

This programme offers 2 specialisations: adult psychopathology and child and adolescent psychopathology.

In both of these specialisations, you'll:

- be confronted with real-world mental health problems
- gain insight into clinical intervention strategies and diagnostics
- develop scientific research skills
- can do an internship or take additional master classes

## **Adult psychopathology**

In the adult psychopathology specialisation:

- you'll focus on the personality of adults and you'll study the psychotic and somatoform disorders they struggle with.
- you'll be familiarised with scientifically substantiated treatment methods and you'll learn how you can detect and monitor disorders. People with borderline personality disorder, for example, were considered untreatable for a long time. Nowadays, we have effective treatment methods for these clients.

## **Psychopathology of children and adolescents**

In the psychopathology of children and adolescents specialisation:

- you'll study the developmental problems and disorders in children and adolescents by focussing on both internal and external factors. For children with ADHD, for example, both natural predisposition and nutrition are taken into consideration.
- you'll gain in-depth knowledge of the many different mental health problems children and adolescents are confronted with. Emphasis of this programme is on behaviour. You'll be familiarised with scientifically substantiated treatments and you'll learn how to detect and monitor disorders.

Master's Programme

## **Specialisation Child and Adolescent Psychopathology**

Fac. Health, Medicine and Life Sciences

## **Internalising Disorders**

## **Full course description**

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose 'NL' at the top of the website

MHS4514

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

6.0

Instruction language:

Dutch

Coordinator:

- J. Roelofs

Fac. Health, Medicine and Life Sciences

## **Child and Adolescent Therapy**

### **Full course description**

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose 'NL' at the top of the website

MHS4516

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

2.0

Instruction language:

Dutch

Coordinator:

- J. Roelofs

Fac. Health, Medicine and Life Sciences

## **Developmental Disorders**

### **Full course description**

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose 'NL' at the top of the website

Master Mental Health

MHS4517

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

6.0

Instruction language:

Dutch

Coordinator:

- [P.E.H.M. Muris](#)

Fac. Health, Medicine and Life Sciences

## Psychodiagnostics

### Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose 'NL' at the top of the website

MHS4518

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

0.0

Instruction language:

Dutch

Coordinator:

- [P.E.H.M. Muris](#)

Fac. Health, Medicine and Life Sciences

## Externalising Disorders

### Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose 'NL' at the top of the website

MHS4519

Period 3

8 Jan 2018

9 Mar 2018

[Print course description](#)

Master Mental Health

ECTS credits:

6.0

Instruction language:

Dutch

Coordinator:

- [N. Sarneel](#)

Fac. Health, Medicine and Life Sciences

## Family Therapy

### Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose 'NL' at the top of the website

MHS4520

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

ECTS credits:

0.0

Instruction language:

Dutch

Coordinator:

- [R.H. Kreutzkamp](#)

Fac. Health, Medicine and Life Sciences

## Clinical Placement

### Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose 'NL' at the top of the website

MHS4504

Year

1 Sep 2017

31 Aug 2018

[Print course description](#)

ECTS credits:

18.0

Instruction language:

Dutch

Coordinators:

- [M.J.J.M. Candel](#)
- [I. Winkens](#)

# Research Proposal

## Full course description

The research proposal period prepares the students for their master thesis and placement. Based on a theoretical framework and accompanying literature, the students formulate a research question and operationalize this question in the method section. Additionally, students describe their (intended) statistical approach and make a planning for the placement and master thesis period. The final, individually written, end product is an English research proposal.

## Course objectives

### Aims

After the research proposal the student is able to:

- Formulate a research question and accompanying hypotheses;
- Find relevant scientific literature;
- Select a correct experimental design;
- Select correct statistical analyses;
- Link theoretical models to the research question;
- Make a feasible planning/time schedule;
- Handle feedback;
- Write a ready to submit scientific paper.

The student can form an opinion on:

- Research gaps: what do we know and what needs to be explored?
- Current research models regarding the research topic of the thesis;
- Operationalize hypothesis in an experimental set-up.

### Communication

After the research proposal the student can:

- Write a research proposal (abstract, introduction, research question, hypotheses, methods, statistical analyses, time plan and references);
- handle feedback.
- Reflect on their own product and professionally provide and

### Learning skills

- After the research proposal the student is able to:
- Reflect on own capability regarding research and writing skills;
- Adequately incorporate and react on feedback;
- Can manage their own (part of) the upcoming thesis trajectory.

## Recommended reading

kennisatelier

MHS4524

Year

1 Sep 2017

31 Aug 2018

[Print course description](#)

ECTS credits:

2.0

Coordinator:

- [P. Dibbets](#)

Assessment methods:

Final paper

Keywords:

research proposal; time plan; experimental design

Fac. Health, Medicine and Life Sciences

## Placement and Thesis

### Full course description

During the master thesis period (22 ects) students carry out a scientific study order to answer a psychopathology-based research question. The final, individually written, end product is a ready to submit English article or an English master thesis. Students are actively involved in (practical aspects of) the empirical cycle, including data acquisition, data entry, data analyses and reporting the observations.

### Course objectives

- Reflect on own capability regarding research and writing skills;
- Function in a research team;
- Adequately incorporate and react on feedback;
- Can manage their own (part of) the thesis trajectory.

After the thesis period the student is able to:

### Learning skills

- Write a ready to submit English article or master thesis (abstract, introduction, research question, hypotheses, methods, results, discussion and conclusion);
- Reflect on their own product and professionally provide and handle feedback.

After the thesis period the student can:

### Communication

- Research gaps: what do we know and what needs to be explored?

## Master Mental Health

- Current research models regarding the research topic of the thesis;
- Rules, regulation and ethical concerns regarding research;
- Link the hypotheses to the results obtained.
- Formulate a research question and accompanying hypotheses;
- Find relevant scientific literature;
- Select a correct experimental design;
- Carry out (part of) an experiment;
- Link theoretical models to the research question;
- Handle feedback;
- Write a ready to submit scientific paper.

## Recommended reading

kennisatelier

MHS4508

Year

1 Sep 2017

31 Aug 2018

[Print course description](#)

ECTS credits:

22.0

Coordinator:

- [P. Dibbets](#)

Assessment methods:

Final paper

Keywords:

master thesis; article; English; research; statistical analyses

## Specialisation Adult Psychopathology

Fac. Health, Medicine and Life Sciences

## Personality Disorders

### Full course description

This module deals with one of the biggest problems in mental health, personality disorders. Personality disorders are found in approximately 10% of the adult population and approximately 30-70% of the (poli-) clinical Mental Health Care populations.

A general calculation has shown that the treatment of borderline patients alone costs over 350 million Euros per year. This only concerned the cost of GGZ: clinics for alcohol and drug abuse, TBS/detention institutions, somatic health care (suicides/self-mutilation), and indirect costs (absence from study/work) are not included.

Personality disorders are a group of psychological disorders that cause long-term dysfunctional behavior and should be ascribed more to the character of the person than to a (temporary) disorder that is not part of the character, as described on Axis-I of the DSM. It means

## Master Mental Health

that the person suffering from a personality disorder considers the feeling, thinking and acting as 'normal' and has always considered it normal (early adulthood - before the 18th year of age a personality disorder cannot yet be diagnosed, as the personality has not yet crystallized out sufficiently). The person may perceive some of the effects of the disorder as undesirable, but the basis of his/her dysfunctioning is what is called 'ego-syntonic': the person doesn't perceive his/her thoughts, feelings and actions as odd, but rather as something that fits in his/her character. In many cases the people around the person suffer more from the personality disorder than the person in question. Consequently, there is often at first no clear request for help to effect a personality change. At times clients only start treatment under pressure or force (for instance the law) from their environment.

## Course objectives

The following topics will be discussed in the module:

- Definitions of personality disorder Manifestations and diagnostics in accordance with the DSM-IV and DSM-V
- Alternative diagnostic points of view and the most significant theories (psycho-analysis, learning theory, cognitive theory, interpersonal theory, biological views)
- Co-morbidity with DSM Axis-1 disorders
- Possible treatments of personality disorders: methods and empirical research
- Specific topics related to some of the personality disorders (e.g. culture, gender)

## Recommended reading

The basic textbook for this course is : Millon, T. et al. (2004, 2nd edition). Personality Disorders in Modern Life. New York: Wiley. Additional literature is provided on e-reader.

MHS4503

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [J. Lobbestael](#)

Teaching methods:

Lecture(s), PBL, Training(s)

Assessment methods:

Written exam

Keywords:

persoonlijkheidsstoornissen

Fac. Health, Medicine and Life Sciences

## SCID-II

### Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose 'NL' at the top of the website

MHS4523

Period 1

4 Sep 2017

27 Oct 2017

[Print course description](#)

ECTS credits:

0.0

Coordinator:

- [J. Lobbestael](#)

Fac. Health, Medicine and Life Sciences

## Psychotic Disorders

### Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose 'NL' at the top of the website

MHS4502

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

6.0

Instruction language:

Dutch

Coordinator:

- [R.H. Kreutzkamp](#)

Fac. Health, Medicine and Life Sciences

## Treatment Protocols

### Full course description

The Skills Training "Treatment Protocols" consists of 7 training sessions. The training will be in Dutch and the Dutch title is: "Training Kortdurende Ambulante Interventies in de Ambulante

In this training students get acquainted with some short term treatments or protocols, also called EST (Empirically Supported Treatment). We will limit ourselves to the most common disorders: depression and anxiety. Also we will pay attention to the protocols for psychotic disorders: Meta Cognitive Treatment for psychosis and “Gedachten Uitpluizen”, the cognitive behavioral treatment protocol for psychoses. Students will practice with the most effective treatments for mood disorders: Cognitive Behavioral Therapy and Interpersonal Therapy for Depression.

## Course objectives

After completing this training students have knowledge of and insight into:

- the process of indicating a patient to the most effective and efficient treatment;
- the societal developments in this process;
- theoretical explanation of EST;
- the most common EST's in mental health in The Netherlands.

Students are able to:

- at a basic level, treat a patient with the trained protocols/ECT's;
- at a basic level, make/edit a sufficiently well explained indication for treatment.

## Recommended reading

- Keijzers, G., Minnen van A., & Hoogduin K., (2011) Protocollaire behandelingen voor volwassenen met psychische klachten deel 1 en deel 2. Amsterdam: Boom.

MHS4522

Period 2

30 Oct 2017

22 Dec 2017

[Print course description](#)

ECTS credits:

0.0

Coordinator:

- [H.P.J. Kindermans](#)

Teaching methods:

Assignment(s), Work in subgroups, Lecture(s), PBL, Training(s)

Assessment methods:

Assignment, Attendance, Final paper, Observation, Participation

Keywords:

Kortdurende ambulante behandelingen, cognitieve gedragstherapie therapie, angst, depressie.

Fac. Health, Medicine and Life Sciences

## Somatoform Disorders

## Full course description

- o With specific emphasis on psychological treatments
  - o With specific emphasis on third wave CBT and positive psychology techniques.
    - The treatment options for somatoform disorders,
    - The interactions between psychological, biological and social influences in somatoform disorders.
  - o Psychological background, theories and factors.
  - o Biological background, theories and factors.
  - o Social background, theories and factors.
    - The theories on development and course of somatoform disorders, in particular:
      - The diagnostic criteria (DSM-IV/DSM-V and other criteria) and symptomatology for different prevalent somatoform disorders and symptomatology.
      - The biopsychosocial model as a basic explanatory model for somatoform disorders
      - The relation between somatoform disorders, psychosomatics and functional or unspecified complaints

More specifically, students will have gained knowledge of and insight in:

After completion of the course, students will be able to translate their knowledge on somatoform disorders to a broad audience. They will be able to identify similarities between the different types of somatoform disorders, and to relate somatoform disorders to the biopsychosocial model. Students can communicate about somatoform disorders within a multidisciplinary context and are able to communicate with colleagues and with patients about somatoform disorders in an appropriate fashion.

## Course objectives

After completion of the course, students will be able to translate their knowledge on somatoform disorders to a broad audience. They will be able to identify similarities between the different types of somatoform disorders, and to relate somatoform disorders to the biopsychosocial model. Students can communicate about somatoform disorders within a multidisciplinary context and are able to communicate with colleagues and with patients about somatoform disorders in an appropriate fashion.

Gained knowledge of and insight in: more specifically, they will have

- The relation between somatoform disorders, psychosomatics and functional or unspecified complaints
- The biopsychosocial model as a basic explanatory model for somatoform disorders

- The diagnostic criteria (DSM-IV/DSM-V and other criteria) and symptomatology for different prevalent somatoform disorders and symptomatology
  
- The theories on development and course of somatoform disorders, in particular:
  - o Psychological background, theories and factors
  - o Biological background, theories and factors.
  - o Social background, theories and factors.
  
- The relation between somatoform disorders, psychosomatics and functional or unspecified complaints
- The biopsychosocial model as a basic explanatory model for somatoform disorders
- The diagnostic criteria (DSM-IV/DSM-V and other criteria) and symptomatology for different prevalent somatoform disorders and symptomatology
- The theories on development and course of somatoform disorders, in particular:
  - o Psychological background, theories and factors.
  - o Biological background, theories and factors.
  - o Social background, theories and factors.
- The interactions between psychological, biological and social influences in somatoform disorders
- The treatment options,
  - o With specific emphasis on psychological treatment, of somatoform disorders.
  - o With specific emphasis on third wave CBT and positive psychology techniques.

## Recommended reading

There is no specific handbook for the course somatoform disorders. The DSM5 will be studied with respect to diagnostic criteria. Furthermore, students are encouraged to look up information on specific topics of the course in several handbooks that are available in the library. Additional literature containing scientific research papers will be presented in the form of an E-reader and/or reference-list to cover all aspects that need to be studied throughout the course.

MHS4509

Period 3

8 Jan 2018

9 Mar 2018

[Print course description](#)

ECTS credits:

6.0

Coordinator:

- [L.M.G. Vancleef](#)

Teaching methods:

Master Mental Health

Lecture(s), PBL

Assessment methods:

Attendance, Written exam

Keywords:

Somatoform Disorders chronic pain chronic fatigue conversion disorder hypochondriasis

biopsychosocial model Family Therapy ...

Fac. Health, Medicine and Life Sciences

## Family Therapy

### Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose 'NL' at the top of the website

MHS4520

Period 3

8 Jan 2018

2 Feb 2018

[Print course description](#)

ECTS credits:

0.0

Instruction language:

Dutch

Coordinator:

- [R.H. Kreutzkamp](#)

Fac. Health, Medicine and Life Sciences

## Clinical Placement

### Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose 'NL' at the top of the website

MHS4504

Year

1 Sep 2017

31 Aug 2018

[Print course description](#)

ECTS credits:

18.0

Instruction language:

Dutch

Coordinators:

- [M.J.J.M. Candel](#)
- [I. Winkens](#)

## Research Proposal

### Full course description

The research proposal period prepares the students for their master thesis and placement. Based on a theoretical framework and accompanying literature, the students formulate a research question and operationalize this question in the method section. Additionally, students describe their (intended) statistical approach and make a planning for the placement and master thesis period. The final, individually written, end product is an English research proposal.

### Course objectives

#### Aims

After the research proposal the student is able to:

- Formulate a research question and accompanying hypotheses;
- Find relevant scientific literature;
- Select a correct experimental design;
- Select correct statistical analyses;
- Link theoretical models to the research question;
- Make a feasible planning/time schedule;
- Handle feedback;
- Write a ready to submit scientific paper.

The student can form an opinion on:

- Research gaps: what do we know and what needs to be explored?
- Current research models regarding the research topic of the thesis;
- Operationalize hypothesis in an experimental set-up.

#### Communication

After the research proposal the student can:

- Write a research proposal (abstract, introduction, research question, hypotheses, methods, statistical analyses, time plan and references);
- handle feedback.
- Reflect on their own product and professionally provide and

#### Learning skills

- After the research proposal the student is able to:
- Reflect on own capability regarding research and writing skills;
- Adequately incorporate and react on feedback;
- Can manage their own (part of) the upcoming thesis trajectory.

## Recommended reading

kennisatelier

MHS4524

Year

1 Sep 2017

31 Aug 2018

[Print course description](#)

ECTS credits:

2.0

Coordinator:

- [P. Dibbets](#)

Assessment methods:

Final paper

Keywords:

research proposal; time plan; experimental design

Fac. Health, Medicine and Life Sciences

## Placement and Thesis

### Full course description

During the master thesis period (22 ects) students carry out a scientific study order to answer a psychopathology-based research question. The final, individually written, end product is a ready to submit English article or an English master thesis. Students are actively involved in (practical aspects of) the empirical cycle, including data acquisition, data entry, data analyses and reporting the observations.

### Course objectives

- Reflect on own capability regarding research and writing skills;
- Function in a research team;
- Adequately incorporate and react on feedback;
- Can manage their own (part of) the thesis trajectory.

After the thesis period the student is able to:

### Learning skills

- Write a ready to submit English article or master thesis (abstract, introduction, research question, hypotheses, methods, results, discussion and conclusion);
- Reflect on their own product and professionally provide and handle feedback.

After the thesis period the student can:

### Communication

- Research gaps: what do we know and what needs to be explored?

## Master Mental Health

- Current research models regarding the research topic of the thesis;
- Rules, regulation and ethical concerns regarding research;
- Link the hypotheses to the results obtained.
- Formulate a research question and accompanying hypotheses;
- Find relevant scientific literature;
- Select a correct experimental design;
- Carry out (part of) an experiment;
- Link theoretical models to the research question;
- Handle feedback;
- Write a ready to submit scientific paper.

## Recommended reading

kennisatelier

MHS4508

Year

1 Sep 2017

31 Aug 2018

[Print course description](#)

ECTS credits:

22.0

Coordinator:

- [P. Dibbets](#)

Assessment methods:

Final paper

Keywords:

master thesis; article; English; research; statistical analyses