Work Psychology

Faculty of Psychology and Neuroscience

PSY4021

Period 1:
1 Sep 2025 **24 Oct 2025**

Credits:
5.0

Coordinator:
U.R. Hülsheger

Teaching methods:
PBL, Lecture(s), Presentation(s)

Assessment methods:
Written exam, Attendance

Keywords:
job design, work stress, recovery from work, burnout, remote work

Full course description

This course focuses on people at work in organisations. It will provide answers to questions as ‘Why do some people flourish while others suffer at work?’, ‘How does work affect our health and well-being?’, or ‘Is remote work a blessing or a curse?’. These questions will be addressed by discussing theories of work design, work stress, and occupational health. Using this knowledge, it will be discussed how jobs can (or should) be changed to optimise individual performance and the well-being of the job incumbent. At the end of this course, students should be able to provide answers to questions as: What are important work characteristics? How can health and well-being be fostered in organisations? How can people optimally recover from the demands of work? What are effective occupational health interventions?
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to:

- explain and compare different theories on job design, work stress, burnout, and the work-home interface;
- apply this theoretical knowledge to understand and suggest solutions to work-related problems;

- understand and critically evaluate research methodologies used in research studies;
- propose optimal research designs to study research questions;
- present scientific articles to peers.

Human Resources

Faculty of Psychology and Neuroscience

PSY4022

Period 1:
1 Sep 2025 **24 Oct 2025**

Credits:
5.0

Coordinator:
M.W.J. van de Wiel

Teaching methods:
PBL, Lecture(s), Assignment(s), Work in subgroups, Presentation(s)

Assessment methods:
Written exam, Final paper, Participation, Attendance, Assignment

Keywords:
human resource management practices, job analysis, selection and recruitment, training, performance appraisal and management, professional and career development, compensation, employee relations, talent management, employee retention, strategic human resource management, evidence-based practice

Full course description

People are the core of organisations. They set the goals, plan, design, organise and carry out the work and run the business. To be successful, organisations need to find, develop, and retain the best possible employees. In this course, students will reflect upon psychological research and theories that may contribute to human resource management (HRM) practices in organisations. The practices discussed in this course are job analysis, recruitment, personnel selection and assessment, training, performance appraisal and performance management, continuous professional development, career development, talent management, compensation, employee relations and employee retention. The use of a strategic approach to human resource management means that the practices listed above need to be coordinated to achieve organisational goals, since they form sequential, but interdependent steps in employing personnel in an organisation. The organisational goals therefore need to be translated into criteria for employee behaviour, attitudes, and performance. Subsequently, instruments need to be selected or developed to measure whether the criteria are met. Students will discuss how these criteria can be set and tested and how the usefulness of HRM practices can be evaluated to improve organisational performance.

The course aims to connect research, theory and practice. Therefore, students must apply their knowledge to specific problems and complete assignments whilst using and discussing real-life examples of HRM practices. In addition, students gain insight into the field of Work and Organisational Psychology and HRM by interviewing professionals in the field in their practical training and lectures by practitioners and an HRM consultancy.
The corresponding practical for this course is: What is it like to be a Work and Organisational Psychologist?
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to

- critically think about strategic human resource management and how the practices interact in a systems view to achieve organisational goals;
- understand psychological research and theories related to the human resource management practices of job analysis, recruitment, personnel selection and assessment, training, performance appraisal and performance management, continuous professional development, career development, compensation, employee relations, talent management and employee retention in order to be able to design and evaluate these practices;
- apply psychological research and theories to these human resource management practices in line with an evidence-based approach to decision making;
- provide 360-degree feedback and self-assess tutorial group functioning on the basis of predefined criteria and reflect upon and discuss the outcomes to be able to improve in the next period.

Practical Training: What is it like to be a Work and Organisational Psychologist?

Faculty of Psychology and Neuroscience

PSY4138

Period 1:
1 Sep 2025 **24 Oct 2025**

Credits:
1.0

Coordinator:
J.J. López CuelloA.L.T. Walkowiak

Teaching methods:
Skills, Paper(s), Presentation(s)

Assessment methods:
Final paper, Presentation, Attendance

Keywords:
job analysis, interviewing , job description, person specification, work and organisational psychology

Full course description

Students familiarise themselves with the profession of a work and organisational psychologist by studying literature and documents on the competences required in work and organisational psychology and by interviewing a subject matter expert (SME) about his or her job. Based on these documents and the job analysis literature, students prepare the interview, analyse the data and report their findings in a job description and job/person specification. Students also reflect on their own interviewing skills. The whole process is described in a report. Students briefly present their findings in an interactive session, and share with each other information on a variety of jobs that they may aspire to in the field of work and organisational psychology.
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

- students are able to conduct a job-analysis using a semi-structured interview in order to make a job description and person specification;
- students are able to gain knowledge about the job of work and organizational psychologists and to inform each other about possible jobs in the field

Practical Training: The Future of Work – Part 1

Faculty of Psychology and Neuroscience

PSY4140

Period 1:
1 Sep 2025 **24 Oct 2025**

Credits:
1.0

Coordinator:
W.K.J. Wehrt

Teaching methods:
Work in subgroups

Assessment methods:
Final paper

Keywords:
the future of work, future literacy, artificial intelligence, robotics, corporate social responsibility, sustainable employability, virtual work, decent work, changing skill demands, flexible work arrangements

Full course description

How can artificial intelligence (AI) help organizations operate efficiently in the 21st century? How will it affect organizations and their employees and customers? How does the introduction of robots change daily work? How do organizations deal with demographic change and changing skill demands? How do organizations cope with increasing demands to implement flexible work practices such as telecommuting? What do organizations do to become more environmentally sustainable? These are some of the key questions work and organizational psychologists are facing now and in the near future. In this practical, students will address these and related questions in small groups- via a case study. They will describe such organizational practices and evaluate them considering the work and organizational psychology literature.
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to:

- acquire information about and analyze organizational practices;
- integrate organizational practices with scientific literature;
- critically evaluate organizational practices;

- contribute to group assignments;
- write a coherent report.

Mentorship WOP

Faculty of Psychology and Neuroscience

PSY4952

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.

Organisational Psychology

Faculty of Psychology and Neuroscience

PSY4023

Period 2:
27 Oct 2025 **19 Dec 2025**

Credits:
5.0

Coordinator:
R.L.J. Rutten

Teaching methods:
PBL, Lecture(s), Skills, Assignment(s), Presentation(s)

Assessment methods:
Final paper, Presentation, Attendance, Assignment

Keywords:
strategy, leadership, teamwork, innovation, organizational culture and climate, and change

Full course description

With this course, we aim to provide students with structured scientific knowledge of the main topics of organizational psychology and to develop their ability to apply this knowledge to practical day-to-day problems organizations face. They will learn about the main theories and concepts related to strategy, leadership, teamwork, innovation, organizational culture and climate, and change management. We designed the problems as cases that resemble real organizations. Students will be asked to take the viewpoint of a consultant applying these theories and concepts to these problems. Two important aspects are considered for all problems throughout this course: 1) The interrelatedness between topics and 2) the multilevel structure of organizations. First, the different concepts and topics do not stand on their own but are interrelated. For instance, leadership can affect an organizational culture and vice versa. Therefore, it is important to explicate such connections between the different concepts and problems and to develop an overview of how all topics relate to each other.

Second, processes in organizations occur at multiple levels. For instance, innovation occurs at the individual, team, and organizational level. Moreover, concepts at these different levels can influence each other both bottom-up and top-down. As a bottom-up example, individual level creativity is essentially required for a team and an organization to be creative. As a top-down example, an

organization's climate for innovation is likely to affect individual level creativity. Therefore, we explicitly take a multilevel perspective, examining constructs at the micro (individual), meso (team), and macro (organizational) levels. Importantly we also discuss relationships among constructs at these three levels and stress the importance of being able to provide clear, coherent, and theory- or evidence-based argumentation for these relationships/linkages.
The corresponding practical for this course is: Collaboration for the Common Good
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to:

- summarize and explain current research findings on strategy, leadership, teamwork, innovation, organizational culture and climate, and change management;
- compare and contrast studies in organisational psychology and find research gaps;
- translate scientific findings into practical everyday language;
- contribute to group assignments that require generating an intervention proposal;
- prepare a consultancy intake session;

Motivation & Performance

Faculty of Psychology and Neuroscience

PSY4024

Period 2:
27 Oct 2025 **19 Dec 2025**

Credits:
5.0

Coordinator:
A.L.T. Walkowiak

Teaching methods:
PBL, Lecture(s)

Assessment methods:
Written exam, Attendance

Keywords:
motivation, goal setting, effort regulation, dynamic performance, flow, counterproductive work behaviour, organisational citizenship behaviour, aging

Full course description

Performance and motivation are central themes in the field of work and organizational psychology. For organizations, it is important that employees can perform in an optimal way, and in this course we will address factors that influence the performance and motivation levels of employees, while at the same time also taking the perspective of the employee by also focusing on the link between performance and wellbeing. Hence, this course focuses on the factors that affect employee performance and motivation in the work environment. Students will learn about different factors that influence performance and motivation and they will develop an understanding of different topics with a focus on the underlying models and theories, and the employed methodologies and measurement instruments.

The first part of this course focuses on motivation and effort regulation. Different types of motivation will be discussed, as well as motivational theories. Related to this, the role of mental effort and resources will be discussed. Next, the focus will be on (interruptions on) work flow and the role of concentration. We will also discuss different types of performance (such as organizational citizenship behaviour and counterproductive work behaviour). Students will study the concept of job performance not only as a static construct, but also as a dynamic process, in which we will focus on

learning and adaptation. Lastly, the link between performance and wellbeing at work will also be discussed.

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

Course objectives

Students should be able to:

- read and understand literature that describes research related to the cognitive processes underlying different topics;
- understand and discuss the employed method and results of the empirical studies in the course literature;
- create a relationship between real-world occupational issues, theories of underlying cognitive mechanisms and related empirical research;
- use the awareness of this relationship to formulate sensitive approaches to occupational issues.

Practical Training: Virtual Collaboration for the Common Good

Faculty of Psychology and Neuroscience

PSY4139

Period 2:
27 Oct 2025 **19 Dec 2025**

Credits:
1.0

Coordinator:
R.L.J. Rutten

Teaching methods:
Assignment(s), Work in subgroups, Presentation(s)

Assessment methods:
Final paper, Presentation, Attendance, Assignment

Keywords:
intercultural awareness, diversity, social sustainability, corporate communication

Full course description

In line with global sustainability goals, most organizations nowadays produce social sustainability or DEI statements expressing that they view diversity, equity, and inclusion as cornerstones of their corporate culture. They typically state that they are dedicated to creating an environment where every individual feels valued and can flourish. Meanwhile, increasing divides, a lack of inclusion, populism and science scepticism impact the dynamics of polarization and inclusion and sometimes trigger fierce “woke” vs. “anti-woke” debates. The purpose of this assignment is to hone your intercultural awareness and perspective taking skills by analysing challenges to intersectional belonging that can arise from cultural differences in organizations. This assignment encourages you to leverage your diverse cultural backgrounds, reflect on the challenges of managing the dynamics of polarization and inclusion, and explore actionable strategies for organizations to navigate these challenges in a globalized world.
The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

Students can

· reflect on and improve collaboration with international peers in teams;
· experience and analyse cultural differences through social and academic interactions;
· analyse how (multinational) organizations manage social sustainability challenges;
· produce clear, visually compelling communication materials and present findings effectively

Practical Training: The Future of Work – Part 2

Faculty of Psychology and Neuroscience

PSY4141

Period 2:
27 Oct 2025 **19 Dec 2025**

Credits:
1.0

Coordinator:
B.P.I. Fleuren

Teaching methods:
Work in subgroups

Assessment methods:
Attendance, Assignment

Keywords:
artificial intelligence, the future of work, robotics, industry 4.0, machine learning, future literacy

Full course description

How can artificial intelligence (AI) help organizations operate efficiently in the 21st century? How will it affect organizations and their employees and customers? How does the introduction of robots change daily work? These are some of the key questions work and organizational psychologists are facing now and in the near future. In this practical, students will address these and related questions in small groups. Students will explore how organizations already use AI in practice and how this affects issues related to work and organizational psychology. They will describe such organizational practices and evaluate them considering the work and organizational psychology literature. In the second part, students focus on the societal and ethical implications of trends in the future of work. The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to:

- analyze societal and ethical implications of organisational practices;
- develop scenarios about future developments;
- contribute to group assignments;
- present findings to a professional audience in an attractive way.

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)

Research Methods for Work and Organisational Psychologists

Faculty of Psychology and Neuroscience

PSY4094

Period 3:
5 Jan 2026 **30 Jan 2026**

Credits:
0.0

Coordinator:
U.R. Hülsheger

Teaching methods:
Lecture(s), Assignment(s), Work in subgroups

Assessment methods:
Attendance, Assignment

Keywords:
methodology, statistics, setting up a research project

Full course description

This course will prepare students for the master thesis research project and master thesis. In a series of interactive lectures including practical exercises, they will acquire knowledge about different research designs and analytical methods used in Work and Organizational Psychology. They will learn how to set up a research study, how to design surveys, how to manage datasets, and how to analyse data using different analytical methods including regression analysis, test for mediation and moderation, and multilevel analysis.
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:

- describe a research study in a proposal or master thesis
- understand and choose the right research design for a particular research question
- set up a research study
- design surveys
- apply various statistical techniques, such as regression analysis, mediation and moderation analysis, and multilevel analysis.

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 standarised 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 and 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 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