

Practical Training: Psychological Tests

Faculty of Psychology and Neuroscience

PSY4037

Period 1:

1 Sep 2025

24 Oct 2025

Credits:

2.0

Coordinator:

J.E.A. Stauder

Teaching methods:

Lecture(s), Skills, Paper(s), Assignment(s)

Assessment methods:

Final paper

Keywords:

cognitive capacity tests, IQ tests, WISC, SON, Bayley-III

Full course description

This practical training course is concerned with psychological tests, which are used to assess cognitive development and functioning of children at various ages. More specifically, students will learn basic skills for administering and interpreting mental capacity tests for children and will increase their reflection on these skills. For example, students can gain experience in administering the WISC and SON tests and in interpreting child behaviour using the Bayley Scales of Infant Development (Bayley-III-NL).

The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

- being able to administer mental capacity tests like the Bayley-III, SON and WISC (testing a child);
- being able to understand and interpret the Bayley-III;
- being able to communicate test findings to a lay person (lawyer).

Infancy

Faculty of Psychology and Neuroscience

PSY4143

Period 1:

1 Sep 2025

24 Oct 2025

Credits:

5.0

Coordinator:

J.E.A. Stauder

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam, Attendance

Keywords:

critical periods, object permanence, face processing, social cognition, joint attention

Full course description

In no other stage of our development do our brains and behaviours undergo such profound and rapid changes as they do during infancy. This presents unique methodological challenges when designing experiments and selecting participants, whose ages are usually measured in weeks. Another significant challenge in infancy research is the limited ability to communicate. Traditional methods of questioning and giving instructions are ineffective in this context, leading to a reliance on indirect measurement techniques such as habituation paradigms and brain imaging methods. However, despite these challenges, recent years have witnessed the emergence of numerous fascinating findings, revealing often surprising cognitive abilities in infants.

The course commences by addressing specific problems in infancy research and covers the methods used to meet or resolve these problems. Next, biological and behavioural aspects of pre- and postnatal development are discussed, in particular concerning their consequences for later cognitive development. The study of object recognition and object permanence is shown to play a fundamental role in cognitive development during infancy. Individual differences and critical periods are illustrated by a number of developmental disorders. Finally, the early development of social cognition and consciousness is addressed.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

- understand the biological and psychological development from conception to four years of age;
- understand and being able to apply methods and techniques in infancy research like indirect measures as habituation, facial expression, expectancy violation, sucking activity and heart rate changes, but also direct recordings of brain activity (EEG, ERP, MEG) and their hemodynamic correlates (f-MRI, NIRS);
- understanding the periods in prenatal development and the effect of teratogens;
- understanding the early development of processes like visual illusions, face recognition, cortical inhibition, mental representation, language and social cognition;
- understanding the underlying mechanisms in developmental conditions like Fetal Alcohol Syndrome, prematurity, dyslexia, cerebral palsy, autism.

Perception, Attention and Motor Development

Faculty of Psychology and Neuroscience

PSY4144

Period 1:

1 Sep 2025

24 Oct 2025

Credits:

5.0

Coordinator:

J.C. Stapel

Teaching methods:

PBL, Lecture(s), Presentation(s)

Assessment methods:

Written exam, Attendance

Keywords:

childhood, adolescence, attention, visual perception, executive control, motor development, ADHD, Cerebral Palsy, Tourette Syndrome

Full course description

Although perception, attention and motor function undergo the most spectacular changes during infancy, development proceeds throughout the course of an individual's entire lifespan. In the course, students will become acquainted with the latest theories and experimental findings related to the development of these functions, with an emphasis on biological and neuropsychological models. Knowledge about the way in which brain development is linked to the development of specific cognitive functions is crucial for determining the constraints of development theories. During the course, it will become evident to students that perception, attention and motor development are closely related to each other. Developmental disorders in perception, attention or motor functions can have divergent consequences, depending on the age at which they start. For instance, being born deaf or becoming deaf at a later age has different consequences due to taking place in different brain development stages. During the course, a number of common childhood disorders associated with aberrant development of perception, attention or motor functions will be discussed. Also here, the focus is on neuropsychological theories on the origins of these developments. Specific topics are the development of 'bottom-up' versus 'top-down' attention processes and the role of eye-movements, the development of executive functions and frontal cortex, the development of perceptual-motor

functions, autism, ADHD, Gilles de la Tourette and possible intervention and rehabilitation methods (both pharmacological as well as cognitive).

The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students:

- are able to explain, reproduce and differentiate between different cognitive/neurobiological theories central to the life-span development of visual perception and eye-movements, attention and executive control, motor control and action-perception integration;
- are able to apply this theoretical knowledge to cases of atypical development in perception, attention or motor functioning, such as autism, ADHD, Tourette Syndrome and Cerebral Palsy;
- can describe and discuss theories and research on the aetiology of childhood psychological/psychiatric disorders related to deficits in attention, perception and motor skills like autism, ADHD and Cerebral Palsy with a focus on the influence of environmental, personal and biological (genetic/psychopharmacological /brain) factors;
- will be able to describe/explain therapies/interventions (cognitive/behavioural or psychopharmacological) and their effectiveness in ADHD/Cerebral Palsy;
- will be able to better understand, analyse and evaluate research and research methods and paradigms (experimental tasks and neuropsychological/diagnostic instruments) used in the field of the typical and atypical neurocognitive development of perception, attention and motor skills.

Mentorship DP

Faculty of Psychology and Neuroscience

PSY4953

Year:

1 Sep 2025

31 Aug 2026

Credits:

0.0

Coordinator:

G.A. ten Hoor

Teaching methods:

Work in subgroups

Keywords:

mentor, personal growth

Full course description

This module aims at making our new Master students feel comfortable at FPN. Our mentors share their experience in academia with the students and by doing so broaden the students' horizon. They guide the students in the transfer from a BA to a MA study level and support the students' adjustments to international, multicultural, interdisciplinary, and PBL based education. Also, the mentors provide preparation, orientation and reflection on study progress, master thesis research project choices, and post-Master career options.

Voluntary but highly recommended meetings are scheduled for the students. The main themes of those meetings are 1) starting at UM, 2) the research project and 3) future career, but the meetings are open for other topics based on student needs.

Upon request, the mentor also engages individually with a student.

There is no assessment for this module. You will only receive feedback on completed assignments.

Course objectives

Intended learning outcomes (ILO's) are tailored to the individual student, but do relate to study and research skills, employability and global citizenship education. Main goals are as described above.

Practical Training: Measuring Attention and Executive Functions in Behavioural Paradigms

Faculty of Psychology and Neuroscience

PSY4033

Period 2:

27 Oct 2025

19 Dec 2025

Credits:

2.0

Coordinator:

L.M. Jonkman

Teaching methods:

Skills, Paper(s), Assignment(s), Research, Work in subgroups, Presentation(s)

Assessment methods:

Final paper, Attendance

Keywords:

attention, executive functions, childhood development, experimental psychology, writing

Full course description

Students will perform several attention and executive function tasks that are frequently applied in clinical and non-clinical developmental settings. Already gathered data from children will be provided to the students so that they can practice with performing statistical analyses. Each student formulates a research question based on the literature. All research questions will focus on themes within the field of childhood development of attention and executive control and associated disorders such as Autism Spectrum Disorder or ADHD. During the course, students will present and discuss their research questions and findings in both group meetings and in a written report. The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students:

- can read, interpret and reflect upon papers reviewing theories and experimental studies in the field of typical or atypical development of attention and executive function;
- are able to recognize, understand and differentiate between different experimental paradigms and neuropsychological measures to assess cognitive functions (attention and executive

functions) in children and adults;

- can formulate a relevant and innovative research question based upon a review of the relevant literature in the field of study;
- can select the appropriate research design and statistical analyses fitting their research question;
- can apply statistics to developmental data and interpret results;
- can write/report findings in the format of a research paper.

Development of Cognition and Language

Faculty of Psychology and Neuroscience

PSY4145

Period 2:

27 Oct 2025

19 Dec 2025

Credits:

5.0

Coordinator:

F.C.L. Donkers

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam, Attendance

Keywords:

developmental research methods, cognitive development, brain development, memory, word-learning, bilingualism, number knowledge, arithmetic, dyslexia, dyscalculia

Full course description

In this course typical and atypical childhood development of higher order cognitive functions such as memory, language and reading, number processing, and arithmetic will be discussed. These higher order cognitive functions are crucial for daily functioning. Two questions will be central in the study of these topics: which changes take place as a child gets older and how do these changes occur? We will approach the how question by studying both neurobiological and environmental factors influencing typical or atypical development. Especially in the case of the development of highly complex skills such as reading and arithmetic many cascaded processes are involved spanning a long period of time. The study of these processes and their basis in the brain is complex and addresses many methodological issues that will also be discussed in the course. Specific topics dealt with are development of working memory, long-term memory, number representation, arithmetic, word learning, reading, and intelligence. Atypical development of these functions, as for instance in dyslexia and dyscalculia will also be studied.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

At the end of the course students are able to:

- compare and contrast (advantages and disadvantages) the most used brain imaging methods and research designs in developmental research;
- explain the most important brain structural and functional changes in the domain of: working memory development, long-term explicit memory development, language development, development of reading and bilingualism, development of number sense and arithmetic, and development of general intellectual abilities;
- clarify what goes wrong in developmental disorders such as dyslexia and dyscalculia and explain possible interventions.

Social Emotional Development

Faculty of Psychology and Neuroscience

PSY4146

Period 2:

27 Oct 2025

19 Dec 2025

Credits:

5.0

Coordinator:

L.M. Jonkman

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam, Attendance

Keywords:

theory of mind, empathy, moral development, autism, aggression, psychopathy

Full course description

Social-emotional development represents a child's growing ability to interact with others, to form attachments and relationships, to identify and regulate emotions, and to feel confident exploring the environment. Whereas both animals and human newborns display primitive, basic emotions, our ability for complex reasoning, use of language and introspection makes human social-emotional development far more sophisticated and complex. In this course, students will become acquainted with the latest theories and research findings related to human socio-emotional development from infancy to young adulthood, with knowledge derived from psychosocial, clinical, psychiatry and social affective neuroscience fields. All topics will be approached by taking into account the influence of, and interactions between, person-related factors (biological constitution, temperament, cognitive capacity), social context related factors (parenting, peers or broader social-cultural influences), and neurobiological (brain) development.

The course starts with emotion expression/processing in infancy and its importance for the development of parent-child attachment. Subsequent topics are the influence of infant/child temperament on emotional-social development and how, in a later developmental phase, children learn to regulate their emotions and develop mental skills that enable them to process and reflect upon one's own and others' emotions and behaviors. Other topics are the childhood development of empathy, morality, helping behavior and self-concept. Finally, students will be acquainted with

adolescence as an especially sensitive period for the development of specific socio-emotional problems. Next to normative social-emotional development students will also learn about the etiology of, and risk factors for the development of socio-emotional problems or disorders in the internalizing spectrum (anxiety and depression), the externalizing spectrum (conduct disorder, callous-unemotional traits), in personality (narcissism, psychopathy), and in autism, also paying attention to intervention/treatment possibilities and their effectivity

The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

At the end of this course students:

- have acquired knowledge of different psychosocial/cognitive/neurobiological theories central to typical and atypical life-span social emotional development
- will be able to explain the interactive role that environmental (parenting-style/attachment/peer influences), personal (temperament/personality/cognitive capacity) and neurobiological (genes and brain development) factors play in the typical and atypical childhood and adolescent socio-emotional development
- can describe and discuss theories and research on the etiology and risk factors involved in the development of socio-emotional disorders in the internalizing spectrum (anxiety and depression), the externalizing spectrum (conduct disorder, psychopathy), in personality (narcissism), and in autism.
- will be able to describe therapies/interventions and their effectiveness to deal with problems related to atypical/problematic social emotional development.
- will be able to better understand, analyze and evaluate research and research methods and paradigms (experimental tasks and neuropsychological/diagnostic instruments) used in the field of the typical and atypical socio-emotional development.

Research Proposal

Faculty of Psychology and Neuroscience

PSY4142

Year:

1 Sep 2025

31 Aug 2026

Credits:

4.5

Coordinator:

G.A. ten Hoor

Teaching methods:

Lecture(s), Assignment(s)

Assessment methods:

Final paper

Keywords:

academic skills, professional skills, research skills, methods, statistics, writing, research project

Full course description

In this course, the research proposal is drafted in preparation for the master thesis research project. The course serves to provide students with general skills and a source of information about academic research. The course thereby supports the development of the research proposal and subsequent execution of the master thesis research project via assignments, workshops, and lectures that allow students to practice and develop their professional and academic skills.

The research proposal describes what you will investigate, why it is important, and how you will do the research. The format of a research proposal varies between (sub)fields, but most proposals should contain at least these elements: Cover page, Introduction, Literature Review (incl background, relevance, and research question), Research design and methods, Reference list, and a Timeline/planning. Students discuss the content of the proposal with their master thesis research project supervisors (preferably 2-3 months prior to the official start of the master thesis research project).

This module is not applicable for (the subsample of) students of the Master Neuropsychology that complete a clinical internship.

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

Course objectives

Intended learning outcomes (ILO's) are tailored to the individual student and depend on the individual motivations and needs for their master thesis research project. ILO's are related to:

1. The (general) mandatory skills that students followed as part of the assessment in PSY4775.
2. The additional academic skills deemed necessary by master thesis research project supervisor.
3. Additional (online) skills courses and/or experiences that students may have followed or obtained additionally to point 1 and 2 out of interest/personal growth.
4. to produce a scientifically sound research proposal;
5. to adequately prepare for a master thesis research project.

Mandatory ILO's are:

- students know what the criteria/guidelines are for writing a research proposal;
- students know what transparency in science is (including data management, research ethics);
- students recognize ethical aspects of conducting research and are able to complete an ethics application.
- students are familiar with the key concepts of open science including preregistration.
- students know how to use A.I. in a responsible manner.

Additional ILO's (if skills are not yet mastered) are:

- students are able to execute a literature review;
- students are able to use a reference manager;
- students are able to select a research design and corresponding methods for a research project;
- students understand basic statistical techniques;
- students can explain characteristics of academic writing and are able to implement and apply that knowledge to the writing of a research proposal.

(this list is just an example, and will be updated each year, based on student and supervisor needs)

Master's Thesis Research Project Graded

Faculty of Psychology and Neuroscience

PSY4178

Year:

1 Sep 2025

31 Aug 2026

Credits:

6.0

Coordinator:

G.C. Kraag

Teaching methods:

Skills, Paper(s), Assignment(s), Research

Assessment methods:

Final paper, Participation, Attendance, Oral exam, Observation

Keywords:

academic skills, research project, research, research proposal, master's thesis

Full course description

During the second part of the one-year master's program (from period 3 onwards), students conduct a master thesis research project that involves 1) writing of a research proposal, and preparing and planning of the master thesis research project, 2) conducting the master thesis research project, and 3) analyzing the results of the master thesis research project. This work will result in an individually written 4) master's thesis. Students will have to 5) orally defend their thesis.

The master thesis research project can be carried out at Maastricht University, at an external research institute or at other, more practically oriented institutions. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors.

Information about master thesis research projects can be found on the student-intranet.

This module is not applicable for students of the Master Neuropsychology who choose to do an additional clinical internship.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to:

Conduct a supervised empirical research project and summarize this research in a master's thesis.

Apply and use LLM's, like ChatGPT in a correct and transparent manner

Prerequisites

The master thesis research project can only be started when at least 8 credits of the compulsory core courses have been obtained of the modules offered in periods 1 and 2. The research proposal must be assessed as sufficient by both assessors and there must be ethical approval for the master thesis research project before the start of the data collection. In addition: certain master thesis research projects may require that practical or skills training(s) have been completed.

Master's Thesis Research Project Ungraded

Faculty of Psychology and Neuroscience

PSY4179

Year:

1 Sep 2025

31 Aug 2026

Credits:

9.0

Coordinator:

G.C. Kraag

Teaching methods:

Skills, Paper(s), Assignment(s), Research

Assessment methods:

Final paper, Participation, Attendance, Oral exam, Observation

Keywords:

academic skills, research project, research, research proposal, master's thesis

Full course description

During the second part of the one-year master's program (from period 3 onwards), students conduct a master thesis research project that involves 1) writing of a research proposal, and preparing and planning of the master thesis research project, 2) conducting the master thesis research project, and 3) analyzing the results of the master thesis research project. This work will result in an individually written 4) master's thesis. Students will have to 5) orally defend their thesis.

The master thesis research project can be carried out at Maastricht University, at an external research institute or at other, more practically oriented institutions. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors.

Information about master thesis research projects can be found on the student-intranet.

This module is not applicable for students of the Master Neuropsychology who choose to do an additional clinical internship.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to:

Conduct a supervised empirical research project and summarize this research in a master's thesis.

Apply and use LLM's, like ChatGPT in a correct and transparent manner

Prerequisites

The master thesis research project can only be started when at least 8 credits of the compulsory core courses have been obtained of the modules offered in periods 1 and 2. The research proposal must be assessed as sufficient by both assessors and there must be ethical approval for the master thesis research project before the start of the data collection. In addition: certain master thesis research projects may require that practical or skills training(s) have been completed.

Professional and Academic Skills

Faculty of Psychology and Neuroscience

PSY4775

Year:

1 Sep 2025

31 Aug 2026

Credits:

0.5

Coordinator:

G.A. ten Hoor

Teaching methods:

Lecture(s), Skills, Assignment(s)

Assessment methods:

Attendance, Assignment

Keywords:

academic skills, research skills, methods, statistics, career skills, writing, peer reviewing, ethics in research

Full course description

In this course, the research proposal is drafted in preparation for the master thesis research project. The course serves to provide students with general skills and a source of information about academic research. The course thereby supports the development of the research proposal and subsequent execution of the master thesis research project via assignments, workshops, and lectures that allow students to practice and develop their professional and academic skills.

The research proposal describes what you will investigate, why it is important, and how you will do the research. The format of a research proposal varies between (sub)fields, but most proposals should contain at least these elements: Cover page, Introduction, Literature Review (incl background, relevance, and research question), Research design and methods, Reference list, and a Timeline/planning. Students discuss the content of the proposal with their research project supervisors (preferably 2-3 months prior to the official start of the research project).

To achieve this, a series of assignments, workshops, and lectures is offered in the 3rd period (four weeks). In addition, students will be encouraged to consider their future career (incl. what their interests are/what career(s) they would like to pursue).

The Professional and Academic Skills course has to be completed within 6 weeks after the start of a students' master thesis research project (so no need to have this finished at the end of period 3). To make sure that students can pass this course when delaying (the start of) their master thesis research project this course is open during the entire academic year. For most students, however, the academic skills course is focused on period 3 (January).

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

Course objectives

Mandatory ILO's are:

- students know what the criteria/guidelines are for writing a research proposal;
- students know what transparency in science is (including data management, research ethics);
- students recognize ethical aspects of conducting research and are able to complete an ethics application.
- students are familiar with the key concepts of open science including preregistration.
- Students know how to use A.I. in a responsible manner.

Additional ILO's (if skills are not yet mastered) are:

- students are able to execute a literature review;
- students are able to use a reference manager;
- students are able to select a research design and corresponding methods for a research project;
- students understand basic statistical techniques;
- students can explain characteristics of academic writing and are able to implement and apply that knowledge to the writing of a research proposal.

(this list is just an example, and will be updated each year, based on student and supervisor needs)

Master's Thesis

Faculty of Psychology and Neuroscience

PSY4091

Year:

1 Sep 2025

31 Aug 2026

Credits:

10.0

Coordinator:

G.C. Kraag

Teaching methods:

Skills, Paper(s), Assignment(s), Research

Assessment methods:

Final paper, Participation, Attendance, Oral exam, Observation

Keywords:

academic skills, research project, research, research proposal, master's thesis

Full course description

During the second part of the one-year master's program (from period 3 onwards), students conduct a master thesis research project that involves 1) writing of a research proposal, and preparing and planning of the master thesis research project, 2) conducting the master thesis research project, and 3) analyzing the results of the master thesis research project. This work will result in an individually written 4) master's thesis. Students will have to 5) orally defend their thesis.

The master thesis research project can be carried out at Maastricht University, at an external research institute or at other, more practically oriented institutions. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors.

Information about master thesis research projects can be found on the student-intranet.

This module is not applicable for students of the Master Neuropsychology who choose to do an additional clinical internship.

The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to:

Conduct a supervised empirical research project and summarize this research in a master's thesis.
Apply and use LLM's, like ChatGPT in a correct and transparent manner

Prerequisites

The master thesis research project can only be started when at least 8 credits of the compulsory core courses have been obtained of the modules offered in periods 1 and 2. The research proposal must be assessed as sufficient by both assessors and there must be ethical approval for the master thesis research project before the start of the data collection. In addition: certain master thesis research projects may require that practical or skills training(s) have been completed.

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

