Title / Titel	**Psychological Perspectives/ Kern 1: Psychologische Perspectieven**
Period / Periode	1
Code IPN / PSY	IPN1601 / PSY1601
Study load	224 hours
Coordinator	Arie van der Lugt, Carolien Martijn
Course Description IPN-course	Psychology is all around us. Psychology permeates our everyday lives. It is therefore not surprising that the science of psychology has received great interest from behavioural scientists and the general public alike. We are all amateur psychologists. We all want to know what makes us and other people tick! However, our common sense understanding of how people think, feel and act is often misguided. The self-referential nature of psychology has caused some people to believe that psychology is not a science at all! This course will show you that psychology is a science, and that it encompasses the collaborative efforts of scientists from many different disciplines. Psychology is the study of behaviour and mental processes, and as psychologists we aim to describe, understand, predict, and sometimes change behaviour. Psychologists study human behaviour and mental life from different perspectives (i.e. biological, individual and social) and at different levels of analysis (from genes and the brain up to the social and cultural level). We will consider what these different approaches have to offer in our quest for an understanding of the human mind, the brain, and behaviour. Along the way, scientific methods of psychological research will be introduced by addressing some of the main questions that drive contemporary psychology: How do we experience fear or happiness? How do we (think we) see the world around us? How do we learn, remember and forget things? How can we be so smart and so stupid at the same time? Historical highlights and big debates like

	mind-body and nature-nurture invite more philosophical reflection on the field of psychology.

Course Objectives

1	engage in scientific inquiry about psychological processes
2	have a basic understanding of the various subfields of psychology as an academic discipline
3	have a basic understanding of methods of psychological research.
4	reflect on some of the big questions which played an important role in the history of psychology

Title / Titel	**Scientific inquiry/critical thinking I / Wetenschappelijk onderzoek/kritisch denken I**
Period / Periode	1 & 2
Code IPN / PSY	IPN1602 / PSY1602
Study load	224 hours
Coordinator	Max Colombi, Trung Dung Tran
Course Description IPN-course	The scientific inquiry/critical thinking learning arc in the bachelor contains teaching and learning activities that help you develop scientific reasoning and problem solving competencies, effective research methods and statistical analysis skills, and computational literacy. This first module prioritizes critical thinking and statistics. Critical thinking involves more than just a critical attitude: it is a collection of complex cognitive skills which are at the core of human thinking and reasoning. In the first half of this module, you are introduced to some of the most important obstacles to understanding ourselves and the world around us. We appear to be cursed by biases, fallacies and illusions. You will learn to use some of the basic tools of scientific inquiry such as logic, basic statistical reasoning and information literacy. These tools enable you to deal with uncertainty and help you to think straight about psychology. By using these tools, you will dissect arguments and analyse their core structure. The theoretical introductions of the main themes in academic psychology in the first two core modules are complemented with a more practical introduction of these complex cognitive skills that are important for scientific inquiry and critical thinking. We aim to build bridges of meaning between, for example, research on human reasoning and the basics of logic. During the course, you will also practice

	your critical thinking skills in a more informal manner with debates. Empirical researchers test theories based on observed data. It is therefore important to acquire a set of skills that allow you to get to know these observed data. Hence, in the second half of this module you also learn how to apply various descriptive statistical techniques that help describe/summarize the univariate distribution of a single categorical or quantitative variable (including histogram, mode, mean, median, standard deviation, interquartile range) and the bivariate distribution of two categorical or quantitative variables (including correlation, association, linear regression, contingency tables). Finally, emphasis will be placed on the logic behind the statistical reasoning process when you study concepts that are central in inferential statistics (incl. random experiment, sample space, events, (un-) conditional probability, statistical (in)dependence, random variables, probability distribution, expected value and standard deviation, density curve, simple random sampling, parameters and (unbiased) estimators, population distribution, distribution of sample scores, sampling distribution, standard error, central limit theorem, null- and alternative hypothesis, one vs. two-tailed test, test statistic, z-test, p-value, significance level, power, Type I- and Type II-errors, confidence interval). These topics form the theoretical background that is necessary to understand the statistical techniques that are covered in the remainder of the bachelor program. There are skills sessions to help prepare you to independently run statistical analyses (which is a learning goal in subsequent SICT modules of the bachelor). These sessions also aim to familiarise you with elementary programming concepts as you learn to use commands for manipulating and analyzing data in scripts.

Course Objectives

1	distinguish correlation from causation
2	recognise biases and fallacies
3	apply basic principles of logic
4	apply various descriptive statistical analysis techniques, such as univariate methods as well as bivariate methods and explain when application of these techniques is appropriate
5	specify and explain relevant concepts that are central in inferential statistics
6	analyse, build and evaluate arguments

Title / Titel	**Professional & Life Skills / Professionele vaardigheden & Life Skills**
Period / Periode	1, 2, 3, 4 & 5
Code IPN / PSY	IPN1603 / PSY1603
Study load	336 hours
Coordinator	Eliza de Sousa Fernandes, Lisa Goller, Lotte Slootmaekers
Course Description IPN-course	The professional and life skills (PLS) modules in your bachelor will present a series of teaching and learning activities that will help you develop skills and mental habits for 21st century academics. You will collect outputs of these activities in a portfolio, on which you will reflect individually and with your mentor as your study progresses. The PLS modules bring together a number of learning arcs related to diversity skills, ethics, self-reflection and personal growth, academic writing and presenting, and both specific (e.g., psychodiagnostic assessment skills) and general professional skills (e.g., teamwork and project management skills). These learning arcs are aligned with each other, as well as with the SICT and Core modules. For instance, when you write a personality diagnostic report, you will hone professional psychodiagnostic skills, writing skills, diversity skills, statistical analysis skills while building on personality psychological knowledge acquired in the core module. This module will start with an introduction to the collaborative and self-directed skills you need in our Problem-Based Learning environment. These guide you to become independent and enterprising problem solvers. In order to achieve this goal, teaching at UM extends beyond the traditional lecture-based education. You will often work in small groups on concrete problems. As a team, you analyse problems, attempt to understand the underlying theories and learn to apply your knowledge to realistic situations. To perform well in this educational

	system, it is important to understand its background and key elements. Therefore, in the first weeks of your study you will familiarise yourselves with Problem-Based Learning, communication skills essential for learning in groups, teambuilding, and with the facilities and online services for students at FPN (e.g., library support for developing information literacy). Communication Critical reading and writing assignments are dispersed throughout the year. The writing learning arc starts with identifying the basic building blocks of a text. In period 1, aligned with critical thinking and argumentation assignments in SICT 1, you will analyze and identify the basic argument structure of texts that are relevant for the core module. Subsequent assignments in future periods focus on formulating pieces of academic texts, honing both information literacy and writing skills. In period 2, you will provide feedback on already written sections of text keeping in mind the academic standard and APA guidelines. Moreover, you will start writing the first sections of a paper yourself as well as building your own arguments. These writing assignments will be linked to the data that you will collect and analysed in the parallel learning lines. In period 3, reading skills are at the center of attention when you read a book from a list of historically significant works compiled by FPN staff members. Staff members have adopted a book that they felt had a deep impact on their field of study and their personal, academic, or professional development. At the end of the period, you will discuss the contents of the book with peers who read the same book and with the teacher/researcher who adopted it. To maintain argumentation skills, you will visualize one of the book chapters in an argument map after a deep read of the chapter of your choosing. In the process, you will acquire a historical perspective on the field of psychology, and get

	to learn more about what life is like at academia from your living library person. In period 4, personality diagnostic skills will be practiced by writing reports, working on information literacy (including the development of a critical stance towards less scientific vs. more scientific/clinically applied measures and evaluating them accordingly). Additionally, observation and critical thinking exercises (identifying fake news, writing a scientific rebuttal, and delivering a presentation on Sustainable Development Goals) will complete this period. Finally, in period 5, three writing assignments linked to course content (viz. psychopathology) invite you to write an informal/laymen paper on the impact of disorders on society, an academic argument on the disease/choice model of addiction, and an argument on the impact of ecoanxiety on well-being. Professional skills: Observing behavior Psychology aims to draw conclusions about human behaviour. To do so, these behaviours must first be identified. Behavioural observation is one method of identification and involves collecting data that can be used to draw conclusions about certain behaviours. Psychologists in training must therefore become familiar with methods of behavioural observation. In period 3, you will discover how to draw systematic observations in a naturalistic setting (e.g., studying social play behavior in primates). Professional skills: Clinical and psychodiagnostic skills Throughout the year, you will complete brief assignments that will hone your psychological conversation technique skills, e.g., attending behavior and non-selective listening skills (e.g., encouraging); selective listening skills (e.g., asking questions, paraphrasing, summarizing and reflection of feelings); regulating skills, and dealing with intense emotions. These assignments will be offered in TrainTool,

	software that allows for peer-to-peer training of communication skills. In year 2, you will further develop your psychological communication skills, focusing on conversations that aim to clarify a problem. Eventually, some of you will acquire mentoring skills in year 2 and serve as psychological wellbeing coaches for first year bachelor students in your fifth semester. In period 4, assignments connect to the social and personality psychological themes in the core course. You will critically investigate personality assessment in terms of its scientific (objective) value, moving from tools that are considered less scientific to tools that are more acknowledged in the field (and have been validated accordingly). You will progress from reflecting on and observing healthy individuals towards reflecting on and observing clinical profiles. Finally, in the context of individual differences and personality, you will progress from self-assessment of your own personality (Myers-Briggs type indicator) towards observing and assessing another individual's personality (HEXACO), finishing with investigating on clinical profiles (e.g. Dark Triad Test). In period 5, assignments focus on developing diagnostic skills such as administering, scoring and interpreting instruments frequently used to express experimental and clinical paradigms (or function domains) quantitatively. The key function domains for this module are memory, executive functions and attention. After learning about experimental possibilities and clinical applications of each instrument, you will practice using these instruments on your peers and experience first-hand the rules, successes and frustrations each instrument brings with it. After practicing these tests individually, you will analyse a complex case study describing a client with cognitive complaints who takes a neuropsychological exam. You will explore whether an underlying disorder may cause the complaints. Life skills

	Life skills encompass transversal skills and associated graduate attributes increasingly valued by employers and society at large. Perhaps more importantly, these skills facilitate personal growth and help individuals find a sense of purpose. They include diversity skills, critical self-reflection, creative problem-solving, systems thinking, interpersonal and teamwork skills. Associated graduate attributes include virtues such as curiosity, integrity, resilience, courage, and empathy. In the first year, the focus of educational activities targeting life skills will be on personal development through character strength (CS) exercises, improvisational theater, and self-reflection in a portfolio. Improvisation exercises are aimed at enhancing resilience and one's ability to connect with peers. CS exercises stimulate the development and application of signature strengths by focusing on strength identification, strength exploration, perspective taking (intercultural awareness/intersectionality) and strength use/application in novel contexts. A privilege exercise will make you aware of diversity, positionality and intersectionality, as will an interview that you will conduct with a culturally distant member of society. Additionally, as you will be building a portfolio over the course of the academic year and systematically asking for and receiving feedback on your work, you will engage with constructive feedback techniques to facilitate your personal and professional development. Self-reflection on both personal and academic development will be documented in a personal portfolio throughout the entire bachelor programme. Through continuous reflection you enhance self-awareness by learning about others and yourselves, by accessing your thoughts, by regulating emotions and by focusing attention to perform better socially, emotionally and academically. For instance, a lifecrafting intervention will help you reflect on purpose and meaning in life (based on personal values and passion). You will make concrete

	plans to work toward this purpose in a structured manner, which will help guide personal and professional development in the second bachelor year. The portfolio should stimulate critical reflection on your progress at the competency level, not the module level. As meaningful learning happens when you habitually try to make sense of your study experiences, you will regularly update your portfolio, share and discuss your reflections with peers, and send a written reflection to your mentor at the end of the year. You will also discuss your life as a beginning student with a third year peer, who will have received relevant training for becoming a student well-being coach in their second year. Discussions with third year students (near-peer mentoring) during the first semester are expected to help you find your bearings in a new academic learning environment.

Course Objectives

1	identify and visualize basic argument structures in simple and complex texts
2	search for scientific findings and use them to build a comprehensive argument
3	present ideas and knowledge in a comprehensive manner in front of a small audience of peers
4	retrieve and evaluate quality of references (books, articles, websites) and find library services and support
5	apply behavioural observation techniques, like systematic behavioural observation, use a behavioural classification system and judge the reliability of observations
6	explain how behaviour of people can be systematically observed during test administration

7	explain personality diagnostic methods
8	execute a personality assessment, i.e. to take and interpret personality questionnaires and observer reports (self and observer questionnaires), calculate personality scores, and to present the results of a personality assessment in a formal report
9	describe the diagnostic cycle and understand the role of neuropsychological tests
10	administer and score neuropsychological tests assessing memory and executive functions and learn how to interpret the results
11	generate hypotheses regarding the well-being of a person based on observations and test results
12	recognize and use basic psychological communication techniques (incl. non-selective and selective listening techniques)
13	understand how to lead, adapt one's performance and communicate in a diverse group
14	identify one’s signature character strengths and apply them in different contexts
15	analyse, evaluate, and reflect on functioning (study behaviour, PBL skills, study progress and personal development)
16	create a structured portfolio in which analyses, evaluations, and reflections are discussed systematically
17	explain the importance of personal values (e.g., integrity, benevolence, honesty, social intelligence) in building strong relationships with others and adopt values that build community in tutorial groups

18	recognize self-regulation strategies (e.g., self-reflection, time management) and the link between efforts in self-management and achievement
19	incorporate feedback from tutors/mentors and peers

Title / Titel	**Brain & Cognition / Hersenen & Cognitie**
Period / Periode	2
Code IPN / PSY	IPN1621 / PSY1621
Study load	224 hours
Coordinator	Felix Duecker, Tjeerd Boonstra
Course Description IPN-course	Some people claim that we are our brains. This certainly is an exaggeration, but biological explanations of human behavior play a central role in psychology. This course provides an overview of how our brains work and highlights how cognition and behavior can be understood from a biological perspective. You will learn about the structure and function of the central nervous system (functional neuroanatomy), and the various neuroscientific methods enabling us to measure and manipulate brain function with astonishing precision. From the pioneering steps in the 19th century that observed cognitive and behavioral changes resulting from brain damage to modern technology-driven approaches of neuroimaging and brain stimulation, you will unravel the mysteries of the brain. Equipped with this knowledge of brain organization, you will develop an understanding of how billions of neurons can underlie our rich repertoire of cognitive functions and behaviors. You will learn about the brain processes that underlie our most important cognitive functions, including perception, attention, memory, motor control, emotion, cognitive control, and language. Using carefully crafted experiments, the study of the brain can answer an abundance of intriguing questions, such as: “How can we see the world around us?”, “Can we pay attention to more than one thing at a time?”, and “Why is it impossible to remember everything?” This course thus lays the foundation for developing a biological understanding of the

	mind and the neurocognitive methods that are used to study it.

Course Objectives

1	describe and compare the most important methods used in cognitive neuroscience to measure and manipulate brain activity.
2	describe the organization of the central nervous system across all relevant spatial scales, that is, from neurons to brain networks.
3	describe various cognitive functions, explain how they can be investigated with experimental tasks, and link them to the functional organization of the brain.
4	understand the contribution and relevance of the biological and cognitive perspective in psychology.
5	recognize brain structures in MRI images and use scientific terminology to refer to them

Title / Titel	**Individuals in context / Individuen in context**
Period / Periode	4
Code IPN / PSY	IPN1661 / PSY1661
Study load	224 hours
Coordinator	Dongning Ren, Kai Karos
Course Description IPN-course	Can we know ourselves? How do we discover who we 'truly' are? How do people process, store, and apply information about other people and social situations? Which mistakes (biases) do they make in doing so? How do systems and structures in our social context – including culture – interact with our personality and evolved psychology, and how does this interaction subsequently influence our thoughts, feelings, and behavior? In this course, students will collaboratively try to find answers to these questions. In each tutorial session, two students will take the lead to discuss the content of the literature by using a real-life case/example to illustrate how social and personality psychology is embedded in our everyday lives. By reading and discussing the core literature, students will become acquainted with classic and recent theories, and empirical findings about a range of topics in social and personality psychology. In this manner, starting with 'me' - the self from a social psychological and personality perspective - and ending up at 'us' - groups and social identity - the course will illustrate how humans are fundamentally social beings. Throughout the course, there is attention for the (social) experiences that are common to all humans, but there will simultaneously be an emphasis on individual differences (including personality) and how these interact with - and are influenced by - other people, society, our genetic makeup, and the culture we live in. Throughout the course, there is attention for the application of knowledge and theory of social and personality

	psychology to wicked problems in society, and to methodology and statistics.

Course Objectives

1	provide definitions of concepts central to social & personality psychology, such as group processes, stereotypes & prejudice, social influence, attitudes, social cognition, aggression, affiliation & attraction, prosocial behaviour, and self & identity
2	explain the relationships between these concepts, and between these concepts and the (social) context, including culture and genetics
3	distinguish classic and recent theoretical and empirical insights from social & personality psychology
4	discuss practical applications of social & personality psychology
5	name, evaluate, and analyze research methods and measurement techniques from social & personality psychology

Title / Titel	**Scientific inquiry/critical thinking II / Wetenschappelijk onderzoek/kritisch denken II**
Period / Periode	4 & 5
Code IPN / PSY	IPN1662 / PSY1662
Study load	200 hours
Coordinator	Jan Schepers, Trung Dung Tran
Course Description IPN-course	The second SICT module will mainly focus on statistics. You will in the first half of this module familiarize yourselves with three of the most common statistical techniques used for analyzing between-subjects designs with a quantitative dependent variable: t-test, one-way and two-way ANOVA (incl. multiple comparisons, orthogonal versus non-orthogonal designs, main and interaction effects, confounding problems). Subsequently, in the second half, you will learn how to analyze data from a between-subjects design with a categorical dependent variable (chi-square test) and from within-subject or mixed designs with a quantitative dependent variable (incl. one-way repeated measures analysis of variance, univariate versus multivariate analysis models, two-way repeated measures analysis of variance, split plot analysis of variance) You will be given the opportunity to apply these techniques to several real data sets. By doing so, you will become more familiar with basic computational concepts that you will explore further when you learn to code in year two. A final session will be devoted to principles and standards for good research practices. You become familiar with codes of conduct for research integrity, while looking back on some of the behavioral ethics problems you have encountered earlier in the year, and looking forward to the professional ethical dilemmas on which you will chew in year two. You will also critically reflect on your personal academic

	values as examples of plagiarism and data falsification are discussed.

Course Objectives

1	explain the logic and aspects of the t-test, one-way and two-way between-subjects analysis of variance (ANOVA)
2	explain the logic and aspects of the chi-square test and various repeated measures ANOVA techniques
3	specify and explain assumptions of statistical tests, specify the conditions for robustness against violations of these assumptions and apply this knowledge when analysing data
4	apply all methods covered in this course on real data sets
5	work with software for running statistical analyses and interpret relevant output of tests
6	recognize and apply basic computational concepts in scripts
7	understand principles and norms for good research practices

Title / Titel	**Lifespan psychology / Psychologie van de levensloop**
Period / Periode	5
Code IPN / PSY	IPN1681 / PSY1681
Study load	224 hours
Coordinator	Kim Kuypers, Franc Donkers
Course Description IPN-course	Development can be regarded as the changes in the brain and behaviour that occur in response to adjustments by a child to their physical and social environment. The central theme is how and why certain psychological processes develop. Is it mainly the result of the maturing of the brain (nature) or environmental factors (nurture), or both? During the course, we will look at the processes that play a role in the biological and psychological change from conception to old age. You will specifically look at perceptual, cognitive, language, and motor development, i.e., how children learn to observe, think, and act in the world. This will include the discussion of several developmental theories, including the Piagetian and information-processing developmental theories. The social and emotional development of the child will be discussed as well, including the role of attachment to parents/caretakers. The effect of group processes will primarily be discussed in relation to adolescent development. Maturation and development will not always go according to plan, and psychopathologies can arise. Therefore, the course will also deal with non-neurotypical behaviour. Common clinical pathologies including ADHD and depression and their underlying neurobiology will be introduced together with conventional psychological and pharmacological therapies and novel treatment options like psychedelics and mindfulness meditation.

Course Objectives

1	reproduce the stages of pre- and postnatal brain development, and understand concepts relevant in the context of growing and the biological development of the central nervous system
2	summarize the processes and (age-related) changes relevant to developmental psychology and explain relevant developmental theories
3	explain how perception, cognition, language emotions, and social skills develop over time
4	understand, analyze, and evaluate research and research methods published in the field of developmental and clinical psychology
5	explain the DSM-5 classification, have knowledge about RDoC (Research Domain Criteria) framework
6	distinguish and explain the prevalence, clinical picture, and diagnostic criteria for several frequent psychological disorders
7	describe and discuss theories and research on the etiology (e.g., cognitive biases, learning processes, neurotransmitters, and genetic factors) of these psychological disorders
8	describe/explain customary therapies (e.g., cognitive and behavioural therapy, schema-focused therapy, and psychopharmacology) and their effectiveness for these psychological disorders

Title / Titel	**Portfolio**
Period / Periode	1, 2, 3, 4, 5 & 6
Code IPN / PSY	IPN1721 / PSY1721
Study load	
Coordinator	Eliza de Sousa Fernandes
Course Description IPN-course	The bachelor's portfolio is an instrument with which the competence development and related longitudinal throughlines or learning arcs can be identified and managed by the students and supervised by a mentor-coach. It contains a collection of work that showcases your competencies, skills, and knowledge in various areas. Portfolios can include a wide range of evidence, from academic work to extracurricular activities and self-initiated projects, offering a comprehensive view of your abilities and achievements. It includes reflections that provide insights into how you understand your learning process, how you overcome challenges, and how you apply your knowledge and skills in different contexts. The portfolio holds fixed components that help you reflect on your progress toward goals, identify areas for improvement, and set meaningful objectives for the future. At the end of the year the portfolio and the performance information it holds allows you to write a substantiated analysis of competence development which is evaluated in an integrated way as part of the bachelor competency exam year 1. In the first year, special attention is paid to learning to recognise and analyse learning experiences. To discuss your development and to practice and get used to working with the portfolio, you have at least four individual meetings with your mentor-coach in year 1. The portfolio must be updated before every mentor meeting. To this end you will continuously gather information during the year (feedback, assessments, evaluations, tests). Your portfolio will not only hold feedback, but also indicate how you

	subsequently used this feedback, for instance to help derive new learning goals (feed-up) or directions for future learning (feedforward). You will reflect on self-regulation strategies, on how you accepted feedback of peers, teachers and mentors, how you used it to improve task performance, and to identify (self-care) strategies that build resilience in relation to failed efforts or unpleasant events. Reflection on portfolio content will also help you begin to identify patterns in past choices and outcomes, assess their effectiveness, and apply this insight to make better decisions in the future. Finally, it will help you identify academic and career options based on your personal interests and values.

Course Objectives

1	Describe self-regulation strategies that can improve performance
2	Accept feedback from peers, educators, and mentors to improve task performance
3	Identify self-awareness and self-care strategies to promote high-quality performance
4	Describe strategies that build resilience in relation to failed efforts or unpleasant events
5	Identify academic and career options based on personal interests and values
6	Reflect on one's progress toward personal goals, identify areas for improvement, and set meaningful objectives for the future.
7	Gain a deeper understanding of one's thoughts, feelings, values, and behaviors
8	Identify patterns in past choices and outcomes, assess their effectiveness, and apply this insight to make better decisions in the future