

MA Mental Health

Faculteit der Gezondheidswetenschappen

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www.maastrichtuniversity.nl/web/Faculties/FHML/TargetGroup/ProspectiveStudents/MastersProgrammes/Programmes

Should it not contain the information that you were looking for, we recommend that you try again using different selection criteria.

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Clinical Placement

Academic year 2013-14

Date last modified

11-1-2014 1:30

Period

Year Startdate: 01-Sep-13 Enddate: 31-Aug-14

Code

MHS4504

ECTS credits

18.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

G. Drost

Description

Goals

Instruction language

NL

Prerequisites

Recommended literature

Teaching methods

TRAINING(S)

Assessment methods

PARTICIPATION

Key words

Internship and Thesis

Academic year 2013-14

Date last modified

26-2-2014 1:28

Period

Year Startdate: 01-Sep-13 Enddate: 31-Aug-14

Code

MHS4508

ECTS credits

24.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

P. Dibbets

Description

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words

Internalising Disorders

Academic year 2013-14

Date last modified

14-5-2013 1:27

Period

Period 1 Startdate: 02-Sep-13 Enddate: 25-Oct-13

Code

MHS4514

ECTS credits

6.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

J. Roelofs

Description

This course focuses on internalising disorders. There is special attention for theory, diagnostics, treatments, and research in the field of anxiety, depression, eating disorders, somatoform disorders, attachment, and personality disorders. In addition to the course, a skills training is provided aimed at developing the necessary skills to work from a cognitive behavioral perspective with children, adolescents, and their parents.

Goals

Knowledge of theory, diagnostics, treatment, and research in the field of various internalising disorders.

Instruction language

NL

Prerequisites

Recommended literature

Carr, A. (2009). The handbook of Child and Adolescent Clinical Psychology. A Contextual Approach. London: Routledge.

Teaching methods

WORK IN SUBGROUPS

LECTURE(S)

PAPER(S)

TRAINING(S)

Assessment methods

ASSIGNMENT
ATTENDANCE
WRITTEN EXAM

Key words

Internalising disorders, anxiety, depression, eating disorders,, somatoform disorders, attachment, personality disorders, cognitive, behavioral therapy, mediation therapy.,

Therapy with Children and Adolescents

Academic year 2013-14

Date last modified

29-8-2013 1:30

Period

Period 1 Startdate: 02-Sep-13 Enddate: 25-Oct-13

Code

MHS4516

ECTS credits

0.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

J. Roelofs

Description

Goals

Instruction language

NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words

Developmental Disorders

Academic year 2013-14

Date last modified

14-5-2013 1:27

Period

Period 2 Startdate: 28-Oct-13 Enddate: 20-Dec-13

Code

MHS4517

ECTS credits

6.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

N. Sarneel

Description

Goals

Instruction language

NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words

Psycho- and Testdiagnostics

Academic year 2013-14

Date last modified

14-5-2013 1:27

Period

Period 2 Startdate: 28-Oct-13 Enddate: 20-Dec-13

Code

MHS4518

ECTS credits

0.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

C.M.G. Meesters

Description

Goals

Instruction language

NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words

Externalising Disorders

Academic year 2013-14

Date last modified

31-5-2013 1:28

Period

Period 3 Startdate: 06-Jan-14 Enddate: 28-Feb-14

Code

MHS4519

ECTS credits

6.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

N. Sarneel

Description

Het blok "Externaliserende stoornissen" maakt deel uit van de afstudeerrichting Mental Health, en gericht is op kinderen en jeugdigen. Aan bod komen zowel theorieën van psychopathologie als normale ontwikkeling, alsmede een overzicht van de stand van zaken omtrent onderzoek en behandeling van diverse stoornissen binnen het domein van de externaliserende stoornissen die voorkomen bij kinderen en jeugdigen. Het blok "Externaliserende stoornissen" is het laatste blok van de Master Mental Health; track kinder- en jeugdpsychopathologie. De blokken internaliserende stoornissen en ontwikkelingsstoornissen gingen aan dit blok vooraf. In dit laatste blok zal dan ook een integratie plaatsvinden van de kennis die opgedaan is in de loop van de voorafgaande blokken. In het blok wordt een overzicht gegeven van een aantal belangrijke klinische beelden en bijbehorende thema's die onder de noemer "externaliserende stoornissen" vallen. De nadruk zal liggen op de oppositioneel opstandige gedragsstoornis en de conduct disorder. Voor elk onderwerp dient het klinisch beeld, diagnostiek en behandeling te worden bestudeerd evenals etiologische verklaringen modellen en belangrijke onderzoeksthema's. Er is gekozen voor casuïstiek uit de dagelijkse praktijk zodat de thematiek goed aansluit op de praktijk. Daarnaast zal binnen dit blok aandacht besteed worden aan complexe problematiek waarbij de wisselwerking tussen externaliserende, internaliserende en ontwikkelingsstoornissen geanalyseerd zal worden. Hieraan gekoppeld zullen ook kinder- en jeugdgerelateerde psychopathologische thema's besproken worden. Zo zal er aandacht zijn voor de volgende onderwerpen: trauma, mishandeling, (sexueel-)misbruik en KOPP-problematiek. Complexe problematiek waarbij sprake is van zowel internaliserende problemen, externaliserende problemen en ontwikkelingsproblemen zal in dit blok aan de orde komen. Bovendien zullen ook, aan de kinder- en jeugdpsychopathologie verwante thema's, behandeld worden in dit blok. Zo zal er een koppeling gemaakt worden tussen de stoornissen, de ontwikkelingsproblemen en onderwerpen zoals trauma, misbruik, mishandeling, verwaarlozing, pleegzorg en dergelijke.

Goals

Kennis van externaliserende stoornissen bij kinderen en jeugdigen
Kennis van diagnostiek en behandeling. Kennis van verschillende verklaringsmodellen. Integrale kennis van de co-morbiditeit en differentiaal diagnostiek. Kennis van aan de kinder- en jeugdpsychopathologie verbonden onderwerpen zoals trauma, (sexueel) misbruik, mishandeling, KOPP-problematiek en gezinsproblematiek, pleegzorg, e.d. Naast het volgen van het blok wordt een training aangeboden: “Systeemtherapie in gezinnen met (jonge) kinderen en/of jeugdigen”. Deze training is erop gericht de studenten bekend te maken met een aantal systeemtherapeutische behandeltechnieken voor kinderen en jeugdigen en hun ouders. De insteek is dat de training zowel theoretisch wordt onderbouwd met literatuur maar vooral praktisch wordt ingevuld door gebruik te maken van rollenspelen. Er geldt een verplichte aanwezigheid voor de training en aftekening van de training vindt plaats als voldaan is aan een praktijkopdracht: het demonstreren van een techniek in een rollenspel of video-opname en het schrijven van een reflectieverslag.

Instruction language

NL

Prerequisites

Recommended literature

In dit blok wordt voor het theoretische deel gebruik gemaakt van een algemeen basisboek te weten: • Carr, A. (2006). The handbook of child and adolescent clinical psychology. A contextual approach. New York: Routledge. In dit blok wordt voor de vaardigheidstraining gebruik gemaakt van een algemeen basisboek te weten: • Lange, F. (2006). Gedragsverandering in gezinnen; cognitieve gedrags- en systeemtherapie. Amstelveen. Noordhoff. Daarnaast zullen enkele delen uit onderstaand boek gebruikt worden. Dit boek is zowel in hardcover als in e-book beschikbaar in de universiteitsbibliotheek. • Murrihy, R.C. (2011), Clinical Handbook of Assessing and Treating Conduct Problems in Youth. New York: Springer. Verder zal een e-reader voor zowel het theoretische deel als het trainingsdeel beschikbaar zijn.

Teaching methods

ASSIGNMENT(S)

WORK IN SUBGROUPS

LECTURE(S)

PAPER(S)

PBL

PRESENTATION(S)

SKILLS

TRAINING(S)

Assessment methods

ASSIGNMENT

ATTENDANCE

PRESENTATION

WRITTEN EXAM

Key words

Klinische vaardigheden, Kinder- en Jeugdpsychopathologie, Mental Health, Kinderen en jeugdigen, Theorieën van

psychopathologie, Onderzoek naar en behandeling van stoornissen, Internaliserende stoornissen, Ontwikkelingsstoornissen, Complexe problematiek, Training Systeemtherapie, Systeemtheorie, Kinder- en jeugdpsychiatrie,

Family Therapy

Academic year 2013-14

Date last modified

26-7-2013 1:29

Period

Period 3 Startdate: 06-Jan-14 Enddate: 31-Jan-14

Code

MHS4520

ECTS credits

0.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

N. Sarneel

Description

Goals

Instruction language

NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words

Clinical Placement

Academic year 2013-14

Date last modified

11-1-2014 1:30

Period

Year Startdate: 01-Sep-13 Enddate: 31-Aug-14

Code

MHS4504

ECTS credits

18.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

G. Drost

Description

Goals

Instruction language

NL

Prerequisites

Recommended literature

Teaching methods

TRAINING(S)

Assessment methods

PARTICIPATION

Key words

Internship and Thesis

Academic year 2013-14

Date last modified

26-2-2014 1:28

Period

Year Startdate: 01-Sep-13 Enddate: 31-Aug-14

Code

MHS4508

ECTS credits

24.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

P. Dibbets

Description

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words

Personality Disorders

Academic year 2013-14

Date last modified

11-1-2014 1:30

Period

Period 1 Startdate: 02-Sep-13 Enddate: 25-Oct-13

Code

MHS4503

ECTS credits

6.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

J. Lobbestael

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 80% of the forensic psychiatric and prison population. Personality disorders are a group of mental disorders that cause long-term dysfunctional behavior. Personality disorders, which are described on DSM-IV Axis II, are ascribed more to the character of the person that is, longstanding, maladaptive personality traits -- than to symptoms. People with personality disorders often consider their personality traits to be normal. They may perceive some of the effects of the disorder as undesirable; however, the traits themselves are 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. People suffering from these disorders are generally perceived as untreatable, and the term 'personality disorders' is also abused to refer to very troublesome people. The Overview of tasks Week 1

Phenomenology and classification, and theories of Personality Disorders Week 2 Cluster-C: Avoidant and Dependent PDs Week 3 Cluster-C: Obsessive-compulsive PD Week 4 Cluster-B: Histrionic and Narcissistic PDs Week 5 Cluster-B: Borderline PD Week 6 Cluster-B: Antisocial PD and Psychopathy Week 7 Cluster-A: Paranoid, Schizoid, and Schizotypal PDs . Overview of lectures Week 1 Theoretical Models of Personality Disorders Week 2 Cluster C Personality Disorders Week 3 Borderline Personality Disorder Week 4 Interpersonal Assessment of Personality Disorders Week 5 Treatments for Personality Disorders: An Overview Week 6 Schema Focused Therapy for Personality Disorders Week 7 Psychopathy and Antisocial PD Week 8 Exam

Goals

For each case, students should ask the following questions: What is the clinical picture (phenomenology) of the disorder, according to the DSM- IV diagnostic criteria? How can the PD be distinguished from other PDs, and from Axis I disorders?

How might different etiological theories explain the nature and causes of the disorder? The major theories we will be considering are biological, cognitive-behavioral, and psychodynamic theories. For each disorder, how has the existing empirical evidence increased our understanding of the disorders, their mechanisms and their causes? Some of the PDs (i.e., schizotypal, borderline, and antisocial) have been studied much more extensively than others. What have we learned about each disorder from empirical research? What remains unclear? What appear to be some of the most promising treatment approaches for each disorder? What is the conceptual model on which the treatment is based? What are the main methods that each treatment uses to achieve therapeutic change? What is the existing evidence about whether these methods are effective? What are the counter-transference traps for each disorder? What is the role of gender and/or culture for the various disorders (this will apply more to some PDs than to others)? In addition to these general objectives, there are some special objectives for each case.

Instruction language

EN

Prerequisites

Recommended literature

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.

Teaching methods

LECTURE(S)

PBL

TRAINING(S)

Assessment methods

WRITTEN EXAM

Key words

No key words,

Psychotic Disorders

Academic year 2013-14

Date last modified

11-1-2014 1:30

Period

Period 2 Startdate: 28-Oct-13 Enddate: 20-Dec-13

Code

MHS4502

ECTS credits

6.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

M.J.V. Peters

Description

Acquiring knowledge about psychotic disorders, etiologic models and treatment plans The æcase historyÆ of Karel Doorenbosch is the unifying element throughout the course. We follow Karel during several years of his life. Based on several different points in time when he comes into contact with medical assistance authorities, we try to form an image of the clinical picture of schizophrenia and the various etiologic models and the opportunities and limitations they offer regarding treatment. Based on the various contacts with medical assistance experienced by Karel, the following topics will be discussed: - Clinical picture and differential diagnosis of schizophrenia; - Biological etiology and treatment methods; - Neuropsychological etiology and treatment methods based on it; - Individual psychological etiology and treatment methods; - Social etiology and treatment/guidance methods based on it. These topics are also the topics of the lectures that are planned in this course. During the various contacts experienced by Karel, the above topics will arise several times. The assignments based on these contacts will also deal with as many of the course topics as possible. These assignments will be dealt with in part by the group as a whole and in part individually (see further section on exams and assessments). At the end of the course, every student should therefore have a basic knowledge and insight with regard to the above topics and their interrelationship (In this context, we - as a planning group - refer you to the diathesis-stress model as a central organising principle.) . . Acquiring insight into the strengths and limitations and interdependence of the various etiologic models of schizophrenia During this course, it will become evident that relatively little in the way of æhard empirical factsÆ are known about psychoses in general and schizophrenia in particular. As a result, there is still not much consensus about how psychoses should be viewed. Another factor in present-day society, which is increasingly becoming more multicultural in nature, is that psychoses can also have a different significance depending upon the cultural context. In this sense, you will therefore be dealing with a large number of theoretical approaches, and you will be expected to delve into the various theories with their strengths and limitations to a greater degree than in the bachelorÆs courses. . Applied knowledge and insight Being able to formulate a well motivated diagnostic plan for

psychotic disorders on the basis of the information presented. The aim of this course is not only that students learn a lot and therefore know a lot at the end, but also that they are able to use this knowledge. More specifically, the objective is for students to be able, based on information from the life of Karel Doorenbosch, to initiate the appropriate procedures in order to be able to arrive at a good analysis of the problem for that moment in time. . Being able to formulate a well motivated treatment plan for patients with psychotic disorders on the basis of the information presented. with psychotic disorders on the basis of the information presented. The aim of this course is not only that students learn a lot and therefore know a lot at the end, but also that they are able to use this knowledge. More specifically, the objective is for students to be able, based on information from the life of Karel Doorenbosch, to initiate the appropriate procedures in order to be able to arrive at a well motivated intervention plan for that moment in time. . Communication skills Learning to work independently within a project group. In this course, you will be working in project groups instead of tutorial groups. You will be working in small groups (5 to 7 students) without assistance from a tutor. Important skills in this regard include: cooperating, learning to trust your fellow group members, making agreements and fulfilling them, working with deadlines, solving problems within the group, determining your own working method etc. These skills are also called upon in practical situations, for example while working in a multidisciplinary team. . Acquiring more experience in writing group reports as well as individual reports in accordance with scientific guidelines. In this course, the group will have to carry out various group assignments. The students will also complete the course with an individual paper. When writing these assignments/reports, the guidelines applying to scientific papers must be complied with.

Goals

This course has the following objectives: . Knowledge . Acquiring knowledge about psychotic disorders, in particular schizophrenia; Acquiring knowledge about various etiologic models of schizophrenia; Acquiring knowledge about various treatment possibilities for schizophrenia on biological level, on psychological level and on social level. Insight . Acquiring insight into the strengths and limitations of the categorical and the dimensional approach to schizophrenia; Acquiring insight into the strengths and limitations of the various etiologic models of schizophrenia; Acquiring insight into the interdependence of the various etiologic models of schizophrenia. Applied knowledge and insight . Being able to formulate a well motivated diagnostic plan for psychotic disorders on the basis of the information presented; Being able to formulate a well motivated treatment plan for patients with psychotic disorders on the basis of the information presented. Communication skills . Learning to work independently within a project group; Acquiring (more) experience in writing group reports as well as individual reports in accordance with scientific guidelines. Learning skills . After completing the course, student will have a good basis for further training in the field of psychotic disorders.

Instruction language

NL

Prerequisites

Recommended literature

The planning group recommends the following book as general basic study book: . M. Foster Green (2003). Schizophrenia revealed, from neurons to social interactions. New York: Norton. Two other books that are definitely worthwhile: . C.G. Costello (1993). Symptoms of schizophrenia. New York: John Wiley. H. Hafner, F. Resch, J. Schroder, W. Der Heiden, James B. Stiehl (2003, Editors). Risk and Protective Factors in Schizophrenia. ISBN: 3798513651 Furthermore there will be an E-reader available in this course.

Teaching methods

LECTURE(S)

ASSIGNMENT(S)

TRAINING(S)

Assessment methods

ASSIGNMENT

Key words

Somatoform Disorders

Academic year 2013-14

Date last modified

8-11-2013 1:27

Period

Period 3 Startdate: 06-Jan-14 Enddate: 28-Feb-14

Code

MHS4509

ECTS credits

6.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

L.M.G. Vancleef

Description

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words

Family Therapy

Academic year 2013-14

Date last modified

26-7-2013 1:29

Period

Period 3 Startdate: 06-Jan-14 Enddate: 31-Jan-14

Code

MHS4520

ECTS credits

0.0

Organisational unit

Fac. Health, Medicine and Life Sciences

Coordinator

N. Sarneel

Description

Goals

Instruction language

NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words