

Interrogation & Interviewing

Faculty of Psychology and Neuroscience

PSY4618

Period 1:

1 Sep 2025

24 Oct 2025

Credits:

4.0

Coordinator:

E.H. MeijerG. Bogaard

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam, Attendance

Keywords:

investigative interviewing, false confessions, deception detection, mediation

Full course description

Interrogation and interviewing are at the core of many police investigations. In this course, students will learn about the different strategies that can be used when interrogating or interviewing a suspect. The course will deal with the difference between the accusatory interrogation style (i.e., an interrogation aimed at eliciting a confession), and the information gathering approach (i.e., an interview aimed at gathering relevant information), and their effects on eliciting false confessions. The information gathering approach has gained traction in recent years as a result of greater attention to inhumane and unethical police interrogation methods. In addition, the course will deal with the best way to detect deception in such interrogation/interviews. Students will discuss the use of non-verbal and verbal cues, but also the use of the polygraph to detect deception. Finally, the course will deal with mediation in criminal and civil law.

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

Course objectives

At the end of this course students:

- are familiar with the best practices in investigative interviewing;
- are familiar with the etiology of false confessions, and practices to prevent them;
- are familiar with the theories of deception and deception detection;

- are familiar with the ethical principles of psychologists and code of conduct as they relate to investigative interviewing
- are familiar with article 5 of the Universal Declaration of Human Rights and the Méndez Principles
- are familiar with the role mediation in penal and civil law.

Psychology of Eyewitnesses Testimony

Faculty of Psychology and Neuroscience

PSY4619

Period 1:

1 Sep 2025

24 Oct 2025

Credits:

4.0

Coordinator:

M. Sauerland

Teaching methods:

PBL, Lecture(s), Presentation(s)

Assessment methods:

Written exam, Presentation, Attendance

Keywords:

Eyewitnesses, interviewing, lineup, face recognition, child memory of trauma

Full course description

This course provides contemporary insights into the psychology of eyewitness testimony. For example, students will learn about eyewitness memory, if and why eyewitnesses report details of a crime, how well eyewitnesses can recall details of a crime and identify the perpetrator from a lineup. Students will also learn about human face recognition and the best practices for constructing and administering lineups. Other issues addressed in this course relate to whether claims of repression and subsequent recovery of traumatic experiences can be valid or whether they (sometimes) reflect false memories, whether the testimonies provided by young children are as reliable as those provided by adults, and the implications of these topics in court. By the end of the course, students will be familiar with current issues and controversies in eyewitness research, be able to give descriptions of typical methods and experimental work in this discipline, and have insight into the problems that arise from court decisions, which hinge upon testimonies from eyewitness.

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

Course objectives

At the end of this course students:

- can apply theories of memory to cases on the reliability of testimonies;
- can discuss important research methods and paradigms in legal psychology;

- can denote important factors related to the reliability of eyewitness memory (e.g., co-witness effects, cognitive interview);
- can assess the reliability of eyewitnesses' testimony in a given case;
- can discuss relevant theories and link them to legal cases;
- can discuss controversies revolving around psychology of testimony (e.g., repression);
- can design research studies by using the studied research paradigms and methodology.

Assessment Skills Lab I

Faculty of Psychology and Neuroscience

PSY4621

Period 1:

1 Sep 2025

24 Oct 2025

Credits:

4.0

Coordinator:

M.E. Keulen - de Vos

Teaching methods:

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

Assessment methods:

Presentation, Attendance, Assignment

Keywords:

Psychopathy, forensic assessment, female offenders

Full course description

Forensic psychological assessment differs in several important respects from psychological assessment, which occurs in a general clinical context. First, subjects are mandated to undergo a mental health assessment at the request of the court, which may adversely affect their willingness to participate and lead to distorted response styles. In contrast, in most other assessment contexts, the subject is seeking help and is open to discuss his/her problems with the assessor.

Secondly, the forensic psychologist is asked to answer questions that are posed by the court, which requires the psychologist to 'translate' legal questions into questions that a psychologist can answer. Finally, the forensic psychologist needs to be able to administer, code, and interpret specific forensic assessment instruments (FAIs), relevant to the type of legal questions asked. Among these, the question of psychopathy is highly prominent.

Psycholegal questions posed to the assessment psychologist are very different from the common questions in other fields of psychology. Examples include: Is there a relationship between the mental disorder of this subject and his behaviour during the crime? What is the risk of future re-offending in this arsonist? The answers to these types of questions require extensive knowledge of offender types, base rates of recidivism of different offender types, relationships between different mental disorder symptoms and offending behaviours, and psychological assessment, employing the relevant FAIs.

Students receive specialised training in the Psychopathy Check List-Revised. They will learn how to conduct a biographical forensic interview, code the PCL based on interview and file information, write up the results of this assessments in a structured and transparent forensic report. The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

Students will:

- acquire knowledge of specific requirements of personality assessment in a forensic context (e.g., multimethod assessment; the importance of collateral information);
- conduct a biographical interview;
- learn to foster the therapeutic alliance with a patient;
- use the Psychopathy Check List-Revised to assess the level of psychopathic traits in individuals;
- draft a brief forensic report on the PCL findings.

Applied Statistics for Forensic Psychologists

Faculty of Psychology and Neuroscience

PSY4617

Period 2:

27 Oct 2025

19 Dec 2025

Credits:

4.0

Coordinator:

N.J. Broers

Teaching methods:

Lecture(s), Skills, Assignment(s), Training(s)

Assessment methods:

Written exam, Attendance

Keywords:

Linear and logistic regression, ROC curve analysis, mixed (multilevel) regression, marginal versus random effects models

Full course description

The course consists of six units.

The first unit will focus on a review of multiple linear and logistic regression analysis, which will form the basis for most of the advanced techniques that will be covered in the remainder of this course.

This general introduction into regression techniques is followed by a unit that focuses on ROC curve analysis. ROC curves are becoming increasingly more important to forensic psychologists, for instance, to help find optimal cut-off scores for instruments that should help decide on whether an institutionalized offender can be granted parole or leave, or for studying whether verbal veracity assessment tools can discriminate between truth or falsehood of incriminating or exculpatory statements. In studies on the accuracy of identification of crime suspects, a comparison of ROC curves can be used to decide which of several line-up procedures is superior in terms of maximizing correct and minimizing false identification rates. The third unit will cover meta-analysis.

The last three units are devoted to mixed (multilevel) regression for nested designs and longitudinal studies. This mixed regression starts with a unit on marginal models for repeated measures (for instance, a time series of observations on institutionalized offenders receiving specialized treatment). Especially in cases of missing data or within-subject covariates, such models are known to be more efficient than traditional techniques such as repeated measures ANOVA. In this first of three units on

multilevel regression, 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 model for repeated measures as a method to include individual effects in marginal models for longitudinal data (growth curves) or single trial analyses of lab data. Students learn how this can be combined with e.g. ARMA modelling to distinguish between interpersonal and intrapersonal outcome variation. The random intercept model will also be applied to a cluster randomised trial - i.e. an RCT where organisations, like institutions treating justice-involved adolescents, are randomised. The third and last unit on mixed regression covers random slope models for longitudinal data (individual differences in change over time), single trial analysis (individual differences in stimulus effects) and multicentre trials (RCT within each of a number of organisations). The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

At the end of this course students:

- can identify and apply appropriate regression models for continuous and binary outcome variables, for data with independent as well as with correlated residuals;
- will be able to explain the use of ROC curves and will understand how to apply these in the context of classification based on test scores;
- will understand how to apply basic multilevel analysis for both longitudinal and nested data;
- will be able to explain the key concept of a covariance structure;
- lastly, students will be able to explain the basic concepts used in meta-analysis, and to read and interpret basic output from the Metafor-package in R.

Prerequisites

Good understanding of descriptive and inferential statistics at the elementary and intermediate level, including multiple linear regression. Skilled in the use of SPSS for statistical data analyses.

Assessment Skills Lab II

Faculty of Psychology and Neuroscience

PSY4622

Period 2:

27 Oct 2025

19 Dec 2025

Credits:

4.0

Coordinator:

V. de Vogel M.E. Keulen - de Vos

Teaching methods:

Lecture(s), Skills, Work in subgroups

Assessment methods:

Attendance, Assignment

Keywords:

Forensic psychological assessment, criminal responsibility assessment, violence risk assessment

Full course description

The purpose of this course is to help students acquire several specialised and complex forensic psychological assessment skills. This course builds on and is a sequel to Assessment Skills Lab I. During seven full-day workshops, students will receive state-of-the-art training in two principal areas; assessment of criminal responsibility and future violence risk.

As in course PSY4621, forensic psychological assessment is shown in contrast to psychological assessment in a general clinical context. Students will receive specialised training in a forensic risk assessment instrument, the HCR-20. Furthermore, they will receive training in the use of the MMPI-2, to assess personality factors relevant to the assessment of the relationship between mental disorder and the alleged offense (criminal responsibility) and violence risk assessment. They will also learn how to write up the results of these assessments in a structured and transparent way resulting in a report to the court. Special attention will be paid to risk communication to legal professionals. The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

At the end of this course, students will:

- understand the differences between various models of violence risk assessment;

- conduct a violence risk assessment of an individual based on the HCR-20 Version 3;
- use the MMPI-2, to arrive at a comprehensive picture of an individual's personality and psychopathology;
- understand the legal concept of criminal responsibility;
- identify the most important aspects of a good forensic report;
- write parts of a forensic report based on forensic assessment instruments covered in this course.

Thinking Like an Expert

Faculty of Psychology and Neuroscience

PSY4635

Period 2:

27 Oct 2025

19 Dec 2025

Credits:

4.0

Coordinator:

A. Sagana

Teaching methods:

PBL, Lecture(s), Presentation(s)

Assessment methods:

Written exam, Presentation, Attendance

Keywords:

Expert witnesses, diagnostic accuracy, decision making, cognitive biases

Full course description

Some have argued that the story behind miscarriages of justice is, in fact, the story of expert errors and misjudgements. Indeed, experts play an important role in judicial decision-making. The law expects them to base their decisions on scientifically grounded principles. Consider the handwriting expert who has to decide whether a ransom note was written by the defendant. Or the child psychologist who has to decide whether a child should stay with an emotionally labile mother who psychologically abuses her. Should we trust the expertise of these professionals? How can their decisions be improved? Psychometrics, decision-making and other issues typically thought of as province of expert witnesses are discussed in depth in this course. The course focuses on cognitive biases that affect experts.

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

Course objectives

At the end of this course students:

- be familiar with different decision-making styles; be able to reflect on who is an expert;
- be aware of biases, heuristics and debiasing methods, applied to the legal field;
- Be able to apply signal detection theory, Receiver Operating Characteristics, likelihood ratios, as debiasing tools;
- be able to apply these theoretical frameworks and their statistics to the assessment

- of risks in judicial decision making.

Forensic Neuropsychology

Faculty of Psychology and Neuroscience

PSY4636

Period 2:

27 Oct 2025

19 Dec 2025

Credits:

3.0

Coordinator:

L.M.J. Slotmaekers

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam, Attendance

Keywords:

Forensic neuropsychology, neuropsychological assessment, brain structure, aggression, amnesia, intoxication

Full course description

Defendants in criminal cases increasingly state that they do not have any memory of the offence they are accused of committing. This raises the question whether this is a valid defence. Furthermore, defendants and witnesses with traumatic brain injury, and/or who are intoxicated with substances (alcohol, drugs) are becoming more common in legal settings. How accurate are their statements and when should they be interviewed? Criminal courts are becoming increasingly aware of the unique and important contribution of neuropsychological assessment to forensic mental health evaluations. Neuropsychologists are being asked to prepare reports in both civil and criminal cases: physical/psychological injury cases, and competency assessment (competency to stand trial and criminal responsibility). A neuropsychological evaluation is typically based on multiple sources of information (case files, medical files, neuropsychological assessment, etc.). The most difficult part of the assessment is often the interpretation of the neuropsychological evaluation within the legally relevant criteria. Because every expert witness could be confronted with neuropsychological issues, it is important to have basic knowledge on brain structure and function, brain-behaviour relationships, neuropsychological assessment and legal issues related to neuropsychology. In addition, the use of brain imaging techniques to assess defendants, to explain or underscore specific brain-behaviour relationships, is becoming increasingly common. But what is the probative value of such brain images

in individual cases? Given the increased demand for forensic psychological experts, it is crucial they have expertise in neuropsychology.

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

Course objectives

At the end of this course students:

- understand neuropsychological test procedures;
- can specify and explain the role of specific brain structures in, for example, aggression, memory, and amnesia;
- can explain and criticize the use of brain scans in the courtroom;
- know how to make appropriate judgments about specific brain-behaviour relationships;
- understand the effect of different drugs on eyewitness memory and perpetrator behaviour

Personality Disorders

Faculty of Psychology and Neuroscience

PSY4605

Period 3:

5 Jan 2026

30 Jan 2026

Credits:

4.0

Coordinator:

R. Mooney

Teaching methods:

PBL, Lecture(s), Skills

Assessment methods:

Attendance, Assignment

Keywords:

personality disorders, treatment, assessment, clinical picture, aetiology, theoretical models

Full course description

This course deals with one of the major mental health problems in forensic mental health services: personality disorders (PDs). PDs are found in approximately 10% of the adult population and approximately 50%-80% of the forensic psychiatric and prison population. They are mental disorders defined by chronic, maladaptive personality traits that cause dysfunctional behaviour. In the forensic field, this behaviour includes aggression and criminality. The most prevalent PDs in forensic populations are Antisocial, Borderline, and Narcissistic PDs, although the entire range of DSM-5 PDs are represented. Over the years, there has been a strong focus on so-called Psychopaths, which is the most severe subgroup of patients with Antisocial PD. People with PDs consider their personality traits to be normal (i.e., "ego syntonic"), although they may perceive some of the effects of the disorder as undesirable. Consequently, there is often no clear request for help. At times, patients only start treatment under pressure or force (i.e., by order of the law). PDs can only be diagnosed in adulthood, from age 18, because before that, personality has not fully consolidated. However, in many patients, chronic patterns of antisocial behaviour are often evident by adolescence or even earlier. Historically, PDs have always had a negative connotation. People suffering from these disorders are perceived as untreatable, though there is little solid evidence to support this view. Recently, several treatments for PDs have been developed which show good evidence of

effectiveness, including some promising approaches for forensic patients with PDs. In this course, we consider PDs from a theoretical, research, and treatment perspective with particular attention to PDs that dominate in the forensic field.

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

Course objectives

In this course, students:

- classify personality disorders (PDs) based on their clinical descriptions in the DSM-5;
- apply the diagnostic criteria for PDs to forensic populations;
- explain the connection between PDs, violence, and substance use problems;
- understand which factors play a role in the development of PDs;
- explain the cognitive and neurobiological bases of PDs;
- compare treatment alternatives for PDs;
- administer, score, and interpret a PD diagnostic interview (SCID);
- develop rapport with a patient during a diagnostic interview.

Criminal Law

Faculty of Psychology and Neuroscience

PSY4607

Period 4:

2 Feb 2026

2 Apr 2026

Credits:

4.0

Coordinator:

R.M. Heemskerk

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam, Attendance

Keywords:

Criminal law, criminal procedure, expert witness, human rights

Full course description

Since forensic psychology is the application of the science and profession of psychology to questions and issues relating to criminal law and the criminal justice system, it stands to reason that a course in criminal law forms a substantial part of this Master program. The content of this course is therefore largely based on the idea that students in forensic psychology must have a general as well as a forensic specific knowledge of the principles and concepts of criminal law.

The main purpose of this course is to examine on an introductory level some basic principles and concepts of law in general and criminal law in particular. The course focuses primarily on criminal law; criminal procedure, substantive criminal law and criminal sanctions.

The course has two objectives. The first, more general, objective is to introduce psychology students to the basics of (criminal) law by examining its elementary concepts. But, since this course forms a substantial part of the Master Forensic Psychology, it also has a second, more specific, objective namely to create a better understanding of those criminal law topics that are especially interesting from a forensic psychological perspective. This means that a selection has been made of topics that are of particular interest for (future) forensic psychologists, e.g. the jurisprudential status of an insanity defence, the legal position of expert witnesses in criminal procedure, the human rights of mentally disturbed offenders as well as some basic aspects of international criminal law.

This twofold approach - a global overview combined with a forensic-psychological focus - also allows students to examine similarities and differences between psychological and legal views on crime related issues.

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

Course objectives

At the end of this course students:

- Can explain and apply the basics of substantive and procedural criminal law. The elementary concepts will be examined;
- Can explain and apply those criminal law topics that are especially interesting from a forensic psychological perspective. This means that a selection has been made of topics that are of particular interest for (future) forensic psychologists, e.g. the jurisprudential status of an insanity defence, the legal position of expert witnesses in criminal procedure, the human rights of mentally disordered offenders as well as some basic aspects of international criminal law.

Forensic Assessment in Child Custody and Child Abuse Cases

Faculty of Psychology and Neuroscience

PSY4616

Period 4:

2 Feb 2026

2 Apr 2026

Credits:

2.0

Coordinator:

C. de Ruiter

Teaching methods:

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

Assessment methods:

Attendance, Assignment

Keywords:

Child custody, child abuse, forensic evaluation, parenting capacity, children's rights, risk assessment

Full course description

Forensic assessment in child custody and child abuse cases (CCA) is the most complex form of assessment a forensic psychologist can be asked to conduct. This type of assessment requires extensive knowledge of child development, child and adult psychopathology, family dynamics and the causes and consequences of trauma, including parental separation. During this course, students will be exposed to best-evidence standards for CCA and will examine real-life CCA forensic evaluations considering these best-evidence standards and the latest empirical research.

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

Course objectives

At the end of this course students:

- can perform a critical review of a forensic report in a child custody/child abuse case;
- are familiar with the UN Convention for the Rights of the Child and with ethical Best Practice Guidelines in this domain of forensic psychological practice in child custody and child abuse cases
- can judge which tools to use for a forensic evaluation in an alleged child abuse or child custody case.

- Have basic knowledge and experience with a child forensic interview protocol (i.e., NICHHD protocol), a child abuse risk assessment instrument (i.e., CARE-Version 2), and a screening tool for intimate partner violence (MASIC).

Dystorted Symptom Presentations

Faculty of Psychology and Neuroscience

PSY4632

Period 4:

2 Feb 2026

2 Apr 2026

Credits:

2.0

Coordinator:

B. Dandachi - Fitzgerald

Teaching methods:

PBL, Lecture(s), Skills

Assessment methods:

Final paper, Attendance

Keywords:

faking bad, faking good, response bias, symptom validity

Full course description

This course will deal with illness fabrication (faking bad) and illness denial (faking good) in forensic contexts. It will investigate phenomena of fantasy proneness and related concepts, such as pseudologia fantastica and super normality. Also, attention will be given to defendants or claimants who feign conditions such as Post Traumatic Stress Disorder (PTSD), psychosis, and memory disorders. The psychometric detection of feigning is also relevant and therefore included in this topic. Experts are not considered skilled at detecting distortions in symptom presentations, although they often think they are. To fully grasp the problems that surround the issue of detecting exaggerated or minimized symptom presentations, one must understand the idea of signal detection and how there exists a tradeoff between sensitivity (correctly identifying instances of symptom distortions) and false positives (mistakenly identifying genuine reports as distorted). Only when students are familiar with this way of thinking can they critically evaluate methods and tests used to screen for faking. This psychometric approach is strongly advocated in the current course, and students will gain hands-on experience with several detection methods.

The corresponding practical for this course is: Distorted Symptoms Presentations

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

Course objectives

At the end of this course students:

- can explain the key concepts of response bias, faking good, faking bad, malingering, feigning, factitious disorder, and super normality, and how they relate to relevant sections from the DSM;
- can explain the rationale behind widely used symptom and performance validity tests, that intend to measure symptom over- and underreporting and cognitive underperformance, respectively;
- can apply these validity tests, score them, and summarize their results;
- can present the results in the form of a patient vignette/grand round.

Therapy Skills Lab

Faculty of Psychology and Neuroscience

PSY4637

Period 4:

2 Feb 2026

2 Apr 2026

Credits:

4.0

Coordinator:

K.I.M. van Oorsouw

Teaching methods:

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

Assessment methods:

Attendance, Assignment, Observation

Keywords:

Forensic psychotherapy, personality disorders, schema focused therapy, cognitive-behavioural, therapy skills, experiential techniques

Full course description

Forensic patients can be highly challenging to treat. Many exhibit psychopathic personality traits, such as deficient empathy, remorselessness, and manipulateness. Some are highly impulsive or have difficulties controlling anger or aggression. Many have substance use disorders, deviant sexual preferences (e.g., paedophilia), or other Axis I problems. Fifty to ninety percent of forensic patients have Personality Disorder (PDs), particularly Antisocial, Borderline, and Narcissistic PDs. These patients are at elevated risk for recidivism and have often been considered untreatable. In recent years, however, advances in psychotherapy have led to new hope for forensic patients with PDs. Schema Therapy (ST) is an integrative form of psychotherapy for personality disorders (PDs) that has shown effectiveness in recent clinical trials, and is being increasingly adopted in forensic settings worldwide, including the Netherlands. Students are not expected to achieve a complete mastery of ST by taking this course alone. However, by learning ST concepts and skills, students will benefit in several ways. Firstly, ST provides a theoretical framework covering early maladaptive schemas, coping responses, and schema modes, which help to make antisocial behaviour more explicable. Secondly, ST incorporates concepts and techniques drawn from several schools of psychotherapy, including cognitive, behavioural, humanistic/existential, and psychodynamic approaches. Thus, students will learn methods that form the basis for several forms of psychotherapy. In this course,

specific topics will be covered: the ST conceptual model; the therapy relationship; empathic confrontation; limited re-parenting; assessment and case conceptualisation; cognitive and behavioural therapy skills; experiential techniques; limit setting; and counter-transference reactions. In addition, students will learn basic therapy skills, including active listening, and cognitive therapy techniques, such as challenging automatic thoughts.

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

Course objectives

In this course students:

- acquire basic skills of psychotherapy for offenders;
- learn to establish a therapeutic relationship;
- respond empathically to patients;
- focus on patients' early unmet developmental needs;
- enhance patients' motivation for treatment;
- conduct an assessment and case conceptualization;
- identify maladaptive cognitive schemas, coping responses, and emotional states;
- analyse criminal behaviour patterns;
- modify maladaptive cognitions;
- utilise experiential techniques, such as imagery rescripting and role play, to reprocess traumatic experiences;
- analyse counter-transference responses.

Practical Training: Distorted Symptom Presentations

Faculty of Psychology and Neuroscience

PSY4653

Period 4:

2 Feb 2026

2 Apr 2026

Credits:

0.0

Coordinator:

B. Dandachi - Fitzgerald

Teaching methods:

Skills, Presentation(s)

Assessment methods:

Final paper, Attendance

Keywords:

malingering, SVT, faking good, faking bad, fantasy proneness

Full course description

Several tools exist that allow for the detection of distortions in symptom presentation (i.e., grossly exaggerating or feigning symptoms and minimizing or denying symptoms). In this workshop – consisting of two sessions - students will be trained to use these so-called symptom and performance validity tests (SVTs/PVTs) by applying them in a known scenario where someone will be instructed to feign or deny symptoms. In addition, students will become familiar with concepts that are relevant in the context of symptom and performance validity testing (e.g., fantasy proneness).

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: Malingering, Symptom and Performance Validity Testing, Faking good, Faking bad, and Fantasy proneness.

At the end of this practical, students:

- can apply these tests, score them, and summarize the results;
- can present the results in the form of a patient vignette/grand round.

Psychotic Disorders

Faculty of Psychology and Neuroscience

PSY4604

Period 5:

7 Apr 2026

5 Jun 2026

Credits:

4.0

Coordinator:

L. Kloft - Heller

Teaching methods:

PBL, Lecture(s), Skills

Assessment methods:

Final paper, Presentation, Attendance, Assignment

Keywords:

Psychotic disorders, clinical picture, differential diagnosis, etiological models, treatment, violence, command hallucinations, feigning, cultural differences

Full course description

This course deals with disorders of processes involving perception and thinking. In films or books, psychotic characters usually display bizarre and unpredictable behaviours that people have difficulty identifying with. Therefore, most people feel uncomfortable around someone who is (or has been) diagnosed as suffering from a psychotic disorder.

The aim of this course is to make psychotic disorders more relatable and understandable for students. It aims to allow them to view such disorders within the context of experiences they are familiar with. In principle, anyone can become psychotic, but some people are more prone to becoming so than others, and in some people such disorders are more likely to become chronic. More specifically, students will develop an in-depth knowledge of the relationship between psychotic disorders and violent behaviour, including its intersection with substance use problems. This knowledge will be gained through considering questions such as 'Can we argue that psychotic patients have an increased risk to become violent? If so, does that relate to specific symptomatology, such as hearing voices telling you to do certain things? Is it possible to feign symptoms of a psychotic disorder?'

This course examines psychosis from many theoretical perspectives, and students will be expected to delve into the various theories while developing an understanding of their strengths and limitations. The final assessment for this course is a numerical grade between 0,0 and 10,0.

Course objectives

At the end of this course students:

- can describe the differences between the DSM-5 psychotic disorders and use this knowledge to make a differential diagnosis;
- understand what psychomimetic drugs are and how they have been used to model psychosis
- have knowledge of the different theoretical models explaining psychotic disorders;
- can explain the relationship between psychotic disorders and violence and describe possible risk factors (such as substance use problems) and protective factors;
- can explain the features and theoretical underpinnings of command hallucinations and paranoid delusions;
- can describe the different treatment options that are the current state of the science;
- can explain what the features of feigned hallucinations and delusions are.

Expert Witness Skills Lab

Faculty of Psychology and Neuroscience

PSY4627

Period 5:

7 Apr 2026

5 Jun 2026

Credits:

4.0

Coordinator:

M.J. Schreuder

Teaching methods:

Lecture(s), Skills, Assignment(s)

Assessment methods:

Presentation, Attendance, Assignment

Keywords:

expert witness, court appearance, report writing, judicial reasoning, case analysis

Full course description

Every forensic psychologist occasionally must appear in court. When this happens, (s)he is faced with two basic problems: firstly, (s)he must apply psychological knowledge in a legal context and, secondly, (s)he must inform legal professionals such as lawyers and judges (who lack expertise in psychology) about the case at hand. In addition to this, (s)he has to avoid confusing the therapeutic role and the forensic role, which may serve conflicting goals. During this course, the following subjects are covered: the differences between judicial and psychological knowledge and ways of reasoning, the practical and ethical aspects of serving as an expert witness in legal cases, training on how to serve as an expert witness and to write an expert witness report, as well as how to avoid common misconceptions and complications.

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

Course objectives

Students are able to:

- follow and apply judicial reasoning;
- avoid expert bias;
- follow courtroom procedure;
- write an expert witness report;
- present an expert witness report in court;

- analyse a case or a case file;
- apply their knowledge of witness memory
- can identify and explain ethical dilemmas in forensic psychology
- can differentiate between different professional roles and infer respective responsibilities, rights, and obligations.

Young Offenders

Faculty of Psychology and Neuroscience

PSY4628

Period 5:

7 Apr 2026

5 Jun 2026

Credits:

4.0

Coordinator:

C. de Ruiter

Teaching methods:

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

Assessment methods:

Presentation, Attendance, Assignment

Keywords:

young offenders, risk assessment, intervention, trauma-informed care

Full course description

In this seven-week course, students will be exposed to a number of different theoretical and interventionist approaches in the area of juvenile offending. A key element will be the What Works approach: interventions that work have a strong theoretical rationale, focus on the relevant risk factors for offending, use routine quality monitoring to prevent programme drift, and are continually evaluated in terms of effectiveness. Students will also learn about the Good Lives Model and how this strengths-based and holistic rehabilitation model is especially relevant to forensic practice with adolescent offenders. The importance of different risk factors, such as neuropsychiatric disorders in the child (e.g., ADHD, autism-spectrum disorders), parental factors (mental health problems, poor parenting skills) and environmental factors (child maltreatment/family violence, socioeconomic hardship), will be illustrated.

In the different tasks used in the course, special attention will be given to the role of age, gender, trauma history and cultural/ethnic background in antisocial behaviour and ethical issues concerning early detection/intervention. A one-day workshop in the assessment of strengths and vulnerabilities in young offenders is part of the course.

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

Course objectives

After the course, students will:

- know and understand how aggressive and antisocial behaviour develops;
- know and understand how the development of aggressive and antisocial behaviour is influenced by gender and age of onset;
- know and understand how risk and strengths-based factors interact in relation to the development of aggressive and offending behaviour; Know and understand why certain punitive practices and interventions (e.g., Bootcamp, Scared Straight) are unethical, especially when used with young offenders;
- apply the Good Lives Model, including strengths/protective factors, to risk assessment and risk management in juvenile offenders;
- have knowledge about the START; AV and the EARL risk assessment instruments and know how to administer, score, and interpret risk assessment tools for children and adolescents;
- have knowledge about and understand what interventions work and what interventions do not work with young offenders and why (not);
- be able to critically evaluate and weigh different treatment interventions.

Sex Offenders

Faculty of Psychology and Neuroscience

PSY4629

Period 5:

7 Apr 2026

5 Jun 2026

Credits:

4.0

Coordinator:

L.H.C. Raymaekers

Teaching methods:

PBL, Lecture(s), Presentation(s)

Assessment methods:

Written exam, Presentation, Attendance

Keywords:

Phenomenology, sexual deviancy, diagnostic instruments, treatment, risk assessment

Full course description

As awareness about the prevalence of sexual violence has increased in recent times, the field of forensic mental health services has a growing need for psychologists who are knowledgeable and trained in the field of assessment and treatment of sex offenders. Main topics in this course include: conceptual clarification (e.g. sex offending vs. paraphilia vs. paraphilic disorder), defining abnormal sexual behaviour, theoretical models of the etiology of sexual offending, assessment of psychological characteristics (of online vs. offline) sex offenders, sexual violence risk assessment, treatment options, ethics, female sex offenders and internet sexual offending.

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

Course objectives

By the end of the course students will be able to:

- understand and explain the phenomenology of sexual offending behaviours and sex offenders;
- know, understand, explain and apply the theoretical models of sexual offending;
- know, interpret and compare the assessment instruments that (attempt to) measure paraphilic sexual arousal;
- know, understand, and compare treatment options for sex offenders and their effectiveness;

- Know about and understand the ethical considerations when it comes to treating (and not treating) sex offenders;
- understand and explain the role of gender in sexual offending behavior
- know the diverse types of internet sexual offending, their risk assessment, and preventive measures

Research Proposal Workshop

Faculty of Psychology and Neuroscience

PSY4634

Period 6:

8 Jun 2026

3 Jul 2026

Credits:

1.0

Coordinator:

E.H. Meijer

Teaching methods:

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

Assessment methods:

Final paper, Attendance

Keywords:

Research proposal, APA style

Full course description

This workshop will familiarise students with the separate phases of drafting scientific research proposals and research reports. Specifically, they will define a scientifically relevant research question based on prior research findings, prepare, and structure the research protocol, and think about suitable designs and research methods for data acquisition and analysis. To this end, students must integrate the learned material (i.e., literature) into skill-based practice (i.e., by writing a research protocol). The writing skills acquired in this workshop can be used by the students to complete their upcoming thesis and obtain research grants later in their careers.

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

Course objectives

At the end of this course:

- students can write a proposal for an empirical study in forensic psychology;
- they can conduct a peer-review of another student's work;
- students are familiar with APA Publication Style;
- they can apply APA style in their writing assignments;
- students are familiar with research ethics and integrity
- students are familiar with the key concepts of open science, including preregistration

Research Proposal

Faculty of Psychology and Neuroscience

PSY5607

Year:

1 Sep 2025

31 Aug 2026

Credits:

2.0

Coordinator:

C. de RuiterL.H.C. Raymaekers

Teaching methods:

Skills, Research

Assessment methods:

Final paper, Participation, Oral exam, Observation

Keywords:

Research, design, data collection, analysis, master's thesis, research proposal

Full course description

In the second year of the Forensic Psychology Master's programme, students are expected to conduct a master thesis research project.

The research undertaken to complete a Master's Thesis will offer students opportunities for critical reflection and problem solving. The research must be empirical (either quantitative or qualitative) and will preferably include all phases of the empirical cycle. The Master's Thesis will be written in the format of an empirical article, including, Abstract, Introduction, Method, Results and Discussion.

Students start their research project with the writing of a research proposal.

Students will have to orally defend their thesis.

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

Course objectives

Students understand how to:

- formulate a research question;
- search for relevant literature;
- design an empirical study;
- collect data;
- analyse data;

- write a Master's Thesis.

Prerequisites

Completion of all first year Forensic Psychology courses.

Master's Thesis Research Project Graded

Faculty of Psychology and Neuroscience

PSY5609

Year:

1 Sep 2025

31 Aug 2026

Credits:

10.0

Coordinator:

C. de RuiterL.H.C. Raymaekers

Teaching methods:

Skills, Research

Assessment methods:

Final paper, Participation, Oral exam, Observation

Keywords:

research, design, data collection, analysis, master's thesis, research proposal

Full course description

In the second year of the Forensic Psychology Master's programme, students are expected to conduct a master thesis research project.

The research undertaken to complete a Master's Thesis will offer students opportunities for critical reflection and problem solving. The research must be empirical (either quantitative or qualitative) and will preferably include all phases of the empirical cycle. The Master's Thesis will be written in the format of an empirical article, including, Abstract, Introduction, Method, Results and Discussion.

Students start their research project with the writing of a research proposal.

Students will have to orally defend their thesis.

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

Course objectives

Students understand how to:

- formulate a research question;
- search for relevant literature;
- design an empirical study;
- collect data;
- analyse data;
- write a Master's Thesis.

Prerequisites

Completion of all first year Forensic Psychology courses.

Professional Reflections & Observations

Faculty of Psychology and Neuroscience

PSY5611

Year:

1 Sep 2025

31 Aug 2026

Credits:

2.0

Coordinator:

C. de Ruiter

Teaching methods:

PBL, Assignment(s), Presentation(s)

Assessment methods:

Attendance

Keywords:

Professional reflection, networking, continued education

Full course description

The goals of PRO-F are to increase self-reflective skills through a number of individual and group exercises and Zoom meetings. Students will be invited to discuss common issues encountered during the master thesis research project year and learn from each other. Groups of max. 5 students will meet every 8 weeks (6 meetings of 2h in total) via Zoom in the presence of a 'group mentor' to discuss specific tasks and activities that have been performed in the weeks before it. Each student will present a personal case during one of the meetings, using an intervision method selected from a set of options provided. This structured case discussion is chaired by another student and will last about 45 minutes. In this way, students are exposed to the common practice of professional intervision with colleagues, which is an important part of continuing professional development. Each meeting will have a specific theme and sometimes themes that have been discussed earlier in the year will return in another form towards the end.

The themes are: character strengths and challenges, energy management, professional boundaries, and ethical dilemmas in forensic psychology.

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

Course objectives

At the end of this course students have the ability:

- to reflect on their own professional behavior (incl. ethical standards) and development as they apply to forensic psychology (including specific best practice ethical standards for forensic psychologists);
- to chair an intervision meeting using a structured model
- present a personal case that included some dilemma/difficulty, using the intervision group as an opportunity for reflection and professional growth
- to work effectively in a research setting and/or in an applied/forensic-clinical setting.

Prerequisites

Completion of all first year Forensic Psychology courses.

Master's Thesis Research Project Ungraded

Faculty of Psychology and Neuroscience

PSY5612

Year:

1 Sep 2025

31 Aug 2026

Credits:

16.0

Coordinator:

C. de RuiterL.H.C. Raymaekers

Teaching methods:

Skills, Research

Assessment methods:

Final paper, Participation, Oral exam, Observation

Keywords:

Research, design, data collection, analysis, master's thesis, research proposal

Full course description

In the second year of the Forensic Psychology Master's programme, students are expected to conduct a master thesis research project.

The research undertaken to complete a Master's Thesis will offer students opportunities for critical reflection and problem solving. The research must be empirical (either quantitative or qualitative) and will preferably include all phases of the empirical cycle. The Master's Thesis will be written in the format of an empirical article, including, Abstract, Introduction, Method, Results and Discussion. Students start their research project with the writing of a research proposal.

Students will have to orally defend their thesis.

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

Course objectives

Students understand how to:

- formulate a research question;
- search for relevant literature;
- design an empirical study;
- collect data;
- analyse data;
- write a Master's Thesis.

Prerequisites

Completion of all first year Forensic Psychology courses.

Clinical Internship

Faculty of Psychology and Neuroscience

PSY5604

Year:

1 Sep 2025

31 Aug 2026

Credits:

16.0

Coordinator:

C. de RuiterL.H.C. Raymaekers

Teaching methods:

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

Assessment methods:

Final paper, Participation, Attendance, Observation

Keywords:

Forensic assessment, forensic treatment, evidence-based practice, professional ethics

Full course description

Students specialising in forensic psychology are required to conduct a clinical internship in an approved setting. The clinical internship can be conducted in conjunction with the master thesis research project or separately. Students are required to submit a report on their experiences during the clinical internship. Requirements for this report are provided to students via Canvas. Students start their internship by defining their Intended Learning Outcomes.

This clinical internship lasts a minimum of 5 months (520 hours). In addition to the clinical internship, Dutch students may want to acquire a qualification in Psychodiagnostics (“NIP Basisaantekening Psychodiagnostiek”). The Master’s in Forensic Psychology will also allow graduates from the programme to meet the entry demands of the postmaster’s education as a Health Care Psychologist (‘GZ-Verklaring’).

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

Course objectives

Students are able to:

- apply scientific knowledge to forensic-clinical practice;
- reflect on performance of clinical skills;
- use forensic psychological assessment instruments;

- apply forensic treatment and risk management;
- practice forensic report writing.

Prerequisites

Completion of all first year Forensic Psychology courses.

Clinical Activities Report

Faculty of Psychology and Neuroscience

PSY5606

Year:

1 Sep 2025

31 Aug 2026

Credits:

4.0

Coordinator:

C. de RuiterL.H.C. Raymaekers

Teaching methods:

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

Assessment methods:

Final paper, Participation, Attendance, Observation

Keywords:

Forensic assessment, forensic treatment, evidence-based practice, professional ethics

Full course description

Students specialising in forensic psychology are required to conduct a clinical internship in an approved setting. The clinical internship can be conducted in conjunction with the master thesis research project or separately. Students are required to submit a report on their experiences during the clinical internship. Requirements for this report are provided to students via Canvas. Students start their internship by defining their Intended Learning Outcomes.

This clinical internship lasts a minimum of 5 months (520 hours). In addition to the clinical internship, Dutch students may want to acquire a qualification in Psychodiagnostics (“NIP Basisaantekening Psychodiagnostiek”). The Master’s in Forensic Psychology will also allow graduates from the programme to meet the entry demands of the postmaster’s education as a Health Care Psychologist (‘GZ-Verklaring’).

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

Course objectives

Students are able to:

- apply scientific knowledge to forensic-clinical practice;
- reflect on performance of clinical skills;
- use forensic psychological assessment instruments;

- apply forensic treatment and risk management;
- practice forensic report writing.

Prerequisites

Completion of all first year Forensic Psychology courses.

Master's Thesis

Faculty of Psychology and Neuroscience

PSY5603

Year:

1 Sep 2025

31 Aug 2026

Credits:

10.0

Coordinator:

C. de RuiterL.H.C. Raymaekers

Teaching methods:

Skills, Research

Assessment methods:

Final paper, Participation, Oral exam, Observation

Keywords:

Research, design, data collection, analysis, master's thesis, research proposal

Full course description

In the second year of the Forensic Psychology Master's programme, students are expected to conduct a master thesis research project.

The research undertaken to complete a Master's Thesis will offer students opportunities for critical reflection and problem solving. The research must be empirical (either quantitative or qualitative) and will preferably include all phases of the empirical cycle. The Master's Thesis will be written in the format of an empirical article, including, Abstract, Introduction, Method, Results and Discussion.

Students start their research project with the writing of a research proposal.

Students will have to orally defend their thesis.

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

Course objectives

Students understand how to:

- formulate a research question;
- search for relevant literature;
- design an empirical study;
- collect data;
- analyse data

- write a Master's Thesis.

Prerequisites

Completion of all first year Forensic Psychology courses.

Master's Thesis Oral Inquiry

Faculty of Psychology and Neuroscience

PSY5613

Year:

1 Sep 2025

31 Aug 2026

Credits:

0.0

Coordinator:

Teaching methods:

Assessment methods:

Keywords:

Full course description

Course objectives

Recommended reading

