

Coaching for Psychologists

Faculty of Psychology and Neuroscience

PSY9101

Period 3:

5 Jan 2026

30 Jan 2026

Credits:

3.0

Coordinator:

A. Nübold

Teaching methods:

Lecture(s), Skills, Assignment(s), Work in subgroups

Assessment methods:

Participation, Attendance, Oral exam, Observation

Keywords:

coaching; cognitive, motivational, behavioral techniques; self-help; flexibility; self-reflection; personal development

Full course description

Coaching can be defined as a developmental, tailor-made intervention in which a professional coach utilizes collaborative, reflective, and goal-oriented strategies to facilitate the development and performance of individuals or groups. Coaching puts coachees as learners at the center of the coaching experience, thereby aiming to promote their self-awareness and personal responsibility and unlock their full potential.

In this elective students will learn about the basic principles of coaching and will get to know a variety of cognitive, motivational, and behavioral techniques to help coachees achieve a mutually identified goal. In this elective students will form groups of three: Every student will act as a coach, but will also be coached by a peer, and additionally act as an observer who provides meaningful feedback on the coaching process.

The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

After this course students are able to:

- explain the basic principles of coaching;

- understand the effects of different coaching techniques;
- independently design a coaching session for a client;
- flexibly and spontaneously apply different coaching tools based on the (changing) needs of a client;
- showcase a professional coaching attitude and apply appropriate communication skills
- reflect on their own strengths and weaknesses in their role as a coach;
- reflect on their progress regarding a goal in their role as a coachee;
- provide meaningful feedback to coaches in their role as an observer.

Introduction to Programming in Python

Faculty of Psychology and Neuroscience

PSY9102

Period 3:

5 Jan 2026

30 Jan 2026

Credits:

3.0

Coordinator:

J.J.G. van HarenM. Enan

Teaching methods:

Skills, Assignment(s)

Assessment methods:

Participation, Assignment

Keywords:

Programming skills, Python, Algorithms

Full course description

The work of many high-skilled jobs now requires more advanced computer skills than ever before. Skilled professionals ought to be able to use programming to efficiently process and visualize data, without being limited by the tools conventional programs offer. This elective focuses on understanding and solving problems using programming.

You will learn how to think in terms of algorithms, moving from identifying a problem to creating a step-by-step solution (in the form of code). You will learn how to program in Python, a free, open-source, platform-independent, and continuously maintained programming language. Python is a powerful dynamic programming language that is used in a variety of applications and domains. Once you know how to program in Python, it will be much easier for you to learn other – more specialised or more general-purpose – languages (such as Matlab, R, or C).

The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

During the elective, students will develop a basic understanding of programming in general and the Python programming language specially.

After this course, students:

- Have a basic understanding of how to program and be able to think in terms of algorithms.

- Have a working knowledge of the Python programming language specifically (data types, variables, operators, control-flow, and loops).
- Are able to write well-commented Python scripts.
- Are able to write functions to automate particular tasks.
- Are able to debug (fix) Python code.
- Are able to understand basics of scientific computing (numpy & matplotlib).

Entering the Job Market: Selection and Training

Faculty of Psychology and Neuroscience

PSY9103

Period 3:

5 Jan 2026

30 Jan 2026

Credits:

3.0

Coordinator:

F.E.R.M. NievelsteinA.L.T. Walkowiak

Teaching methods:

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

Assessment methods:

Presentation, Attendance, Assignment, Observation

Keywords:

Selection, Training, Assessment Center, Role play, CV, Interviewing

Full course description

In this elective, students will practice with designing an assessment center, with structured interviews and with training design and evaluation. This elective will start with an opening lecture, in which the structure of the elective will be explained and in which they will learn the relevant theoretical background on assessment centers, structured interviews, and trainings. After that, they will read relevant literature on these topics and start to work in small groups on designing an assessment center. In the first group meeting, they will present their assessment centers to each other and receive feedback on it. In the next group meeting, they will practice a structured interview, in which they will do roleplays in which half of them plays the role of the interviewer and the other half the role of the candidates. Halfway through the meeting, they will switch roles. Finally, they will design a training in small groups and conduct this training during the final group meeting. Again, half of them will start as the trainers, and the other half of the group will be the trainees. During this meeting they will also switch roles.

The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

- Students will get acquainted with assessment centers: they will learn about the procedures and validity of this selection tool;

- Students will practice and improve their interview skills by conducting a structured interview;
- Students will learn theories about training design and practice their skills by designing and evaluating a training;
- Students will improve their employability by learning more about and practicing with selection and training methods.

The global SDGs: From problem to solution

Faculty of Psychology and Neuroscience

PSY9104

Period 3:

5 Jan 2026

30 Jan 2026

Credits:

3.0

Coordinator:

I. GatzounisJ.G. ZimmermanH.M.L. Zimmermann

Teaching methods:

Lecture(s), Paper(s), Work in subgroups, Presentation(s)

Assessment methods:

Participation, Presentation, Attendance, Assessment

Keywords:

Applied psychology, global citizenship, psychological literacy, creative problem solving, social responsibility, change agency

Full course description

Psychologists are invaluable sources of knowledge and allies for global governments in helping them to achieve the 17 Sustainable Development Goals (SDGs), <https://sdgs.un.org/goals>. After all, many of the current global challenges require a deep knowledge of human cognition, motivation, emotion, and behaviour – as well as how to change these. Indeed, humans, and human behaviour, are central to achieving many of the (sub-)SDGs, whether it is a reduction of reliance on fossil energy sources, achieving gender equality, or creating optimal health and wellbeing. In the first half of this elective (week 1-5), you will be introduced to and practice with the PATH model (Problem – Analysis – Test-Help). Using this protocol, you will (a) describe and analyse the psychology behind one of the SDGs, (b) interview members of the target audience and relevant stakeholders working in the field; and (c) come up with a theory- and evidence-based outline of ‘solutions’ in the form of an e-health interventions that enable this SDG to be attained. In the second half of this elective (weeks 6-10), you will make use of open source software to build (components of) your own e-health intervention. Your final (group) report will take the form of a policy brief outlining the need for the intervention and you will give a (group) pitch demonstrating your intervention.

The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

Upon completing this elective, students are able:

- to apply psychological principles to global/societal problems (SDGs);
- to acquire basic knowledge of the cognitive, motivational, emotional, social, and behavioural factors are at the core of many societal and global challenges;
- to engage in creative problem solving while designing an intervention;
- to reflect on ethical and moral dimensions of an applied psychological problem;
- to integrate perspectives of target populations and stakeholders outside academia;
- to present research and recommendations to a non-specialized audience
- to reflect on their use of AI tools for writing for non-academic audiences
- to develop (components) of an e-health intervention using open source software;
- to work in teams

Clinical Assessment

Faculty of Psychology and Neuroscience

PSY9105

Period 3:

5 Jan 2026

30 Jan 2026

Credits:

3.0

Coordinator:

A.L. Smitten

Teaching methods:

Lecture(s), Skills, Work in subgroups, Presentation(s)

Assessment methods:

Presentation

Keywords:

Clinical reasoning, Screening (protocol), (neuro)psychological assessment, observation, interviewing

Full course description

To be able to treat a client effectively, mental health professionals first need to perform a clinical assessment of the client. This assessment refers to the collection of information and consequently drawing conclusions about the client's symptoms and disorder(s). This collection of information involves learning about the client's skills, abilities, personality characteristics, cognitive and emotional functioning, social context and cultural factors particular to them. We need to question whether the assessment tools we select are reliable, valid and standardised for our client population. Whilst this is an important factor of clinical assessment, even before that, we need to clinically reason which tests to select and how our own clinical reasoning factors into our hypothesis development in the diagnostic process.

The goal of this course is to allow the students to experience practical application of critical thinking and case formulation in clinical assessment. In each tutorial, students will have the opportunity with case studies to practice clinical anamnesis and assessment of differing mental disorders. Students will explore a particular set of assessment tools that focus on attention & memory, anxiety & depression and sensory integration & modulation areas of dysfunction.

This elective is relevant to all students who in the future wish to understand methods and models of clinical reasoning used within the clinical assessment process to assist children, adults, clients,

patients, or employees in being their best self, but maybe especially useful for students without an NP background.

The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

At the end of this course, students are able to:

- Develop a better understanding of clinical assessment processes;
- Know the cognitive skills required to clinically reason and reflect on your own cognitive processes;
- Develop an understanding and knowledge of various assessment models;
- Develop a formulation plan for a variety of clients based on initial referrals;
- Gain practical use of a variety of assessment tools in the fields of Anxiety, Depression, Attention, Memory, and Sensory Integration;
- Complete a variety of online CPD courses in various areas of clinical practice;
- Evaluate the clinical reasoning process of a clinical assessment;

Negotiation and Mediation

Faculty of Psychology and Neuroscience

PSY9106

Period 3:

5 Jan 2026

30 Jan 2026

Credits:

3.0

Coordinator:

M. IannuzziC.J. Zelihsen

Teaching methods:

Lecture(s), Skills, Paper(s), Assignment(s), Work in subgroups

Assessment methods:

Final paper, Presentation, Attendance, Assignment, Observation

Keywords:

Negotiation, mediation, roleplay

Full course description

In this elective, students will focus on negotiation and mediation skills. These are crucial skills for student's future careers, since they are crucial for, among other things, conflict resolution and creating value in contracts (e.g. in salary negotiations). The elective will start with a lecture to explain the structure of the course and to introduce the topic of negotiation. In this lecture, students will learn about the most important theories and strategies that can be used in negotiations and mediation in different contexts. After the lecture, students will read literature to prepare them to practice their negotiation skills during the tutorials. During the tutorials, we will focus on the Harvard Principles of negotiation, several tools and traps (like biases) that can be used during negotiations and we will discuss individual differences like the roles of gender, culture and personality. Students will also write a 2-page essay on a topic of choice where they can express their personal opinion. The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

- Students will learn about different theories and strategies for negotiation;
- Students will practice their negotiations skills based on the Harvard principles of negotiation;
- Students will be aware of the role of individual differences in Negotiations;
- Students will learn about and practice application of mediation techniques.

Individual Elective

Faculty of Psychology and Neuroscience

PSY9109

Period 3:

5 Jan 2026

30 Jan 2026

Credits:

6.0

Coordinator:

G.A. ten Hoor

Teaching methods:

Assignment(s), Research

Assessment methods:

Final paper

Keywords:

Elective, paper assignment

Full course description

Students work on an assignment (structured literature review, research project) under the supervision of a member of the scientific staff of FPN, resulting in a written product (e.g. literature review, research report). Students take the initiative to locate and arrange a FPN supervisor for the elective. The elective topic, content and format will be determined by mutual agreement between student and supervisor. The assignment should be different/clearly separate from the actions that will be taken in the master thesis research project and the written final product should be a separate product from the master thesis. Students are expected to devote 168 hours to the Individual elective. Students aiming to follow an individual elective should hand in an individual elective proposal, signed by the supervisor, to the coordinator of the individual elective for approval.

The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to:

- identify gaps in their own knowledge and abilities and develop an individual learning plan accordingly.
- communicate scientific literature and/or report on a research project.

Internship Elective

Faculty of Psychology and Neuroscience

PSY9110

Period 3:

5 Jan 2026

30 Jan 2026

Credits:

6.0

Coordinator:

M.D. Schilbach

Teaching methods:

Assignment(s)

Assessment methods:

Final paper

Keywords:

Internship, practical, organisation

Full course description

During the elective internship, psychology master students apply theoretical knowledge to practice and gain relevant practical experience, while working in an institution or company of their own choice. Students are expected to devote 168 hours to the elective internship.

Students can only be enrolled in this elective, if they have found an internship on their own before December 1st. Students can work in a variety of 'settings': e.g., a (mental) health care facility, rehabilitation centers, schools, but also companies, such as HR consultancies. Suitable institutions or companies provide students with the opportunity to gain practical experience, relevant for becoming a psychologist. If student want to obtain ECTS for this practical work, the internship (the institution or company and the content of the internship) has to be approved by the elective internship coordinator before students start 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 a supervisor with an academic degree in psychology or a related field.

Before the start of the practical, students draft a personal development plan (PDP), defining the learning objectives for the internship. In addition, following the internship, students must write a report about their experience. As such, students will get more insight into the work setting(s) of a psychologist and they 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.

The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

The students:

- obtain insight into the work setting(s) of a psychologist;
- gain experience with applying knowledge and skills essential for being a psychologist
- develop the ability to apply scientific insights to reflect upon practices in the field.

Introduction to Programming in Matlab

Faculty of Psychology and Neuroscience

PSY9107

Period 4:

2 Feb 2026

2 Apr 2026

Credits:

3.0

Coordinator:

G. MarrazzoJ. Haarsma

Teaching methods:

Lecture(s), Skills, Work in subgroups

Assessment methods:

Final paper, Attendance, Assignment

Keywords:

Programming; MATLAB; data analysis.

Full course description

Why learning programming? Because with some basic programming you'll be able to efficiently collect, organize, explore, analyze, interpret and visualize data – any type of data: from clinical and research assessments to behavioral and brain data; text and numbers, financial trends and accounting.

In 4 weeks, you will learn to write simple algorithms to automatize processes, optimize the structure, timing and tidiness of your workflow. At the end of the course, a group project will test your programming and analysis skills.

If you're interested in programming and logic, if you like handling and analyzing data, if you like visualizing data in graphs, this course is for you. Although we'll use some brain data as example (brain waves from EEG), this course was not designed for a specific specialization.

The final assignment is on a topic of your choice: analyse brain, behavioral, marketing, financial data, or anything you'd like.

The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

The aim of this research elective program is twofold:

1. Develop basic and generalizable programming skills in MATLAB;

2. Test your programming skills by handling and analyzing multidimensional data

Prerequisites

Basic knowledge of neuroimaging methods.

Science Communication

Faculty of Psychology and Neuroscience

PSY9108

Period 4:

2 Feb 2026

2 Apr 2026

Credits:

3.0

Coordinator:

A.E.M. Hendriks

Teaching methods:

PBL, Lecture(s), Skills, Assignment(s)

Assessment methods:

Presentation, Attendance, Assessment

Keywords:

Writing skills, (digital) presentation skills

Full course description

In this 5-week course students will practice presenting science to a broad audience. Students will make a podcast (assignment 1), a blog post (assignment 2) and a video (assignment 3) for a broad audience about a scientific topic. In the course, the students will learn how to target their presentation to the audience, how to organize their presentation, and how to use visual aids. This course will provide students the opportunity to hone their written, visual, and verbal presentation skills. The ability to present complex information in verbal, written and visual form can help to become an effective communicator in the workplace or to engage more with larger audiences.

The students will have 9 meetings within the course (lectures, workshops and PBL meetings). The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

After this course, students are able to:

- write about scientific topics for a broad audience
- summarize complex information
- present scientific information in the format of a podcast and a video
- organize the content of a (digital) presentation

- use visual aids in (digital) presentations

Introduction to Statistics in R

Faculty of Psychology and Neuroscience

PSY9114

Period 4:

2 Feb 2026

2 Apr 2026

Credits:

3.0

Coordinator:

M.D. Hilton

Teaching methods:

Lecture(s), Skills, Work in subgroups

Assessment methods:

Attendance, Assignment

Keywords:

Programming; R; data analysis; statistics

Full course description

R is a programming language frequently used in data science and related fields for data processing, data visualization, and statistical analysis. Working with data in R requires writing code, which makes the data processing steps and analysis procedure transparent and reproducible. The core functions of R are being continually expanded by a community of users who write and maintain packages containing more specialist functions, meaning that R is a flexible tool that is adaptable to a very wide range of data types (e.g., questionnaire responses, neurophysiological data), while a broad spectrum of data analysis approaches are catered for.

Designed for users with little or no experience with R, this course will make use of RStudio, an open-source program that facilitates the writing and storage of R code. Students will be introduced to the basic steps of data processing, visualization, and analysis. These procedures will be taught and practiced in the context of experimental data. Critically, students will be empowered to troubleshoot their own code, by identifying problems in their code and seeking potential solutions in the documentation or online. Students will thereby be able to begin writing their own code independently.

The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

After completing this course, students will be able to:

1. Import and handle data in R
2. Create graphs and run basic statistical analyses in R
3. Document data analysis output from R

Developing E-Health Interventions

Faculty of Psychology and Neuroscience

PSY9115

Period 4:

2 Feb 2026

2 Apr 2026

Credits:

3.0

Coordinator:

H.M.L. Zimmermann

Teaching methods:

Assessment methods:

Keywords:

Full course description

Course objectives

Recommended reading

