table 1 (page 5).

Course descriptions are also available electronically in the webcatalogue (update for 2021-2022 available after 8 May 2021):

https://www.maastrichtuniversity.nl/education/bachelor/bachelor-psychology/courses-curriculum

PSY3312	Psychopharmacology
Period	1
Coordinator	Annemiek Vermeeren (Neuropsychology and Psychopharmacology)
Description	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. At the end of the course there will be a written exam consisting of at least six open/essay questions.
ILOs	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.
Language	EN
Prerequisites	Basic understanding of neuroanatomy and neurotransmission is recommended.
Teaching methods	Lectures, Assignments, PBL
Assessment methods	Attendance, Assignments, Participation, Written exam
Key words	antidepressants, benzodiazepines, antipsychotics, psychedelics, cognition enhancers, pharmacokinetics, pharmacodynamics, neurobiological theories of psychopathology

PSY3332	Social Neuroscience
Period	2
Coordinator	Tobias Otto (Work and Social Psychology)
Description	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, intersubject/hyperscanning designs and moral judgement. Students will gain insight into the neural correlates of social behaviour and acquire knowledge about designing a functional MRI study.
ILOs	- 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.
Language	EN
Prerequisites	
Teaching methods	PBL
Assessment methods	Attendance, duo presentations, research proposal (individual)
Key words	neural correlates, self-reflection, emotion regulation, attitudes, mirror-neuron system, hyperscanning, mental effort, fMRI

PSY3339	Group Dynamics
Period	1
Coordinator	Bram Fleuren (Work and Social Psychology)
Description	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.
ILOs	The ILOs 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.
Language	EN
Prerequisites	
Teaching methods	Lectures, PBL
Assessment methods	Attendance.,Written exam, Assignment(s)
Key words	groups, inclusion, cohesion, influence, leadership, power, performance, decision-making, conflict, intergroup-relations

PSY3341	Behavioural Problems in Childhood and Adolescence
Period	3
Coordinator	Lisa Jonkman (Cognitive Neuroscience)
Description	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.
ILOs	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.
Language	EN
Prerequisites	There are no specific prerequisites to enroll this course except for a genuine interest in the topics (also the neurobiological aspects)
Teaching methods	Lecture(s), PBL, Duo presentation(s), Assignment(s)
Assessment methods	Attendance, Written exam
Key words	developmental psychopathology, attachment theory, epigenetics, neurobiology of socio-emotional development

PSY3344	Human Behaviour in Organisations
Period	2
Coordinator	Fred Zijlstra (Work and Social Psychology)
Description	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.
ILOs	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).
Language	EN
Prerequisites	
Teaching methods	Lecture(s), Paper(s), Presentation(s), Work in subgroups
Assessment methods	Assignment, Presentation
Key words	employee motivation, employee selection, leadership, work stress, employee health, team functioning

PSY3349	Sleep and Sleep Disorders
Period	3
Coordinator	Annemiek Vermeeren (Neuropsychology and Psychopharmacology)
Description	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. At the end of the course there will be a written exam consisting of at least six open/essay questions.
ILOs	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.
Language	EN
Prerequisites	
Teaching methods	Lecture(s), PBL, Presentation(s), Assignment(s)
Assessment methods	Attendance, Written exam
Key words	sleep, circadian rhythm, insomnia, daytime sleepiness, parasomnias

PSY3357	Politics of Decision Making
Period	2
Coordinator	Phil Brüll (Work & Social Psychology)
Description	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.
ILOs	- 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.
Language	EN
Prerequisites	
Teaching methods	Lectures, PBL
Assessment methods	Attendance, Presentation, Take Home Exam
Key words	political psychology, war crimes, human rights violation, groups, behaviour, decision making, personality

PSY3359	Child Neuropsychology
Period	1
Coordinator	Esther Keulers (Neuropsychology and Psychopharmacology)
Description	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.
ILOs	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.
Language	EN
Prerequisites	
Teaching methods	Lecture(s), Work in subgroups, Skills, Presentations
Assessment methods	Attendance, Final paper, Participation
Key words	brain development, cognitive development, brain (dis)functioning, cognitive (dis)functioning, developmental disorders, neuropsychology

PSY3362	Cognitive Enhancement
Period	1
Coordinator	Felix Duecker (Cognitive Neuroscience)
Description	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.
ILOs	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.
Language	EN
Prerequisites	
Teaching methods	Lecture(s), PBL, Presentation(s), Work in subgroups
Assessment methods	Attendance, Written Assignment(s), Presentation(s)
Key words	cognitive enhancement, brain stimulation, smart drugs, neuro-feedback, mindfulness, ethics

PSY3365	Introduction to Computational Neuroscience
Period	1
Coordinator	Mario Senden (Cognitive Neuroscience)
Description	Many scientists regard the human brain 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 deep learning, 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.
ILOs	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.
	EN
Prerequisites	Having followed an introductory course on the brain and/or brain research
Teaching methods	Lecture(s), PBL
Assessment methods	Attendance, Assignments,Participation
Key words	deep learning, spiking neuron models, dynamical systems, neuroscience, philosophy of science

PSY3367	Sexuality
Period	2
Coordinator	Marieke Dewitte (Clinical Psychological Science)
Description	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.
ILOs	Knowledge 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.
Language	EN
Prerequisites	
Teaching methods	Lecture(s), PBL, Skills
Assessment methods	Attendance, Written exam, Assignment
Key words	sexual response cycles, sexual problems, biopsychosocial, evidence-based, sexology research

PSY3369	Adult Neuropsychology: An Introduction
Period	2
Coordinator	Caroline van Heugten, Willemijn Jansen (Neuropsychology and Psychopharmacology)
Description	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.
ILOs	- 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.
Language	EN
Prerequisites	
Teaching methods	Lecture(s), PBL, Skills, Assignments
Assessment methods	Attendance, Written exam, Assignment
Key words	brain (dis)functioning, cognitive (dis)functioning, brain injury, aging, neuropsychology, neuropsychiatry

PSY3370	Hormones, the Brain and Behaviour
Period	2
Coordinator	Peter van Ruitenbeek (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.
ILOs	You will be able to - recall information regarding hormones and major endocrine organs - explain methods to study hormone-behaviour relations and their limitations - interpret the role of hormones in 'normal' behaviour and psychiatric disorders.
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

PSY3373	Cognitive Neuroscience of Language
Period	2
Coordinator	Bernadette Jansma (Cognitive Neuroscience)
Description	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. Only when we meet people with aphasia after stroke, or people who stutter, or who have severe reading issues we notice the diversity of problems the human brain has to deal with during communication. In this course, we study language from different scientific angles, ranging from fundamental principles of language processing to understanding what can go wrong. From the beginning, students make their own choice on a preferred topic, and will conceptualize and write a research proposal in which they theoretically tackle one open question of their choice. We first study the theoretical background of language processing and learn how it received empirical support from psycholinguistics – mainly based on behavioural experiments. By reading more over time, we get insights on language from a cognitive neuroscience perspective. 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. From the readings, each participant select the topic of interest for the proposal, extract open questions, formulate research questions, present the ideas to peers, and write the proposals on how to investigate this selected topic of interest.
ILOs	- knowledge of theoretical background of cognitive neuroscience of language with regard to content (psycholinguistic model, dual route model) and a selection of methods (design, acquisition techniques: RT, EEG, fMRI, analysis teaching techniques: ERP components, frequency analysis, fMRI region of interest and network analysis); - knowledge of Criteria, content, writing process of a research proposal following provided guideline; - making informed choices of a preferred theme for a research proposal based on reading of fundamental, clinical, or social cognitive neuroscience literature; - apply critical thinking to evaluate the literature (state of the art, limits, shortcomings, extract 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 during weekly panel discussions; - constructive peer reviewing in written form and as presentation; - active participation in scientific discussions; - working in teams / team science context.
Language	EN
Prerequisites	
Teaching methods	Assignment(s), Lecture(s), PBL, Presentation(s)
Assessment methods	Attendance, Assignment, Presentation
Key words	cognitive neuroscience, language, research proposal, peer review

This module is also part of the interdisciplinary minor Human and Legal Decision Making.

PSY3375	Neuropsychology and Law
Period	1
Coordinator	Marko Jelicic (Clinical Psychological Science)
Description	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.
ILOs	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 criminal behaviour, and will understand problems associated with witnesses who have brain disorders.
Language	EN
Prerequisites	
Teaching methods	Lecture(s), PBL
Assessment methods	Attendance, Written exam, Assignment
Key words	forensic neuropsychology, psychiatry, brain disorders, criminal offences

PSY3376	Forensic Psychology in a Nutshell
Period	1
Coordinator	Anna Sagana (Clinical Psychological Science)
Description	This course will provide psychology (but also law and criminology) 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 offending, sex offending and prison psychology. Each tutorial, research articles and case material related to a theme will be studied and discussed.
ILOs	By the end of this course students will be able to : - explain terminology in Forensic Psychology - explain the relationship between mental illness and violence; - identify and explain a variety of themes within the scope of Forensic Psychology (e.g., filicide, sex offenders, female offending etc.); - compare and contrast the various policing approaches and alternatives to incarceration. - design an experiment in one of the topics dealt with in class - criticize current policies suggest alternatives - 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.
Language	EN
Prerequisites	
Teaching methods	Lecture(s), PBL
Assessment methods	Attendance, Participation, Written exam
Key words	mental disorders and crime, filicide, sex offenders, prison psychology, aggression, violence, incarceration

PSY3377	Legal Psychology in a Nutshell
Period	2
Coordinator	Glynis Bogaard (Clinical Psychological Science)
Description	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; Deceptive behavior of children in court; criminal profiling; biases influencing legal decision making; Radicalization and terrorism (theories, cognitive distortions, prevention of radicalization). During each tutorial, research articles and case material related to the aforementioned themes will be studied and discussed.
ILOs	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.
Language	EN
Prerequisites	
Teaching methods	Lecture(s), PBL
Assessment methods	Attendance, Written exam
Key words	warrior gene, sleepwalking, deception, profiling, biases in legal decision making, radicalization and terrorism

PSY3379	The Professional in Psychology: An Internship
Period	July 2021 until max. period 3
ECTS credits	6 ECTS
Coordinator	Alicia Walkowiak (Work & Social Psychology)
Description	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 in 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 HR consultancies. 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. **This module is only relevant for FPN students and not available for Exchange students.**
ILOs	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.
Language	EN or NL
Prerequisites	
Teaching methods	Assignment(s), Skills
Assessment methods	Final paper
Key words	skills, working in a relevant setting

PSY3382	Psychedelic Medicine: The therapeutic Potential of mind-altering Substances
Period	2
Coordinator	Kim Kuypers (Neuropsychology & Psychopharmacology)
Description	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.
ILOs	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.
Language	EN
Prerequisites	
Teaching methods	PBL, Lectures
Assessment methods	Attendance, Presentation, Written assignment
Key words	psychedelics, emotion, cognition, treatment, psychiatric disorders

PSY3384	Aggression
Period	1
Coordinator	Jill Lobbestael (Clinical Psychological Science)
Description	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.
ILOs	- 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 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; 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.
Language	EN
Prerequisites	
Teaching methods	Lectures, PBL, Workshops
Assessment methods	Attendance, Written exam, Presentation
Key words	aggression; GAM; aggression subtypes; aggression assessment; aggression therapy; biological and psychological correlates

PSY3385	Positive Psychology
Period	3
Coordinator	Marjolein Hanssen (Clinical Psychological Science)
Description	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 ('fixing what is wrong') towards including protective factors ('building what is strong'). Positive psychology is concerned with both making the lives of people fulfilling as with healing and preventing pathology. Focusing on building strengths (e.g., optimism, positive affect) instead of correcting weaknesses can protect against and bolster recovery of 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). The course will focus on the science of (applied) positive psychology. First, key constructs (e.g. optimism, self-compassion) and theories (e.g. broaden-and-build theory of positive emotions, self-determination theory) in the field of positive psychology will be covered. Second, the use of evidence-based positive psychology interventions in clinical practice will be discussed. Last, experience with positive psychology techniques will be gained during this course.
ILOs	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.
Language	EN
Prerequisites	
Teaching methods	Assignments, Lectures, PBL
Assessment methods	Attendance, Assignment(s)
Key words	positive psychology, optimism, resilience, protective factors, well-being, motivation, theory, practice, positive psychology interventions

PSY3387	Creating Apps: Programs & Algorithms in Python
Period	3
Coordinator	Michael Capalbo (Cognitive Neuroscience)
Description	"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.
ILOs	- 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.
Language	EN
Prerequisites	
Teaching methods	Lecture(s), PBL
Assessment methods	Attendance, Assignment, Final paper
Key words	procedural programming, computational thinking, algorithms

PSY3389	Applied Social Psychology
Period	1
Coordinator	Gill ten Hoor (Work & Social Psychology)
Description	What is applied social psychology In (social) psychology, we see researchers focusing on 1) developing theories in the behavioural laboratory, 2) on validating those theories in the field, and 3) applying these theories to solve real life problems. There is no status difference – we need all three types of research. But given this distinction, in this course we focus on the third approach: systematically applying (social) psychology to 1) understanding behaviour, and 2) changing behavior by carefully planned interventions to promote quality of life. What will be in this elective In this elective, we highlight the core processes for developing theory-and evidence-based interventions. We discuss several topics in the field of applied psychology (for example obesity, sexual behaviours, but also topics like traffic safety, and pro-environmental behaviours). Additionally, we provide you with applications of more fundamental insights (e.g., emotion regulation, stigma), and first-hand examples of existing behaviour change programs: From problems they target and who are involved, to theory and empirical evidence, to development, implementation and evaluation.
ILOs	After this course, you: - know what kind of problems are the focus of an applied psychologist (e.g., health, environment, safety, work); - are able to describe (and apply) the route from problem analysis to intervention development, implementation, and evaluation; - are familiar with the causal logic of real life problems and solutions; - are familiar with often used models and protocols of planned behaviour change; - are acquainted with examples of successful interventions; - acknowledge the relation between fundamental and applied psychology.
Language	EN
Prerequisites	-
Teaching methods	Lectures, Skills, Presentation(s), Work in subgroups,
Assessment methods	Presentations, Assignments
Key words	ecological approaches, environment, evolutionary explanations of behavior, health behaviours, individual and environmental determinants of behavior, program planning, problem oriented, prejudice & stigma, risk & safety behaviours, sustainability; theory and evidence based methods for changing behaviour

PSY3390	Psychological Citizenship Project: From Problem to Solution
Period	1-2
ECTS credits	12
Coordinator	A.Sambeth
Description	This module will invite students to become more psychologically literate, i.e. to be able to apply psychological science to complex professional/societal problems. In doing so, students will gather relevant insights from one or more applied psychological disciplines (e.g., work and organizational psychology, educational psychology, health psychology, legal psychology, clinical neuropsychology). A series of lectures will introduce these disciplines. In addition, students will work in small teams together with stakeholders outside academia on authentic, locally meaningful or wicked problems (related to, for instance, climate action, diversity, migration, nutritional health, big data/cyberpsychology, sustainability). In doing so, we will deviate from classic PBL and integrate elements from project-based, challenge-based and/or community based learning. For instance, in the first two weeks you will work on defining the problem that will guide your team's activities, together with a stakeholder outside academia. Then, you will analyse the problem, and find relevant and plausible explanations for the problem by consulting applied psychological literature. In weeks six to nine, your team will develop a process model that can help you develop interventions in weeks ten to thirteen. Biweekly meetings with your mentor, peer reviews of project plans, and midterm and final presentations offer opportunities to gather feedback. In the last two weeks, your team will write a report that will be assessed by peers, your mentor, and external stakeholders. Individually, you will be challenged to grow a (social) entrepreneurial mindset from week 5 onwards, by imagining how you could put your psychological competences to use creatively for the common good. Here, you will first focus on setting a vision for yourself and your venture and on opportunity identification, looking at the world of work for psychologists in the applied domain that your team is exploring. Next, you will learn to use tools like value proposition maps and business model canvases, to guide the search for information on how to build your social venture. In addition, you will learn to analyse the external environment of your new venture. Finally, you will focus on acquiring resources and on delivering a pitch for your proposal.
ILOs	Students are able: - to apply psychological principles in everyday life; - to acquire basic knowledge of critical subject matter; - to engage in creative problem solving while designing an intervention; - to reflect on ethical and moral dimensions of an applied psychological problem; - to take perspectives of other (sub)disciplines and stakeholders outside academia; - to communicate effectively with different audiences (peers, professionals, mentors, clients, stakeholders); - to work in teams; - to manage a project; - to self-regulate; - to understand and evaluate their entrepreneurial mindset; - to create the groundwork for a social business model that capitalizes on psychological science; - to hone citizenship and sustainability competences; - to understand employability of psychology graduates.
Language	EN
Prerequisites	
Teaching methods	Assignment(s), Lecture(s), Work in subgroups, Mentor meetings, Peer review
Assessment methods	Attendance, Assignment(s), Presentations, Final paper
Key words	applied psychology, psychological literacy, social entrepreneurship, creative problem solving, social responsibility, change agency