

Master Psychology Nominal Plans Light 27-28

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Curriculum Overview Master Psychology - General Modules

Academic year: 2027-2028 Overview specialisation Health and Social Psychology			
Period 1	Theoretical Course (6 ECTS)	Professional Skills & Mentoring (4 ECTS)	Academic Skills & Research Proposal (4 ECTS)
	Practical Course (2 ECTS)		
Period 2	Theoretical Course (6 ECTS)		
	Practical Course (2 ECTS)		
Period 3	Theoretical Course (6 ECTS)		
Period 4	Elective Courses (3 ECTS)	Option A Research Project (6 ECTS) Field project (10 ECTS)	Option B Extended Research Project (16 ECTS)
Period 5	Elective Courses (3 ECTS)		
Period 6		Option A Master's Thesis & Oral Inquiry (8 ECTS)	Option B continued - Extended Master's Thesis & Extended Oral Inquiry (8 ECTS)

Students will either follow option A or B in period 4-6.

Professional Skills & Mentoring

Title	Professional Skills & Mentoring Back to overview
Course Description	Becoming a professional psychologist requires more than technical knowledge — it demands self-awareness, ethical judgment, and the ability to work effectively with others. This course develops those capacities alongside the programme's core courses, combining structured group sessions with individual mentoring. In the group sessions, students work with a mentor to explore themes central to early-career practice: collaboration (including within PBL teams), resilience, ethical reasoning, and the responsible use of emerging technologies such as LLMs. Individual mentoring provides space to reflect on personal development and progress toward professional goals. Each student meets individually with their mentor once during the course to reflect on their competency development and discuss progress toward their professional goals. Students may request an additional meeting with their mentor in the second semester if needed. The course is assessed through a portfolio, submitted at the end of Period 2, evaluated on a pass/fail basis. The portfolio serves as an integrative account of students' professional development over the first semester: it should demonstrate self-reflection, growth in self-directed learning, and emerging professional competence — including the ability to identify gaps, act on feedback, and articulate a developing professional identity. The portfolio draws on feedback gathered across the semester. Some feedback is embedded in the curricula of all specializations — for example, peer feedback on group work and PBL leadership, and presentation evaluations by tutors. Students are responsible for actively seeking additional feedback on their standing across the professional competencies addressed in the course (e.g., collaborative work, professional ethics, digital literacy) and for incorporating that feedback into their reflections.

Academic Skills & Research Proposal

Title	Academic Skills & Research Proposal Back to overview
Course Description	This course supports students in developing the academic research competencies expected of a master-level psychologist. The course consists of lectures on research ethics, data management, open science, and academic writing as well as a tutorial on academic writing, including the responsible use of LLMs. In addition, the course contains a selection of Research design workshops, which offer students the opportunity to deepen their understanding of selected research methodologies. Students choose two workshops that best match their research interests and intended research project. Each workshop combines an expert lecture with a practical assignment and discussion session. The workshops are deliberately self-directed: students are expected to identify which methodological areas are most relevant to their own development and make their selections accordingly. Available topics include, among others, systematic reviews, diary designs, experimental designs, and qualitative research. The central assignment is an individual research proposal, prepared in anticipation of the Extended research project and master's thesis. The proposal marks the transition from coursework to independent research. Students work independently and consult with their thesis supervisor for guidance and feedback. Students in a shared research project group each develop an individual research question, coordinating their proposals to ensure coherence within the group's broader project. The proposal should include at minimum: a cover page, introduction, literature review (covering background, relevance, and research question), research design and methods, reference list, and timeline. Completing the proposal requires students to integrate the academic, methodological, and ethical knowledge developed across the programme and apply it to their own research question.

Elective Courses

Title	Electives (6 ECTS in total) Back to overview
Course Description	In period 4 and 5, students can choose from several 5-week-electives. These carefully curated courses offer our students the opportunity to expand their professional or academic skills in areas of their choosing. Students can follow one elective in each period, each worth 3 ECTS. Students can choose from electives such as 'Coaching for psychologists', 'Introduction to programming in Python', 'Science communication', or 'Developing e-health interventions'. Instead of choosing two electives, students can opt to work on a 10-week/168h individual elective. All electives are assessed pass/fail.

Note: Students will either follow A) the Research Project and Master's thesis and Oral Inquiry in combination with the Field Project or B) the Extended Research Project and Extended Master thesis and Oral Inquiry.

Option A: Research Project, Master's thesis, Oral Inquiry & Field project

Title	Research Project (6 ECTS) and Master's thesis and Oral Inquiry (8 ECTS) Back to overview
Course Description	Students conduct a research project in groups of 4–6, equivalent to 28 ECTS (224 hours) in which each student has their own research question. Each student additionally completes an individual oral inquiry and submits an individual master's thesis (8 ECTS). A research project requires the formulation of a research question and its translation into an appropriate study design. Projects may involve the collection of original data, a systematic literature review, computational modelling, or analysis of an existing dataset. Students are expected to take a proactive and self-directed role throughout the project. This means they bear primary responsibility for organizing the project, acquiring relevant methodological, statistical, and writing skills, and monitoring their own progress. The wider programme offers ample opportunities to develop these competencies. The supervisor acts as an advisor and evaluator rather than a project manager. Supervisors meet with student groups in regular meetings, in which students report on progress and may ask for input on specific questions. Project decisions, including research design and analytical choices, remain the students' responsibility. Students are expected to work in accordance with relevant ethical and data management standards, including institutional and disciplinary requirements, throughout the project. Where appropriate, students may use large language models (LLMs) as a research or writing tool. Such use must be documented transparently in all project outputs, and students are expected to make principled judgments about when and how LLM use is appropriate. Each student produces an individual master's thesis reporting the research methods and findings in accordance with disciplinary standards. Students defend their methodological and analytical choices, including consideration of alternatives, in an individual oral inquiry.

Title	Field Project (10 ECTS) Back to overview
Course Description	Students work on a practical problem provided by a stakeholder (the challenge owner). They translate this problem into a concrete assignment, consult relevant scientific literature, gather relevant data, and develop an evidence-based intervention recommendation.

	The course begins with a problem definition phase, in which students work with a challenge owner from outside the faculty to clarify and specify the problem. Students practice interviewing and problem definition skills to produce a project plan with a concrete assignment. In the analysis phase, students examine the problem by consulting relevant psychological literature and collecting data through interviews, questionnaires, or other methods. The choice of methods depends on the nature of the problem. Students evaluate the scientific evidence and produce a state-of-the-art overview of findings relevant to the problem. Students integrate their findings into a conceptual model and develop a concrete, evidence-based intervention recommendation for the stakeholder. This recommendation does not need to be implemented within the course. Students also produce a cost-benefit analysis and budget for the proposed intervention. Finally, they present their findings in a professional deliverable — which may take various forms (e.g. a client report, presentation, website, podcast, or video) — assessed against predefined criteria including scientific rigor, fit with the problem, structure, communication clarity, and creativity. Projects may be conducted individually (for instance combined with a Practical internship in the electives) or in groups, with partners such as organizations, NGOs, or municipalities. A set of projects will be offered by the course coordinators; students may also propose their own project, subject to coordinator approval.
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Option B: Extended Research Project, Extended Master's Thesis & Extended Oral Inquiry

Title	Extended Research Project (16 ECTS) and Extended Master's thesis and Oral Inquiry (8 ECTS) Back to overview
Course Description	Students conduct an Extended research project in groups of up to 3, equivalent to 16 ECTS (448 hours) in which each students has their own research question. Each student additionally completes an individual oral inquiry and submits an individual master's thesis (8 ECTS). The Extended Research Project requires the formulation of a research question and its translation into a rigorous empirical study design, developed in close collaboration with an academic staff member. Unlike the (basic) Research Project, the Extended version requires the collection of original empirical data and completion of the full empirical cycle: from problem formulation and study design through data collection, analysis, and interpretation. The expected standard for the master's thesis is publishable quality. Before the project begins, students submit a project planning overview in which they account for how the 448 hours will be allocated across project activities, for example, materials development, pilot testing, data collection, and analysis. This planning document is not formally assessed but serves as a tool for project management and supervisor consultation. Students are required to preregister their study prior to data collection, providing a detailed and justified account of the research design, hypotheses, and planned analyses. Students are expected to take a proactive and self-directed role throughout the project. They bear primary responsibility for organizing the project, acquiring relevant methodological, statistical, and writing skills, and monitoring their own progress. The wider programme offers ample opportunities to develop these competencies. The supervisor acts as an advisor and evaluator rather than a project manager. Supervisors meet with student groups in regular meetings, in which students report on progress and

	may ask for input on specific questions. Project decisions, including research design and analytical choices, remain the students' responsibility. Students are expected to work in accordance with relevant ethical and data management standards, including institutional and disciplinary requirements, throughout the project. Where appropriate, students may use large language models (LLMs) as a research or writing tool. Such use must be documented transparently in all project outputs, and students are expected to make principled judgments about when and how LLM use is appropriate. Each student produces an individual master's thesis reporting the research methods and findings at a standard appropriate for scientific publication. Students must be able explain and defend their methodological and analytical choices, including consideration of alternatives in an individual oral inquiry.
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pending formal approval

Curriculum Overview Health and Social Psychology

Academic year: 2027-2028 Overview specialisation Health and Social Psychology			
Period 1	Theoretical Course Mechanisms of Health Behavior and Behavior Change: An Individual Approach (6 ECTS)	Professional Skills & Mentoring (4 ECTS)	Academic Skills & Research Proposal (4 ECTS)
	Practical Course Facilitating Behavior Change through Self-Monitoring: A smartphone Ecological Momentary Assessment (EMA) approach (2 ECTS)		
Period 2	Theoretical Course Individual Health and Behavior in Social and Environmental Contexts (6 ECTS)		
	Practical Course Complex Systems Thinking for Health and Behaviour Change (2 ECTS)		
Period 3	Theoretical Course Planning Behaviour Change Programmes (6 ECTS)		
Period 4	Elective Courses (3 ECTS)	Option A	Option B
Period 5	Elective Courses (3 ECTS)	Research Project (6 ECTS) Field project (10 ECTS)	Extended Research Project (16 ECTS)
Period 6		Master's Thesis & Oral Inquiry (8 ECTS)	Extended Master's Thesis & Extended Oral Inquiry (8 ECTS)

Course Descriptions Health and Social Psychology

Title	Theoretical Course: Mechanisms of Health Behavior and Behavior Change: An Individual Approach Back to overview
Course Description	Maintaining a healthy lifestyle is a central challenge in modern society. Individuals frequently engage in unhealthy or unwanted behaviors, such as excessive eating, sedentary habits, or substance use, despite possessing the knowledge that these actions are detrimental to their long-term well-being. This gap between intention and action represents one of the most significant hurdles in health psychology. This course provides a comprehensive exploration of the internal mechanisms that drive, sustain, and inhibit such behaviors with a particular focus on cognitive, motivational, and self-regulatory processes. Drawing on theories and empirical findings from social psychology, clinical psychology, and cognitive (experimental) psychology, the course aims to explain the origins and maintenance of health behavior. The course progresses systematically from foundational cognitive structures to specific behavioral mechanisms. It begins with an analysis of the individual's cognitive architecture, focusing on the dynamic interplay between impulsive and reflective systems and the implications of this interaction for top-down control. Building on this foundation, the course examines models of controlled processing and intentional action, as well as the ways in which choice architecture and systematic cognitive biases can disrupt deliberate decision-making. Attention then shifts to automaticity and learning processes, including the transition from goal-directed action to habitual behavior, to clarify how unhealthy routines are formed and maintained. These perspectives are integrated within a broader, multidisciplinary framework on self-regulation. By examining the conditions under which self-regulation succeeds or fails in everyday contexts, students will engage with both established findings and ongoing debates in the field. By the end of the course, students will be able to provide theoretically grounded and empirically informed explanations of the “how” and “why” underlying health-related behaviors. Through critical analysis of scientific literature, they will develop a nuanced understanding of the determinants of health behavior and acquire the skills necessary to design theory-driven strategies for behavior change.

Title	Practical Course: “Facilitating Behavior Change through Self-Monitoring: A smartphone Ecological Momentary Assessment (EMA) approach” Back to overview
Course Description	In this practical course, students work in small groups (3–4 students max) to design, implement, and conduct a self-monitoring (micro)intervention aimed at behavioral change. Based on their own research questions, students develop a smartphone-based Ecological Momentary Assessment (EMA) protocol to monitor specific behaviors and mental states repeatedly over time. The collected data are used to explore patterns and fluctuations in behavior across days and times of day. Using provided R scripts, students learn how to visualize and interpret the resulting time-series data. The course concludes with students practicing how to communicate and explain their findings clearly to a fellow student.

Title	Theoretical Course: Individual Health and Behavior in Social and Environmental Contexts Back to overview
Course Description	This course places individual health and behaviour change within the social context. That is, whereas Period 1 focuses on the individual-level factors that impact individual health and behaviour change, Period 2 zooms out to focus on the social factors and characteristics that impact individuals' health and behaviour change. Thus, by the end of Period 2, students will have developed a comprehensive and nuanced understanding of health and behaviour change, including how individual and social factors intersect and impact one another, and what are potential limits of change (invariable context factors). By “social” we will study various spheres of influence, moving from immediate social influences such as family and friends, to broader social influences such as schools, communities, digital technologies, and cultural contexts. Further, this course will investigate the factors that can harm or impede health and behaviour change (e.g., environmental affordances, stigma and discrimination, socio-economic inequalities), as well as those that can improve and facilitate it (e.g., perceived social acceptance, social support, change of norms). Across the course, emphasis is placed on understanding theories, models, and underlying mechanisms that can explain the relationships between the social and environmental context and individual health and behaviour change. Thus, we move beyond describing relationships, to being able to explain the “why” and “how” of these relationships, which enables us to apply this knowledge to new, real-world situations of health and behaviour change. Last, throughout the course, we will develop a thorough understanding of how the research in this area is conducted. For example, how can we measure social factors in the context of health and behaviour change? How can we manipulate the social context to test its impact on individual health and behaviour change? Through understanding and evaluating the various scientific approaches in this field, students will continue to build their expertise and critical skills in their HSP specialization.

Title	Practical Course: Complex Systems Thinking for Health and Behaviour Change Back to overview
Course Description	This practical course introduces students to complex systems thinking as a way to understand individual health and behaviour change. The course aims to equip students with systems thinking tools to identify drivers of individual health and behaviour change in complex environmental settings. Students explore how psychological, social, and environmental factors influence health outcomes. A key methodological focus is the use of Fuzzy Cognitive Mapping to represent relationships between determinants of health behaviour. Students learn to translate insights from the P1 and P2 core courses about individual and social determinants into structured cognitive maps. Through practical exercises, involving qualitative research methods (e.g., personal interviews, expert consultation), students build personal and group maps that illustrate drivers of health behaviours such as physical activity, diet, sleep, sexual and mental health. The course introduces students to feedback loops, reinforcing and balancing processes, and non-linear dynamics in understanding behaviour change. By iteratively refining maps with the help of literature and theory, students gain insight into leverage points for interventions to promote sustainable behaviour change.

Title	Theoretical Course: Planning Behaviour Change Programmes Back to overview
Course Description	Health and social psychologists in the field apply state-of-the-art theories and research to health, ecology, discrimination and safety problems in real-life settings. This course introduces a systematic process for designing behaviour change programmes to mitigate these problems. Students are guided through a series of steps that will assist them in applying psychological theories and evidence in developing behaviour change interventions – where they can choose to focus on the individual level (behavioural or clinical interventions), or the environmental level (e.g., policy level interventions). Steps include: a needs assessment and identification of the programme goals; selecting intervention methods and translating methods into applications and programmes; and planning for implementation and evaluation of the programme. The course will start with training on applying the various steps. After that, students will apply each step and work in small groups to create a (fictive) behaviour change program for a health or societal problem of their choice. The course will be concluded by a symposium in which they pitch their interventions. Participation to the group project will be individually assessed by means of an individual logbook and peer assessment.

Curriculum Overview Legal Psychology

Academic year: 2027-2028 Overview specialisation Legal Psychology			
Period 1	Theoretical Course Psychology of Testimony (6 ECTS)	Professional Skills & Mentoring (4 ECTS)	Academic Skills & Research Proposal (4 ECTS)
	Practical Course Legal Psychology in Action (4 ECTS)		
Period 2	Theoretical Course Expert decision making (6 ECTS)		
	Practical Course Legal Psychology in Action - Continued		
Period 3	Theoretical Course Professional Practice in Legal Psychology (6 ECTS)		
Period 4	Elective Courses (3 ECTS)	Option A Research Project (6 ECTS) Field project (10 ECTS)	Option B Extended Research Project (16 ECTS)
Period 5	Elective Courses (3 ECTS)		
Period 6		Master's Thesis & Oral Inquiry (8 ECTS)	Extended Master's Thesis & Extended Oral Inquiry (8 ECTS)

Course Descriptions Legal Psychology

Title	Theoretical Course: Psychology of Testimony Back to overview
Course Description	Interviewing suspects and witnesses is central to police investigations. This course examines psychological research on how police elicit and evaluate statements from both groups. The first part focuses on suspects. We examine interrogation strategies, including the distinction between accusatory interrogations (aimed at obtaining a confession) and information-gathering interviews (aimed at obtaining relevant information). We discuss how these approaches influence the risk of false confessions and the challenges of detecting deception. The second part focuses on eyewitnesses. Topics include the accuracy of memory for events, the effects of repeated questioning, effective interviewing techniques, co-witness influence, identification decisions in lineups (including when the culprit is absent), memory over time, and the reliability of child witnesses. We conclude by considering the implications of these findings for evaluating testimony in court.

Title	Practical Course: Legal Psychology in Action Back to overview
Course Description	Legal Psychology in Action offers students the opportunity to become familiar with the practical aspects of legal psychology. Students will acquire hands-on experience with the administration of instruments frequently used by legal psychologists, such as tools to measure malingering, suggestibility, and compliance. Students are informed about the basics of criminal court proceedings and the role of an expert witness. Furthermore, professionals in the legal field will provide lectures. Students will spend a substantial amount of time in administering tests, reading relevant literature, and writing case reports. At the end of the practical training, students are expected to act as an expert witness in a mock court case and must submit a written expert witness report.

Title	Theoretical Course: Expert decision making Back to overview
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? This course tackles these questions by examining how cognitive biases, heuristics, and logical fallacies shape expert judgment in forensic and legal settings. Not all expert errors are alike—some stem from mental shortcuts, others from flawed reasoning patterns—and understanding the different matters for diagnosing where things go wrong. The course explores how experts arrive at their conclusions, whether through categorical or probabilistic judgments, and what this means for the validity and error rates of their opinions. Students will learn to scrutinize claims of expertise by considering factors such as professional consensus, consistency of judgments, and the interplay between intuitive and deliberative reasoning. Rather than treating errors as individual failings, the course also introduces a systems perspective, asking how organisational and procedural factors contribute to failures in forensic and clinical practice. To move beyond identifying problems, students will develop hands-on skills in statistical tools, such as base rates, likelihood ratios, and ROC curves, that support more rigorous forensic reasoning and will

	explore evidence-based debiasing strategies. Finally, attention is paid to how experts communicate their findings, because even well-reasoned conclusions can mislead if poorly conveyed to legal audiences.
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Title	Theoretical Course: Professional Practice in Legal Psychology Back to overview
Course Description	Legal psychology is a psychological discipline that operates within diverse contexts. For example, legal psychologists are involved in areas such as child protection, family courts, risk assessment, restorative justice, policy making, and so forth. In this course, students explore how theories and empirical findings from the area of legal psychology are translated into professional practice. Students will select a topic of interest (e.g., child protection, legal psychology in the digital world) and in small groups, prepare and facilitate tutorial sessions grounded in scientific literature and real (legal) case material. This format provides students the opportunity to examine how legal psychologists analyse complex situations, formulate professional judgments, and operate within diverse contexts. The course aims to strengthen students' ability to connect theory to practice and to develop a clearer understanding of diversity of roles within legal psychology.

Curriculum Overview Work and Organisational Psychology

Academic year: 2027-2028 Overview specialisation Work and Organisational Psychology			
Period 1	Theoretical Course Work Psychology (6 ECTS)	Professional Skills & Mentoring (4 ECTS)	Academic Skills & Research Proposal (4 ECTS)
	Practical Course Organizational Assessment in Practice (2 ECTS)		
Period 2	Theoretical Course Human Resources (6 ECTS)		
	Practical Course The Future of Work (2 ECTS)		
Period 3	Theoretical Course Organizational Psychology (6 ECTS)		
Period 4	Elective Courses (3 ECTS)	Option A Research Project (6 ECTS)	Option B Extended Research Project (16 ECTS)
Period 5	Elective Courses (3 ECTS)	Field project (10 ECTS)	
Period 6		Master's Thesis & Oral Inquiry (8 ECTS)	Extended Master's Thesis & Extended Oral Inquiry (8 ECTS)

Course Descriptions Work and Organisational Psychology

Title	Theoretical Course: Work Psychology Back to overview
Course Description	This course examines how work shapes people's motivation, health, and well-being within organisations. Why do some employees thrive while others experience stress or develop burnout? How do job demands, remote work, and increasing human-machine interaction influence our daily work experience? How can employees optimally recover from day-to-day work demands, and what are effective occupational health interventions? These questions are addressed through core theories in work and organizational psychology, including perspectives on work design, motivation, and work stress. By the end of the course, students will be able to critically assess work environments and propose evidence-based strategies to support employee motivation, well-being, and health.

Title	Practical Course: Organizational Assessment in Practice Back to overview
Course Description	Students work in groups of 4 and partner with a real organization to conduct a quantitative assessment of a meaningful workplace issue, broadly related to well-being or performance, choosing between an individual-focused angle (e.g., general employee well-being, engagement, workload, OCB) or a leadership/team-focused angle (e.g., leadership style perceptions, team climate, psychological safety). The core goal of the practical is to provide students with knowledge about and experience in designing a psychometrically sound survey that validly assesses constructs, but in a realistic and applied way. In collaboration with a representative of the organization students will choose the focus of their assessment and coordinate data collection. The practical culminates in a presentation with oral inquiry by an expert jury.

Title	Theoretical Course: Human Resources Back to overview
Course Description	People are the core of organisations. They set the goals, plan, design, organise and carry out the work, and run the business. To be successful, organisations need to find, develop, and retain the best possible employees. In this course, students will reflect upon psychological research and theories that may contribute to human resource management (HRM) practices in organisations and learn about the use of AI that may aid some of these practices. The practices discussed in this course are job analysis, personnel selection and assessment, training, performance appraisal and performance management, continuous learning and development, career development, talent management, compensation and employee relations. The use of a strategic systems approach to human resource management means that the practices listed above need to be coordinated to achieve organisational goals, since they form sequential, but interdependent steps as a system when employing personnel in an organization. The course aims to connect research, theory and practice. Therefore, students must apply their knowledge to specific problems and complete assignments whilst using and discussing real-life examples of HRM practices. In addition, students gain insight into the field of Work and Organisational Psychology and HRM by following guest lectures by practitioners in the field of HRM consultancy and talent management.

Title	Practical Course: Future of Work Practical Back to overview
Course Description	The world of work is ever-changing. Technological, demographic, and economic developments have always shaped work—determining the conditions under which it occurs, how people collaborate, and how it affects people. In this practical, the goal is to dive deeply into major developments in the world of work that have implications on society and the people in it. Students choose one of the main topics under the umbrellas of digitalization (e.g., AI, robotics), sustainable employment (e.g., precarious vs. decent work, changing skill demands), or workforce diversification (e.g., demographic shifts, globalization) to work on. At the beginning of the practical students identify the main expected developments within that topic area, how they will affect society, work, and the people performing that work in particular. Consecutively, students choose one or more ethical perspective(s) (e.g., fairness, utilitarianism, rights-based) that are relevant to these developments in order to weigh the pros and cons of the most relevant ethical considerations. These ethical considerations should be carried forward into developing an organizational policy that could be practically implemented in to-be-affected organizations and that takes into account all relevant stakeholders. Students then pitch their policy to two stakeholders in such an organization and interview these stakeholders to identify practical considerations around their idea. Finally, they present a summary of their ideas in a symposium where they engage with the audience in critical reflections.

Title	Theoretical Course: Organizational Psychology Back to overview
Course Description	This course provides students with structured scientific knowledge of key organizational psychology topics, including strategy, leadership, teamwork, innovation, organizational culture and climate, and change management. Students gain foundational knowledge in the first half of the course, and then apply this knowledge to realistic organizational cases from a consultant's perspective during the second half of the course. Two themes are central to the course. 1) The interrelatedness of topics: concepts such as leadership and organizational culture do not exist in isolation but mutually influence one another. And 2) the multilevel perspective: organizational processes operate at the micro (individual), meso (team), and macro (organizational) levels, with bottom-up and top-down influences across levels. Students will learn to develop clear, theory- and evidence-based argumentation for these cross-level relationships.

Curriculum Overview Developmental Psychology

Academic year: 2027-2028 Overview specialisation Developmental Psychology			
Period 1	Theoretical Course Development of Perception, Attention and Action (6 ECTS)	Professional Skills & Mentoring (4 ECTS)	Academic Skills & Research Proposal (4 ECTS)
	Practical Course Bridging Research and Practice in Developmental Psychology (2 ECTS)		
Period 2	Theoretical Course Development of Higher-Order Cognition (6 ECTS)		
	Practical Course Neuropsychological testing in development (2 ECTS)		
Period 3	Theoretical Course Social emotional development (6 ECTS)		
Period 4	Elective Courses (3 ECTS)	Option A Research Project (6 ECTS)	Option B Extended Research Project (16 ECTS)
Period 5	Elective Courses (3 ECTS)	Field project (10 ECTS)	
Period 6		Master's Thesis & Oral Inquiry (8 ECTS)	Extended Master's Thesis & Extended Oral Inquiry (8 ECTS)

Course Descriptions Developmental Psychology

Title	Theoretical Course: Development of Perception, Attention and Action Back to overview
Course Description	Why does a toddler try to sit in a tiny doll's chair? And why does a school-aged child struggle to stay focused in class—not because they lack intelligence, but because their attention and executive control systems are still developing? Such everyday moments reveal that perception, attention, action, and cognition are deeply interconnected from the very beginning of life. This course explores how perception, attention, motor development, and executive functions emerge and interact across infancy and childhood into young adulthood. We begin with the developing visual system, early attention, and eye movements, then examine major theories of attention and executive function, including the Posner network model (alerting, orienting, executive control), their neural bases, neurotransmitter systems, and developmental trajectories. The course emphasizes how cognitive development emerges through interactions among perception, attention, action, and learning. These frameworks highlight development as a dynamic and interconnected system in which changes in one domain can influence multiple aspects of functioning over time. The course applies these perspectives to both typical development and developmental disorders such as ADHD, as well as other conditions involving difficulties in perception, attention, and action. It draws on recent advances in diagnostic and clinical research, including perspectives from psychiatry and the RDoC framework.

Title	Practical Course: Bridging Research and Practice in Developmental Psychology Back to overview
Course Description	Children with ADHD may show similar behaviors, such as losing focus or forgetting instructions, but these can reflect different underlying processes, like difficulties with sustained attention or inhibitory control. Likewise, children with ASD may appear inattentive in social situations, but this often reflects differences in social attention rather than the same type of attention difficulty seen in ADHD. These examples highlight a broader challenge in developmental psychology: similar behaviors can arise from different cognitive processes, yet they are often grouped into categorical diagnoses like the DSM. While useful, such categories may overlook underlying mechanisms important for individualized intervention. The Research Domain Criteria (RDoC) framework addresses this by focusing on core cognitive systems (e.g., attention, cognitive control, reward, and social processes) and their neural bases underlying behavioral symptoms. In this practical, students will work in pairs or groups to develop familiarity with experimental paradigms and research skills essential for developmental psychologists. In applied settings, professionals must interpret behavior in relation to underlying cognitive processes, using experimental tasks (e.g., attention, inhibitory control, or social processing) to inform assessment and intervention. Adopting an RDoC-informed perspective, this practical approaches developmental questions in terms of underlying cognitive systems, for example in conditions such as ADHD and ASD. Students will engage with experimental methods to design studies, analyze data, and interpret findings within a developmental framework. Ultimately, the practical aims to equip students with the skills to apply scientifically grounded, process-oriented insights to real-world developmental challenges.

Title	Theoretical Course: Development of Higher-Order Cognition Back to overview
Course Description	Why do some children effortlessly grasp mathematical concepts while others struggle despite strong motivation and instruction? How does working memory shape classroom learning? Why do some students acquire reading comprehension and academic vocabulary with ease, while others find language-based learning persistently demanding? This master's level course explores the typical and atypical development of higher-order cognitive processes that underlie learning and academic achievement. While the primary focus is on childhood and adolescence, the course will also devote some attention to the foundations of higher cognitive functions emerging in infancy, providing developmental context for later cognitive growth. Students will examine how core cognitive systems—including different types of memory (working, episodic, and semantic memory), language, numeracy and mathematical reasoning, executive functions, learning mechanisms, and general intelligence—develop and interact over time. Drawing on research from developmental psychology, cognitive neuroscience, and educational science, the course provides an integrated understanding of how higher-order cognition supports knowledge acquisition and adaptive functioning. Particular attention is given to atypical developmental trajectories, including dyslexia, dyscalculia, and learning disorders, highlighting both risk factors and protective mechanisms.

Title	Practical Course: Neuropsychological testing in development Back to overview
Course Description	This practical training introduces students to the foundations and applied practice of neuropsychological assessment in developmental populations. The course combines core principles of psychometrics with hands-on experience in the administration, scoring, and interpretation of standardized instruments across key domains of cognitive and socio-emotional functioning. Students are introduced to essential psychometric concepts, including reliability, validity, standardization, norm-referenced interpretation, and measurement error. These principles are directly applied to widely used assessment tools in child and adolescent neuropsychology, such as the Wechsler Intelligence Scale for Children for intelligence, the Conners' Continuous Performance Test for attention, the Behavior Rating Inventory of Executive Function for executive functions, and the Child Behavior Checklist for social-emotional functioning. Students will learn standardized administration procedures, accurate scoring, and the critical interpretation of test profiles in light of developmental norms. Emphasis is placed on integrating test results with background information, behavioral observations and referral questions to formulate meaningful, evidence-based conclusions.

Title	Theoretical Course: Social emotional development Back to overview
Course Description	Social-emotional development refers to a child's growing ability to form relationships, regulate emotions, develop self-understanding, and engage confidently with the social world. But how does a newborn's early emotional signalling evolve into complex empathy and moral reasoning? Why do some children develop secure relationships while others struggle with trust and regulation? And why does adolescence represent both a period of remarkable growth and heightened vulnerability? Although basic emotions are present from birth, human social-emotional development becomes increasingly complex as cognitive, linguistic, and reflective capacities mature. This course examines contemporary theories and research on socio-emotional development from infancy to young adulthood, integrating perspectives from psychosocial theory, clinical psychology, psychobiology, psychiatry, and social affective neuroscience. We explore how temperament, biology, cognition, parenting, peers, and culture interact to shape emotional and social trajectories. Topics include attachment, emotion regulation, mentalizing and empathy, self-concept development, and adolescent vulnerability. The course also addresses risk and protective factors in internalizing and externalizing disorders, personality pathology, autism, and evidence-based intervention approaches.

Curriculum Overview Cognitive Neuroscience

Academic year: 2027-2028 Overview specialisation Cognitive Neuroscience			
Period 1	Theoretical Course Constructing Experiences I - Sensory Encoding, Prediction, and Attention (6 ECTS)	Professional Skills & Mentoring (4 ECTS)	Academic Skills & Research Proposal (4 ECTS)
	Practical Course Experimental Methods in CN I - Psychophysics and EEG (2 ECTS)		
Period 2	Theoretical Course Constructing Experiences II - Learning, Memory and Consciousness (6 ECTS)		
	Practical Course Experimental Methods in CN II: fMRI and TMS (2 ECTS)		
Period 3	Theoretical Course Cognitive Neuroscience in Transition - Methods, Models, and Debates (6 ECTS)		
Period 4	Elective Courses (3 ECTS)	Option A Research Project (6 ECTS) Field project (10 ECTS)	Option B Extended Research Project (16 ECTS)
Period 5	Elective Courses (3 ECTS)		
Period 6		Master's Thesis & Oral Inquiry (8 ECTS)	Extended Master's Thesis & Extended Oral Inquiry (8 ECTS)

Course Descriptions Cognitive Neuroscience

Title	Theoretical Course: Constructing Experiences I - Sensory Encoding, Prediction, and Attention Back to overview
Course Description	The objective of the course is to present the background from which students will be able to understand current neuro-cognitive theories and experimental methods in the field of modern cognitive sensory neuroscience. This will be achieved via discussion of a set of core papers in this field, with an emphasis on visual and auditory processing. The visual and auditory cortex are composed of networks of interconnected, functionally specialized regions. Low level regions have relatively simple properties, with small receptive fields arranged to form retinotopic or tonotopic maps. Higher level processing occurs increasingly specialized regions, which contribute to different aspects of perception. Crucially, the interaction between lower and higher levels of processing is not only feedforward, but also feedback, and perception emerges from the integration of both. One interpretation of this architecture is that higher levels make predictions about environment which is compared to sensory input in lower levels. Selective attention can influence the relative contributions of different parts of the network to best adapt to the task that the organism is faced with. In this course, neural mechanisms underlying prototypical examples of low and high level perception will be studied, as well as neural mechanisms underlying selective attention. The course will discuss both historically important papers, as well as more recent research, involving different empirical methods including psychophysics, neurophysiology, and functional brain imaging.

Title	Practical Course: Experimental Methods in CN I - Psychophysics and EEG Back to overview
Course Description	This practical course introduces two core methodological approaches in cognitive neuroscience: psychophysics and electroencephalography (EEG). Together these methods allow researchers to link controlled manipulations of sensory input and behavior with measurements of neural activity in the human brain. In the first part of the course, students learn how psychophysical methods are used to quantify perception and behaviour. Students will learn to set up and conduct a psychophysical experiment. Emphasis is placed on experimental design, stimulus control, and quantitative analysis of behavioral data. Building on these foundations, the second part of the course introduces EEG as a method for measuring the temporal dynamics of brain activity. Students will learn the basic principles of EEG recording and event-related potentials (ERPs), including electrode placement, data acquisition, and preprocessing. The psychophysical paradigms developed in the first part of the course will be adapted for an EEG experiment performed by students, allowing them to investigate how neural responses relate to behavioral performance. Through lectures, demonstrations, and hands-on experiments, students will gain practical experience in designing cognitive neuroscience experiments, collecting behavioral and neural data, as well as analyzing and interpreting results that link brain activity to perception and behavior.

Title	Theoretical Course: Constructing Experiences II - Learning, Memory and Consciousness Back to overview
Course Description	The brain continuously integrates past experience with incoming sensory information to construct coherent perception and guide behaviour. While sensory systems encode information from the environment, learning and memory allow organisms to retain and use information over time. These processes are fundamental for adaptive behaviour and shape how we perceive and interpret the world. This course examines the neural mechanisms that enable the brain to learn from experience, maintain information over short and long timescales, and generate conscious awareness. Building on the preceding course Constructing Experiences I which focuses on how sensory information is encoded and interpreted, the present course addresses how past experience shapes perception and how neural representations evolve over time through learning and memory. Topics include neural mechanisms of working memory and short-term history effects, statistical and perceptual learning, long-term memory formation and hippocampal–cortical interactions, and multisensory integration in the construction of coherent experience. The course also addresses the relationship between conscious and non-conscious processing and examines how disruptions of these mechanisms can lead to disorders of perception and memory. The course will discuss both seminal studies and recent advances in the field. Empirical approaches include behavioral paradigms, neuropsychology, electrophysiology, and neuroimaging. Through discussion of landmark and contemporary research papers, students will learn how experimental paradigms and theoretical frameworks are used to investigate how the brain constructs experience across time. Together with the preceding course on perception, this course provides students with an integrated understanding of how the brain encodes sensory information, learns from experience, and generates subjective awareness.

Title	Practical Course: Experimental Methods in CN II: fMRI and TMS Back to overview
Course Description	This practical course introduces two noninvasive tools in cognitive neuroscience: functional magnetic resonance imaging (fMRI) and transcranial magnetic stimulation (TMS). Together these techniques provide complementary approaches for studying the human brain: fMRI measures large-scale patterns of brain activity, while TMS allows researchers to directly perturb neural processing and test causal hypotheses about brain function. fMRI has become a dominant method for investigating human brain function. Although it measures neural activity indirectly through changes in blood oxygenation (the BOLD signal), fMRI provides whole-brain coverage with millimeter-scale spatial resolution. In this course, students will briefly learn the physical and physiological principles underlying magnetic resonance imaging, including how structural and functional images are acquired. The course will then introduce the practical workflow of an fMRI study, including experimental design, data acquisition, and core preprocessing steps such as motion correction, spatial normalization, and filtering. Students will observe scanning procedures and receive hands-on training in analyzing and interpreting fMRI data using common approaches. In the second part, transcranial magnetic stimulation (TMS), a noninvasive method for stimulating the brain is introduced. Students will learn the basic physical principles behind TMS. Practical demonstrations will illustrate how single pulses can produce precise and measurable motor responses, and how targeted repetitive stimulation can be used to

	investigate the functional roles of specific cortical areas (i.e. virtual lesions). The course will further discuss how patterned or repetitive stimulation protocols can modulate neural activity over longer timescales. Through lectures, demonstrations, and hands-on data analysis, students will develop a practical understanding of how modern cognitive neuroscience experiments are designed, conducted, and interpreted.
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Title	Theoretical Course: Cognitive Neuroscience in Transition - Methods, Models, and Debates Back to overview
Course Description	This course explores the frontiers of cognitive neuroscience, introducing you to recent theoretical and methodological developments that are actively shaping the field. Through guided discussions, we will examine their scientific impact, the debates they have sparked, and the controversies that remain unresolved. The course emphasizes understanding how scientific knowledge evolves in cognitive neuroscience, highlighting the processes through which new ideas emerge, are challenged, and become established. Each week of this four-week intensive course introduces a new topic through an in-person lecture, centered on a contested theoretical development grounded in emerging methodological approaches. In weekly tutorials, students critically engage with the literature by discussing key texts, debating competing perspectives, and presenting empirical papers. Students select one topic for in-depth analysis, which they present in a symposium-style conference setting and examine further in an essay.

Curriculum Overview Neuropsychology

Academic year: 2027-2028 Overview specialisation Neuropsychology			
Period 1	Theoretical Course Brain Organization and Behavior (6 ECTS)	Professional Skills & Mentoring (4 ECTS)	Academic Skills & Research Proposal (4 ECTS)
	Practical Course Basic Cognitive Psychological Skills (2 ECTS)		
Period 2	Theoretical Course Neurocognitive Functioning and Dysfunction (6 ECTS)		
	Practical Course Neuropsychological Assessment (2 ECTS)		
Period 3	Theoretical Course Neurocognitive enhancement and impact evaluation (6 ECTS)		
Period 4	Elective Courses (3 ECTS)	Option A Research Project (6 ECTS)	Option B Extended Research Project (16 ECTS)
Period 5	Elective Courses (3 ECTS)	Field project (10 ECTS)	
Period 6		Master's Thesis & Oral Inquiry (8 ECTS)	Extended Master's Thesis & Extended Oral Inquiry (8 ECTS)

Course Descriptions Neuropsychology

Title	Theoretical Course: Brain Organization and Behavior Back to overview
Course Description	The course covers brain structure and function, with a focus on neuroimaging, large-scale brain networks, and the neuromodulators that shape these networks. Students examine core neuroimaging methods, including structural MRI and functional MRI (fMRI), brain network analysis, and the use of biomarkers to study brain organization and support clinical applications. This knowledge will be applied to topics including cortical development of grey and white matter, connectivity changes during aging, and adaptive mechanisms such as reserve, maintenance, and compensation. The course will also cover network-level changes associated with neurodegeneration and acquired brain disorders, with emphasis on language, attention, and executive control networks. Finally, emerging research and intervention approaches, such as non-invasive brain stimulation and psychedelics, are introduced as tools to study and modulate brain networks across the lifespan.

Title	Practical Course: Basic Cognitive Psychological Skills Back to overview
Course Description	This course focuses on the acquisition and training of basic skills required in cognitive performance research. The course is centered around a psychological experiment in which students study the detrimental effects of an arousal manipulation (various environmental distractors) on cognitive processing. Students will learn how to perform a field experiment and will undertake all the various stages that are necessary to acquire and analyze the data and report on the results. Students will be required to recruit a small number of subjects and to administer the test battery according to a pre-defined protocol. The test battery consists of paper and pencil tests that will also return in the core courses. Specific attention will be given to the procedures of data-acquisition and test-taking, and student will be asked to reflect on this. After data acquisition, a number of interactive sessions are planned in which students learn to explore and analyze their data and how to interpret their results. Students conclude the course by writing a journal style paper in APA format describing the experiment. Particular attention will be given to the presentation of their results and the discussion and interpretations. Lastly, students will be asked to complete an individual assignment to reflect on their performance and explain the rationale of their analyses. Here, we focus on science communication and generation of their own ideas.

Title	Theoretical Course: Neurocognitive Functioning and Dysfunction Back to overview
Course Description	The course covers the normal and abnormal development of neurobehavioral and cognitive functions across the lifespan, from childhood through healthy aging. Students explore core mechanisms underlying attention, executive functions, emotion regulation, and cognitive control, as well as biological modulators such as neurotransmitters, sleep, and stress. Conceptual and methodological approaches including categorical versus dimensional models, symptom networks, and experimental assessment paradigms, are applied to understand both typical development and prevalent neurobehavioral disorders such as ADHD, ASD, and anxiety disorders. In addition, the course introduces principles of neuropsychological assessment in clinical populations.

Title	Practical Course: Neuropsychological Assessment Back to overview
Course Description	The core elements in this skills training are the collection and interpretation of cognitive, emotional and behavioural data to support neurological or neuropsychiatric diagnosis. Students are trained in neuropsychological history taking (anamnesis), observing patient behaviour, cognitive testing and interpreting cognitive and behavioural data. One lecture on norm scores, interpretation, practice effects, and screening instruments will be given to provide students with appropriate background knowledge. Several homework assignments concerning neuropsychological report writing will be done, and students will gain experience interviewing a patient. Finally, student write a comprehensive neuropsychological report based on a simulated clinical case. This report will be written throughout the course and feedback will be provided (either by the trainer or by peers) on several occasions.

Title	Theoretical Course: Neurocognitive enhancement and impact evaluation Back to overview
Course Description	The brain is capable of changing continuously in terms of function and structure. Brain changes occur because of development and aging, by interaction of the person with environment, but also in response to injury. In this course, we will focus on plasticity in brain/behaviour relationships. Neuroplasticity has been shown to occur constantly throughout an individual's life. We will discuss neuroplasticity from a fundamental, learning and injury perspective. The neuropsychological treatment of cognition, emotion and behavior will be discussed. We will discuss factors influencing recovery and change. Students will learn about the gap between research (optimizing brain functioning) and clinical practice (optimizing behavioural functioning). This course focuses on methods to enhance brain and behavioral functioning, and methods to measure change in functioning. We consider interventions as well as measurement tools both in healthy populations and individuals with brain disorders across the lifespan.