Applied Statistics I

Faculty of Psychology and Neuroscience

PSY4162

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

Credits:
4.0

Coordinator:
J. Schepers

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

Assessment methods:
Written exam, Attendance, Assignment

Keywords:
univariate analysis of variance, multivariate analysis of variance, regression analysis, within-subject designs, repeated measures ANOVA, mixed (multilevel) regression, marginal versus random effects models

Full course description

The course consists of eights units.
In the first four units, students will be given an in-depth training in the following standard statistical methods: factorial ANOVA for between-subject designs, analysis of covariance (ANCOVA), multivariate ANOVA (MANOVA), discriminant analysis and multiple linear regression. Students are assumed to have background knowledge of balanced two-way factorial ANOVA and multiple regression. These methods will be briefly reviewed. The following advanced topics will then be covered: unbalanced factorial designs, contrast analysis, interaction in multiple regression, simple slope analysis, dummy coding, centering covariates, different coding schemes, collinearity and residuals checks and data transformation.
The second half of the core course consists of four units, two on repeated measures ANOVA and two on mixed linear regression for repeated measures. The first two units cover classical repeated measures ANOVA for the one- and two-way within-subject design and the split-plot (between x within) design. Special attention is given to: a) the choice between multivariate and univariate data formats and method of analysis, and the sphericity assumption; b) the distinction between the

within-subjects and between-subjects part of a split-plot ANOVA, and how to obtain both using regression analysis;

Subsequently, two units are devoted to mixed (multilevel) regression for repeated measures. This starts with a unit on marginal models for repeated measures as an alternative to repeated measures ANOVA in cases of missing data and/or of within-subject covariates. Students are shown the pros and cons of various models for the correlational structure of repeated measures, such as compound symmetry and AR1. The second unit covers the random intercept and random slope model for repeated measures as a method to include individual effects into models for longitudinal data (growth curves) or single trial analyses of lab data (response times, ERP, fMRI). Students learn how this can be combined with e.g. ARMA modelling to distinguish between inter-personal and intra-personal outcome variation.

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

Course objectives

Students are able to understand:

- oneway analysis of variance, contrast analysis, unbalanced designs, multivariate analysis of variance, discriminant analysis, linear regression with interaction terms, linear regression with dummy variables, data transformations, simple slope analysis, analysis of covariance
- repeated measures ANOVA for within-subject and split-plot (between x within) designs, mixed (multilevel) linear regression with random effects and autocorrelation, and so-called marginal models;
- Specifically, students are able to choose the correct method of analysis, and specify a statistical model to compare different models and choose the best model (based on checking assumptions, model fit and parsimony on top of plausibility), and to interpret effect estimates and significance tests obtained with that model.

Prerequisites

Good understanding of descriptive and inferential statistics at the elementary and intermediate level, including t-tests

Anxiety Disorders

Faculty of Psychology and Neuroscience

PSY4511

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

Credits:
4.0

Coordinator:
D.M.L. van Ryckeghem

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

Assessment methods:
Final paper, Attendance, Assignment

Keywords:
anxiety, anxiety disorders, phobia, panic disorder, agoraphobia, social anxiety disorder, obsessive compulsive disorder, Anxiety disorders

Full course description

In industrialized countries, anxiety disorders are the largest group of mental disorders for which patients are referred, and without appropriate treatment the natural course is often chronic. Luckily, anxiety disorders are relatively well studied and understood, and the outcome of treatment is relatively favorable.

In anxiety disorders, it is fascinating that a person can get a panic attack by, for instance, seeing a spider even though spiders are completely harmless. It gets even more interesting when you start to disentangling such an anxiety response. If we do that, we can even empathize with this over-the-top panic response and it becomes very understandable why this response does not fade out. For instance, one reason is that the panic response itself blocks the ability to discover that a spider is actually a harmless creature that does not run toward to bite you. There are many more reasons that maintain anxiety responses.

In this course, students will first learn what the features of pathological anxiety are and are challenged to apply findings in the literature on to clinical cases. For instance, why do patients with social anxiety disorder, patients that are highly afraid of being disliked actually provoke dislike in others? The literature focuses on cognitive-behavioral maintenance factors of the anxiety disorders such as cognitive biases, safety behaviors, metacognitive processes and imagery. With regard to

treatment techniques knowlegde will be updated with recent insights of the working mechanisms of exposure and developments in new treatment techniques such as EMDR, imagery rescripting and cognitive bias modification (CBM). At the end of the course, they will scientifically debate about new treatment developments in the anxiety disorder field. Last, students get the opportunity to design experimental studies that disentangle maintenance factors in anxiety. They will design such studies in subgroups and present them. The final aim and most important assignment of this course is that students write their own research proposal on one of the topics in the course.
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students will be able to:

- apply learning theory and cognitive-behavioral models on clinical anxiety disorder cases;
- understand and explain to informed professionals new insights in the exposure procedure;
- on a basic level design a relevant exposure procedure based on recent insights in exposure for an anxiety disorder patient;
- understand and explain to informed professionals why cognitive biases, safety behaviors, meta-cognitive processes and imagery are maintenance factors in anxiety disorders;
- design and write about relevant research proposals based on current literature in the field of anxiety disorders;
- debate using scientific evidence on new developments in treatment techniques for anxiety disorders.

Mood Disorders

Faculty of Psychology and Neuroscience

PSY4512

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

Credits:
4.0

Coordinator:
A. BärN.M. Geschwind

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

Assessment methods:
Final paper, Presentation, Attendance

Keywords:
Epidemiology, aetiology, course, treatment, major depression, bipolar disorder, dysthymia

Full course description

This course is intended to give students an overview of current concepts and research in the field of mood disorders. During the course, students learn about and discuss fundamental aspects of onset and course of the most important mood disorders (major depression, bipolar disorder and dysthymia). Over the last couple of decades, it has become increasingly clear that mood disorders are chronic psychiatric disorders characterised by acute episodes, relapses, recurrences and residual symptomatology. Both onset and course of mood disorders are the result of complex interactions between distal (e.g. genetic and developmental) and proximal (e.g. severe life events) risk factors. Students will discuss mood disorders across the life span in the light of biological, psychological and social approaches. Current research strategies aimed at clarifying the role of these different aspects will be the central theme throughout the course. Based on this framework, students learn about state-of-the-art treatments for mood disorders.
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

- Students are able to discuss relevant factors involved in the epidemiology , the etiology of mood disorders , and the course of mood disorders.

- Students can explain concepts such as kindling or scar effects.
- Students are able to reflect on the role of personality, stress, neurotransmitters, biological influences, genes, environment, gene-environment interactions, cognitive biases. Students can critically reflect on and evaluate different perspectives on these matters.
- Students can reflect on possible exlanations for gender differences.
- Students are able to classify the different types of mood disorders: major depression, bipolar disorder, persistent depressive disorder (dysthymia).
- Students are able to appraise diagnostic issues and can evaluate the (dis)advantages of different ways of thinking about diagnostic issues (comorbidity, classification systems, network models).
- Students are able to elaborate on different pharmacological and psychologicaltreatment options for mood disorders and to discuss their (dis)advantages. Examples are SSRIs, SNRI's, Lithium, antipsychotics, or Cognitive Therapy, Behavioural Activation, and Mindfulness-Based Cognitive Therapy.
- Students can evaluate literature on the efficacy and evectiveness of these treatment options.
- Students can explain when which treatment options are relevant.
- Students can synthesize and critically evaluate scientific literature on mood disorders.
- Students can identify gaps in the literature and develop and present their own ideas for research in a self-chosen area related to mood disorders.

Clinical Skills I: Interviewing Skills

Faculty of Psychology and Neuroscience

PSY4532

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

Credits:
2.0

Coordinator:
A.A.N. Mulkens

Teaching methods:
Lecture(s), Skills, Paper(s), Patient contact

Assessment methods:
Final paper, Attendance, Observation

Keywords:
Interviewing skills, psychopathology, assessment

Full course description

The aim of this skills training is to teach students basic clinical interview skills needed for interviewing and diagnosing patients suffering from psychopathology (symptoms). After this course, students will be able to administer semi-structured interviews covering the reason for referral, chief complaint, history of the presented problem(s), mental state examination, and the developmental and social assessment and diagnoses (DSM-5). Students should be able to diagnose and classify the presented problem(s) and to suggest the type of treatment required. Students must be able to report the information retrieved from the interview in a structured manner and using professional language. 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 be able to:

- classify disorders according to the DSM-5;
- conduct a clinical assessment, conduct interviewing skills regarding psychopathology (symptoms), administer semi-structured interviews, report in professional language.

Clinical Assessment Instruments

Faculty of Psychology and Neuroscience

PSY4534

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

Credits:
2.0

Coordinator:
K. VandaelA. Bär

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

Assessment methods:
Participation, Attendance

Keywords:
Questionnaires, interviews, observational measures, clinical evaluation, reliability, validity, psychodiagnostics, treatment response

Full course description

Parallel to the core courses throughout year 1, this series of skills training sessions introduces students to the range of rating scales, questionnaires, interview and observational instruments most commonly used in clinical practice and research. The first session will provide an overview of the classes of available instruments and their applications in clinical and research contexts. Later sessions will focus on instruments designed to assess specific symptoms and the severity of the disorders that are covered in the associated core course. Students will learn how to choose appropriate assessment instruments for clarifying individual diagnoses, planning interventions and monitoring their effects. These skills training sessions will provide students with basic background information and hands-on experience in the use of valid and reliable instruments for assessing psychopathology.
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 be able to understand:

- available research and clinical instruments for assessing psychopathology;
- state and trait measures;
- retrospective measures;
- evaluating validity and reliability of assessment methods;

- self-report, clinician-rated and informant-rated measures;
- sources of bias and measurement error;
- presentation and interpretation of test results in research and clinical practice;
- continuous vs. categorical measures (symptoms vs. diagnoses);
- assessing clinical change; broad vs. specific measures;
- instruments designed or adapted for special populations.

Stress and Trauma

Faculty of Psychology and Neuroscience

PSY4513

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

Credits:
4.0

Coordinator:
D.M.J. Hernaus

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

Assessment methods:
Final paper, Presentation, Attendance, Assignment

Keywords:
Stress, childhood adversity, life events, psychoneuroendocrinology, posttraumatic stress disorder

Full course description

This course is designed to give students an in-depth overview of key concepts and controversies in current stress research, with an emphasis on the role that stress is thought to play in the aetiology, pathophysiology, and course of psychiatric disorders. The first half of the course will focus on biological and psychological mechanisms involved in (mal)adaptive responses to stressors. In the second half, we will apply this knowledge to better understand aspects of posttraumatic stress disorder (PTSD): epidemiology, risk and protective factors, prevention, and evidence-based treatment options.

Throughout the course, attention will be paid to how current theories about stress and trauma can be translated into testable hypotheses and feasible research designs. In addition, the generalisability and clinical relevance of findings from experimental stress exposure paradigms and studies in animal models will be considered.

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

Course objectives

Students will be able to understand:

conceptualisation and measurement of stress, appraisal and coping processes, sympathetic-adrenal medullary system, hypothalamic-pituitary-adrenal axis, stress neurobiology, experimental stress paradigms, long-term effects of prenatal stress and childhood adversity, gene-environment interactions, environmental sensitivity, epidemiology of trauma exposure, risk and protective factors, social support, resilience, diagnostic criteria, burnout, acute stress disorder, posttraumatic stress disorder, cognitive mechanisms, biological mechanisms, prevention, clinical trials, treatment approaches (rationale and efficacy), barriers to translating research into clinical practice, ethical issues in stress research.
Students will be able to apply:
designing an experimental stress study, writing a study (experiment) proposal, giving a brief empirical presentation, teamwork during small group assignments.

Clinical Skills II: Diagnostic Test Procedures

Faculty of Psychology and Neuroscience

PSY4533

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

Credits:
2.0

Coordinator:
C.A.G. Wolfs

Teaching methods:
Skills, Presentation(s), Patient contact

Assessment methods:
Final paper, Participation, Attendance

Keywords:
Clinical skills training, psychodiagnostics and neuropsychological testing, interview techniques, test administration

Full course description

Students will learn to conduct a psychodiagnostic interview with adult clients with psychiatric diagnoses and caregivers of patients. Students will also extend their experience in neuropsychological test administration and observation. They will acquire skills in writing a formal report and in communicating their conclusions to the patient.
Following an introduction to the main cognitive domains in relation to brain areas and relevant neuropsychological and psychopathological test procedures, the skills training will focus several disorders: e.g., developmental disorders (including disorders of executive functioning and disorders of learning and attention); schizophrenia; bipolar disorder; depression; eating disorders, acquired brain damage and personality functioning. These conditions will be discussed in relation to the principles of assessment of psychopathology and neuropsychology outlined in the first session. Students will practice their interviewing skills in real client interviews. In addition, students will be trained in neuropsychological history taking and test administration and writing a report.
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 be able to understand:

the procedures for psychodiagnostics and neuropsychological testing that are needed for assessing type, severity, and extent of psychopathology and neuropsychological problems in individuals with psychiatric disorders.

Colloquia

Faculty of Psychology and Neuroscience

PSY4100

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

Credits:
1.0

Coordinator:
R. Schreiber

Teaching methods:
Lecture(s)

Assessment methods:
Attendance

Keywords:
interdisciplinary knowledge

Full course description

Each specialisation organizes two colloquia, in which senior researchers from Maastricht University or visiting lecturers present their scientific insights. Each colloquium focuses in depth on one of a wide range of topics, with issues transcending the courses and specialisations. Each colloquium lecture will be followed by active discussion, chaired by the lecturer or the host of the guest lecturer. A total of ten colloquia will be offered.
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 understand:
key research domains from different specialisations;

- interdisciplinary research.
- Students are able to interact with students from different specialisations.

Neuroanatomy

Faculty of Psychology and Neuroscience

PSY4108

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

Credits:
1.0

Coordinator:
D.L.A. van den Hove

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

Assessment methods:
Written exam, Attendance

Keywords:
Neuroanatomy, limbic system, basal ganglia, basal ganglia.

Full course description

The aim of this practical training is to make you acquainted with the neuroanatomical terminology and to gain insight into the spatial and functional organisation of the brain. It is essential to have a basic knowledge of the brain anatomy when working in the field of neuropsychology or neurobiology. Many specific brain areas can be linked to particular functions. Thus, knowledge of the brain anatomy and its main functions allows direct linkage of specific neurological or psychiatric disorders to particular brain areas. After a short theoretical introduction, you will study whole brains and brain material of mammals at both macroscopical (visual inspection) and microscopical level. The emphasis will be on major brain systems, including the basal ganglia and limbic system.
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 understand:

- organisation of the brain, in particular the ventricular system, the (cortico)limbic system and basal ganglia;
- brain dissection;
- microscopical staining techniques.

Introduction to R

Faculty of Psychology and Neuroscience

PSY4373

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

Credits:
1.0

Coordinator:
S.E. PishvaW. Viechtbauer

Teaching methods:
Skills, Paper(s), Assignment(s), Work in subgroups

Assessment methods:
Attendance, Assignment

Keywords:
R, statistical software

Full course description

R is a programming language and software environment for carrying out computations, manipulating and analyzing data, and creating various types of plots and graphics (https://www.r-project.org). R has become the 'lingua franca of statistics' and the software of choice for analyzing data in various disciplines. However, for many researchers, getting up and running with R remains a hurdle due to the command-driven nature of the software. The purpose of this course is to lay the necessary foundation for becoming a proficient R user.
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 the history and development of R, how to use and interact with R, understand its basic data structures, be able to import and export data files, inspect and manipulate data and obtain summary statistics, create various types of data visualizations, apply standard statistical techniques (e.g., t-tests, correlation, regression, ANOVA), find/install/use add-on packages, know how and where to obtain help when getting stuck, be able to use basic programming structures (e.g., loops, if-else statements), and write documents with R Markdown.

Bodily Distress Disorders

Faculty of Psychology and Neuroscience

PSY4521

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

Credits:
4.0

Coordinator:
A. Meulders

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

Assessment methods:
Final paper, Presentation, Attendance

Keywords:
bodily complaints, chronic pain, dyspnea, health anxiety, body-mind interaction

Full course description

Why do a relatively large number of individuals complain about longstanding bodily complaints, and continue to seek medical care despite the absence of a medical cause of their complaints? This course focuses on the mental representations of bodily symptoms, and their effects on observable behaviours, which can be quite disabling. Interestingly, a shift in scientific focus has occurred in the last decade from stable individual traits towards more dynamic transdiagnostic psychological processes. The emphasis of this course is on the cognitive and behavioural mechanisms (e.g. conditioning, reasoning, attention, avoidance) that play a role in the aetiology and maintenance of chronic pain, shortness of breath (dyspnea), ringing in the ears, and fear of serious illnesses. Evidence-based cognitive-behavioural interventions are discussed. Because of its prototypical character, the problem of chronic pain and pain disorder will be the main focus of this course.
The course starts with an introductory session during which a modern approach of bodily distress disorders is presented and the example of low back pain is used to demonstrate this approach. Two sessions are workshops: in the first workshop session, students design an experimental/intervention study in smaller groups and in the second they present their design to the rest of the group and discussion, Q&A and critical reflection and feedback is stimulated. In each of the 6 or 7 ‘meet-the-expert’ sessions, a lecturer specialised in a particular disorder from a collaborating university lab is invited, and students will be given the opportunity to actively interact with the experts. Finally, a visit

to one of the experts' labs will be organised. In previous years, this was the lab of the research group Health Psychology at the KU Leuven (Belgium). The course ends with an interactive mini-symposium during which students present their research proposal.
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students will be able to understand:
Theoretical approaches of symptom perception and body appearance concerns, catastrophic (mis)interpretations of bodily symptoms, congenital insensitivity to pain, gate-control theory of pain, sensory-discriminative and affective dimension of interception, neural correlates of pain, pain matrix, descending modulation, theories of health anxiety, fear-avoidance model of pain, interoceptive/proprioceptive conditioning, safety behaviours and avoidance, attentional processes, placebo and nocebo mechanisms, stress, coping and acceptance, communal coping model, differences and communalities between pain and dyspnea, experimental pain and dyspnea induction methods, cognitive-behavioural treatment for bodily distress disorders, exposure.

Applied Statistics II: A

Faculty of Psychology and Neuroscience

PSY4163

Period 4:
2 Feb 2026 **2 Apr 2026**

Credits:
2.0

Coordinator:
J. Schepers

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

Assessment methods:
Written exam, Attendance, Assignment

Keywords:
sample size, power, structural equation modeling, LISREL, bootstrapping, permutation test, cross-validation

Full course description

Theme 1, Period 4, offered in PSY4163 & PSY4164

Course lecturer: Gerard van Breukelen

Sample size calculation and nested designs: This course provides an introduction to sample size/power calculation for elementary and often encountered research designs in psychology and neuroscience. First, sample size calculation is explained and practiced for comparing two independent samples (e.g. parallel groups or between-subject design) and for comparing two dependent samples (e.g. crossover or within-subject design) on a quantitative dependent variable (outcome). Subsequently, this is extended to a) correlation between two quantitative variables, b) the comparison of two groups on a binary outcome, and c) two-way factorial designs (BS*BS, WS*WS, BS*WS). The opposite effects of a covariate on the sample size needed in randomized and nonrandomized studies are also explained and practiced. Finally, the data analysis and sample size calculation are covered for some popular nested designs, specifically cluster randomized trials and multicenter/multisite trials. Sample size calculations will be done with GPower and possibly some free software for nested designs, and with pencil-and-paper assignments.

Theme 2, Period 4, offered in PSY4163 & PSY4165

Course lecturer: Nick Broers
Structural equation modeling: Structural equation modeling (SEM) is an advanced multivariate method that is gaining importance in psychology but still requires special software (such as Lisrel, EQS, AMOS or Mplus). SEM is introduced in two units, starting with causal modelling and mediation analysis in cross-sectional research and then extending to longitudinal research and latent variables (factors). Special attention is given to identifying models, model equivalence, global and local goodness of fit indices, parsimony, model modification and cross- validation. Some concepts from matrix algebra are needed for SEM, and these will be briefly discussed without going into technical detail.
Theme 3, Period 5, offered in PSY4164 & PSY4165
Course Lecturer: Jan Schepers
Resampling methods in statistics: Many modern statistical analyses make use of resampling methods in applications where theoretical statistics cannot readily provide answers for making statistical inferences from the data at hand. This elective provides an introduction to three important resampling methods, bootstrapping, permutation testing and cross- validation, for obtaining measures of accuracy for parameters of a model or for studying model fit. The methods will be practiced using the software R.
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to choose the correct formula for computing the sample size for basic and often used research designs, and to compute the sample size with that formula (Theme 1)
Students are able to understand path analysis, structural equation modeling, confirmatory factor analysis, structural models with latent variables, creating and testing SEM models (Theme 2)
Students are able to understand bootstrap sampling, permutation testing, cross-validation, bias, bootstrap confidence interval, bootstrap standard error, prediction error (Theme 3)

Prerequisites

All electives: good understanding of basic and intermediate statistics, including factorial ANOVA and multiple regression
Good working knowledge of R for theme 3: basic programming skils such as for-loops, logical operators, vectors

Applied Statistics II: B

Faculty of Psychology and Neuroscience

PSY4164

Period 4:
2 Feb 2026 **2 Apr 2026**

Credits:
2.0

Coordinator:
J. Schepers

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

Assessment methods:
Written exam, Attendance, Assignment

Keywords:
sample size, power, structural equation modeling, LISREL, bootstrapping, permutation test, cross-validation

Full course description

Theme 1, Period 4, offered in PSY4163 & PSY4164

Course lecturer: Gerard van Breukelen

Sample size calculation and nested designs: This course provides an introduction to sample size/power calculation for elementary and often encountered research designs in psychology and neuroscience. First, sample size calculation is explained and practiced for comparing two independent samples (e.g. parallel groups or between-subject design) and for comparing two dependent samples (e.g. crossover or within-subject design) on a quantitative dependent variable (outcome). Subsequently, this is extended to a) correlation between two quantitative variables, b) the comparison of two groups on a binary outcome, and c) two-way factorial designs (BS*BS, WS*WS, BS*WS). The opposite effects of a covariate on the sample size needed in randomized and nonrandomized studies are also explained and practiced. Finally, the data analysis and sample size calculation are covered for some popular nested designs, specifically cluster randomized trials and multicenter/multisite trials. Sample size calculations will be done with GPower and possibly some free software for nested designs, and with pencil-and-paper assignments.

Theme 2, Period 4, offered in PSY4163 & PSY4165

Course lecturer: Nick Broers
Structural equation modeling: Structural equation modeling (SEM) is an advanced multivariate method that is gaining importance in psychology but still requires special software (such as Lisrel, EQS, AMOS or Mplus). SEM is introduced in two units, starting with causal modelling and mediation analysis in cross-sectional research and then extending to longitudinal research and latent variables (factors). Special attention is given to identifying models, model equivalence, global and local goodness of fit indices, parsimony, model modification and cross- validation. Some concepts from matrix algebra are needed for SEM, and these will be briefly discussed without going into technical detail.
Theme 3, Period 5, offered in PSY4164 & PSY4165
Course Lecturer: Jan Schepers
Resampling methods in statistics: Many modern statistical analyses make use of resampling methods in applications where theoretical statistics cannot readily provide answers for making statistical inferences from the data at hand. This elective provides an introduction to three important resampling methods, bootstrapping, permutation testing and cross- validation, for obtaining measures of accuracy for parameters of a model or for studying model fit. The methods will be practiced using the software R.
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to choose the correct formula for computing the sample size for basic and often used research designs, and to compute the sample size with that formula (Theme 1)
Students are able to understand path analysis, structural equation modeling, confirmatory factor analysis, structural models with latent variables, creating and testing SEM models (Theme 2)
Students are able to understand bootstrap sampling, permutation testing, cross-validation, bias, bootstrap confidence interval, bootstrap standard error, prediction error (Theme 3)

Prerequisites

All electives: good understanding of basic and intermediate statistics, including factorial ANOVA and multiple regression
Good working knowledge of R for theme 3: basic programming skils such as for-loops, logical operators, vectors

Applied Statistics II: C

Faculty of Psychology and Neuroscience

PSY4165

Period 4:
2 Feb 2026 **2 Apr 2026**

Credits:
2.0

Coordinator:
J. Schepers

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

Assessment methods:
Written exam, Attendance, Assignment

Keywords:
sample size, power, structural equation modeling, LISREL, bootstrapping, permutation test, cross-validation

Full course description

Theme 1, Period 4, offered in PSY4163 & PSY4164

Course lecturer: Gerard van Breukelen

Sample size calculation and nested designs: This course provides an introduction to sample size/power calculation for elementary and often encountered research designs in psychology and neuroscience. First, sample size calculation is explained and practiced for comparing two independent samples (e.g. parallel groups or between-subject design) and for comparing two dependent samples (e.g. crossover or within-subject design) on a quantitative dependent variable (outcome). Subsequently, this is extended to a) correlation between two quantitative variables, b) the comparison of two groups on a binary outcome, and c) two-way factorial designs (BS*BS, WS*WS, BS*WS). The opposite effects of a covariate on the sample size needed in randomized and nonrandomized studies are also explained and practiced. Finally, the data analysis and sample size calculation are covered for some popular nested designs, specifically cluster randomized trials and multicenter/multisite trials. Sample size calculations will be done with GPower and possibly some free software for nested designs, and with pencil-and-paper assignments.

Theme 2, Period 4, offered in PSY4163 & PSY4165

Course lecturer: Nick Broers
Structural equation modeling: Structural equation modeling (SEM) is an advanced multivariate method that is gaining importance in psychology but still requires special software (such as Lisrel, EQS, AMOS or Mplus). SEM is introduced in two units, starting with causal modelling and mediation analysis in cross-sectional research and then extending to longitudinal research and latent variables (factors). Special attention is given to identifying models, model equivalence, global and local goodness of fit indices, parsimony, model modification and cross- validation. Some concepts from matrix algebra are needed for SEM, and these will be briefly discussed without going into technical detail.
Theme 3, Period 5, offered in PSY4164 & PSY4165
Course Lecturer: Jan Schepers
Resampling methods in statistics: Many modern statistical analyses make use of resampling methods in applications where theoretical statistics cannot readily provide answers for making statistical inferences from the data at hand. This elective provides an introduction to three important resampling methods, bootstrapping, permutation testing and cross- validation, for obtaining measures of accuracy for parameters of a model or for studying model fit. The methods will be practiced using the software R.
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to choose the correct formula for computing the sample size for basic and often used research designs, and to compute the sample size with that formula (Theme 1)
Students are able to understand path analysis, structural equation modeling, confirmatory factor analysis, structural models with latent variables, creating and testing SEM models (Theme 2)
Students are able to understand bootstrap sampling, permutation testing, cross-validation, bias, bootstrap confidence interval, bootstrap standard error, prediction error (Theme 3)

Prerequisites

All electives: good understanding of basic and intermediate statistics, including factorial ANOVA and multiple regression
Good working knowledge of R for theme 3: basic programming skils such as for-loops, logical operators, vectors

Developmental Psychopathology

Faculty of Psychology and Neuroscience

PSY4514

Period 4:
2 Feb 2026 **2 Apr 2026**

Credits:
4.0

Coordinator:
P.E.H.M. Muris

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

Assessment methods:
Written exam, Presentation, Attendance

Keywords:
Developmental psychopathology, child and adolescent disorders, etiology, treatment

Full course description

The aim of this course is to introduce students to the field of developmental psychopathology, an interdisciplinary field that employs the framework of normal development to understand psychopathology as it unfolds throughout the natural lifespan. Developmental psychopathology integrates research findings from developmental and clinical psychology, behavioural genetics, neuropsychology and psychiatry into models that explain how psychopathology develops.
The focus of this seminar will be to examine child psychopathology through the lens of developmental psychopathology. The sessions will cover broad conceptual and methodological issues in developmental psychopathology research, as well as genetic, environmental influences and family factors in the development of psychopathology. Additional sessions will address current theory and research in specific types of childhood psychopathology, such as anxiety, depression, conduct disorders and autism. In each of these sessions, findings from developmental research will be integrated with clinical studies.
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students will acquire knowledge on child psychopathology, oppositional-defiant disorder, conduct disorder, antisocial personality disorder, primum non nocere, bullying, KOPP, children of parents with

psychiatric problems parental rearing, Munchhausen by proxy, mental retardation, assessment, Tourette’s syndrome, autism, Pica, rumination disorder, conversion disorder, childhood schizophrenia.
Students will be able to adopt an developmental psychopathology perspective on various forms of mental disorders that occur in children and adolescence.
Students will "dive" into the research literature in the field of developmental psychopathology.

Eating Disorders

Faculty of Psychology and Neuroscience

PSY4519

Period 4:
2 Feb 2026 **2 Apr 2026**

Credits:
4.0

Coordinator:
L.H.J.M. Lemmens

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

Assessment methods:
Participation, Attendance, Assignment

Keywords:
eating disorders, obesity, body image

Full course description

Eating disorders are among the most prevalent disorders in adolescent and young adult females. Their exact aetiologies are largely unknown, although it has become evident that a range of factors influences an individual's vulnerability to eating disorders (like genetics, low self-esteem, perfectionism, impulsivity). An initial aim of the course is to discuss influential state-of-the art theories and empirical papers about the origin or maintenance of eating disorders. The question of whether obesity is an eating disorder is also discussed. Secondly, special attention will be paid to experimental psychopathology research methods for testing hypotheses on the origin, maintenance and reduction of these disorders. Thirdly, the gap with clinical practice is scrutinised. What is the best treatment a patient can get? And why is it so difficult to implement evidence-based or empirically supported treatments in clinical practice?
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

- ILO 1: Knowledge of theories, processes, interventions, instruments, and assessment methods in the field. More specifically, Students will be able to understand: 1) the clinical pictures and (trans-)diagnostic criteria of eating disorders and obesity, 2) the relation between eating disorders and dieting, the beauty ideal, biased thinking, conditioned cravings, and 3) effective

treatments for eating disorders, implementation of effective treatments and the gap between science and practice.

- ILO 5: Ability to critically judge research questions and experimental designs, taking into account the ethical responsibilities in research.
- ILO 6: Ability to critically analyse, assess, evaluate, interpret, and synthesise research methods, research data, theories and publications in the field.
- ILO 7: Ability to relate findings to the existing literature and formulate realistic judgements on the implications and importance of research output.
- ILO 10: Ability to communicate scientific theories and empirical findings in an understandable way to both professionals (experts and non-experts) and to lay people (incl. clients). Both in the PBL sessions, as writing, reviewing and presenting a popular science paper.
- ILO 14: Ability to read, understand, integrate and critically reflect on research papers, professional reports and new developments.

Human Neuroimaging

Faculty of Psychology and Neuroscience

PSY4435

Period 5:
7 Apr 2026 **5 Jun 2026**

Credits:
3.0

Coordinator:
R. AuksztulewiczT.W. Boonstra

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

Assessment methods:
Written exam, Presentation, Attendance

Keywords:
Magnetic Resonance Imaging (MRI), functional MRI, structural MRI, neuroimaging, data analysis, Brain connectivity, Functional MRI

Full course description

This course aims at introducing basic knowledge and principles of functional brain imaging techniques, with a special emphasis on their application in addressing clinically oriented research questions. The workshop comprises three sections.

The first section is a practical introduction into MRI/EEG image processing and statistical analysis, centering on functional MRI and ERPs. During the meeting you will become familiar with the following basic aspects of image analyses: the MR image and its preprocessing; First level statistical analysis (creating colored blobs); Second level analysis, with special emphasis on between subject designs.

The second part of the workshop consists of more theoretical introductions to novel clinically relevant imaging techniques. In three education group meetings you will study at a deeper level some imaging topics that are thought basic and very important for the ability to interpret patient-oriented research. General topics that may be discussed include brain connectivity (structural, functional and effective connectivity), structural imaging techniques (voxel-based morphometry, cortical volume and thickness ...), and image analysis techniques (head motion correction, multiple comparisons correction).

A third section comprises a group assignment. In a small group you get the opportunity to elaborate in more depth an imaging topic that has your interest. Each group will prepare a presentation in which they share their insight and understanding of this topic with the rest of the students.
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 be able to understand:

- functional brain imaging techniques and principles;
- data analysis;
- between group experimental designs and its pitfalls;
- available imaging techniques for clinically oriented research.

Prerequisites

Basic knowledge of brain anatomy, experimental design and statistics.

Psychosis

Faculty of Psychology and Neuroscience

PSY4516

Period 5:
7 Apr 2026 **5 Jun 2026**

Credits:
4.0

Coordinator:
D.M.J. Hernaus

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

Assessment methods:
Final paper, Attendance, Assignment, Observation

Keywords:
psychosis, Diagnosis, treatment, aetiology, phenotype, research, diagnosis, Research

Full course description

The course aims to provide the student with an overview of current thinking and unresolved issues in psychosis research. The origins of psychotic disorders and psychosis transition have been the subject of intense study in the last decade. Early epidemiological approaches have been complemented with studies of cognitive mechanisms, psychopathology, neuroimaging and, finally, treatment trials. There is now evidence to suggest that the onset of psychotic disorder is the endpoint of a process of interactive aetiological forces that involve genetic background factors associated with low-grade, non-clinical expression of psychosis in the general population, environmental stressors such as cannabis use and childhood trauma, and a number of cognitive vulnerabilities (e.g., neurocognition and social cognition). In addition, it has become increasingly clear that the process of onset of psychosis is associated with neurocognitive changes and progressive sensitisation to dopaminergic stimulation, greater quantities of which may predict subsequent brain changes and poorer outcomes. The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

- a better understanding of psychosis, in particular its overlap with normal mentation;
- its ontogeny and heterogeneity;
- diagnostic conundrums;

- linking brain, mind, and environment;
- linking genes, experience, and social context;
- how to help affected individuals

Research Practical Psychometrics

Faculty of Psychology and Neuroscience

PSY4531

Period 5:
7 Apr 2026 **5 Jun 2026**

Credits:
2.0

Coordinator:
W. Viechtbauer

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

Assessment methods:
Final paper, Attendance

Keywords:
Psychometrics, reliability, validity, factor analysis, item response theory

Full course description

This skills training provides a thorough overview of the basic principles of psychological measurement (i.e., psychometrics). Topics that are covered include classical test theory, reliability analysis (e.g., test-retest, parallel forms, split-half, Cronbach's alpha), validity (e.g., content, criterion, construct), principal component analysis, factor analysis (exploratory and confirmatory), and item response theory. R (and SPSS/LISREL) will be used for the analyses.
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 be able to understand:

- the classical test theory (CTT) model;
- methods for estimating the reliability of measurements based on the CTT;
- various types of validity (content, criterion, and construct validity);
- how to use the Spearman-Brown equation;
- how to use the correction for attenuation and range restriction;
- how to apply and interpret the results of a principal component and exploratory factor analysis;
- how to apply and interpret the results of a confirmatory factor analysis;
- basic principles of item response theory (IRT).

Research Grant Writing Workshop

Faculty of Psychology and Neuroscience

PSY4114

Period 6:
8 Jun 2026 **3 Jul 2026**

Credits:
2.0

Coordinator:
R.L.H. HandelsS. Köhler

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

Assessment methods:
Final paper, Attendance

Keywords:
Funding possibilities, grant applications, academic writing, team science

Full course description

Research is expensive. Finding appropriate funding sources and writing a convincing grant application is therefore a core comptency of scientists. During this workshop, students will learn why and how to apply for research grants and they will be taught academic writing skills. The need for acquiring funding for research, the opportunities for, and availability of grant application funding will be discussed. Students will start by chosing a topic (from a list of topics) and write an abstract on their research idea. Subsequently, they work in teams to discuss individual ideas and decide on a joint research idea that will serve as a basis for writing a full grant proposal during the second-year Research Grant Writing Course with guidance of a mentor (see description of PSY5112). Mentors are researchers from all RM tracks who have experience in applying for different types of grants and will provide students with first-hand knowledge and tips. Students will learn fundamentals of good grant writing, general preparation of the grant application and how to deal with reviewer comments. Ethical issues including feasibility and acceptability of the research, and the role of the local research ethics committee will be discussed.
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 acquire skills on general academic writing as well as grant writing

- students will learn about the importance of grant writing for an academic career;
- students will recognize opportunities for funding, ethical aspects of grants and how grants can be acquired;
- students will develop a first outline of a grant proposal with peers.

Psychopharmacology

Faculty of Psychology and Neuroscience

PSY4335

Period 6:
8 Jun 2026 **3 Jul 2026**

Credits:
1.0

Coordinator:
P. van Ruitenbeek

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

Assessment methods:
Presentation, Attendance

Keywords:
psychopharmacology

Full course description

Students will become acquainted with some current topics in psychopharmacology, i.e. mechanisms of medicinal drugs including new avenues, nutritional substancesmanipulations of frontal cortex functioning and substance use disorder.

There will be explicit attention to the different perspectives of Psychopharmacology from the tracks in which participating students are residing, ie. Neuropsychology (NP) and Psychopathology (PP).

Some research topics and perspectives in Psychopharmacology:

- Old illicit drugs, new drugs or new targets?
- Addiction
- Basic psychopharmacological mechanisms
- Dopaminergic manipulations of frontal cortex function

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 understand and remember principles of psychopharmacology and illustrate them using examples of psychopharmacological studies;
- students are able to create a poster presentation on a topic of psychopharmacology and present (apply) it professionally.

Psychiatric Epidemiology

Faculty of Psychology and Neuroscience

PSY4371

Period 6:
8 Jun 2026 **3 Jul 2026**

Credits:
1.0

Coordinator:
W. Viechtbauer

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

Assessment methods:
Final paper, Attendance

Keywords:
Epidemiology, methodology, statistics, experimental studies, observational studies, diagnostic studies, systematic reviews, meta-analysis

Full course description

The course provides an introduction to the methodologies and analytical strategies of epidemiology as applied to mental health outcomes. The principles and practice of various study types (cohort, case-control, RCT, ecological) will be taught, with emphasis on interpreting associations and possible causality thereof. Consideration will be given to such issues as confounding, bias, and moderation. Further topics to be covered include the use and interpretation of diagnostic studies, the basic principles of analysing dichotomous and time-to-event outcomes, genetic epidemiology, and the use of systematic reviews and meta-analysis for building cumulative knowledge.
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 be able to understand:

- different epidemiological study types, including their purpose, advantages and disadvantages;
- calculation and interpretation of effect size and outcome measures for dichotomous and time-to-event outcomes;
- principles of analysing epidemiological studies;
- genetic epidemiology;

- the basic steps of conducting a systematic review and meta-analysis.

Mental Health and Happiness

Faculty of Psychology and Neuroscience

PSY4520

Period 6:
8 Jun 2026 **3 Jul 2026**

Credits:
3.0

Coordinator:
M.M. Hanssen

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

Assessment methods:
Final paper, Attendance

Keywords:
positive psychology, happiness, wellbeing, mental and physical health, resilience

Full course description

This course will familiarise students with concepts and ideas from 'positive psychology'. Positive psychology was introduced by Martin Seligman around 2000 and can be viewed as a supplementary approach to clinical psychology. The positive psychological movement formulated three aims: (1) to focus on well-being and happiness instead of abnormal behaviour and psychopathology, (2) to be concerned with building positive qualities and strengths instead of repairing damage and (3) to prevent future problems instead of correcting past and present problems.
The course starts with a general introduction to the field of positive psychology. The main concepts will be introduced and clarified, and an overview of the results of happiness studies will be presented. In subsequent meetings, various more specific topics will be discussed by means of lectures and group discussions. These topics include positive psychology and physical health, resilience and positive personality traits, positive psychotherapy and resilience-building interventions. The value of positive psychology as an addition to more traditional clinical psychological approaches will be discussed.
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

- students will learn about the history of positive psychology and how it relates to other approaches in psychology;
- students will learn about determinants of happiness and wellbeing;
- students will learn how positive affect and optimism can impact on mental and physical health;
- students will learn about positive psychology interventions and their efficacy;
- students will learn about the neurobiology of resilience;
- students will be able to apply concepts stemming from positive psychology in their own work.

Research Grant Writing Course

Faculty of Psychology and Neuroscience

PSY5112

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

Credits:
3.0

Coordinator:
R.L.H. HandelsS. Köhler

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

Assessment methods:
Final paper, Presentation, Attendance

Keywords:
grant proposal, interdisciplinary, hypothesis, design, methods, research symposium, Interdisciplinary

Full course description

Research is expensive. Finding appropriate funding sources and writing a convincing application is therefore a core comptenency of scientists. In this course, students will apply what they have learned during the Research Grant Writing Workshop (PSY4114) by going through a full grant proposal writing and review process. Students will work together (groups of 4-6 students) to write a joint research proposal as group on their selected topic, including an original research hypothesis, design, methods, motivation and valorization. Students are encouraged to think across boundaries of different scientific fields. A mentor (senior researcher) will guide students during this writing process. The students will write their proposal in 3 steps, and they will receive feedback from their mentor and peers along the way. The resulting grant proposals will be reviewed by two assessors and presented during a symposium by way of a group-based oral presentation.

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

Course objectives

Students are able to:

- review literature;

- formulate a research hypothesis;
- design a innovative research study;
- write a competitive grant proposal;
- present and illustrate a grant proposal at a symposium.

Prerequisites

This course is a continuation of the Research Grant Writing Workshop (PSY4112).

Personality Disorders

Faculty of Psychology and Neuroscience

PSY5511

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

Credits:
4.0

Coordinator:
M.M. Rijkeboer

Teaching methods:
PBL, Lecture(s)

Assessment methods:
Attendance, Assignment

Keywords:
personality disorders, DSM-IV and DSM-5, classification, aetiology, epidemiology, treatment

Full course description

Personality disorders are chronic patterns of thoughts, emotions, and behaviours that first appear in adolescence or young adulthood and cause dysfunction in relationships, work and other areas. They affect approximately 10% of the general population and are one of the most prevalent forms of psychopathology seen in mental health care settings. Over the past 30 years, there have been significant advances in the understanding of personality disorders, including their phenomenology and classification, development and aetiology. Moreover, while many personality disorder patients were traditionally thought to be untreatable, recent advances in psychotherapy and medication are showing promising indications of effectiveness in this challenging population. This course aims to provide students with an overview of theories, classification issues, and treatment models of personality disorders, with an emphasis on current scientific debate. Topics include personality theories relating to personality disorders; biological models of personality disorders (e.g. genetic and neurotransmitter models); psychological models of personality disorders (e.g. modern psychodynamic, cognitive, interpersonal, integrative models); sociological perspectives on personality disorders; classifications issues (e.g. DSM-IV vs DSM-5 diagnosis, Axis I vs. Axis II, categorical vs. dimensional models, polythetic definition, diagnostic techniques); aetiological issues; epidemiological issues; and treatment options.

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

Course objectives

- students are able to explain the definitions of the 10 different PDs, and gain insight on the clinical manifestation of the PDs;
- students gain and apply knowledge about the current debate of whether PDs should be considered continuous, categorical or hybrid constellations;
- students can explain the different models on PDs, like the biological model, modern psychodynamic models; cognitive models; and PD-specific models (e.g. Dialectical Behavior Theory and emotional hyperreactivity for borderline PD);
- students are explain the main goals of the different treatment models, gain clinical insight into these therapies, and reflect on the empirical evidence supporting the effectiveness of the different therapies;
- students gain knowledge and are able to critically reflect on the different assessment methods used in PD research.

Clinical Skills IV: Intervention Techniques

Faculty of Psychology and Neuroscience

PSY5523

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

Credits:
2.0

Coordinator:
A.A.N. Mulkens

Teaching methods:
Skills, Assignment(s), Work in subgroups, Patient contact

Assessment methods:
Participation, Attendance, Assignment

Keywords:
Therapeutic skills, cognitive behavioural treatment, CBT, case conceptualisation, exposure, cognitive techniques

Full course description

Cognitive behavioural therapy (CBT) is a widely used treatment regime that is considered as the evidence-based treatment for a wide range of psychopathological disorders, including anxiety disorders and depression. The behavioural component, exposure, was developed in the sixties by researchers like Skinner and was considered a breakthrough for specific phobias and obsessive-compulsive disorder. These disorders were seen as untreatable at that time. In the eighties, the cognitive component started to develop. Aaron Beck, who, in those days was trained as a psychoanalytic therapist, was able to treat depression within a few months using his cognitive approach. This was also considered a breakthrough, since psychoanalytic treatments for depression at that time normally took years of treatment. Researchers and therapists started to combine the behavioural and cognitive techniques, resulting in cognitive behavioural therapy. Over the years, many studies have shown the effectiveness of this treatment and, in the Netherlands CBT is included in the official professional guidelines for various psychopathological disorders. In this skills training, students get acquainted with the elementary therapeutic procedures of CBT, including case conceptualization, explaining the rationale, and applying exposure and cognitive therapy. Students will receive theoretical background information (literature/teacher) and observe the practice of CBT

(teacher/video materials). In addition, they will practice various therapeutic procedures themselves (in session/homework) and write a verbatim report or therapy sessions.
The final assessment for this course is pass or fail - and not a numerical grade between 0,0 and 10,0.

Course objectives

- knowledge of theories and interventions in the field (i.e., CBT);
- ability to apply theories and interventions in the field (i.e., elementary therapeutic CBT procedures including making a case conceptualisation, explaining the rational, applying exposure and cognitive techniques);
- ability to effectively communicate in English – in writing and orally;
- ability to communicate scientific theories in an understandable way to both professionals (experts and non-experts) and to lay people (including clients);
- ability to reflect on one's own professional behaviour (including ethical standards) and development;
- ability to work in a(n international team in a) clinical setting.

Clinical Skills III: Clinical Interviews for the DSM 5 (SCID-training)

Faculty of Psychology and Neuroscience

PSY5533

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

Credits:
1.0

Coordinator:
M.J.V. Peters

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

Assessment methods:
Final paper, Participation, Attendance

Keywords:
standardised interviewing, psychiatric classifications, judging behavioural criteria

Full course description

The aim of this training is for students to become acquainted with the semi-structured clinical interviews for DSM 5: SCID-CV & SCID-PD. During the training, students receive background information and practical tips about structured clinical interviewing. Furthermore, after having observed the practice of interviewing and scoring, students will practice several aspects of the SCID interviews themselves. Special emphasis lies on comparing the patient's answer to a question and the clinical judgement of stating whether a certain behavioral criterion is met. In addition, the interviews will be cricitally evaluated and attention will be paid to the interpretation of findings and the explanation of outcomes to clients.
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

- knowledge of instruments and assessment methods in the field (i.e., semi-structured clinical interviews SCID-CV & SCID-PD, DSM 5 classification rules;
- ability to apply instruments and assessment methods in the field;
- ability to effectively communicate in English – in writing and orally, on field related topics;

- ability to communicate scientific theories and empirical findings in an understandable way to both professionals (experts and non-experts) and to lay people (including clients);
- ability to reflect on one's own professional behaviour (including ethical standards) and development.

Research Proposal

Faculty of Psychology and Neuroscience

PSY5107

Year:
1 Sep 2025 **31 Aug 2026**

Credits:
1.0

Coordinator:
G.C. Kraag

Teaching methods:
Skills, Paper(s), Assignment(s), Research

Assessment methods:
Final paper, Participation, Attendance, Oral exam, Observation

Keywords:
research project, research, master's thesis

Full course description

The second part of the second year of the research master's programme is devoted to conducting a master thesis research projectinternship. As a result of the many international research contacts that faculty members have established, a substantial number of students will conduct their master thesis research projectinternship abroad. Students start their masterthesis research projectinternship with the writing of a research proposal. Students finish the master's programme by writing a thesis based on their master thesis research projectinternship and orally defending their thesis.

The master thesis research projectinternship can be completed at Maastricht University or at external research institutes. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors. At least one of these assessors must be a member of the Faculty of Psychology and Neuroscience (FPN), the Faculty of Health, Medicine and Life Sciences (FHML), or the School of Business and Economics (SBE). Both assessors must hold a PhD degree.

A detailed guide on master thesis research projectinternship and the master's thesis can be found on the student-intranet.

Each specialisation has its own internship/research project coordinator:

- *RM Cognitive Neuroscience:*

Lars Hausfeld, Cognitive Neuroscience (FPN), Phone: (0) 43 38 84521,
55 Oxfordlaan, Room S.1.018, Email: lars.hausfeld@maastrichtuniversity.nl

- *RM Fundamental Neuroscience:*

Pilar Martínez, Psychiatry and Neuropsychology (FHML), Phone: (0)43 38 81042,
40 Universiteitssingel, Room 2.574, Email: p.martinez@maastrichtuniversity.nl

- *RM Neuropsychology:*

Michael Schwartze, Neuropsychology and Psychopharmacology (FPN),
Phone (043) 38 82802, 40 Universiteitssingel, Room A2.765,
Email: michael.schwartze@maastrichtuniversity.nl
For the clinical part:
Ieke Winkens, Neuropsychology and Psychopharmacology (FPN),
Phone (043) 38 84512, 40 Universiteitssingel, Room A2.759,
Email: fpn-np-internship@maastrichtuniversity.nl

- RM Clinical Psychology:

Nicole Geschwind, Clinical Psychological Science (FPN), Phone (043) 38 81487,
40 Universiteitssingel, Room 2.767, Email: nicole.geschwind@maastrichtuniversity.nl

- RM Drug Development and Neurohealth:

Jacco Briedé, Toxicogenomics, Phone (043)3881094,
50 Universiteitssingel, Room 4.114, Email: j.briede@maastrichtuniversity.nl
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to understand and apply:
- conducting a (supervised) empirical research project and summarising the research and findings in the form of a master's thesis.
- In a correct and transparent manner GenAI or LLM's, like ChatGPT

Prerequisites

The master thesis research projectinternship cannot be started until:

- at least 5460 credits have been attained during the programme;
- the above mentioned 5460 credits must include the courses Advanced Statistics I and II.

Master's Thesis Research Project Graded

Faculty of Psychology and Neuroscience

PSY5120

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:
research project, research, master's thesis

Full course description

The second part of the second year of the research master's programme is devoted to conducting a master thesis research projectinternship. As a result of the many international research contacts that faculty members have established, a substantial number of students will conduct their master thesis research projectinternship abroad. Students start their masterthesis research projectinternship with the writing of a research proposal. Students finish the master's programme by writing a thesis based on their master thesis research projectinternship and orally defending their thesis.

The master thesis research projectinternship can be completed at Maastricht University or at external research institutes. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors. At least one of these assessors must be a member of the Faculty of Psychology and Neuroscience (FPN), the Faculty of Health, Medicine and Life Sciences (FHML), or the School of Business and Economics (SBE). Both assessors must hold a PhD degree.

A detailed guide on master thesis research projectinternship and the master's thesis can be found on the student-intranet.

Each specialisation has its own internship/research project coordinator:

- *RM Cognitive Neuroscience:*

Lars Hausfeld, Cognitive Neuroscience (FPN), Phone: (0) 43 38 84521,
55 Oxfordlaan, Room S.1.018, Email: lars.hausfeld@maastrichtuniversity.nl

- *RM Fundamental Neuroscience:*

Pilar Martínez, Psychiatry and Neuropsychology (FHML), Phone: (0)43 38 81042,
40 Universiteitssingel, Room 2.574, Email: p.martinez@maastrichtuniversity.nl

- *RM Neuropsychology:*

Michael Schwartze, Neuropsychology and Psychopharmacology (FPN),
Phone (043) 38 82802, 40 Universiteitssingel, Room A2.765,
Email: michael.schwartze@maastrichtuniversity.nl
For the clinical part:
Ieke Winkens, Neuropsychology and Psychopharmacology (FPN),
Phone (043) 38 84512, 40 Universiteitssingel, Room A2.759,
Email: fpn-np-internship@maastrichtuniversity.nl

- RM Clinical Psychology:

Nicole Geschwind, Clinical Psychological Science (FPN), Phone (043) 38 81487,
40 Universiteitssingel, Room 2.767, Email: nicole.geschwind@maastrichtuniversity.nl

- RM Drug Development and Neurohealth:

Jacco Briedé, Toxicogenomics, Phone (043)3881094,
50 Universiteitssingel, Room 4.114, Email: j.briede@maastrichtuniversity.nl
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to understand and apply:
- conducting a (supervised) empirical research project and summarising the research and findings in the form of a master's thesis.
- In a correct and transparent manner GenAI or LLM's, like ChatGPT

Prerequisites

The master thesis research projectinternship cannot be started until:

- at least 5460 credits have been attained during the programme;
- the above mentioned 5460 credits must include the courses Advanced Statistics I and II.

Master's Thesis Research Project Ungraded

Faculty of Psychology and Neuroscience

PSY5121

Year:
1 Sep 2025 **31 Aug 2026**

Credits:
25.0

Coordinator:
G.C. Kraag

Teaching methods:
Skills, Paper(s), Assignment(s), Research

Assessment methods:
Final paper, Participation, Attendance, Oral exam, Observation

Keywords:
research project, research, master's thesis

Full course description

The second part of the second year of the research master's programme is devoted to conducting a master thesis research projectinternship. As a result of the many international research contacts that faculty members have established, a substantial number of students will conduct their master thesis research projectinternship abroad. Students start their masterthesis research projectinternship with the writing of a research proposal. Students finish the master's programme by writing a thesis based on their master thesis research projectinternship and orally defending their thesis.

The master thesis research projectinternship can be completed at Maastricht University or at external research institutes. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors. At least one of these assessors must be a member of the Faculty of Psychology and Neuroscience (FPN), the Faculty of Health, Medicine and Life Sciences (FHML), or the School of Business and Economics (SBE). Both assessors must hold a PhD degree.

A detailed guide on master thesis research projectinternship and the master's thesis can be found on the student-intranet.

Each specialisation has its own internship/research project coordinator:

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Lars Hausfeld, Cognitive Neuroscience (FPN), Phone: (0) 43 38 84521,
55 Oxfordlaan, Room S.1.018, Email: lars.hausfeld@maastrichtuniversity.nl

- *RM Fundamental Neuroscience:*

Pilar Martínez, Psychiatry and Neuropsychology (FHML), Phone: (0)43 38 81042,
40 Universiteitssingel, Room 2.574, Email: p.martinez@maastrichtuniversity.nl

- *RM Neuropsychology:*

Michael Schwartze, Neuropsychology and Psychopharmacology (FPN),
Phone (043) 38 82802, 40 Universiteitssingel, Room A2.765,
Email: michael.schwartze@maastrichtuniversity.nl
For the clinical part:
Ieke Winkens, Neuropsychology and Psychopharmacology (FPN),
Phone (043) 38 84512, 40 Universiteitssingel, Room A2.759,
Email: fpn-np-internship@maastrichtuniversity.nl

- RM Clinical Psychology:

Nicole Geschwind, Clinical Psychological Science (FPN), Phone (043) 38 81487,
40 Universiteitssingel, Room 2.767, Email: nicole.geschwind@maastrichtuniversity.nl

- RM Drug Development and Neurohealth:

Jacco Briedé, Toxicogenomics, Phone (043)3881094,
50 Universiteitssingel, Room 4.114, Email: j.briede@maastrichtuniversity.nl
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to understand and apply:
- conducting a (supervised) empirical research project and summarising the research and findings in the form of a master's thesis.
- In a correct and transparent manner GenAI or LLM's, like ChatGPT

Prerequisites

The master thesis research projectinternship cannot be started until:

- at least 5460 credits have been attained during the programme;
- - the above mentioned 5460 credits must include the courses Advanced Statistics I and II.

Master's Thesis Research Project Graded

Faculty of Psychology and Neuroscience

PSY5122

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:
research project, research, master's thesis

Full course description

The second part of the second year of the research master's programme is devoted to conducting a master thesis research projectinternship. As a result of the many international research contacts that faculty members have established, a substantial number of students will conduct their master thesis research projectinternship abroad. Students start their masterthesis research projectinternship with the writing of a research proposal. Students finish the master's programme by writing a thesis based on their master thesis research projectinternship and orally defending their thesis.

The master thesis research projectinternship can be completed at Maastricht University or at external research institutes. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors. At least one of these assessors must be a member of the Faculty of Psychology and Neuroscience (FPN), the Faculty of Health, Medicine and Life Sciences (FHML), or the School of Business and Economics (SBE). Both assessors must hold a PhD degree.

A detailed guide on master thesis research projectinternship and the master's thesis can be found on the student-intranet.

Each specialisation has its own internship/research project coordinator:

- *RM Cognitive Neuroscience:*

Lars Hausfeld, Cognitive Neuroscience (FPN), Phone: (0) 43 38 84521,
55 Oxfordlaan, Room S.1.018, Email: lars.hausfeld@maastrichtuniversity.nl

- *RM Fundamental Neuroscience:*

Pilar Martínez, Psychiatry and Neuropsychology (FHML), Phone: (0)43 38 81042,
40 Universiteitssingel, Room 2.574, Email: p.martinez@maastrichtuniversity.nl

- *RM Neuropsychology:*

Michael Schwartze, Neuropsychology and Psychopharmacology (FPN),
Phone (043) 38 82802, 40 Universiteitssingel, Room A2.765,
Email: michael.schwartze@maastrichtuniversity.nl
For the clinical part:
Ieke Winkens, Neuropsychology and Psychopharmacology (FPN),
Phone (043) 38 84512, 40 Universiteitssingel, Room A2.759,
Email: fpn-np-internship@maastrichtuniversity.nl

- RM Clinical Psychology:

Nicole Geschwind, Clinical Psychological Science (FPN), Phone (043) 38 81487,
40 Universiteitssingel, Room 2.767, Email: nicole.geschwind@maastrichtuniversity.nl

- RM Drug Development and Neurohealth:

Jacco Briedé, Toxicogenomics, Phone (043)3881094,
50 Universiteitssingel, Room 4.114, Email: j.briede@maastrichtuniversity.nl
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to understand and apply:
- conducting a (supervised) empirical research project and summarising the research and findings in the form of a master's thesis.
- In a correct and transparent manner GenAI or LLM's, like ChatGPT

Prerequisites

The master thesis research projectinternship cannot be started until:

- at least 5460 credits have been attained during the programme;
- - the above mentioned 5460 credits must include the courses Advanced Statistics I and II.

Master's Thesis Research Project Ungraded

Faculty of Psychology and Neuroscience

PSY5123

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:
research project, research, master's thesis

Full course description

The second part of the second year of the research master's programme is devoted to conducting a master thesis research projectinternship. As a result of the many international research contacts that faculty members have established, a substantial number of students will conduct their master thesis research projectinternship abroad. Students start their masterthesis research projectinternship with the writing of a research proposal. Students finish the master's programme by writing a thesis based on their master thesis research projectinternship and orally defending their thesis.

The master thesis research projectinternship can be completed at Maastricht University or at external research institutes. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors. At least one of these assessors must be a member of the Faculty of Psychology and Neuroscience (FPN), the Faculty of Health, Medicine and Life Sciences (FHML), or the School of Business and Economics (SBE). Both assessors must hold a PhD degree.

A detailed guide on master thesis research projectinternship and the master's thesis can be found on the student-intranet.

Each specialisation has its own internship/research project coordinator:

- *RM Cognitive Neuroscience:*

Lars Hausfeld, Cognitive Neuroscience (FPN), Phone: (0) 43 38 84521,
55 Oxfordlaan, Room S.1.018, Email: lars.hausfeld@maastrichtuniversity.nl

- *RM Fundamental Neuroscience:*

Pilar Martínez, Psychiatry and Neuropsychology (FHML), Phone: (0)43 38 81042,
40 Universiteitssingel, Room 2.574, Email: p.martinez@maastrichtuniversity.nl

- *RM Neuropsychology:*

Michael Schwartze, Neuropsychology and Psychopharmacology (FPN),
Phone (043) 38 82802, 40 Universiteitssingel, Room A2.765,
Email: michael.schwartze@maastrichtuniversity.nl
For the clinical part:
Ieke Winkens, Neuropsychology and Psychopharmacology (FPN),
Phone (043) 38 84512, 40 Universiteitssingel, Room A2.759,
Email: fpn-np-internship@maastrichtuniversity.nl

- RM Clinical Psychology:

Nicole Geschwind, Clinical Psychological Science (FPN), Phone (043) 38 81487,
40 Universiteitssingel, Room 2.767, Email: nicole.geschwind@maastrichtuniversity.nl

- RM Drug Development and Neurohealth:

Jacco Briedé, Toxicogenomics, Phone (043)3881094,
50 Universiteitssingel, Room 4.114, Email: j.briede@maastrichtuniversity.nl
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to understand and apply:
- conducting a (supervised) empirical research project and summarising the research and findings in the form of a master's thesis.
- In a correct and transparent manner GenAI or LLM's, like ChatGPT

Prerequisites

The master thesis research projectinternship cannot be started until:

- at least 5460 credits have been attained during the programme;
- the above mentioned 5460 credits must include the courses Advanced Statistics I and II.

Clinical Internship

Faculty of Psychology and Neuroscience

PSY5104

Year:
1 Sep 2025 **31 Aug 2026**

Credits:
15.0

Coordinator:
G.C. Kraag

Teaching methods:
Skills, Assignment(s), Research, Patient contact

Assessment methods:
Final paper, Participation, Attendance, Observation

Keywords:
Clinical research, clinical practice, clinical training, psychodiagnostics, patient contact

Full course description

Students specialising in **Clinical Psychology** or in **Neuropsychology** may choose to conduct a 13-week clinical internship in an approved setting. The clinical internship can be conducted in conjunction with the master thesis research projectinternship or separately. Students are required to submit an additional (clinical) research proposal and scientific report (the minor's thesis) based on client/patient-based investigations performed during the clinical internship. The aims of the clinical internship are twofold. Firstly, the internship is meant to provide experience in conducting research in a clinical setting; a small-scale research project culminates in the minor's thesis. Secondly, the internship provides an introduction to the organisation and practice of mental health care, as well as basic experience in clinical diagnosis and therapeutic interventions. To this end, students will be supervised and assessed by a mental health professional with respect to their clinical skills. A clinical activities report is written and assessed by the faculty supervisor. Both parts (clinical internship and clinical activities report) should be assessed sufficiently to obtain the (15) credits. For Psychopathology and Neuropsychology students who choose to undertake a clinical internship, the clinical internship and minor's thesis will be assigned 20 credits, and the master thesis research projectinternship and master's thesis will be assigned 30 credits.

A detailed guide on clinical internships and the minor's thesis can be found on the student-intranetwww.askpsy.nl > FPN Research Master Students > Internships. Although it is not a requirement of the research master's programme, students who wish to meet Dutch requirements for admission to advanced clinical training programmes are advised to extend their clinical internship by at least two weeks.

- RM Clinical Psychology Internship Coordinator:
Nicole Geschwind, Clinical Psychological Science (FPN),
Phone (043) 38 81487, 40 Universiteitssingel East,
Room A2.767, Email: Nicole.geschwind@maastrichtuniversity.nl

- RM Neuropsychology Internship Coordinator:
Ieke Winkens, Neuropsychology and Psychopharmacology (FPN)
Phone (043) 38 84512, 40 Universiteitssingel East,
Room A2.759, Email: i.winkens@maastrichtuniversity.nl

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

Course objectives

Students are able to understand the work environment of the clinical psychologist. This internship gives students the opportunity to practice clinical skills in a real-life setting and to design and conduct a small-scale clinical research project. Students are able to apply GenAI or LLM's, like ChatGPT in a correct and transparent manner.

Prerequisites

The clinical internship cannot be started until:
• At least 54 credits have been attained during the programme;
• The above mentioned 54 credits must include the courses Advanced Statistics I and II, and, for students following the Psychopathology specialisation, all Clinical Skills (I–IV) training must be included and for students following the
Neuropsychology specialisation the following skills training courses must have been completed:
- Neuropsychological Assessments;
- Basic Cognitive Psychological Skills;
- Neuropsychology in practice.

Additional requirements can apply to students who did not obtain a Bachelor’s degree in Psychology and/or a bachelor’s degree at Maastricht University

Research Proposal Minor's Thesis

Faculty of Psychology and Neuroscience

PSY5108

Year:
1 Sep 2025 **31 Aug 2026**

Credits:
1.0

Coordinator:
G.C. Kraag

Teaching methods:
Skills, Assignment(s), Research, Patient contact

Assessment methods:
Final paper, Participation, Attendance, Observation

Keywords:
Clinical research, clinical practice, clinical training, psychodiagnostics, patient contact

Full course description

Students specialising in **Clinical Psychology** or in **Neuropsychology** may choose to conduct a 13-week clinical internship in an approved setting. The clinical internship can be conducted in conjunction with the master thesis research projectinternship or separately. Students are required to submit an additional (clinical) research proposal and scientific report (the minor's thesis) based on client/patient-based investigations performed during the clinical internship. The aims of the clinical internship are twofold. Firstly, the internship is meant to provide experience in conducting research in a clinical setting; a small-scale research project culminates in the minor's thesis. Secondly, the internship provides an introduction to the organisation and practice of mental health care, as well as basic experience in clinical diagnosis and therapeutic interventions. To this end, students will be supervised and assessed by a mental health professional with respect to their clinical skills. A clinical activities report is written and assessed by the faculty supervisor. Both parts (clinical internship and clinical activities report) should be assessed sufficiently to obtain the (15) credits. For Psychopathology and Neuropsychology students who choose to undertake a clinical internship, the clinical internship and minor's thesis will be assigned 20 credits, and the master thesis research projectinternship and master's thesis will be assigned 30 credits.

A detailed guide on clinical internships and the minor's thesis can be found on the student-intranetwww.askpsy.nl > FPN Research Master Students > Internships. Although it is not a requirement of the research master's programme, students who wish to meet Dutch requirements for admission to advanced clinical training programmes are advised to extend their clinical internship by at least two weeks.

- RM Clinical Psychology Internship Coordinator:
Nicole Geschwind, Clinical Psychological Science (FPN),
Phone (043) 38 81487, 40 Universiteitssingel East,
Room A2.767, Email: Nicole.geschwind@maastrichtuniversity.nl

- RM Neuropsychology Internship Coordinator:
Ieke Winkens, Neuropsychology and Psychopharmacology (FPN)
Phone (043) 38 84512, 40 Universiteitssingel East,
Room A2.759, Email: i.winkens@maastrichtuniversity.nl

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

Course objectives

Students are able to understand the work environment of the clinical psychologist. This internship gives students the opportunity to practice clinical skills in a real-life setting and to design and conduct a small-scale clinical research project. Students are able to apply GenAI or LLM's, like ChatGPT in a correct and transparent manner.

Prerequisites

The clinical internship cannot be started until:
• At least 54 credits have been attained during the programme;
• The above mentioned 54 credits must include the courses Advanced Statistics I and II, and, for students following the Psychopathology specialisation, all Clinical Skills (I–IV) training must be included and for students following the
Neuropsychology specialisation the following skills training courses must have been completed:
- Neuropsychological Assessments;
- Basic Cognitive Psychological Skills;
- Neuropsychology in practice.

Additional requirements can apply to students who did not obtain a Bachelor’s degree in Psychology and/or a bachelor’s degree at Maastricht University

Clinical Activities Report

Faculty of Psychology and Neuroscience

PSY5111

Year:
1 Sep 2025 **31 Aug 2026**

Credits:
0.0

Coordinator:
G.C. Kraag

Teaching methods:
Skills, Assignment(s), Research, Patient contact

Assessment methods:
Final paper, Participation, Attendance, Observation

Keywords:
Clinical research, clinical practice, clinical training, psychodiagnostics, patient contact

Full course description

Students specialising in **Clinical Psychology** or in **Neuropsychology** may choose to conduct a 13-week clinical internship in an approved setting. The clinical internship can be conducted in conjunction with the master thesis research projectinternship or separately. Students are required to submit an additional (clinical) research proposal and scientific report (the minor's thesis) based on client/patient-based investigations performed during the clinical internship. The aims of the clinical internship are twofold. Firstly, the internship is meant to provide experience in conducting research in a clinical setting; a small-scale research project culminates in the minor's thesis. Secondly, the internship provides an introduction to the organisation and practice of mental health care, as well as basic experience in clinical diagnosis and therapeutic interventions. To this end, students will be supervised and assessed by a mental health professional with respect to their clinical skills. A clinical activities report is written and assessed by the faculty supervisor. Both parts (clinical internship and clinical activities report) should be assessed sufficiently to obtain the (15) credits. For Psychopathology and Neuropsychology students who choose to undertake a clinical internship, the clinical internship and minor's thesis will be assigned 20 credits, and the master thesis research projectinternship and master's thesis will be assigned 30 credits.

A detailed guide on clinical internships and the minor's thesis can be found on the student-intranetwww.askpsy.nl > FPN Research Master Students > Internships. Although it is not a requirement of the research master's programme, students who wish to meet Dutch requirements for admission to advanced clinical training programmes are advised to extend their clinical internship by at least two weeks.

- RM Clinical Psychology Internship Coordinator:
Nicole Geschwind, Clinical Psychological Science (FPN),
Phone (043) 38 81487, 40 Universiteitssingel East,
Room A2.767, Email: Nicole.geschwind@maastrichtuniversity.nl

- RM Neuropsychology Internship Coordinator:
Ieke Winkens, Neuropsychology and Psychopharmacology (FPN)
Phone (043) 38 84512, 40 Universiteitssingel East,
Room A2.759, Email: i.winkens@maastrichtuniversity.nl

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

Course objectives

Students are able to understand the work environment of the clinical psychologist. This internship gives students the opportunity to practice clinical skills in a real-life setting and to design and conduct a small-scale clinical research project. Students are able to apply GenAI or LLM's, like ChatGPT in a correct and transparent manner.

Prerequisites

The clinical internship cannot be started until:
• At least 54 credits have been attained during the programme;
• The above mentioned 54 credits must include the courses Advanced Statistics I and II, and, for students following the Psychopathology specialisation, all Clinical Skills (I–IV) training must be included and for students following the
Neuropsychology specialisation the following skills training courses must have been completed:
- Neuropsychological Assessments;
- Basic Cognitive Psychological Skills;
- Neuropsychology in practice.

Additional requirements can apply to students who did not obtain a Bachelor’s degree in Psychology and/or a bachelor’s degree at Maastricht University

Master's Thesis

Faculty of Psychology and Neuroscience

PSY5103

Year:
1 Sep 2025 **31 Aug 2026**

Credits:
14.0

Coordinator:
G.C. Kraag

Teaching methods:
Skills, Paper(s), Assignment(s), Research

Assessment methods:
Final paper, Participation, Attendance, Oral exam, Observation

Keywords:
research project, research, master's thesis

Full course description

The second part of the second year of the research master's programme is devoted to conducting a master thesis research projectinternship. As a result of the many international research contacts that faculty members have established, a substantial number of students will conduct their master thesis research projectinternship abroad. Students start their masterthesis research projectinternship with the writing of a research proposal. Students finish the master's programme by writing a thesis based on their master thesis research projectinternship and orally defending their thesis.

The master thesis research projectinternship can be completed at Maastricht University or at external research institutes. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors. At least one of these assessors must be a member of the Faculty of Psychology and Neuroscience (FPN), the Faculty of Health, Medicine and Life Sciences (FHML), or the School of Business and Economics (SBE). Both assessors must hold a PhD degree.

A detailed guide on master thesis research projectinternship and the master's thesis can be found on the student-intranet.

Each specialisation has its own internship/research project coordinator:

- *RM Cognitive Neuroscience:*

Lars Hausfeld, Cognitive Neuroscience (FPN), Phone: (0) 43 38 84521,
55 Oxfordlaan, Room S.1.018, Email: lars.hausfeld@maastrichtuniversity.nl

- *RM Fundamental Neuroscience:*

Pilar Martínez, Psychiatry and Neuropsychology (FHML), Phone: (0)43 38 81042,
40 Universiteitssingel, Room 2.574, Email: p.martinez@maastrichtuniversity.nl

- *RM Neuropsychology:*

Michael Schwartze, Neuropsychology and Psychopharmacology (FPN),
Phone (043) 38 82802, 40 Universiteitssingel, Room A2.765,
Email: michael.schwartze@maastrichtuniversity.nl
For the clinical part:
Ieke Winkens, Neuropsychology and Psychopharmacology (FPN),
Phone (043) 38 84512, 40 Universiteitssingel, Room A2.759,
Email: fpn-np-internship@maastrichtuniversity.nl

- RM Clinical Psychology:

Nicole Geschwind, Clinical Psychological Science (FPN), Phone (043) 38 81487,
40 Universiteitssingel, Room 2.767, Email: nicole.geschwind@maastrichtuniversity.nl

- RM Drug Development and Neurohealth:

Jacco Briedé, Toxicogenomics, Phone (043)3881094,
50 Universiteitssingel, Room 4.114, Email: j.briede@maastrichtuniversity.nl
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to understand and apply:
- conducting a (supervised) empirical research project and summarising the research and findings in the form of a master's thesis.
- In a correct and transparent manner GenAI or LLM's, like ChatGPT

Prerequisites

The master thesis research projectinternship cannot be started until:

- at least 5460 credits have been attained during the programme;
- the above mentioned 5460 credits must include the courses Advanced Statistics I and II.

Master's Thesis

Faculty of Psychology and Neuroscience

PSY5109

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:
research project, research, master's thesis

Full course description

The second part of the second year of the research master's programme is devoted to conducting a master thesis research projectinternship. As a result of the many international research contacts that faculty members have established, a substantial number of students will conduct their master thesis research projectinternship abroad. Students start their masterthesis research projectinternship with the writing of a research proposal. Students finish the master's programme by writing a thesis based on their master thesis research projectinternship and orally defending their thesis.

The master thesis research projectinternship can be completed at Maastricht University or at external research institutes. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors. At least one of these assessors must be a member of the Faculty of Psychology and Neuroscience (FPN), the Faculty of Health, Medicine and Life Sciences (FHML), or the School of Business and Economics (SBE). Both assessors must hold a PhD degree.

A detailed guide on master thesis research projectinternship and the master's thesis can be found on the student-intranet.

Each specialisation has its own internship/research project coordinator:

- *RM Cognitive Neuroscience:*

Lars Hausfeld, Cognitive Neuroscience (FPN), Phone: (0) 43 38 84521,
55 Oxfordlaan, Room S.1.018, Email: lars.hausfeld@maastrichtuniversity.nl

- *RM Fundamental Neuroscience:*

Pilar Martínez, Psychiatry and Neuropsychology (FHML), Phone: (0)43 38 81042,
40 Universiteitssingel, Room 2.574, Email: p.martinez@maastrichtuniversity.nl

- *RM Neuropsychology:*

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- RM Drug Development and Neurohealth:

Jacco Briedé, Toxicogenomics, Phone (043)3881094,
50 Universiteitssingel, Room 4.114, Email: j.briede@maastrichtuniversity.nl
The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students are able to understand and apply:
- conducting a (supervised) empirical research project and summarising the research and findings in the form of a master's thesis.
- In a correct and transparent manner GenAI or LLM's, like ChatGPT

Prerequisites

The master thesis research projectinternship cannot be started until:

- at least 5460 credits have been attained during the programme;
- the above mentioned 5460 credits must include the courses Advanced Statistics I and II.

Master’s Thesis Oral Inquiry

Faculty of Psychology and Neuroscience

PSY5124

Year:

1 Sep 2025 **31 Aug 2026**

Credits:

0.0

Coordinator:

Teaching methods:

Assessment methods:

Keywords:

Full course description

Course objectives

Recommended reading

Minor’s Thesis

Faculty of Psychology and Neuroscience

PSY5105

Year:
1 Sep 2025 **31 Aug 2026**

Credits:
4.0

Coordinator:
G.C. Kraag

Teaching methods:
Skills, Assignment(s), Research, Training(s), Patient contact

Assessment methods:
Final paper, Participation, Attendance, Observation

Keywords:
Clinical research, clinical practice, clinical training, psychodiagnostics, patient contact

Full course description

Students specialising in **Clinical Psychology** or in **Neuropsychology** may choose to conduct a 13-week clinical internship in an approved setting. The clinical internship can be conducted in conjunction with the master thesis research projectinternship or separately. Students are required to submit an additional (clinical) research proposal and scientific report (the minor’s thesis) based on client/patient-based investigations performed during the clinical internship. The aims of the clinical internship are twofold. Firstly, the internship is meant to provide experience in conducting research in a clinical setting; a small-scale research project culminates in the minor’s thesis. Secondly, the internship provides an introduction to the organisation and practice of mental health care, as well as basic experience in clinical diagnosis and therapeutic interventions. To this end, students will be supervised and assessed by a mental health professional with respect to their clinical skills. A clinical activities report is written and assessed by the faculty supervisor. Both parts (clinical internship and clinical activities report) should be assessed sufficiently to obtain the (15) credits. For Psychopathology and Neuropsychology students who choose to undertake a clinical internship, the clinical internship and minor’s thesis will be assigned 20 credits, and the master thesis research projectinternship and master’s thesis will be assigned 30 credits.

A detailed guide on clinical internships and the minor's thesis can be found on the student-intranetwww.askpsy.nl > FPN Research Master Students > Internships. Although it is not a requirement of the research master's programme, students who wish to meet Dutch requirements for admission to advanced clinical training programmes are advised to extend their clinical internship by at least two weeks.

- RM Clinical Psychology Internship Coordinator:
Nicole Geschwind, Clinical Psychological Science (FPN),
Phone (043) 38 81487, 40 Universiteitssingel East,
Room A2.767, Email: Nicole.geschwind@maastrichtuniversity.nl

- RM Neuropsychology Internship Coordinator:
Ieke Winkens, Neuropsychology and Psychopharmacology (FPN)
Phone (043) 38 84512, 40 Universiteitssingel East,
Room A2.759, Email: i.winkens@maastrichtuniversity.nl

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

Course objectives

Students are able to understand the work environment of the clinical psychologist. This internship gives students the opportunity to practice clinical skills in a real-life setting and to design and conduct a small-scale clinical research project. Students are able to apply GenAI or LLM's, like ChatGPT in a correct and transparent manner.

Prerequisites

The clinical internship cannot be started until:
• At least 54 credits have been attained during the programme;
• The above mentioned 54 credits must include the courses Advanced Statistics I and II, and, for students following the Psychopathology specialisation, all Clinical Skills (I–IV) training must be included and for students following the
Neuropsychology specialisation the following skills training courses must have been completed:
- Neuropsychological Assessments;
- Basic Cognitive Psychological Skills;
- Neuropsychology in practice.

Additional requirements can apply to students who did not obtain a Bachelor’s degree in Psychology and/or a bachelor’s degree at Maastricht University