

Toetsprogramma Psychologie 23-24
Bachelor

H1: De eindtermen van de bachelor

De opleiding heeft haar eindtermen in het Engels opgesteld.

1. Knowledge and understanding

- A UG BSc Psychology graduate has:
 - Knowledge of and insight into the major theoretical perspectives and findings of each sub-discipline of psychology and their interconnections and applications
 - Knowledge and understanding of the main (work)fields and activities of a psychologist
 - Knowledge and understanding of basic psychological research methods and techniques
 - Knowledge and understanding of how psychological knowledge and skills differ from other disciplines in both scientific and practical terms.

2. Academic attitude and skills: integrity, reflection and critical thinking

- A UG BSc Psychology graduate will be able to:
 - Identify, acquire and use psychological knowledge to systematically analyze (individual, group and societal) problems
 - Critically debate issues and challenges at the level of the individual, group and society
 - Demonstrate an awareness of the influence of context and (cultural) standards and values on behavior (of self and others)
 - Correctly judge when to apply one's knowledge and when to refrain from reaching conclusions or making recommendations
 - Recognize and consider the ethical implications involved in scientific research and professional conduct and act accordingly.

3. Application of knowledge and understanding

- A UG BSc Psychology graduate will be able to:
 - Design and carry out basic scientific psychological research and/or contribute to a more complex research project
 - Interpret data and provide an opinion about the conclusions of research based on relevant social, scientific and ethical principles
 - Retrieve, critically evaluate, and integrate knowledge sources and scientific publications in order to draw conclusions and derive implications
 - Apply scientific theories and research methods and techniques to answer or advise on societal and practical questions
 - Ethically apply psychological science to individual, group and societal challenges

4. Professional skills

- A UG BSc Psychology graduate will be able to:
 - Communicate in oral and written formats the conclusions, applications and limitations of psychological theory and research
 - Explain and present to relevant target groups (scientific and professional peers, and the general public)
 - Work effectively on one's own or as part of team in a professional context
 - Process and analyse data both thoroughly and efficiently

- Apply analytical thinking skills in the societal and professional context at individual, group and societal levels
- Utilize scientific reasoning and methods to resolve individual, group and societal challenges

5. Life long learning skills

- A UG BSc Psychology graduate will be able to:
 - Critically reflect on one's own abilities and knowledge as well as lack thereof, and make well-founded choices for further development
 - Accept feedback and advice from others regarding personal skills and short comings and build on this information
 - Acquire knowledge, understanding, and skills for his/her professional and scientific development after finishing the programme

H2: De onderwijseenheden en leerdoelen van elke onderwijseenheid

Jaar 1

PSBA1-01 / PSBE1-01	Overz. Van de Psychologie / Introduction to Psychology	<p>Na succesvolle afronding van de cursus:</p> <ul style="list-style-type: none"> - kent de student de belangrijkste definities en begrippen van de psychologie, - weet de student wat de verschillende deelgebieden van de psychologie zijn en hoe deze op elkaar aansluiten, - kent de student de belangrijkste psychologische theorieën en hun empirische ondersteuning - kan de student uitspraken over de psychologie, afkomstig uit de opleiding zelf of daarbuiten, plaatsen in een vakwetenschappelijk referentiekader.
PSBA1-05 / PSBE1-08	Statistiek I A / Statistics 1A	<p>Na de cursus kan de student:</p> <ul style="list-style-type: none"> - Het meetniveau van variabelen bepalen en interpreteren - Samenvattingsmaten voor centrale tendentie en spreiding berekenen en interpreteren - Grafieken opstellen die centrale tendentie en spreiding weergeven - Samenvattingsmaten voor de samenhang tussen variabelen berekenen en interpreteren - Grafieken opstellen die de samenhang tussen variabelen weergeven - De basis kansrekeningregels begrijpen en uitvoeren - Telgegevens modelleren met de binomiale verdeling - Steekproevenverdelingen van het steekproefgemiddelde beschrijven - alle berekeningen handmatig en zonder formulekaart uitvoeren - uitvoer van statistische software programma's zoals SPSS, R of vergelijkbare programma's interpreteren
PSBA1-07 / PSBE1-03	Ontwikkelingspsychologie / Developmental Psychology	<p>Na de cursus:</p> <ul style="list-style-type: none"> - heeft de student inzicht in de belangrijkste theorieën van psychologische ontwikkeling, - kent de student de hoofdfasen in de levensloop, - kan de studente deze hoofdfasen typeren, - begrijpt de student welke mechanismen verantwoordelijk zijn voor ontwikkelingsveranderingen.

PSBA1-08 / PSBE1-09	Statistiek I B / Statistics 1b	<p>Na de cursus:</p> <ul style="list-style-type: none"> - kent en begrijpt de student de principes van klassieke inferentiële statistiek (betrouwbaarheidsintervallen en significantietoetsen), - weet de student welke statistische procedures voor een standaard onderzoeksdesign toegepast worden, - kent de student het mechanisme van eenvoudige statistische procedures voor eenvoudige onderzoeksdesigns, - kent de student de aannames onderliggend aan deze statistische procedures, - weet de student wat te doen als er niet aan deze assumpties is voldaan, - weet te student hoe conceptuele fouten binnen statistische inferentie te voorkomen, - kent de student de nadelen van klassieke statistische inferentie, - kan de student inferentiële statistiek voor gemiddelden en proporties toepassen, - kan de student gerapporteerde resultaten van statistische procedures voor gemiddelden en proporties interpreteren, - kan de student alle berekeningen handmatig en zonder formulekaart uitvoeren, - kan de student uitvoer van statistische software programma's zoals SPSS, R of vergelijkbare programma's interpreteren
PSBA1-09 / PSBE1-17	Gespreks- en groepsvaardigheden / Dialogue and Group Skills	<p>Aan het einde van de cursus kan de student:</p> <ul style="list-style-type: none"> - de basis(gespreks)vaardigheden in een probleemverhelderend hulpverleningsgesprek volgens het samenwerkingsmodel (SWM) toepassen. - de nuancerende (gespreks)vaardigheden in een probleemnuancerend hulpverleningsgesprek volgens het samenwerkingsmodel (SWM) toepassen. - basiselementen van groepsprocessen rond effectieve samenwerking definiëren, herkennen en ze ten gunstige beïnvloeden
PSBA1-11 / PSBE1-04	Biopsychologie / Biopsychology	<p>Na de cursus:</p> <ul style="list-style-type: none"> - heeft de student inzicht in de nauwe verwevenheid tussen processen in het brein en mentale processen en vermogens, - heeft de student elementaire kennis van het brein op verschillende beschrijvingsniveaus, genetisch, chemisch (bv. neurotransmitters), cellulair, neuro-anatomisch, en de relatie hiervan met psychologische functies, - begrijpt de student dat neurowetenschappelijke kennis bijdraagt aan ons begrip van psychologische functies en menselijk gedrag.
PSBA1-12 / PSBE1-05	Persoonlijkheid en individuele verschillen / Personality and Individual Differences	<p>Na deze cursus kan de student:</p> <ul style="list-style-type: none"> - beschrijven wat persoonlijkheid inhoudt, - de belangrijkste theorieën, modellen, perspectieven en personen binnen de persoonlijkheidspsychologie benoemen, - de verschillende onderzoeksdomeinen binnen de persoonlijkheidspsychologie uitleggen, zoals beschreven in het boek, - de belangrijkste theorieën, modellen en onderzoeken met betrekking tot de persoonlijkheidspsychologie toepassen op casuïstiek, - uitleggen hoe persoonlijkheid en intelligentie het beste gemeten kunnen worden.

PSBA1-18 / PSBE1-02	Sociale en cross-culturele psychologie / Social and cross-cultural Psychology	<p>Aan het einde van de cursus:</p> <ul style="list-style-type: none"> - hebben studenten inzicht in de verschillende manieren waarop gedachten, gevoelens en gedrag worden beïnvloed door anderen, - begrijpen studenten wat de invloed is van cultuur op social-psychologische processen, - kennen studenten de voornaamste theorieën, wetenschappers en onderzoeken binnen de voornaamste deelgebieden van de sociale psychologie (sociale cognitive, intergroepsrelaties, etc.), - kunnen studenten hun kennis van sociale en cross-culturele psychologie toepassen op concrete voorbeelden uit persoonlijk leven of samenleving, - kunnen studenten sociale implicaties van de sociale- en crossculturele psychologie benoemen, - zijn studenten bekend met aspecten van de historische ontwikkeling van het vakgebied sociale en cross-culturele psychologie (die met name in de colleges aan bod komen).
PSBA1-25 / PSBE1-25	Academische vaardigheden / Academic Skills	<p>Na afloop van de cursus is de student in staat om...</p> <ul style="list-style-type: none"> - actief en zorgvuldig de redeneringen en bewijzen achter kennis en argumenten van anderen en jezelf te evalueren en verdedigbare kennis en argumenten te ontwikkelen - psychologische theorieën toe te passen op praktische persoonlijke, professionele en maatschappelijke situaties. - de eigen leerstrategieën en -vaardigheden te evalueren en deze waar nodig aanpassen om succesvol te zijn in de opleiding - professioneel samen te werken in een diverse groepssetting - wetenschappelijke ideeën en bevindingen schriftelijk, mondeling (en op video) te presenteren volgens professionele normen - op kritische wijze te reflecteren op het aangaan van respectvolle relaties met individuen en groepen uit verschillende culturen en achtergronden.
PSBA1-26 / PSBE1-29	Geschiedenis van de psychologie / History of	<p>Na deze cursus zullen de studenten:</p> <ul style="list-style-type: none"> - de hoofdlijnen kennen van de ontwikkeling van de psychologie, als academische discipline en als maatschappelijke praktijk, - inzicht hebben in de relatie tussen de psychologie en haar historische context - inzicht hebben in het aandeel van intuïties, zowel bij psychologen als leken.

PSBA1-27 / PSBE1-27	Theoretische Introductie in Onderzoeksmethoden / A Theoretical Introduction to Research Methods	<p>Leerdoelen:</p> <p>Aan het einde van het vak en na het lezen van de voorgeschreven teksten zouden studenten moeten kunnen</p> <ul style="list-style-type: none"> • Beschrijven en uitleggen wat de kenmerken zijn van wetenschappelijke en niet-wetenschappelijke manieren van denken; • Beschrijven en uitleggen wat ethische onderzoeksmethoden zijn; • Beoordelen wat de kwaliteiten zijn van gebruikte onderzoeksmethoden; • Beschrijven en uitleggen wat de essentiële kenmerken zijn van experimentele, correlatieve, beschrijvende, quasi-experimentele en kleinschalige onderzoeksconstructies, alsmede diverse kwalitatieve methoden; • Beoordelen in hoeverre artikelen in populaire media en onderzoekspublicaties zorgvuldig met onderzoeksmethoden omgaan, en deze bronnen hierover kritisch kunnen evalueren.
PSBA1-28 / PSBE1-28	Praktische Introductie in Onderzoeksmethoden / A Practical Introduction to Research Methods	<p>Na het voltooien van de cursus kunnen studenten:</p> <ul style="list-style-type: none"> - De kernbegrippen van onderzoeksmethoden in de psychologische onderzoekspraktijk uitleggen en aanduiden; - Deelname aan eenvoudige experimenten en de verkregen gegevens statistisch verwerken in een eenvoudige vorm, op het niveau van statistiek-1a en deels -1b; - De verwerkte data vergelijken met de hypothese en tentatieve conclusies trekken over het al dan niet ondersteund worden van de hypothese; - Ethische principes en procedures identificeren en uitleggen om mensen in onderzoek te beschermen; - Concepten uit de theorie-data-cyclus op gepaste wijze implementeren tijdens het uitvoeren van de onderzoekspractica; - Reflecteren op psychologisch wetenschappelijk onderzoek vanuit persoonlijke ervaringen als deelnemer aan diverse onderzoeken van het Heymans Instituut.

Jaar 2

PSBA2-03 / PSBE2-03	Arbeids-, Organisatie- en Personeelspsychologie / Psychology in the workplace	<p>Na deze cursus zullen studenten:</p> <ul style="list-style-type: none"> - psychologie kunnen toepassen op menselijk gedrag bij het werk door het selecteren van de juiste strategieën of theorieën om voorkomende problemen op te lossen, - kunnen uitleggen hoe en waarom Arbeids-, Organisatie- en Personeelspsychologie (AOP) zowel een theoretisch als een toepassingsgericht veld is, - kunnen uitleggen wat een theorie is en waartoe deze dient, - verschillende theoretische perspectieven kunnen onderscheiden voor elk van de besproken onderwerpen, - kunnen aangeven hoe de resultaten van onderzoek al dan niet worden toegepast in de praktijk, - algemene kennis bezitten van "industrial" en "organizational" aspecten van AOP.
PSBA2-04 / PSBE2-04	Sociale omgeving en gedrag / Social environment and behaviour	<p>Na het volgen van deze cursus kunnen studenten:</p> <ul style="list-style-type: none"> - uitleggen hoe de percepties en het gedrag van mensen verschillende maatschappelijke problemen beïnvloeden, - analyseren hoe menselijk gedrag wordt beïnvloed door individuele factoren en door de fysieke en sociale omgeving, - bediscussiëren wat de sterke en zwakke punten zijn van verschillende onderzoeksmethoden die kunnen worden gebruikt om maatschappelijke problemen te onderzoeken, - psychologische theorieën en methoden toepassen om bestaande interventies voor maatschappelijke problemen uit te leggen, - op theorie gebaseerde psychologische interventies bedenken die gericht zijn op het veranderen van de percepties en het gedrag van mensen om maatschappelijke problemen te verminderen.
PSBA2-05 / PSBE2-05	Wetenschapstheorie / Theory of Science	<p>Na deze de cursus zal de student:</p> <ul style="list-style-type: none"> - het debat kennen over wat wetenschap mag of moet heten, - de wetenschapstheoretische veronderstellingen van kwantitatief en kwalitatief onderzoek kennen, - de wetenschapstheoretische aspecten van replicatiestudies kennen - weten wat een sociaal-constructionistische benadering van de psychologie inhoudt - de wetenschapstheoretische aspecten van de classificatie van ziekte en gezondheid kennen

PSBA2-06 / PSBE2-06	Testtheorie en testgebruik / Test Theory	<p>Na deze cursus zullen studenten:</p> <ul style="list-style-type: none"> - het doel van psychologisch testen kunnen aangeven, - de principes kunnen aangeven waaraan een psychologische test moet voldoen, - enkele veelgebruikte psychologische testen kunnen noemen, zoals intelligentietests, persoonlijkheidstests en klinische tests, - het gebruik van deze tests kunnen onderbouwen, - enkele veelgebruikte psychometrische indicatoren kunnen interpreteren voor de constructie van psychologische tests, te weten: itemtestcorrelatie, factoranalyse, betrouwbaarheid en validiteit, - de principes van de klassieke testtheorie kunnen reproduceren, - de principes van de item respons theorie kunnen reproduceren, - het gebruik van verschillende vormen van validiteit kunnen onderbouwen, - elementaire psychometrische indicatoren kunnen uitrekenen voor de kwaliteit van een psychologische test, te weten: variantie van de totaalscore en betrouwbaarheid.
PSBA2-07 / PSBE2-07	Statistiek II / Statistics II	<p>Inzicht geven in een aantal statistische analysetechnieken, het toepassen daarvan in sociaal-wetenschappelijk onderzoek en het interpreteren van de uitkomsten van de analyses.</p> <p>Na de cursus:</p> <ul style="list-style-type: none"> - heeft de student kennis van verschillende basistechnieken op het gebied van regressie- en variantieanalyse, - kan de student bepalen welk model het meest geschikt is voor een gegeven empirische vraag, - kan de student de regressie- en variantieanalysemodellen (met behulp van de computer) toepassen op een dataset, - kan de student de uitvoer van statistische softwarepakketten interpreteren.
PSBA2-08 / PSBE2-08	Onderzoeksmethoden: theorie en ethiek / Research methods: theory and ethics	<p>Aan het einde van de cursus kunnen studenten:</p> <ol style="list-style-type: none"> 1) De aard van het wetenschappelijk proces beschrijven en hoe deze van toepassing is op psychologie als onderzoeksveld 2) De principes van experimenteel onderzoek ontwerp beschrijven 3) De ethische kwesties bij het uitvoeren van psychologisch onderzoek toelichten 4) De verschillende methoden en technieken van gegevensverzameling en -verwerking beschrijven die gebruikt worden bij psychologisch onderzoek 5) Identificeren welk onderzoek ontwerp het meest geschikt is om een reeks onderzoeksvragen te beantwoorden
PSBA2-09 / PSBE2-09	Onderzoekspracticum / Research practicum	<p>Na de cursus zal de student:</p> <ul style="list-style-type: none"> - de voordelen en beperkingen van verschillende onderzoeksmethoden met praktische voorbeelden en toepassingen kunnen evalueren, - het theoretisch kader, methoden, analyses en conclusies van een psychologisch onderzoek kunnen rapporteren in APA-stijl, - hypothesen en studies kunnen ontwerpen als vervolgonderzoek op interpretaties van beschikbare data, - data beknopt en informatief kunnen presenteren, - sommige onderzoekstechnieken kennen en begrijpen, en een onderzoeker binnen de afdeling kennen - kunnen samenwerken aan een onderzoeksproject en elkaar peer feedback geven.

PSBA2-11 / PSBE2-11	Gespreks- en diagnostische vaardigheden / Communication and diagnostic skills	<p>Aan het einde van de cursus zal de student:</p> <ul style="list-style-type: none"> - een eerste en tweede gesprek kunnen voeren met een cliënt, volgens het model van de oplossingsgerichte gespreksvoering (OGG), door middel van het toepassen van de bijbehorende vaardigheden; - een omschrijving kunnen geven van het hypothesetoetsendmodel (HTM); - een eerste en tweede hulpverlenend gesprek kunnen voeren met een cliënt, gebruik makend van een diagnostische cyclus waarbij een aantal psychodiagnostische testen als hulpmiddel zullen worden ingezet; - weten wanneer welk type test gebruikt wordt; - Het gebruik van testen kunnen introduceren aan de cliënten; - de testresultaten van testen kunnen terugkoppelen naar cliënten in advies- en hulpverleningsgesprekken.
PSBA2-12 / PSBE2-12	Statistiek III / Statistics III	<p>Na de cursus kan de student:</p> <ul style="list-style-type: none"> - regressie- en variantieanalyse technieken in sociaal wetenschappelijk onderzoek toepassen, - datasets met behulp van regressie- en variantieanalyse analyseren, - gerapporteerde resultaten van regressie- en variantieanalyse kritisch interpreteren.
PSBA2-15 / PSBE2-15	Psychologische werkvelden / Working with Psychology	<p>Aan het eind van de cursus is de student in staat om:</p> <ul style="list-style-type: none"> - aan te kunnen geven op welke terreinen psychologen werkzaam zijn die gerelateerd zijn aan relevante onderzoeksthema's en mastertrajecten die aan de Rijksuniversiteit Groningen worden aangeboden. - vaardigheden en persoonlijke eigenschappen te benoemen die nodig zijn in de verschillende werkvelden van de psychologie. - zijn/haar eigen persoonlijke eigenschappen en academische en professionele vaardigheden te beschrijven, zoals ze van toepassing zijn op werkvelden gerelateerd aan de psychologie. - de verschillende vakgebieden en de persoonlijke eigenschappen en vaardigheden die nodig zijn voor banen in deze vakgebieden evalueren. - zijn/haar academische en professionele vaardigheden en zijn/haar eigen ontwikkeling te beoordelen. - een actieplan te kunnen ontwerpen dat zijn evaluaties van de vakgebieden, de persoonlijke eigenschappen en vaardigheden die relevant zijn voor deze vakgebieden, en de evaluatie van zijn academische en professionele vaardigheden en ontwikkeling omvat. - zijn/haar loopbaanperspectief en dat van anderen over te brengen in een gesprek over loopbaanontwikkeling.
PSBA2-22 / PSBE2-22	Klinische psychologie / Clinical Psychology	<p>Aan het eind van deze cursus zal de student:</p> <ul style="list-style-type: none"> - kunnen bespreken hoe abnormaal gedrag en de diagnose van psychopathologie worden vastgesteld, - gedetailleerd de kenmerken van, de theorieën over, en de behandeling van verscheidene vormen van psychopathologie kunnen beschrijven. <p>NB. Een lijst van 20 meer expliciete leerdoelen wordt op Nestor beschikbaar gemaakt.</p>

PSBA2-23 / PSBE2-23	Cognitieve psychologie / Cognitive Psychology	<p>Na deze cursus:</p> <ul style="list-style-type: none"> - heeft de student een goed begrip van de centrale begrippen, theorieën en modellen van menselijke functies (zoals perceptie, taal, geheugen, en beslissen), - heeft de student een breed overzicht van moderne methoden en technieken van onderzoek in de cognitieve psychologie, en begrijpt hij of zij de sterke en zwakke punten van de verschillende methoden, - is de student in staat om de verworven kennis toe te passen bij de analyse van vele vormen van natuurlijk menselijk gedrag.
PSBA2-24 / PSBE2-24	Introductie in de Klinische Neuropsychologie / Introduction to Clinical Neuropsychology	<p>Na afronding van de cursus kent en begrijpt de student de mogelijke gevolgen van hersenstoornissen voor:</p> <ul style="list-style-type: none"> - perceptie, - motoriek - geheugen - aandacht - executieve functies - taal - emotie - persoonlijkheid.

Jaar 3

<p>PSB3E-BT15</p>	<p>Bachelorthese</p>	<p>After having successfully completed the Bachelor Thesis students are able to:</p> <ul style="list-style-type: none"> - Identify and describe appropriate literature in order to formulate a clear and relevant research question - Apply methodological knowledge to build an appropriate research design - Conduct research according to the ethical standards of good research practice - Analyse the results effectively with appropriate statistical or qualitative methods - Evaluate the results of the research project in their theoretical context - Reflect on research by writing an individual report conform APA standards, by giving a research presentation, and by actively participating in discussions during the bachelor thesis conference - Work and cooperate successfully with others in a research group by making constructive contributions to the research project and providing others the opportunity to do so as well.
<p>PSB3E-CN01</p>	<p>Clinical Neuropsychology</p>	<p>After completion of the course, students are able to:</p> <ul style="list-style-type: none"> - explain different forms of brain pathologies (e.g. traumatic brain injury, brain tumours, degenerative disorders and epilepsy), - describe how brain abnormalities are related to the most common underlying neurological disorders, - describe clinical presentations and neuropsychological consequences of various neurological conditions, as well as mental disorders, - explain methods and challenges for the assessment of neuropsychological impairments on a basic level, - explain approaches to the treatment of patients with neuropsychological problems due to neurological conditions and psychiatric disorders, - discuss the consequences of neuropsychological impairments for patients and their families, - explain the impact of lifestyle factors in the context of clinical neuropsychology, - formulate a question about a neuropsychological topic they read or heard about during the course, - formulate a clarification or answer to this question based on scientific literature

PSB3E-CN03	Developmental Neuropsychology	<p>Course Learning goals:</p> <ol style="list-style-type: none"> 1. Understand the basic goals and principles of child neuropsychological assessment and intervention 2. Describe the biopsychosocial influences on brain development and their implications for child neuropsychological practice 3. Characterize the pre- and postnatal neurodevelopmental stages of the brain and their relation to psycho-developmental stages 4. Know the general diagnostic and intervention procedures for common childhood disorders affecting brain development 5. Explain how brain insults, trauma or intoxication at different developmental stages influence neurodevelopment and neuropsychological outcomes 6. Describe the etiology and neuropsychological outcomes of several common structural, epileptic and developmental brain disorders in childhood
PSB3E-CN04	School Neuropsychology: MBE	<p>After the course the students can:</p> <ul style="list-style-type: none"> - describe the roles and functions of a school neuropsychologist, and how they embed in the field of Mind, Brain & Education; - describe the neuropsychological domains and functions (including basic neuroanatomy) that are relevant to school neuropsychological assessment - describe special needs populations in school settings, including children with ADHD, dyslexia, DCD; - explain how academic and behavioural problems of children with special needs connect to neuropsychological disabilities; - describe several common assessment and intervention strategies in educational settings; - identify methodological pitfalls when interpreting Mind, Brain & Education research.
PSB3E-CN06	Neuropsychology of Ageing and Dementia	<p>After successfully completing the course, students are able to:</p> <ul style="list-style-type: none"> - Identify and present psychological, cognitive and biological changes that accompany normal ageing. - Present and compare biological and psychological theories of normal ageing. - Identify, compare and differentiate common types of dementia, including Alzheimer's disease, vascular dementia, frontotemporal dementia, Parkinson's disease dementia, dementia with Lewy bodies and Huntington's disease dementia. - Identify and compare conditions that are relevant in the differential diagnosis of dementia, i.e., mild cognitive impairment and delirium. - Discern the impact of dementia on caregivers.

PSB3E-CP02	Cognition and Attention	<p>On successful completion of this course, students will be expected to be able, at threshold level, to:</p> <ul style="list-style-type: none"> - compare and contrast different theoretical models of attention, - critically evaluate different methods used to study attention, - outline the interaction of attention with other cognitive functions.
PSB3E-CP06	Cognitive neuroscience	<p>Upon successful completion of the course, the student:</p> <ul style="list-style-type: none"> - knows the central theoretical trends and themes of the interdisciplinary field of Cognitive Neuroscience, - knows the research methods and techniques currently used in this field to study brain-behavior relations.
PSB3E-CP07	Perception	<p>After the course, the students:</p> <ul style="list-style-type: none"> - know what the study of human sensation and perception comprises, in particular with regard to seeing and hearing, - are familiar with common behavioral and neurophysiological methods used to study sensation and perception, - are familiar with the functional and/or neurophysiological processes underlying the perceptual range from simple line orientations to real-life scenes, - know how perception relates to cognition, in particular attention and conscious awareness, - have basic knowledge of how perceptual science can be applied in clinical and computer science fields.
PSB3E-IO02	Conflict management	<p>After this course the student:</p> <ul style="list-style-type: none"> - has insight into the origin, the cause and the consequences of conflicts at an interpersonal but also group level in organizations. - can apply this insight to the management of conflicts.
PSB3E-IO03	Personnel Psychology	<p>This course is designed to give students an insight of the concepts, theories, empirical findings, and practices in personnel psychology with a focus on personnel management and development. Research demonstrates the critical role of human resources in creating a competitive advantage for organizations. Thus, the strategic role of human resources and the question of how organizations maintain and retain these human resources are increasingly important.</p> <p>Particular attention will be given to the theoretical and methodological expertise that psychologists bring to personnel management and development, as well as to the link between research and practice in personnel psychology. The students should gain knowledge by understanding how psychology can be applied in an industrial setting and how it can add to the contemporary issues and debates in the fields of personnel management and development.</p>

PSB3E-IO07	Organizational development and change	The objective of this course is to (1) encourage a critical exploration of the concepts of organizational development and change; and (2) to provide exposure to academic and practitioner perspectives on managing organizational development and change. By the end of the course, students should be able to: 1) Describe and explain the major theoretical models underlying organizational development and change; 2) Critically evaluate the major theoretical models underlying organizational development and change; 3) Critically evaluate techniques and methodologies used to diagnose, implement, and evaluate organizational change; 4) Apply techniques and methodologies used to diagnose, implement, and evaluate organizational change.
PSB3E-IO10	Dynamic skills in groups	After successfully completing this courses, students will: be able to manage processes of group dynamics; have insight into how he/she functions in a group; be able to set up and run a short training program on group dynamics; be able to manage a group in a first-year practical course.
PSB3E-IO12	Well-being at work	After the course students - have insight in predictors, mechanisms, and outcomes of stress and well-being at work - have advanced scientific writing skills (i.e., formulate a research question, hypotheses and theoretical model; write a well-structured and argued theoretical introduction; develop and evaluate an intervention), - have advanced presentation skills.
PSB3E-KP01	Psychopatholog symp. classif. and diagn.	After this course the student: - Can describe the clinical presentation of the psychological disorders as outlined in the DSM-5 - Can recognize and name the classifications and corresponding symptoms according to the DSM-5 - Can explain which (differential) classifications should be considered based on a case example - Can name what diagnostic criteria still need to be obtained in order to draw conclusions about the absence or presence of a classification, given a case description -Learns to apply the knowledge learnt in the classes to actual clinical situations

PSB3E-KP02	Understanding Psychopathology	<p>Following this course, the student:</p> <ul style="list-style-type: none"> - knows the most important theoretical approaches in the context of psychopathology, - has insight in the importance of theories for the understanding of psychopathology, - knows the implications of the various theoretical perspectives for diagnosis and assessment, - can explain why therapeutic interventions can be best seen as the optimal application of the optimal theory. - can apply their knowledge about the most important (developmental, biopsychological, interpersonal, conditioning, and cognitive) theories on psychopathology in a way to explain the origin and persistence of dysfunctional behaviour, - can formulate starting points for therapeutic interventions that can be used to prevent or correct/modify this type of behaviours.
PSB3E-KP05	Diagnosis and assessment	<p>After this course students:</p> <ul style="list-style-type: none"> - have insight into the assessment procedures in clinical practice, - know and understand clinical test methods, - can use a number of assessment methods and skills.
PSB3E-KP06	Cogn. beh. processes across disorders: .	<p>After the course, the student can/has:</p> <ul style="list-style-type: none"> - describe dysfunctional cognitive and behavioural processes in psychopathology, - describe the most often used experimental paradigms in the field, - name transdiagnostic (common) processes in different disorders, - describe implications for diagnosis and treatment.
PSB3E-KP07	Introduction to cognitive behavioural therapies	<p>After this course students can:</p> <ul style="list-style-type: none"> - name the historical background of behaviour therapy, cognitive therapy, and the new developments in CBT (such as mindfulness), - list the treatment components of CBT interventions, - recognize components of CBT interventions from case descriptions, - map and explain problem behavior by means of a functional analysis, - describe which behavioural interventions are indicated given a specific case example, - describe which cognitive interventions are indicated given a specific case example, - make an outline of the supposed underlying working mechanisms of CBT interventions, - recognize the effectiveness of CBT techniques and CBT interventions.
PSB3E-LT	Literature study	<p>Variable, depending on the literature studied as specified by the examiner. In general, after a literature study a student has knowledge on and insight into the specific studied area of Psychology.</p>

PSB3E-M05	Controversies in Psychology	<p>After this course students:</p> <ul style="list-style-type: none"> - can recognize philosophical aspects of psychology in examples of controversies in psychology, - can discuss the relation between the biological and the social approach in psychology - can explain insights about scientific controversies in terms of theory of science, - can take a position regarding a controversy, - can clearly formulate this position
PSB3E-M06	Human error	<p>After the course students:</p> <ul style="list-style-type: none"> - know conditions where human errors can lead to disasters, - know and understand the importance and the scope of the wider area of the context in which such disasters happen, - know basic concepts for cognitive and labour psychology that form the foundation of such disasters, - know methods to investigate the relation between the basic concepts and disaster conditions, - know how knowledge and application of these basic concepts in the design of work, situations and activities may promote more safety, - know the concept “safety culture” and related aspects, - can analyse in a case the underlying aspects that contributed to errors leading to a disaster.
PSB3E-M09	Philosophy of Psychology	<p>After the course students can:</p> <ul style="list-style-type: none"> - describe the philosophical definitions and implications of reductionism (particularly with respect to mind-brain-reductionism), - analyze and discuss basic facts about the mind-body-problem, historically as well as with respect to modern approaches, - summarize and reflect on the meaning of basic views on the mind, such as dualism, epiphenomenalism, materialism, and functionalism, - identify features of science communication and how they drive science internally as well as in popular accounts, - distinguish different roles of science journalism, how they are characterized and how prevalent they are in certain fields, - describe basic facts about the scientific incentive system and how this affects scientists' behaviors, - reflect on and discuss basic proposals to improve science and science communication.

PSB3E-M11	Programming for psychologists	<p>After the course, the student knows:</p> <ul style="list-style-type: none"> - the basics of using a programming language relevant for Psychology, - data structures, such as scalars, vectors, matrices, and data tables, - ways to control program flow, such as conditionals and loops, - the basics of functions, including arguments and return values, - how to plan writing a complete program, - the basics of debugging code, - good programming practices, such as commenting code and abstraction.
PSB3E-M12	Traffic psychology and sustained mobility	<p>After the course the students have basic theoretical and practical knowledge about Traffic Psychology, including:</p> <ul style="list-style-type: none"> • Theories relevant for traffic psychology, including risk theories • Behavioural adaptation to technology • How to influence behaviour in traffic (e.g. reduce speeding) • Mental workload in traffic: importance and assessment • Behaviour and problems of vulnerable road users (such as cyclists) • Human Factors and Ergonomics in traffic • Influence of the environment on behaviour (e.g. the influence of road infrastructure on behaviour) • Impact of intrinsic factors on mobility and safety, such as arousal, drowsiness, fatigue, perception, and personality Factors • Clinical background and effects of medical conditions on mobility, such as psychiatric illness (e.g. phobia) or neurological disorders (e.g. dementia) • Implications of reduced mobility for the individual, other road users, and society • External factors influencing mobility and safety, such as legal (e.g. caffeine) or illegal drugs (e.g. THC)

PSB3E-M13	Deception in clinical settings	<p>After the course the student can:</p> <ul style="list-style-type: none"> - differentiate between different forms of deception in clinical settings, - identify and present similarities and differences between faked and genuine syndromes, - critically compare methods allowing the assessment and detection of various forms of deception in clinical settings; - apply knowledge on assessment and detection strategies in scenarios of research and clinical application - present and evaluate approaches to the management and treatment of faked syndromes, - critically appraise research approaches applied in this field, and is aware of the consequences for the utility of the instruments for clinic and research - demonstrate awareness of ethical and legal pitfalls related to deception in clinical settings.
PSB3E-M15	Experimental skills	<p>In this hands-on course you will learn to:</p> <ul style="list-style-type: none"> - Design a computer-based psychology experiment using the software OpenSesame - Manage a research project - Conduct an experiment in a driving simulator - Measure, analyse, and interpret cardiovascular signals (heart rate) and behavioural responses (accuracy and reaction time) - Understand the relation between performance, subjective ratings, and psychophysiological measures
PSB3E-M16	Statistical solutions to research problems in psych	<p>After this course students:</p> <ul style="list-style-type: none"> - can apply critical, statistical reasoning by recognising and defending against fallacies in statistical reasoning and substantiating statements, - have basic knowledge of Bayesian reasoning, - can, based on the description of a research problem, select a suitable statistical approach from the methods discussed in this course, - reflect on its advantages and disadvantages, - interpret analysis results and draw well-founded conclusions for the research problem at hand.
PSB3E-M17	Teaching skills	<p>After successfully completing this courses, students:</p> <ul style="list-style-type: none"> - know and can apply basic teaching skills, - can design and give small-scale education in various settings, - can critically evaluate education and training.

PSB3E-M19	Teaching and Mentoring in Psychology	<p>By the end of this course and through appropriate reading you should be able to:</p> <ul style="list-style-type: none">• Describe and explain the role of peer mentoring in the development of an engaged and motivated student learning community.• Explain how peer mentoring can facilitate collaborative learning, critical thinking and self-regulated learning.• Implement effective strategies to promote collaborative learning, critical thinking and self-regulated learning.
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PSB3E-M20	Capita Selecta Human Sexology	<p>At the end of this course students:</p> <ul style="list-style-type: none"> - have an in-depth knowledge and understanding of Human sexuality, a topic that is so critical but not really well studied. <p>Specifically per selected chapter:</p> <p>Chapter 3: The Physiology of Human Sexual Response</p> <ul style="list-style-type: none"> • Know in detail the phases of the human sexual response cycle • Learn to critically discuss topical issues (G-Spot, Female Ejaculations, myths) <p>Chapter 7: Sexual Problems and Solutions</p> <ul style="list-style-type: none"> • Have an understanding common sexual problems discussed in the chapter • Know the main interventions for these common disorders • Know what can be considered a source (causes) for specific sexual problems <p>Chapter 8: Sexually Transmitted Infections</p> <ul style="list-style-type: none"> • Learn to list the (behavioural) risk factors for STIs and the type of infection • Learn the spectrum of viral STIs • Know the treatment options for viral STIs <p>Chapter 10: Gender: Expectations, Roles, and Behaviors</p> <ul style="list-style-type: none"> • Learn the development of biological sex • Learn about the development of the gender identity <p>Chapter 11: Sexual Orientation</p> <ul style="list-style-type: none"> • Be able to argue critically whether sexual orientation is a choice or not • Learn about theories that are important in the development of sexual orientation literature <p>Chapter 12: Sexual Development Through Life</p> <ul style="list-style-type: none"> • Know what happens during puberty in terms of development • Be able to discuss sexual behaviour during children's sexual development. <p>Chapter 13: Sexual Aggression and Violence</p> <ul style="list-style-type: none"> • Learn how to define rape • Be able to argue critically whether rape could be partially triggered by the victim <p>Chapter 14: The Paraphilias</p> <ul style="list-style-type: none"> • Learn to define paraphilia • Learn what types are considered coercive/victimizing and non-coercive/non victimizing
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PSB3E-M21	Capita Selecta Forensic Psychology	<p>Learning goals: after this literature study, you can</p> <ul style="list-style-type: none"> - Describe current influential theories on causes of criminal and violent behaviour; - Indicate which factors contribute to the occurrence of criminal offences; - Indicate what the effects are of criminal and violent behaviour for perpetrators and victims; - Explain how memory processes and interrogation techniques can influence the quest for truth during the judicial process; - describe various offences and offenders based on psychopathology and behavior; - Indicate how the risk of violent recidivism can be assessed; - Explain how psychological interventions may contribute to reduce criminal recidivism; - Give a reasoned argumentation about the benefits of punishment and treatment of criminal behaviour.
PSB3E-M22	Introduction to Qualitative Research Methods	<p>After this course students know:</p> <ul style="list-style-type: none"> - The main philosophical, methodological and ethical principles of qualitative research - The history of qualitative research methods in Psychology - The main approaches to qualitative research <p>After this course students can:</p> <ul style="list-style-type: none"> - Conduct an interview - Elicit a written text about a life changing experience - Code and analyse a text - Reflect on the role of qualitative research methods in Psychology - Reflect on their own role in the research process
PSB3E-M23	Overview of Psychotherapy	<p>At the end of this course the students:</p> <ul style="list-style-type: none"> - understand the universal and specific aspects and various schools of psychotherapy - can discuss the theoretical background of various psychotherapies, - will have knowledge of central therapeutic strategies regarding the different psychotherapies, - know the scientific evidence for the effects of the various psychotherapies.

PSB3E-M24	Brain, Consciousness and Society	<p>After this course students can</p> <ul style="list-style-type: none"> - summarize the state of the art of consciousness research, philosophically as well as scientifically, how the phenomenon is investigated and which theories have been proposed to explain it; - summarize the basics of Eastern approaches to mind and consciousness with a focus on meditation and mindfulness and their health benefits; - generally reflect on the interplay between brain, individual and society; and - generally communicate their conclusions, and the knowledge and rationale underpinning these, to their teachers and peer-students.
PSB3E-OP01	Sport and performance psychology	<ul style="list-style-type: none"> - Have demonstrated knowledge and understanding of the key concepts, theories, models, and research findings from the field of sport and performance psychology. - Have demonstrated knowledge and understanding of how to use or apply sport and performance psychology knowledge.
PSB3E-OP02	Interventions in individual development	<p>After this course, students can:</p> <ul style="list-style-type: none"> · Understand and explain why we need interventions and research focused on individuals · Understand and describe various examples of interventions in individual development in different age groups (childhood, adolescence, adulthood) including the problems that these interventions address or the positive developments that they intend to stimulate, and how the intervention methods work. · Understand and describe person-centered research methodologies that study interventions in individual development and how these research methods can be used to better understand the interventions and their effectivity · Design a person-centered study of an intervention in individual development and explain the potential impact of this study.

PSB3E-SI	Independent Societal Project	<p>After the project, the student can:</p> <ul style="list-style-type: none"> - recognize which activities during the internship are related to the Psychology program, - observe and report on skills/ theories/ techniques and methods required for psychology practitioners, - reflect on a case from the performed activities, - connect this case to theoretical backgrounds, - reflect on the activities and formulate suggestions for personal and professional development, - communicate about own activities by writing a report.
PSB3E-SP01	Group dynamics	<p>After the course, the students:</p> <ul style="list-style-type: none"> - can identify social-psychological conditions and factors that can explain group processes, - can use two perspectives that take either the individual or the group as point of departure for the analysis of group processes, - knows a diverse range of theorizing and research from social psychology in the domain of group processes, - can translate theoretical and empirical knowledge about group processes to societal situations (e.g., leadership, online polarization). - knows how knowledge and application of theorizing and research can lead to a better understanding of group processes.
PSB3E-SP02	Intergroup relations	<p>This course aims to give insight into the causes and consequences of intergroup behavior, with an emphasis on prejudice and discrimination. By the end of this course, students will be able to apply relevant concepts and theories in intergroup relations and prejudice to answer the following questions: a) Why are people prejudiced? b) How do prejudice and discrimination manifest themselves (e.g., in organizations)? c) What are the consequences of prejudice and discrimination? d) Are there ways to prevent prejudice and discrimination from occurring?</p>

<p>PSB3E-SP03</p>	<p>The social psychology of communication</p>	<p>After this course the student is able to answer the following questions:</p> <ol style="list-style-type: none"> 1.What do we talk about? 2.How do we speak? 3.What do we show? 4.How do cultures differ? 5.How can we understand the complexity of communication? 6.How do we communicate through new media? 7.How can we communicate with computers? <p>The more overarching learning goals are the following. At the end of the course the student is able to:</p> <ul style="list-style-type: none"> -Read and understand information from various types of literature on communication -Explain theories and concepts that are presented in the literature -Integrate concepts and theories into the Basic Model of Communication -Apply theories and concepts to communication phenomena
<p>PSB3E-SP04</p>	<p>Social cognition and affect</p>	<p>After attending this course students can:</p> <ul style="list-style-type: none"> - Define and explain the key concepts and theories of social cognition and related research on affect, - Apply those theories to analyze affect and behavior in a social context as well specific applied domains (e.g. marketing or health behavior) - Synthesize theories and related experimental findings to examine the intersection between affect and social cognition. - To understand the link between social cognition research and recent findings in social neuroscience.
<p>PSB3E-SP05</p>	<p>Interpersonal relations</p>	<p>After finishing this course students can:</p> <ul style="list-style-type: none"> - identify and explain the key psychological concepts that define the field of interpersonal relationships, - define and evaluate the key psychological components that underpin interpersonal attraction and the initiation of a relationship, - identify and appraise the cognitive, affective and motivational processes that influence and promote interdependency, - describe and explain the mechanisms of, and reactions to, social exclusion, - evaluate the role of conflict in intimate relationships - describe and explain interpersonal behavior from a cultural-relational perspective

PSB3E-SP06	Consumer and economic psychology	<p>After attending this course, students are able to:</p> <ul style="list-style-type: none"> - explain psychological processes that affect individuals' consumer and economic decisions, - identify personal, social, and contextual factors that affect these psychological processes and, thereby, consumer and economic decisions, - explain different ways through which consumers affect the economy and society, - explain how individuals are psychologically affected by their consumer and economic decisions, as well as by the economy at large, - apply psychological theory to promote certain choices and behaviours (e.g., via marketing campaigns, shop lay-out, advertisements), in particular in the context of sustainability, - apply the learned theory in actual contexts and, thereby, advise organizations, companies and governments.
PSB3E-SP07	Social influence	<p>Students who participated in this course will..</p> <ul style="list-style-type: none"> ..know and understand relevant theories and empirical evidence in the field of Social influence. ..be able to see the various theories in relation to each other, in that they can name key similarities and differences. ..be able to recognize and name social influence tactics used in media, marketing, interventions. ..be able to evaluate and construct social influence tactics based on the theories and principles in the field or combinations of those.
PSB3E-SP08	Mass psychology	<p>At the end of this course students:</p> <ul style="list-style-type: none"> - know the classical and modern theories, scholars, studies and methods of mass psychology, and they can critically reflect upon them, - know some eminent theories, scholars and methods within the political/historical and sociological approach of crowd behaviour, they can critically reflect upon them and can relate them to the psychological approach, - know which methods are suited to studying crowds and crowd phenomena, - can relate this knowledge to recent events and incidents, - can formulate a vision on how to apply this knowledge for crowd control and riot control.

PSB3N-BT15	Bachelorthese	<p>After having successfully completed the Bachelor Thesis students are able to:</p> <ul style="list-style-type: none"> - Identify and describe appropriate literature in order to formulate a clear and relevant research question - Apply methodological knowledge to build an appropriate research design - Conduct research according to the ethical standards of good research practice - Analyse the results effectively with appropriate statistical or qualitative methods - Evaluate the results of the research project in their theoretical context - Reflect on research by writing an individual report conform APA standards, by giving a research presentation, and by actively participating in discussions during the bachelor thesis conference - Work and cooperate successfully with others in a research group by making constructive contributions to the research project and providing others the opportunity to do so as well.
PSB3N-IO10	Groepsdynamische vaardigheden	<p>After successfully completing this courses, students:</p> <ul style="list-style-type: none"> - can manage processes of group dynamics, - have insight into how he/she functions in a group, - can set up and run a short training program on group dynamics, - can manage a group in a first-year practical course.
PSB3N-KP08	Diagnostiek in de klinische psychologie	<p>After this course students:</p> <ul style="list-style-type: none"> - know and can apply the various parts of the diagnostic cycle and their procedures, - know how and to what end an anamnesis and semi-structured interview is taken, - know how and to what end various tests are used, the results are scored and interpreted, - know how to report and file in the spirit of the professional code NIP, - are able to recognize ethical matters related to diagnostics and discuss these following the Professional Code NIP - know how diagnostics are applied in the practice of specific clinical professional working areas.
PSB3N-LT	Literatuurentamen	<p>Variable, dependent on the literature studied; to be specified by the examiner. In general, after a literature study a student is able to answer questions regarding the specific content of the literature, thus demonstrating the knowledge gained.</p>

PSB3N-M03	Seksuologie	<p>Following this course students:</p> <ul style="list-style-type: none"> - know the historic development of sexology including its most salient milestones, - have insight in the core variables that are in the focus of sexology (sex, gender-identity, gender-role, sexual orientation, sexual identity, sexual behaviour, sexual interaction, sexual relationship, sexual function, sexual health), - know the most important -biological (neurophysiological, hormonal, genetical), -psychological (intra- en interpersonal) and -sociocultural processes that affect and/or determine these core variables, - can apply this knowledge in the context of explaining (ab)normal sexual behaviour, sexual dysfunctions and dysfunctional, problematic sexual behaviour, - know the (evidence based) pharmacological and psychological interventions that are currently available to modify/address sexual problems or problematic sexual behaviour.
PSB3N-M04	Forensische psychologie	<p>At the end of this course students can:</p> <ul style="list-style-type: none"> - describe some current influential theories on the causes of criminal and violent behaviour; - indicate which factors contribute to offenses, - indicate what the effects are of criminal and violent behaviour for perpetrators and victims, - explain how memory processes and interrogation techniques can influence the search for truth during the judicial process, - explain how psychological knowledge may contribute to criminal investigation, - explain how the risk of recidivism is assessed, - explain how psychological interventions may contribute to reduce recidivism, - give reasoned argumentation about the efficacy of punishment and treatment of delinquent and violent behaviour.
PSB3N-M07	Pers. documenten en de constructie v.d. levensloop	<p>After this course the student:</p> <ul style="list-style-type: none"> - has insight in the developmental-psychological interconnection between en meaning of childhood, adolescence and adulthood, - knows the meaning and relevance of personal documents in psychological research, - can describe how personal documents and stories (narratives) construct the course of life.
PSB3N-M17	Onderwijsvaardigheden	<p>After successfully completing this courses, students:</p> <ul style="list-style-type: none"> - can apply basic teaching skills; - can give small-scale education to youths or adults, - can critically evaluate education and training.
PSB3N-M18	Groepsdynamische processen	<p>Upon completion of the course, the student will be able to/know/have:</p> <ul style="list-style-type: none"> - deal with group dynamic processes,

		<ul style="list-style-type: none"> - have insight into his/her own functioning in a group, - set up a short training course aimed at acquiring conversation and/or group skills, - Prepare to lead a first year Conversation and Group Skills group.
PSB3N -MS	Onafhankelijk Maatschappelijk stageproject	<p>After the project, the student can:</p> <ul style="list-style-type: none"> - recognize which activities during the project are related to the Psychology programme, - observe and report on skills/ theories/ techniques and methods required for psychology practitioners, - extract a case from the performed activities, - connect this case to named theoretical backgrounds, - reflect on the activities and formulate suggestions for personal and professional development, - communicate about own activities by writing a report.
PSB3N -OP01	Theorieën over ontwikkelingsgebieden	<p>After this course the student:</p> <ul style="list-style-type: none"> - has insight in the main themes of the psychology of cognitive, social and personal development, - can explain the most important differences between the main streams of developmental psychology.
PSB3N -OP03	Ontwikkeling, opvoeding en onderwijs	<p>Na afronding van de cursus zal de student:</p> <ul style="list-style-type: none"> - kennis en begrip hebben over de belangrijke verschijnselen in opvoeding en onderwijs en de onderliggende theoretische constructen, in relatie tot de typische en atypische ontwikkeling van kinderen en jongeren. - de belangrijkste principes van een procesbenadering van ontwikkeling kunnen herkennen, omschrijven en uitleggen en deze toepassen op de opvoedings- en onderwijspraktijk - verschillende theoretische begrippen kunnen toepassen op een maatschappelijk opvoedings- of onderwijsonderwerp en hierop beargumenteerd kunnen reflecteren aan de hand van wetenschappelijke literatuur
PSB3N -OP04	Diagnostiek in de ontwikkelingspsychologische praktijk	<p>After this course, students:</p> <ul style="list-style-type: none"> - know and understand psychological diagnostics in children and adolescents, - know a large number of much-used methods/instruments, - can apply these methods/instruments.

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PSB3E-BTHO	Bachelor Honours These	<p>After having successfully completed the Bachelor Honours Thesis students are able to:</p> <ul style="list-style-type: none"> - apply psychological theories in order to formulate a research question, write a research proposal, and develop and conduct research; - evaluate the results of the research project in their theoretical context; - apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyse the results effectively; - reflect on research by writing an individual report, by presenting their research proposal, by giving a research presentation, and by actively participating in discussions during the bachelor thesis conference; - work and cooperate successfully with others in a research group by making constructive contributions to the research project and providing others the opportunity to do this as well; - apply knowledge of the principles of good scientific practice in developing, conducting, and reporting the research; - describe forms of scientific misconduct during discussions and prevent these in the research project.
PSBE2-HO1	Honours research seminar	<p>After the course the student can</p> <ul style="list-style-type: none"> - write a blog on a scientific topic, - write a motivation letter and cv for a research master application, - design a poster about an empirical study.
PSBE2-HO3	Honours thematic meetings	<p>After the course the student is able to reflect on current/controversial themes from different viewpoints.</p>
PSBE2-HO6	Honours research internship I	<p>After this course the student is able to or has gained knowledge on how to:</p> <ul style="list-style-type: none"> - formulate a research question and hypotheses based on the literature, - design a study to examine the research question / test the hypotheses, - collect data, - analyse and interpret these data, - report on the findings following APA standards.
PSBE2-HO9	Honours Research practicum	<p>After the course students are:</p> <ul style="list-style-type: none"> - able to report background, methods, analysis, and conclusions of a Psychological study in APA format, - able to design hypotheses and studies to follow up on the interpretation of available data, - able to present data in concise and informative ways.

PSBE3-HO2	Honours theoretical seminar	<p>After this module, students:</p> <ul style="list-style-type: none"> - will be familiar with the concept of “scientific persona” as well as “reflexivity” - understand the basics of qualitative data analysis, and can use it to systematically examine the experiences and understandings of participants; - can transcribe and perform an initial coding of interview data; - can conduct rudimentary qualitative analyses in atlas.ti using graphical network tools; - can critically reflect on their own experiences and attitudes, and compare them to that of others; - are able to contextualize their own identities within the implicit rules and norms within their own disciplines; - will reflect on their own identities and assumptions in the process of carrying out research; - will be aware to what extent norms and ideals in psychology may be related to issues of epistemic power and diversity
PSBE3-HO7	Honours Research Internship II	<p>After the course the students:</p> <ul style="list-style-type: none"> - know specific research methods in an area of their choice, - can apply these methods, - are acquainted with the basics of teaching in higher education

Universitaire minor: Psychology in Society

PSMIN02	Research instruments critically considered	<p>By the end of the course, students can:</p> <ul style="list-style-type: none"> - describe the nature of the scientific process and how it applies to Psychology, - read and understand reports of psychological research in the media and peer-reviewed publications, - identify the strengths and weaknesses of their methodologies, - where appropriate, suggest alternative explanations to reported data or improve upon the reported methods, - explain the basic statistical procedures used in Psychological Research
PSMIN03	Psychology in the workplace	<p>This course offers a theoretical and practical orientation to the psychological approach to work and job design, organizations and organizational change, as well as personnel issues and human resource development. The course covers a wide range of topics, such as the impact of individual differences on work-related variables, personnel selection and evaluation, training and development, attitudes and motivation, leadership and power, group dynamics, as well as organizational structure and climate. The knowledge gained from this course is meant to be relevant and useful to your own personal and professional life.</p> <p>After this course students can:</p> <ul style="list-style-type: none"> - apply psychology to human behavior in the workplace through selecting the right strategies or theories to help solve to a problem presented to them, - explain how and why I/O psychology is both a theoretical and an applied science, - explain what a theory is and why we need them, - distinguish different theoretical perspectives from each other, and do so for each topic covered, - interpret charts, figures, tables, and research results, - indicate how the results of research may (or may not) apply to real-world issues, - demonstrate to have general knowledge on both 'Industrial' and 'Organizational' aspects of I/O psychology.
PSMIN05	Human error	<p>After the course students:</p> <ul style="list-style-type: none"> - know conditions where human errors can lead to disasters, - know and understand the importance and the scope of the wider area of the context in which such disasters happen, - know basic concepts for cognitive and labour psychology that form the foundation of such disasters, - know methods to investigate the relation between the basic concepts and disaster conditions, - know how knowledge and application of these basic concepts in the design of work, situations and activities may promote more safety, - know the concept “safety culture” and related aspects, - can analyse in a case the underlying aspects that contributed to errors leading to a disaster.
PSMIN07	Social influence	<p>Students who participated in this course will..</p> <ul style="list-style-type: none"> ..know and understand relevant theories and empirical evidence in the field of Social influence. ..be able to see the various theories in relation to each other, in that they can name key similarities and differences. ..be able to recognize and name social influence tactics used in media, marketing, interventions. ..be able to evaluate and construct social influence tactics based on the theories and principles in the field or combinations of those.

PSMIN08	Consumer and economic psychology	<p>After attending this course, students are able to:</p> <ul style="list-style-type: none"> - explain psychological processes that affect individuals' consumer and economic decisions, - identify personal, social, and contextual factors that affect these psychological processes and, thereby, consumer and economic decisions, - explain different ways through which consumers affect the economy and society, - explain how individuals are psychologically affected by their consumer and economic decisions, as well as by the economy at large, - apply psychological theory to promote certain choices and behaviours (e.g., via marketing campaigns, shop lay-out, advertisements), in particular in the context of sustainability, - apply the learned theory in actual contexts and, thereby, advise organizations, companies and governments.
PSMIN09	The social psychology of communication	<p>After this course the student is able to answer the following questions:</p> <ol style="list-style-type: none"> 1.What do we talk about? 2.How do we speak? 3.What do we show? 4.How do cultures differ? 5.How can we understand the complexity of communication? 6.How do we communicate through new media? 7.How can we communicate with computers? <p>The more overarching learning goals are the following. At the end of the course the student is able to:</p> <ul style="list-style-type: none"> -Read and understand information from various types of literature on communication -Explain theories and concepts that are presented in the literature -Integrate concepts and theories into the Basic Model of Communication -Apply theories and concepts to communication phenomena
PSMIN10	Traffic Psychology and Sustained Mobility	<p>After the course the students have basic theoretical and practical knowledge about Traffic Psychology, including:</p> <ul style="list-style-type: none"> • Theories relevant for traffic psychology, including risk theories • Behavioural adaptation to technology • How to influence behaviour in traffic (e.g. reduce speeding) • Mental workload in traffic: importance and assessment • Behaviour and problems of vulnerable road users (such as cyclists) • Human Factors and Ergonomics in traffic • Influence of the environment on behaviour (e.g. the influence of road infrastructure on behaviour) • Impact of intrinsic factors on mobility and safety, such as arousal, drowsiness, fatigue, perception, and personality Factors • Clinical background and effects of medical conditions on mobility, such as psychiatric illness (e.g. phobia) or neurological disorders (e.g. dementia) • Implications of reduced mobility for the individual, other road users, and society • External factors influencing mobility and safety, such as legal (e.g. caffeine) or illegal drugs (e.g. THC)

PSMIN11	Introduction to Psychological Theories	<p>After the course the students:</p> <ul style="list-style-type: none">- can describe and explain the major concepts, findings, and theoretical perspectives of several areas of psychological research,- can apply basic psychological principles to explain human behavior, emotions, and thought,- can critically evaluate statements about psychology from a theory-based perspective.
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Universitaire minor: Psychology of Cognition, Development and Performance

PSMIN05	Human error	<p>After the course students:</p> <ul style="list-style-type: none"> - know conditions where human errors can lead to disasters, - know and understand the importance and the scope of the wider area of the context in which such disasters happen, - know basic concepts for cognitive and labour psychology that form the foundation of such disasters, - know methods to investigate the relation between the basic concepts and disaster conditions, - know how knowledge and application of these basic concepts in the design of work, situations and activities may promote more safety, - know the concept “safety culture” and related aspects, - can analyse in a case the underlying aspects that contributed to errors leading to a disaster.
PSMIN10	Traffic Psychology and Sustained Mobility	<p>After the course the students have basic theoretical and practical knowledge about Traffic Psychology, including:</p> <ul style="list-style-type: none"> • Theories relevant for traffic psychology, including risk theories • Behavioural adaptation to technology • How to influence behaviour in traffic (e.g. reduce speeding) • Mental workload in traffic: importance and assessment • Behaviour and problems of vulnerable road users (such as cyclists) • Human Factors and Ergonomics in traffic • Influence of the environment on behaviour (e.g. the influence of road infrastructure on behaviour) • Impact of intrinsic factors on mobility and safety, such as arousal, drowsiness, fatigue, perception, and personality Factors • Clinical background and effects of medical conditions on mobility, such as psychiatric illness (e.g. phobia) or neurological disorders (e.g. dementia) • Implications of reduced mobility for the individual, other road users, and society • External factors influencing mobility and safety, such as legal (e.g. caffeine) or illegal drugs (e.g. THC)
PSMIN11	Introduction to Psychological Theories	<p>After the course the students:</p> <ul style="list-style-type: none"> - can describe and explain the major concepts, findings, and theoretical perspectives of several areas of psychological research, - can apply basic psychological principles to explain human behavior, emotions, and thought, - can critically evaluate statements about psychology from a theory-based perspective.
PSMIN12	Cognitive Psychology	<p>After successful completion of this course:</p> <ul style="list-style-type: none"> - you will have a solid understanding of the central topics, theories, and models of human cognitive functions (such as perception, language, memory, learning and decision making), - you will have knowledge of a broad range of modern methods and techniques used in cognitive psychology; and will know about the strengths and weaknesses of the discussed methods, - you will be able to apply the gained knowledge in the analysis and description of human cognitive behavior.

PSMIN13	Introduction to Clinical Neuropsychology	<p>After the course, the student will know and understand the possible consequences of brain damage for:</p> <ul style="list-style-type: none"> • sensation and perception • attention and visuo-spatial functions • executive functions • sensorimotor system • memory • language • emotion • personality
PSMIN14	Sport and performance psychology	<ul style="list-style-type: none"> - Have demonstrated knowledge and understanding of the key concepts, theories, models, and research findings from the field of sport and performance psychology. - Have demonstrated knowledge and understanding of how to use or apply sport and performance psychology knowledge.
PSMIN15	Perception	<p>After the course, the students:</p> <ul style="list-style-type: none"> - know what the study of human sensation and perception comprises, in particular with regard to seeing and hearing, - are familiar with common behavioral and neurophysiological methods used to study sensation and perception, - are familiar with the functional and/or neurophysiological processes underlying the perceptual range from simple line orientations to real-life scenes, - know how perception relates to cognition, in particular attention and conscious awareness, - have basic knowledge of how perceptual science can be applied in clinical and computer science fields.
PSMIN20	Neuropsychology of Ageing and Dementia	<p>After successfully completing the course, students are able to:</p> <ul style="list-style-type: none"> - Identify and present psychological, cognitive and biological changes that accompany normal aging. - Present and compare biological and psychological theories of normal aging. - Identify, compare and differentiate common types of dementia, including Alzheimer's disease, vascular dementia, frontotemporal dementia, Parkinson's disease dementia, dementia with Lewy bodies and Huntington's disease dementia. - Identify and compare conditions that are relevant in the differential diagnosis of dementia, i.e., mild cognitive impairment and delirium. - Discern the impact of dementia on caregivers.

H3: De relatie tussen curriculumonderdelen en eindkwalificaties

Deze paragraaf biedt een schematisch overzicht van de relatie tussen de curriculumonderdelen en de eindtermen. Uit het overzicht wordt de opbouw naar het realiseren van de eindtermen over de verschillende curriculumonderdelen zichtbaar.

De eindtermen voor de bacheloropleiding Psychologie staan nader beschreven in hoofdstuk 1. Zij zijn:

1. Knowledge and understanding
2. Academic attitude and skills: integrity, reflection and critical thinking
3. Application of knowledge and understanding
4. Professional skills
5. Life long learning skills

Per eindterm onderscheidt de opleiding verschillende niveaus van beheersing. In het schema komen deze als volgt tot uitdrukking:

I: beginners

II: intermediair

III: gevorderd / eindtermniveau

IV: eindtermniveau

	Knowledge and understanding	Academic attitude and skills	Application of knowledge and understanding	Professional skills	Life long learning skills
Eerste jaar					
Overz. van de psychologie (PSBA1-01) / Intr. to Psy. (PSBE1-01)	I		I		
Soc. en cross-cult. psy. (PSBA1-18) / Soc. and cross-cult. psy. (PSBE1-02)	I		I		
Statistiek-Ia (PSBA1-05) / Statistics-Ia (PSBE1-08)	I	I	I		
Ontwikkelingspsychologie (PSBA1-07) / Developm. Psy (PSBE1-03)	I		I		
Statistiek-Ib (PSBA1-08) / Statistics-Ib (PSBE1-09)	II	II	II		
Gespreks- en groepsvaardigheden (PSBA1-09) / Dialogue and Group Skills (PSBE1-17)	I	I	I	I	I
Biopsychologie (PSBA1-11) / Biopsychology (PSBE1-04)	I		I		
Pers. En Indiv. Vers. (PSBA1-12) / Pers. And Indiv. Diff. (PSBE1-05)	I		I		
Acad. Vaardigh. (PSBA1-25) / Acad. Skills (PSBE1-25)	I	I	I	I	I
Gesch. Van de Psy. (PSBA1-26) / History of Psychology (PSBE1-29)	I		I		
Theoretische Introductie in Onderzoeksmethoden (PSBA1-27 / PSBE1-27)	I		I		
Praktische Introductie in Onderzoeksmethoden (PSBA1-28 / PSBE1-28)		I	I	I	I

	Knowledge and understanding	Academic attitude and skills	Application of knowledge and understanding	Professional skills	Life long learning skills
Tweede jaar					
Arbeids-, Organisatie- en Personeelspsy. (PSBA2-03) / Psychology in the Workplace (PSBE2-03)	II		II		
Sociale omgeving en gedrag (PSBA2-04) / Soc. Environment and behaviour (PSBE2-04)	II	II	II		
Wetenschapstheorie (PSBA2-05) / Theory of Science (PSBE2-05)	II	II	II		
Testtheorie en testgebruik (PSBA2-06) / Test Theory (PSBE2-06)	II	II			
Statistiek-II (PSBA2-07) / Statistics-II (PSBE2-07)	III	III	III		
Onderz. Methoden: theorie en ethiek (PSBA2-08) / Res. Methods: theory and ethics (PSBE2-08)	II		II		
Onderz. Methoden: practicum (PSBA2-09) / Research practicum (PSBE2-09)		II	II	II	
Gespr. En Diagn. Vaardigheden (PSBA2-11) / Comm. And Diagn. Skills (PSBE2-11)	II	II	II	II	II
Statistiek-III (PSBA2-12) / Statistics-III (PSBE2-12)	IV	IV	IV		
Psy. Werkvelden (PSBA2-15) / Working with Psychology (PSBE2-15)	I III III	I III III	I II III	I III III	
Klin. Psychologie (PSBA2-22) / Clinical Psychology (PSBE2-22)	II		II		
Cogn. Psychologie (PSBA2-23) / Cognitive Psychology (PSBE2-23/ PSMIN12)	II	II	II		
Inl. Klin. Neuropsych. (PSBA2-24) / Intr. Clin. Neuropsych. (PSBE2-24 / PSMIN13)	II	II	II		
Derde jaar					
Bachelorthese (PSB3N-BT15) / Bachelor thesis PSB3E-BT15)	IV	IV	IV	IV	
Clinical Neuropsychology (PSB3E-CN01)	III		III		
School Neuropsychology: Mind, Brain and Education (PSB3E-CN04)	III		III		
Developmental Neuropsychology (PSB3E-CN03)	III		III		
Neuropsychology of ageing and dementia (PSB3E-CN06)	III		III		
Cognition and Attention (PSB3E-CP02)	III		III		
Cognitive Neuroscience (PSB3E-CP06)	III		III		
Perception (PSB3E-CP07 / PSMIN15)	III		III		
Conflict management (PSB3E-IO02)	III	III	III		
Personnel Psychology (PSB3E-IO03)	III		III		
Organisational Change (PSB3E-IO07)	III		III		
Groepsdyn. Vaardigh. (PSB3N-IO10) / Dynamic Skills in Groups (PSB3E-IO10)	III	III	III		
Well-being at work (PSB3E-IO12)	III	III	III	III	
Psychopathology: Symptoms, Classifications and Diagnosis (PSB3E-KP01)	III		III		
Understanding psychopathology (PSB3E-KP02)	III		III		
Diagnosis and Assessment (PSB3E-KP05)	III	III	III	III	
Diagnostiek in de klinische psychologie (PSB3N-KP08)	III	III	III	III	
Cogn. Beh. Processes Across Disorders: A Transdiagn. Approach (PSB3E-KP06)	III		III		

	Knowledge and understanding	Academic attitude and skills	Application of knowledge and understanding	Professional skills	Life long learning skills
Introduction to Cognitive Behavioural Therapies (PSB3E-KP07)	III		III		
Literatuurtentamen (PSB3N-LT) / Literature Study (PSB3E-LT)	III	III	III		
Seksuologie (PSB3N-M03)	III		III		
Forensische psychologie (PSB3N-M04)	III		III		
Controversies in Psychology (PSB3E-M05)	III		III		
Human Error (PSB3E-M06)	III	III	III		
Pers. Documenten en constructie van de levensloop (PSB3N-M07)	III		III		
Philosophy of Psychology (PSB3E-M09)	III		III		
Traffic Psychology and Sustained Mobility (PSB3E-M12 / PSMIN10)	III	III	III		
Programming for Psychologists (PSB3E-M11)	III	III	III	III	
Overview of Psychotherapy (PSB3E-M23)	III		III		
Deception in Clinical Settings (PSB3E-M13)	III		III		
Experimental Skills (PSB3E-M15)	III	III	III	III	
Statistical solutions to research problems in psychology (PSB3E-M16)	III	III	III		
Onderwijsvaardigheden (PSB3N-M17) / Teaching Skills (PSB3E-M17)	III	III	III	III	III
Groepsdynamische processen (PSB3N-M18)	III	III	III	III	III
Teaching and Mentoring in Psychology (PSB3E-M19)	III	III	III	III	III
Capita Selecta Human Sexology(PSB3E-M20)	III	III	III		
Capita Selecta Forensic Psychology (PSB3E-M21)	III	III	III		
Introduction to Qualitative Research Methods (PSB3E-M22)	III	III	III		
Brain, Consciousness and Society (PSB3E-M24)	III	III		III	
Onafh. Maatsch. Stageproject (PSB3N-MS) / Indep. Soc. Project (PSB3E-SI)		III	III	III	
Sport and performance psychology (PSB3E-OP01 / PSMIN14)	III		III		
Interventions in individual development (PSB3E-OP02)	III	III	III		
Theorieën over ontwikkelingsgebieden (PSB3N-OP01)	III		III		
Ontwikkeling, opvoeding en onderwijs (PSB3N-OP03)	III	III	III		
Diagnostiek in de ontwikkelingspsychologische praktijk (PSB3N-OP04)	III	III	III	III	
Group Dynamics (PSB3E-SP01)	III		III		
Intergroup Relations (PSB3E-SP02)	III		III		
The Social Psychology of Communication (PSB3E-SP03)	III		III		
Social Cognition and Affect (PSB3E-SP04)	III		III		
Interpersonal Relations (PSB3E-SP05)	III		III		
Consumer and Economic Psychology (PSB3E-SP06)	III		III		
Social Influence (PSB3E-SP07)	III		III		
Mass Psychology (PSB3E-SP08)	III		III		
Excellentietraject					
Honours Research Seminar (PSBE2-HO1)	III	III	III	III	III
Honours Theoretical Seminar (PSBE3-HO2)	IV	IV	IV	IV	IV

	Knowledge and understanding	Academic attitude and skills	Application of knowledge and understanding	Professional skills	Life long learning skills
Honours Thematic Meetings (PSBE2-HO3)	III	III	III	III	III
Honours Research Internship I (PSBE2-HO6)	III	III	III	III	III
Honours Research Internship II (PSBE3-HO7)	IV	IV	IV	IV	IV
Honours Research Practicum (PSBE2-HO9)		II	II	II	
Honours Bachelor Thesis (PSB3E-BTHO)	IV	IV	IV	IV	

	Knowledge and understanding	Academic attitude and skills	Application of knowledge and understanding	Professional skills	Life long learning skills
Universitaire minor Psychology in Society					
Introduction to Psychological Theories and Applications (PSMIN11)	I		I		
Research Instruments Critically Considered (PSMIN02)	I		I		
Psychology in the Workplace (PSMIN03)	II		II		
The Social Psychology of Communication (PSMIN09)	III		III		
Human Error (PSMIN05)	III	III	III		
Social Influence (PSMIN07)	III		III		
Consumer and Economic Psychology (PSMIN08)	III		III		
Traffic Psychology and Sustained Mobility (PSMIN10)	III	III	III		

	Knowledge and understanding	Academic attitude and skills	Application of knowledge and understanding	Professional skills	Life long learning skills
Universitaire minor Psychology of Cognition, Development and Performance					
Cognitive Psychology (PSMIN12)	II	II	II		
Introduction to Clinical Neuropsychology (PSMIN13)	II	II	II		
Introduction to Psychological Theories and Applications (PSMIN11)	I		I		
Sports and Performance Psychology (PSMIN14)	III		III		
Traffic Psychology and Sustained Mobility (PSMIN10)	III	III	III		
Neuropsychology of ageing and dementia (PSMIN20)	III		III		
Human Error (PSMIN05)	III	III	III		
Perception (PSMIN15)	III		III		
Cognition and Attention (PSMIN18)	III		III		
Cognitive Neuroscience (PSMIN19)	III		III		

H4: De toegepaste toetsvorm per cursus

De volgende tabel geeft per curriculumonderdeel weer wat de wijze van toetsing is. Tenzij dit expliciet vermeld wordt, is het toetsmoment aan het eind van de onderdelen, wat wil zeggen aan het eind van een blok of semester. Volgend jaar zal er voor de bachelor, net zoals vanaf dit jaar het geval is voor de Master per leerdoel per cursus aangegeven worden hoe deze worden getoetst.

Jaar 1 Nederlandstalig

Vakcode	Cursusnaam	Toetsvorm
PSBA1-01	Overzicht van de psychologie	Tentamen, Digitaal, Meerkeuze
PSBA1-05	Statistiek I A	Tentamen, Digitaal, Meerkeuze, Practicum
PSBA1-07	Ontwikkelingspsychologie	Tentamen, Schriftelijk, Meerkeuze
PSBA1-08	Statistiek I B	Tentamen, Digitaal, Meerkeuze
PSBA1-09	Gespreks- en groepsvaardigheden	Deeltentamen, Verslag, Practica
PSBA1-11	Biopsychologie	Tentamen, Digitaal, Meerkeuze
PSBA1-12	Persoonlijkheid en individuele verschillen	Tentamen, Schriftelijk, Meerkeuze
PSBA1-18	Sociale en cross-culturele psychologie	Tentamen, Schriftelijk, Meerkeuze
PSBA1-25	Academische vaardigheden	Paper/Werkstuk
PSBA1-26	Geschiedenis van de psychologie	Tentamen, Digitaal, Essayvragen
PSBA1-27	Theoretische Introductie in Onderzoeksmethoden	Tentamen, Digitaal, Meerkeuze
PSBA1-28	Praktische Introductie in Onderzoeksmethoden	Actieve deelname, practica, opdracht

Jaar 1 Engelstalig

Vakcode	Cursusnaam	Toetsvorm
PSBE1-01	Introduction to psychology	Tentamen, Digitaal, Meerkeuze
PSBE1-02	Social and cross-cultural psychology	Tentamen, Schriftelijk, Meerkeuze
PSBE1-03	Developmental psychology	Tentamen, Digitaal, Meerkeuze
PSBE1-04	Biopsychology	Tentamen, Digitaal, Open en meerkeuzevragen
PSBE1-05	Personality and individual differences	Essay, Tentamen, Digitaal, Meerkeuze
PSBE1-08	Statistics Ia	Opdracht, Tentamen, Digitaal, Meerkeuze
PSBE1-09	Statistics Ib	Practica, Tentamen, Digitaal, Meerkeuze
PSBE1-17	Dialogue and group skills	Actieve deelname, Computeropdracht, Presentatie, Opdracht
PSBE1-25	Academische Vaardigheden	Paper/Werkstuk, Opdracht
PSBE1-27	A Theoretical Introduction to Research Methods	Tentamen, Digitaal, Meerkeuze
PSBE1-28	A Practical Introduction to Research Methods	Actieve deelname, Practica, Opdracht
PSBE1-29	History of Psychology	Deeltentamen, Digitaal, Open en meerkeuzevragen

Jaar 2 Nederlandstalig

Vakcode	Cursusnaam	Toetsvorm
PSBA2-04	Sociale omgeving en gedrag	Opdracht, Tentamen, Digitaal, Meerkeuze
PSBA2-05	Wetenschapstheorie	Opdracht, Tentamen, Digitaal, Meerkeuze & essayvragen
PSBA2-06	Testtheorie en testgebruik	Opdracht, Tentamen, Digitaal, Meerkeuze
PSBA2-07	Statistiek II	Practicum/Practica, Tentamen, Digitaal
PSBA2-08	Onderzoeksmethoden: theorie en ethiek	Opdracht
PSBA2-09	Onderderzoekspracticum	Actieve deelname, Paper/Werkstuk, Verplichte aanwezigheid
PSBA2-11	Gespreks- en diagnostische vaardigheden	Verslag, Actieve deelname, Practicum/Practica, Deeltentamen
PSBA2-12	Statistiek III	Practicum/Practica, Tentamen, Schriftelijk, Meerkeuze
PSBA2-15	Psychologische werkvelden	Verslag, Practicum/Practica, Presentatie
PSBA2-22	Klinische psychologie	Tentamen, Digitaal, Open en meerkeuzevragen
PSBA2-23	Cognitieve psychologie	Tentamen, Digitaal, Essayvragen
PSBA2-24	Introductie in de Klinische Neuropsychologie	Opdracht, Tentamen, Digitaal, Meerkeuze

Jaar 2 Engelstalig

Vakcode	Cursusnaam	Toetsvorm
PSBE2-03	Psychology in the workplace	Tentamen, Digitaal, Meerkeuze
PSBE2-04	Social environment and behaviour	Opdracht, Tentamen, Digitaal, Meerkeuze
PSBE2-05	Theory of Science	Tentamen, Digitaal, Meerkeuze
PSBE2-06	Test theory	Opdracht, Tentamen, Digitaal, Meerkeuze
PSBE2-07	Statistics II	Practicum/Practica, Tentamen, Digitaal
PSBE2-08	Research methods: theory and ethics	Opdracht
PSBE2-09	Research practicum	Actieve deelname. Paper/Werkstuk, Verplichte aanwezigheid
PSBE2-11	Gespreks- en diagnostische vaardigheden	Actieve deelname, Practicum/Practica, Opdracht
PSBE2-12	Statistics III	Opdracht, Tentamen, Schriftelijk, Meerkeuze
PSBE2-15	Working with Psychology	Verslag, Presentatie, Opdracht
PSBE2-22	Clinical psychology	Tentamen, Digitaal, Open en meerkeuzevragen
PSBE2-23	Cognitive Psychology	Tentamen, Digitaal, Essayvragen
PSBE2-24	Introduction to Clinical Neuropsychology	Tentamen, Digitaal, Meerkeuze

Jaar 3

Vakcode	Cursusnaam	Toetsvorm
PSB3E-BT15	Bachelorthese	Scriptie, Actieve deelname, Practicum/Practica, Presentatie
PSB3E-CN01	Clinical Neuropsychology	Essay, Schriftelijk, Meerkeuze
PSB3E-CN03	Developmental Neuropsychology	Tentamen, Digitaal, Meerkeuze
PSB3E-CN04	School Neuropsychology: MBE	Tentamen, Digitaal, Meerkeuze
PSB3E-CN06	Neuropsychology of Ageing and Dementia	Opdracht, Tentamen, Digitaal, Open en meerkeuzevragen
PSB3E-CP02	Cognition and Attention	Tentamen, Digitaal, Essayvragen
PSB3E-CP06	Cognitive neuroscience	Tentamen, Schriftelijk, Essayvragen
PSB3E-CP07	Perception	Tentamen, Digitaal, Essayvragen, Meerkeuze
PSB3E-IO02	Conflict management	Tentamen, Schriftelijk, Essayvragen
PSB3E-IO03	Personnel Psychology	Tentamen, Schriftelijk, Essayvragen, Meerkeuze
PSB3E-IO07	Organizational development and change	Schriftelijke opdracht, Tentamen, Digitaal, Essayvragen
PSB3E-IO10	Dynamic skills in groups	Actieve deelname, Practicum/Practica, Presentatie, Opdracht
PSB3E-IO12	Well-being at work	Opdracht, Tentamen, Digitaal, Essayvragen
PSB3E-KP01	Psychopatholog symp. classif. and diagn.	Tentamen, Digitaal, Essayvragen, Meerkeuze
PSB3E-KP02	Understanding Psychopathology	Tentamen, Digitaal, Essayvragen
PSB3E-KP05	Diagnosis and assessment	Opdracht
PSB3E-KP06	Cogn. beh. processes across disorders: .	Tentamen, Digitaal, Essayvragen
PSB3E-KP07	Introduction to cognitive behavioural therapies	Tentamen, Digitaal, Essayvragen
PSB3E-LT	Literature study	Paper/Werkstuk, Tentamen, Mondeling, Tentamen, Schriftelijk, Essayvragen
PSB3E-M05	Controversies in Psychology	Tentamen, Digitaal, Essayvragen
PSB3E-M06	Human error	Paper/Werkstuk
PSB3E-M09	Philosophy of Psychology	Paper/Werkstuk, Tentamen, Digitaal, Meerkeuze
PSB3E-M11	Programming for psychologists	Practicum/Practica, Programmeeropdracht
PSB3E-M12	Traffic psychology and sustained mobility	Tentamen, Digitaal, Essayvragen
PSB3E-M13	Deception in clinical settings	Tentamen, Digitaal, Meerkeuze
PSB3E-M15	Experimental skills	Verslag, Computeropdracht
PSB3E-M16	Statistical solutions to research problems in psych	Opdracht
PSB3E-M17	Teaching skills	Actieve deelname, Presentatie, Opdracht
PSB3E-M19	Teaching and Mentoring in Psychology	Schriftelijke opdracht
PSB3E-M20	Capita Selecta Human Sexology	Tentamen, Digitaal

PSB3E-M21	Capita Selecta Forensic Psychology	Tentamen, Digitaal, Essayvragen
PSB3E-M22	Introduction to Qualitative Research Methods	Opdracht, Tentamen, Digitaal, Essayvragen
PSB3E-M23	Overview of Psychotherapy	Tentamen, Schriftelijk, Meerkeuze
PSB3E-M24	Brain, Consciousness and Society	Paper/Werkstuk, Tentamen, Schriftelijk, Meerkeuze
PSB3E-OP01	Sport and performance psychology	Tentamen, Digitaal, Meerkeuze
PSB3E-OP02	Interventions in individual development	Verslag, Tentamen, Digitaal, Meerkeuze
PSB3E-SI	Independent Societal Project	Actieve deelname, Stageverslag
PSB3E-SP01	Group dynamics	Tentamen, Digitaal, Essayvragen, Meerkeuze
PSB3E-SP02	Intergroup relations	Opdracht, Tentamen, Schriftelijk, Meerkeuze
PSB3E-SP03	The social psychology of communication	Tentamen, Digitaal, Meerkeuze
PSB3E-SP04	Social cognition and affect	Tentamen, Digitaal, Meerkeuze
PSB3E-SP05	Interpersonal relations	Opdracht
PSB3E-SP06	Consumer and economic psychology	Tentamen, Digitaal, Essayvragen, Meerkeuze
PSB3E-SP07	Social influence	Opdracht, Tentamen, Digitaal, Meerkeuze
PSB3E-SP08	Mass psychology	Opdracht, Tentamen, Digitaal, Essayvragen, Meerkeuze
PSB3N-BT15	Bachelorthese	Scriptie, Actieve deelname, Practicum/Practica, Presentatie
PSB3N-IO10	Groepsdynamische vaardigheden	Verslag, Practicum/Practica, Presentatie
PSB3N-KP08	Diagnostiek in de klinische psychologie	Actieve deelname, Schriftelijke opdracht, Tentamen, Digitaal, Meerkeuze
PSB3N-LT	Literatuurtentamen	Paper/Werkstuk, Tentamen, Mondeling, Tentamen, Schriftelijk, Essayvragen
PSB3N-M03	Seksuologie	Tentamen, Digitaal, Essayvragen
PSB3N-M04	Forensische psychologie	Tentamen, Digitaal, Essayvragen
PSB3N-M07	Pers. documenten en de constructie v.d. levensloop	Tentamen, Digitaal, Meerkeuze
PSB3N-M17	Onderwijsvaardigheden	Verslag, Practicum/Practica, Presentatie
PSB3N-M18	Groepsdynamische processen	Verslag, Practicum/Practica, Presentatie
PSB3N-MS	Onafhankelijk Maatschappelijk stageproject	Actieve deelname, Stageverslag
PSB3N-OP01	Theorieën over ontwikkelingsgebieden	Tentamen, Schriftelijk, Essayvragen
PSB3N-OP03	Ontwikkeling, opvoeding en onderwijs	Essay, Tentamen, Schriftelijk, Meerkeuze
PSB3N-OP04	Diagnostiek in de ontwikkelingspsychologische prak	Verslag, Tentamen

Excellentietraject

Vakcode	Cursusnaam	Toetsvorm
PSB3E-BTHO	Bachelor Honours These	Scriptie, Actieve deelname, Practicum/Practica, Presentatie

PSBE2-HO1	Honours research seminar	Opdracht
PSBE2-HO3	Honours thematic meetings	Paper/Werkstuk
PSBE2-HO6	Honours research internship I	Actieve deelname
PSBE2-HO9	Honours Research practicum	Opdracht
PSBE3-HO2	Honours theoretical seminar	Verslag, Computeropdracht, Presentatie
PSBE3-HO7	Honours Research Internship II	Opdracht

Minor Psychology in Society

Vakcode	Cursusnaam	Toetsvorm
PSMIN02	Research instruments critically considered	Opdracht
PSMIN03	Psychology in the workplace	Tentamen, Digitaal, Meerkeuze
PSMIN05	Human error	Paper/Werkstuk
PSMIN07	Social influence	Opdracht, Tentamen, Digitaal, Meerkeuze
PSMIN08	Consumer and economic psychology	Tentamen, Digitaal, Essayvragen, Meerkeuze
PSMIN09	The social psychology of communication	Tentamen, Digitaal, Meerkeuze
PSMIN10	Traffic Psychology and Sustained Mobility	Tentamen, Digitaal, Essayvragen
PSMIN11	Introduction to Psychological Theories	Tentamen, Digitaal, Essayvragen, Meerkeuze

Psychology of Cognition, Development and Performance

Vakcode	Cursusnaam	Toetsvorm
PSMIN05	Human error	Paper/Werkstuk
PSMIN10	Traffic Psychology and Sustained Mobility	Tentamen, Digitaal, Essayvragen
PSMIN11	Introduction to Psychological Theories	Tentamen, Digitaal, Essayvragen, Meerkeuze
PSMIN12	Cognitive Psychology	Tentamen, Digitaal, Essayvragen
PSMIN13	Introduction to Clinical Neuropsychology	Tentamen, Digitaal, Meerkeuze
PSMIN14	Sport and performance psychology	Tentamen, Digitaal, Meerkeuze
PSMIN15	Perception	Tentamen, Digitaal, Essayvragen, Meerkeuze
PSMIN18	Cognition and Attention	Tentamen, Digitaal, Essayvragen
PSMIN19	Cognitive neuroscience	Tentamen, Schriftelijk, Essayvragen
PSMIN20	Neuropsychology of Ageing and Dementia	Opdracht, Tentamen, Digitaal, Open en meerkeuzevragen

Toetsprogramma Psychologie 23-24

Master

H1: De eindtermen van de master

De opleiding heeft haar eindtermen (Programme Learning Outcomes) in het Engels opgesteld. Voor de Master als geheel hanteert de opleiding een set met overkoepelende of generieke eindtermen, deze staan beschreven in paragraaf 1.1. Vervolgens zijn er voor elke track afzonderlijk eindtermen met specifieke accenten die gelden voor de track in kwestie in het bijzonder, deze zijn beschreven in paragraaf 1.2.

1.1 De generieke eindtermen:

	Generic Programme Learning Outcomes
1. Knowledge and understanding	<p>a UG MSc Psychology graduate has:</p> <ul style="list-style-type: none"> - specialized theoretical knowledge and understanding within the field of specialization in Psychology - thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of specialization
2. Academic Attitude: integrity, reflection and critical thinking	<p>a UG MSc Psychology graduate:</p> <ul style="list-style-type: none"> - reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods. - evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications. - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly
3. Application of knowledge and understanding	<p>a. in the scientific field:</p> <p>a UG MSc Psychology graduate:</p> <ul style="list-style-type: none"> - is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. <p>b. in the professional field:</p> <p>a UG MSc Psychology graduate:</p> <ul style="list-style-type: none"> - translates and applies findings from scientific research to analyze, understand and influence complex societal and practical issues. - applies scientific research methods and techniques to answer or advise on complex societal and practical questions. - identifies whether there is a problem in a certain context, and if so, what it entails.
4. Professional skills	<p>a MSc Psychology graduate:</p> <ul style="list-style-type: none"> - clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology

	<ul style="list-style-type: none">- adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients)- is able to plan and manage a small project- is able to collaborate in a professional context- is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	<p>a MSc Psychology graduate:</p> <ul style="list-style-type: none">- reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development.- is able to act upon feedback regarding personal skills and shortcomings- has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

1.2 Trackspecifieke eindtermen

Applied Cognitive Neuroscience

	Track-specific Learning Outcomes ACN
1. Knowledge and understanding	<p>A UG MSc Psychology graduate specialized in Applied Cognitive Neuroscience has:</p> <ul style="list-style-type: none"> - specialized theoretical knowledge and understanding of state of the art research in the field of cognitive neuroscience - thorough knowledge and understanding of the research methods and data-analysis techniques that are applied in the field of cognitive neuroscience; - knowledge and understanding of how fundamental research in the field of cognitive neuroscience already is, and in the future can be, applied in real-world settings
2. Academic Attitude: integrity, reflection and critical thinking	<p>A UG MSc Psychology specialized in Applied Cognitive Neuroscience:</p> <ul style="list-style-type: none"> - reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods - evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications. - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects on the roles and challenges associated with academic and corporate research, and the interplay between the two - reflects critically on the ethical considerations related to both state of the art scientific research in the field of cognitive neuroscience and professional conduct and acts accordingly
3. Application of knowledge and understanding	<p>A UG MSc Psychology graduate specialized in Applied Cognitive Neuroscience is trained for an intermediary role between the scientific and professional field and:</p> <ul style="list-style-type: none"> - is able to develop specific proposals for new applications of fundamental cognitive neuroscience research in real-world settings - translates and applies fundamental knowledge about cognitive neuroscience in the professional field <p>In order to be able to take the intermediary role, the UG MSc Psychology graduate specialized in Applied Cognitive Neuroscience:</p> <ul style="list-style-type: none"> - is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations.

<p>4. Professional skills</p>	<p>A UG MSc Psychology graduate specialized in Applied Cognitive Neuroscience:</p> <ul style="list-style-type: none"> - clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients) - Is able to work in a professional environment in which research from the field of cognitive neuroscience plays a meaningful role - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
<p>5. Life Long Learning Skills</p>	<p>A UG MSc Psychology graduate specialized in Applied Cognitive Neuroscience:</p> <ul style="list-style-type: none"> - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

Applied Social Psychology

	Track-specific Learning Outcomes
1. Knowledge and understanding	<p>A UG MSc Psychology graduate specialized in Applied Social psychology has:</p> <ul style="list-style-type: none"> - specialized theoretical knowledge and understanding of theoretical and applied approaches to social psychology, with an emphasis on social groups and social relations in political and cultural contexts; - thorough knowledge about the research methods and analysis to assess social behavior; - thorough knowledge about the areas where social psychology can be applied.
2. Academic Attitude: integrity, reflection and critical thinking	<p>A UG MSc Psychology graduate specialized in Applied Social psychology:</p> <ul style="list-style-type: none"> - reflects upon phenomena, problems, behavior and motives of self and others using theory and methods in social psychology. - evaluates scientific research and theory in the field of social psychology on its merits and limitations and its potential implications in explaining and changing social behaviour. - demonstrates awareness of the influence of context and (cultural) standards and values on social behaviour (of self and others) and approaches social behaviour with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects upon the use of social psychological theory to understand social behaviour in society - reflects critically on the ethical aspects of both scientific research and professional conduct in the field of social psychology and acts accordingly
3. Application of knowledge and understanding	<p>A UG MSc Psychology graduate specialized in Applied Social Psychology is trained for an intermediary role between the scientific and professional field and:</p> <ul style="list-style-type: none"> - analyses societal problems in the domain of social psychology and draws theoretical and practical conclusions - answers practical questions with respect to social behavior in society, based on academic knowledge - advises organizations on understanding and intervening in social behavior. <p>In order to be able to take on the intermediary role, the UG MSc Psychology graduate specialized in Applied Social Psychology:</p> <ul style="list-style-type: none"> - is able to design and conduct research to answer a relevant social psychological question; - has gained experience in designing theory- and evidence-based interventions aiming to change behavior.
4. Professional skills	<p>A UG MSc Psychology graduate specialized in Applied Social Psychology:</p> <ul style="list-style-type: none"> - clearly and transparently communicates conclusions, applications and

	Track-specific Learning Outcomes
	<p>limitations of theoretical and applied scientific research findings and insights in social psychological processes;</p> <ul style="list-style-type: none"> - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients) - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	<p>A UG MSc Psychology graduate specialized in Applied Social Psychology:</p> <ul style="list-style-type: none"> - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

Clinical Forensic Psychology and Victimology

Track-specific Learning Outcomes CFP&V	
1. Knowledge and understanding	<p>A UG MSc Psychology graduate specialized in Clinical Forensic Psychology & Victimology has:</p> <ul style="list-style-type: none"> - specialized theoretical knowledge and understanding of a variety of theories on the onset, persistence, and treatment of psychopathology. - specialized theoretical knowledge and understanding of psychiatric diagnoses. - specialized knowledge and understanding of interventions for psychological disorders. - specialized theoretical knowledge and understanding of the psychology of violence and crime, from both the perspective of the offender and the victim (Clinical Forensic Psychology & Victimology). - thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of specialization
2. Academic Attitude: integrity, reflection and critical thinking	<p>A UG MSc Psychology graduate specialized in Clinical Forensic Psychology & Victimology:</p> <ul style="list-style-type: none"> - reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods. - evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications. - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly
3. Application of knowledge and understanding	<p>a. in the scientific field:</p> <p>A UG MSc Psychology graduate specialized in Clinical Forensic Psychology & Victimology:</p> <ul style="list-style-type: none"> - is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. <p>b. in the professional field:</p> <p>A UG MSc Psychology graduate specialized in Clinical Forensic Psychology & Victimology:</p> <ul style="list-style-type: none"> - translates and applies findings from scientific research to analyze,

	Track-specific Learning Outcomes CFP&V
	<p>understand and influence complex societal and practical issues.</p> <ul style="list-style-type: none"> - applies theoretical frameworks, including frameworks on psychopathology, diagnostics and treatment, in clinical practice. - applies all steps of the empirical cycle in the clinical context - applies an evidence-based approach to clinical work and research. - applies scientific research methods and techniques to answer or advise on complex societal and practical questions. - identifies whether there is a problem in a certain context, and if so, what it entails.
4. Professional skills	<p>A UG MSc Psychology graduate specialized in Clinical Forensic Psychology & Victimology:</p> <ul style="list-style-type: none"> - clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of clinical psychology, to professionals and patients and/or clients - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, and the general public) and to patients and/or clients - Is able to conduct an anamnestic interview with a patient in a professional manner, - Is able to select and use appropriate diagnostic instruments to collect data from the patient - Is able to formulate a case conceptualization - Is able to select, apply, and evaluate appropriate interventions. - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	<p>A UG MSc Psychology graduate specialized in Clinical Forensic Psychology & Victimology:</p> <ul style="list-style-type: none"> -is able to reflect critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

Clinical Neuropsychology

	Track-specific Learning Outcomes
1. Knowledge and understanding	<p>A UG MSc Psychology graduate specialized in Clinical Neuropsychology has:</p> <ul style="list-style-type: none"> - Specialized knowledge and understanding of the cognitive, behavioral and emotional difficulties related to common psychiatric and neurological conditions; - Knowledge and understanding of neuropsychological rehabilitation and treatment; - Thorough knowledge and understanding of research methods and techniques that are often applied in the field of clinical neuropsychology;
2. Academic Attitude: integrity, reflection and critical thinking	<p>A UG MSc Psychology graduate specialized in Clinical Neuropsychology:</p> <ul style="list-style-type: none"> - Reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods. - evaluates scientific research and theory in the field of clinical neuropsychology on its merits and limitations and its potential implications. - Is able to judge and evaluate the quality of neuropsychological practice and the use of assessment tools on the basis of scientific insights; - Is aware of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - Reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly - Is able to understand and reflect critically on ethical issues considering people with psychiatric and/or neurological conditions and their network.
3. Application of knowledge and understanding	<p>a. in the scientific field:</p> <p>A UG MSc Psychology specialized in Clinical Neuropsychology:</p> <ul style="list-style-type: none"> - is able to design and conduct quantitative and/or qualitative scientific research in clinical neuropsychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. - Is able to judge and evaluate the quality of neuropsychological assessment tools that are used in research and in clinical practice on the basis of scientific insights; <p>b. in the professional field:</p> <p>A UG MSc Psychology specialized in Clinical Neuropsychology:</p> <ul style="list-style-type: none"> - translates, critically appraises and applies findings from scientific research and specialized knowledge of the cognitive, behavioral and emotional difficulties related to common psychiatric and neurological conditions to the

	Track-specific Learning Outcomes
	<p>clinical field and to research.</p> <ul style="list-style-type: none"> - recognizes and considers the ways in which clinical neuropsychological research and practice are intertwined. - selects and uses evidence-based clinical neuropsychological diagnostic instruments to perform individual testing - is able to apply knowledge of the cognitive, behavioral and emotional difficulties related to common psychiatric and neurological conditions to individual neuropsychological questions. - identifies whether there is a problem in a certain context, and if so, what it entails.
4. Professional skills	<p>A UG MSc Psychology specialized in Clinical Neuropsychology:</p> <ul style="list-style-type: none"> - Has the basic abilities to integrate, interpret and report data from a neuropsychological assessment, applied in the context of research or the clinical field, and is aware of limitations; -Is able to clearly and transparently communicate the importance of the interdependency of clinical neuropsychological research and clinical practice, conclusions and limitations of theoretical and applied scientific neuropsychological research findings - Is able to adapt one’s communication to relevant target groups (e.g. scientific and professional peers, colleagues, the general public, clients and patients) - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	<p>A UG MSc Psychology specialized in Clinical Neuropsychology:</p> <ul style="list-style-type: none"> - Is able to reflect critically on one’s own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback and advice of others regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for his/her professional and scientific practice and theoretical after finishing the master programme

Developmental Psychology

Track-specific Learning Outcomes	
1. Knowledge and understanding	<p>a UG MSc Psychology graduate in Developmental Psychology has:</p> <ul style="list-style-type: none">- specialized theoretical knowledge and understanding of typical and atypical development across the lifespan.- specialized theoretical knowledge and understanding of the complex dynamic systems model and transactional model of development.- thorough knowledge and understanding of the most important research methods and techniques (including longitudinal research methods and the analysis of individual developmental trajectories) and associated ethical issues- specialized knowledge of diagnostic instruments and interventions in Developmental Psychology
2. Academic Attitude: integrity, reflection and critical thinking	<p>a UG MSc Psychology graduate in Developmental Psychology:</p> <ul style="list-style-type: none">- reflects upon phenomena, problems, behavior and motives of self and others using theory and methods in developmental psychology.- evaluates scientific research and theory in the field of developmental psychology on its potential merits and limitations and its potential implications and specifically reflects upon 1) models of typical and atypical development in specific domains, and 2) the developmental processes underlying specific psychological phenomena.- reflects upon diagnosis and intervention in developmental psychology- demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind.- correctly judges when to apply one's knowledge and when to refrain from conclusions- reflects critically on the ethical aspects of both scientific research and professional conduct in the clinical and educational practice based on the Code of Conduct of the Dutch Institute of Psychologists (NIP), including the general standard test use (ASP)
3. Application of knowledge and understanding	<p>a. in the scientific field:</p> <p>a UG MSc Psychology graduate in Developmental Psychology:</p> <ul style="list-style-type: none">- is able to design and conduct quantitative and/or qualitative scientific research in developmental psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. <p>b. in the professional field:</p> <p>a UG MSc Psychology graduate in Developmental Psychology:</p> <ul style="list-style-type: none">- translates and applies findings from scientific research in developmental psychology to analyze, understand and influence complex societal and practical issues.

Track-specific Learning Outcomes	
	<ul style="list-style-type: none"> - applies scientific research methods and techniques to all steps of the diagnostic process, from formulating research questions and hypotheses, to selecting methods, and drawing conclusions. - Is able to put specific applied or societal questions in their respective developmental frameworks. - identifies whether there is a problem in a certain context, and if so, what it entails. - is able to use knowledge and understanding of typical and atypical development, complex dynamic principles, psychopathology, intervention, and the guide to social services (“sociale kaart”) to advice on individual developmental questions
4. Professional skills	<p>a MSc Psychology graduate in Developmental Psychology:</p> <ul style="list-style-type: none"> - clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology - adapts one’s communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients) - is able to professionally report on findings from diagnostic resources - is able to select, use and interpret appropriate diagnostic resources to understand the client (individual, family or educational system). - is able to refer clients to appropriate (health care) institutions and care providers based on the guide to social services ('Sociale Kaart') - Is able to conduct systematic observations in various settings and to draw balanced and substantiated conclusions from it. - is able to plan and manage a small project - is able to collaborate in a professional context - is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	<p>A UG MSc graduate in Developmental Psychology:</p> <ul style="list-style-type: none"> - reflects critically on one’s own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

Environmental Psychology

Track-specific Learning Outcomes	
1. Knowledge and understanding	<p>A UG MSc Psychology graduate in Environmental Psychology has:</p> <ul style="list-style-type: none">- specialized theoretical knowledge and understanding concerning Environmental psychology: the relationships between humans and their environments and the human dimension of environmental and energy problems.- specialized theoretical knowledge and understanding about key individual, social, and contextual factors that influence people's (pro-)environmental attitudes and behavior.- thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of Environmental Psychology
2. Academic Attitude: integrity, reflection and critical thinking	<p>a UG MSc Psychology graduate in Environmental Psychology:</p> <ul style="list-style-type: none">- reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods.- evaluates scientific research and theory in the field of Environmental Psychology on its merits and limitations and its potential implications.- demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind.- correctly judges when to apply one's knowledge and when to refrain from conclusions- reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly
3. Application of knowledge and understanding	<p>a. in the scientific field:</p> <p>a UG MSc Psychology graduate in Environmental Psychology:</p> <ul style="list-style-type: none">- is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. <p>b. in the professional field:</p> <p>a UG MSc Psychology graduate in Environmental Psychology:</p> <ul style="list-style-type: none">- translates and applies findings from scientific research to analyze, understand and influence complex and real-life problems regarding human-environment relationships.- applies scientific research methods and techniques to answer or advise on complex societal and practical questions.- identifies whether there is a problem in a certain context, and if so, what it entails.

	Track-specific Learning Outcomes
	<ul style="list-style-type: none"> - Is able to develop and evaluate theory-based interventions to address real-life problems regarding human-environment relationships. - Is able to integrate insights from other disciplines to understand and advice on interactions between humans and their environments.
4. Professional skills	<p>a MSc Psychology graduate in Environmental Psychology:</p> <ul style="list-style-type: none"> - clearly and transparently communicates conclusions, applications and limitations of scientific research findings in the field of Environmental Psychology - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients) - Is able to plan and manage their own project - Is able to work and cooperate effectively in a professional context, not only within the professional community, but also with other disciplines and/or practitioners - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	<p>a MSc Psychology graduate in Environmental Psychology:</p> <ul style="list-style-type: none"> - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

Klinische Psychologie

Track-specific Learning Outcomes	
1. Knowledge and understanding	<p>A UG MSc Psychology graduate specialized in Klinische Psychologie has:</p> <ul style="list-style-type: none">- specialized theoretical knowledge and understanding of a variety of theories on the onset, persistence, and treatment of psychopathology.- specialized theoretical knowledge and understanding of psychiatric diagnoses.- specialized knowledge and understanding of interventions for psychological disorders.- thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of specialization
2. Academic Attitude: integrity, reflection and critical thinking	<p>A UG MSc Psychology graduate specialized in Klinische Psychologie:</p> <ul style="list-style-type: none">- reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods.- evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications.- demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind.- correctly judges when to apply one's knowledge and when to refrain from conclusions- reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly
3. Application of knowledge and understanding	<p>a. in the scientific field:</p> <p>A UG MSc Psychology graduate specialized in Klinische Psychologie:</p> <ul style="list-style-type: none">- is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. <p>b. in the professional field:</p> <p>A UG MSc Psychology graduate specialized in Klinische Psychologie:</p> <ul style="list-style-type: none">- translates and applies findings from scientific research to analyze, understand and influence complex societal and practical issues.- applies theoretical frameworks, including frameworks on psychopathology, diagnostics and treatment, in clinical practice.- applies all steps of the empirical cycle in the clinical context- applies an evidence-based approach to clinical work and research.- applies scientific research methods and techniques to answer or advise on complex societal and practical questions.

	Track-specific Learning Outcomes
	<ul style="list-style-type: none"> - identifies whether there is a problem in a certain context, and if so, what it entails.
4. Professional skills	<p>A UG MSc Psychology graduate specialized in Klinische Psychologie:</p> <ul style="list-style-type: none"> - clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of clinical psychology - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, and the general public) and to patients and/or clients - Is able to conduct an anamnestic interview with a patient in a professional manner, - Is able to select and use appropriate diagnostic instruments to collect data from the patient - Is able to formulate a case conceptualization - Is able to select, apply, and evaluate appropriate interventions. - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	<p>A UG MSc Psychology graduate specialized in Klinische Psychologie:</p> <ul style="list-style-type: none"> -is able to reflect critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

Talent Development and Creativity

Track-specific Learning Outcomes	
1. Knowledge and understanding	<p>a UG MSc Psychology graduate specialized in Talent Development and Creativity has:</p> <ul style="list-style-type: none"> - Specialized knowledge and understanding of methods to assess talent and creativity; - Specialized knowledge of coaching processes - Thorough theoretical knowledge and understanding of theoretical approaches to talent development and creativity; - Thorough theoretical knowledge and understanding of psychological factors of talent development and performance;
2. Academic Attitude: integrity, reflection and critical thinking	<p>a UG MSc Psychology graduate specialized in Talent Development and Creativity:</p> <ul style="list-style-type: none"> - reflects upon the use of talent development and creativity theories in sports, education, and other achievement contexts; - evaluates scientific research and theory in the field of talent development and creativity on its merits and limitations and its potential implications and application in sports, education and to other achievement contexts. - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects critically on the ethical aspects of both scientific research and professional conduct in talent development and creativity and acts accordingly
3. Application of knowledge and understanding	<p>a. in the scientific field:</p> <p>a UG MSc Psychology graduate specialized in Talent Development and Creativity:</p> <ul style="list-style-type: none"> - is able to design and conduct quantitative and/or qualitative scientific research to answer a relevant question in the field of talent development and creativity, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. <p>b. in the professional field:</p> <p>a UG MSc Psychology graduate specialized in Talent Development and Creativity:</p> <ul style="list-style-type: none"> - translates and applies findings from scientific research to analyze, understand and influence complex societal and practical issues. - applies scientific research methods and techniques to answer practical questions on the assessment and/or development of talent and creativity.

	Track-specific Learning Outcomes
	<ul style="list-style-type: none"> - is able to advise organizations on improving assessment and/or development of talent and creativity. - identifies whether there is a problem in a certain context, and if so, what it entails - is able to collect questions and resources from organizations in the field of talent development and creativity and is able to apply the relevant research findings and theory
4. Professional skills	<p>a MSc Psychology graduate specialized in Talent Development and Creativity:</p> <ul style="list-style-type: none"> -Is able to clearly and transparently communicate ideas, conclusions, applications and limitations of theoretical and applied scientific research findings in the field of assessment and development of talent and creativity (in oral presentation and in writing) - Is able to adapt one's communication to relevant target groups (e.g. scientific and professional peers, colleagues, the general public, clients and patients) - is able to coach other individuals - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	<p>a MSc Psychology graduate specialized in Talent Development and Creativity:</p> <ul style="list-style-type: none"> - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme. - can connect with others and other organizations to find one's way in the job market

Theory and History of Psychology

Track-specific Learning Outcomes	
1. Knowledge and understanding	<p>a UG MSc Psychology graduate specialized in Theory and History of Psychology has:</p> <ul style="list-style-type: none"> - specialized theoretical knowledge and understanding of how psychological knowledge is created and promoted - specialized theoretical knowledge and understanding of the reasons behind scientific debates, and the conflicting worldviews that are at stake - specialized theoretical knowledge and understanding of instances of social injustice, i.e. recognizing that questions about “who counts” are as important as those about how to count them. - thorough knowledge and understanding of the overarching conceptual framework that enables a critical assessment, and contextualization of theories and theoretical models employed in psychology and neuroscience. - thorough knowledge and understanding of qualitative research methods, including historical and philosophical-critical methods, to analyze complex scientific concepts and theories
2. Academic Attitude: integrity, reflection and critical thinking	<p>a UG MSc Psychology graduate specialized in Theory and History of Psychology:</p> <ul style="list-style-type: none"> - reflects critically on the ethical, sociological and philosophical aspects implied in any kind of psychological research and professional conduct - evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications. - can understand and critically analyze how psychological knowledge is created and promoted - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - exhibits cultural openness and historical conscientiousness in their research, being aware of the social, economic and local diversities and constraints - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects critically on the ethical, sociological and philosophical aspects implied in any kind of psychological research and professional conduct
3. Application of knowledge and understanding	<p>a. in the scientific field:</p> <p>A UG MSc Psychology graduate specialized in Theory and History of Psychology</p> <ul style="list-style-type: none"> - is able to design and conduct historical and philosophical-critical research, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. - is able to assess meta-theoretical aspects of psychological research and work <p>b. in the professional field:</p> <p>a UG MSc Psychology graduate specialized in Theory and History of Psychology</p>

Track-specific Learning Outcomes	
	<ul style="list-style-type: none"> - translates and applies the findings and insights from historical and philosophical research to understand complex societal dynamics surrounding the production of scientific (psychological) knowledge - applies scientific research methods and techniques to answer or advise on complex societal and practical questions. - is able to acquire an overarching conceptual framework that enables a critical assessment, and contextualization of theories and theoretical models employed in psychology and neuroscience. - identifies whether there is a problem in a certain context, and if so, what it entails.
4. Professional skills	<p>A UG MSc Psychology graduate specialized in Theory and History of Psychology</p> <ul style="list-style-type: none"> - clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology - has additional advanced writing skills with extra focus on writing for a broader audience and the use of quantitative metrics as tools for reflecting on complexity and structure - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients) - is able to engage with a non-specialist audience on broader topics related to psychology as science and profession - has mastered tools to improve reading, thinking, perspective-taking, and writing about topics related to science in general, and psychological theories in particular. - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	<p>A UG MSc Psychology graduate specialized in Theory and History of Psychology</p> <ul style="list-style-type: none"> - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

Work and Organizational Psychology

Track-specific Learning Outcomes	
1. Knowledge and understanding	<p>A UG MSc Psychology graduate specialized in Work Organizational and Personnel Psychology has:</p> <ul style="list-style-type: none">- specialized theoretical knowledge and understanding of concepts, theories and models in the area of work, organizational, and personnel Psychology- thorough knowledge and understanding of scientifically valid methods to predict, assess, study, and change behavior, cognition, motivation, and wellbeing at work
2. Academic Attitude: integrity, reflection and critical thinking	<p>A UG MSc Psychology graduate in the WOP track:</p> <ul style="list-style-type: none">- reflects upon models and theories regarding behavior, cognition, motivation and wellbeing at work;- reflects upon the possibilities and limitations of specific practical and research methodologies to study behavior, cognition, motivation and wellbeing at work- evaluates scientific research and theory in the field of work, organizational, and personnel psychology on its potential merits and limitations and its potential implications for organizational theory and practice.- reflects critically upon practical initiatives and interventions in organizational contexts;- demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind.- correctly judges when to apply one's knowledge and when to refrain from conclusions- reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly- reflects critically on ethical implications of organizational research, practice, as well as the link between these two
3. Application of knowledge and understanding	<p>A UG MSc Psychology graduate specialized in Work Organizational and Personnel Psychology is trained for an intermediary role between the scientific and professional field and:</p> <ul style="list-style-type: none">- translates and applies findings and theories from research in Work, Organizational and Personnel Psychology for the benefit of professionals to analyze, understand, and influence and change organizational processes.- applies scientific research methods and techniques to answer or advise on questions in the organizational domain.- identifies whether there are problems or opportunities for improvement of practice in the organizational domain; and if so, what it entails.- translates practical issues or problems into theoretically grounded questions for scientific analysis or study in a relevant professional context <p>In order to be able to take on the intermediary role, the UG MSc Psychology graduate specialized in Work Organizational and Personnel Psychology:</p> <ul style="list-style-type: none">- is able to design and conduct quantitative and/or qualitative research in the field of in the field of work, organizational and personnel psychology using

	Track-specific Learning Outcomes
	adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations.
4. Professional skills	<p>a MSc Psychology graduate specialized in Talent Development and Creativity:</p> <ul style="list-style-type: none"> -Is able to clearly and transparently communicate ideas, conclusions, applications and limitations of theoretical and applied scientific research findings in the field of assessment and development of talent and creativity (both verbally and in writing) - Is able to adapt one's communication to relevant target groups (e.g. scientific and professional peers, colleagues, the general public, clients and patients) - is able to coach other individuals - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	<p>A UG MSc Psychology graduate specialized in Work Organizational and Personnel Psychology:</p> <ul style="list-style-type: none"> - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development in the field of work, organizational and personnel psychology. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice in the field of work, organizational and personnel psychology after finishing the master programme.

H2: De onderwijseenheden en leerdoelen van elke onderwijseenheid

PSEMCI-10	Master's Internship Applied Cognitive Neuroscience	After the internship you will be able to: Apply knowledge about cognitive psychology in a practical setting Work in a multidisciplinary environment Reflect on how scientific knowledge can be applied in real life
PSEMCI-20	Master's Internship Applied Cognitive Neuroscience	After the internship you will be able to: Apply knowledge about cognitive psychology in a practical setting Work in a multidisciplinary environment Reflect on how scientific knowledge can be applied in real life
PSEMACT-10	Master's Thesis Applied Cognitive Neuroscience	After having successfully completed the Master Thesis students are able to: - apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyse the results effectively; - communicate about research by writing an individual report and by giving a research presentation; - work and cooperate successfully with others.
PSEMACT-20	Master's Thesis Applied Cognitive Neuroscience	After having successfully completed the Master Thesis students are able to: - apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyse the results effectively; - communicate about research by writing an individual report and by giving a research presentation; - work and cooperate successfully with others.
PSEMAI-10	Master's Internship Work, Organizational and Perso	After completing the internship in WOP Psychology, students: - can formulate a scientific view on practical organizational issues; - can recognize WOP-relevant processes in an organizational setting; - can apply scientific theories from the WOP field to the organizational context; - can give practical advice to organizations based on these skills; - have gained hands-on experience in working as a WOP psychologist in an organizational setting.
PSEMAT-20	Master's Thesis Work, Organizational and Pers Psy	After having successfully completed the Master Thesis students are able to: - apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyse the results effectively; - communicate about research by writing an individual report and by giving a research presentation.

PSEMDI-10	Master Internship Talent Development and Creativity	<p>After the Talent Development and Creativity internship, students:</p> <ul style="list-style-type: none"> - Have participated and gained hands-on experience in a Talent Development and Creativity work field - Can make a translation from theory on selection or development of talent and creativity to practice - Can recognize concepts/theories/skills from the field of Talent Development and Creativity in practice - Are aware of their strong and to be developed points in their functioning as a starting professional in this specific work field - Can communicate about scientific concepts/theories in an appropriate way, tailored to the specific setting and the application of these concepts/theories - Can learn from feedback on their functioning/activities by a professional in the work field
PSEMDT-20	Master Thesis Talent Development and Creativity	<p>After having successfully completed the Master Thesis students are able to:</p> <ul style="list-style-type: none"> - apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyse the results effectively; - communicate about research by writing an individual report and by giving a research presentation; - work and cooperate successfully with others.
PSEMEI-10	Master Internship Environmental Psychology	<p>After completing the internship, the students will be able to:</p> <ol style="list-style-type: none"> 1. Identify practical relevance of theory in EP and, vice versa, identify theoretical relevance of practical questions about the relationship between humans and their environment. 2. Identify practical implications of the findings of Environmental psychology research. 3. Communicate knowledge and research findings to practitioners in a clear, engaging, and convincing way. 4. Effectively cooperate with practitioners.
PSEMET-20	Master Thesis Environmental Psychology	<p>After having successfully completed the Master Thesis in Environmental Psychology, students are able to:</p> <ul style="list-style-type: none"> - apply theories in Environmental Psychology in order to formulate a research question, develop and conduct research and interpret the research findings; - apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyse the results; - communicate about research by writing an individual report and by giving a research presentation; - point out the theoretical and practical relevance of the conducted research.

PSEMFI-10	Master Internship Clinical Forensic Psychology & V	<p>Learning outcomes: After the internship you can:</p> <ul style="list-style-type: none"> - Apply acquired academic knowledge regarding psychological treatment and/or psychodiagnostic assessment in a specific professional setting; - Apply acquired (academic) skills regarding treatment and/or psychodiagnostic assessment in a specific professional setting; - Reflect on and communicate about ethical issues related to working as a psychologist; - Report and reflect on assessment or treatment choices in individual cases - Critically evaluate scientific results, insights or concepts obtained in practice; - Use these insights gained in practice for questions regarding treatment or psychodiagnostic assessment; - Work and cooperate effectively with others in a specific professional setting; - Reflect on your own possibilities and limitations with regard to functioning as a psychologist; - Further develop the acquired professional attitude.
PSEMFI-20	Master Internship Clinical Forensic Psychology & V	<p>After the internship you can:</p> <ul style="list-style-type: none"> - Apply acquired academic knowledge regarding psychological treatment and/or psychodiagnostic assessment in a specific professional setting; - Apply acquired (academic) skills regarding treatment and/or psychodiagnostic assessment in a specific professional setting; - Reflect on and communicate about ethical issues related to working as a psychologist; - Report and reflect on assessment or treatment choices in individual cases - Critically evaluate scientific results, insights or concepts obtained in practice; - Use these insights gained in practice for questions regarding treatment or psychodiagnostic assessment; - Work and cooperate effectively with others in a specific professional setting; - Reflect on your own possibilities and limitations with regard to functioning as a psychologist; - Further develop the acquired professional attitude.
PSEMFT-10	Master Thesis Clinical Forensic Psychology & Victi	<p>After successful completion of the Master's Thesis, students are able to:</p> <ul style="list-style-type: none"> - apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyze the results effectively; - communicate about research by writing an individual report and by giving a research presentation; - reflect and communicate about research ethics and scientific integrity; - work and cooperate successfully with others;

PSEMFT-20	Master Thesis Clinical Forensic Psychology & Victi	<p>After successful completion of the Master's Thesis, students are able to:</p> <ul style="list-style-type: none"> - apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyze the results effectively; - communicate about research by writing an individual report and by giving a research presentation; - reflect and communicate about research ethics and scientific integrity; - work and cooperate successfully with others;
PSEMKI-10	Master's Internship Clinical Psychology	<p>After the internship you can:</p> <ul style="list-style-type: none"> - Apply acquired academic knowledge regarding psychological treatment and/or psychodiagnostic assessment in a specific professional setting; - Apply acquired (academic) skills regarding treatment and/or psychodiagnostic assessment in a specific professional setting; - Reflect on and communicate about ethical issues related to working as a psychologist; - Report and reflect on assessment or treatment choices in individual cases - Critically evaluate scientific results, insights or concepts obtained in practice; - Use these insights gained in practice for questions regarding treatment or psychodiagnostic assessment; - Work and cooperate effectively with others in a specific professional setting; - Reflect on your own possibilities and limitations with regard to functioning as a psychologist; - Further develop the acquired professional attitude.
PSEMKT-20	Master's Thesis Clinical Psychology	<p>After successful completion of the Master thesis, students are able to:</p> <ul style="list-style-type: none"> - apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyze the results effectively; - communicate about research by writing an individual report and by giving a research presentation; - reflect and communicate about research ethics and scientific integrity; - work and cooperate successfully with others; - if a clinical internship is included in the thesis: students are able to apply obtained academic knowledge and practical skills in a specific professional field. Additionally, they will start with the development of a professional attitude.

PSEMNI-10	Master's Internship Clinical Neuropsychology	<p>After the internship you can:</p> <ul style="list-style-type: none"> - Apply acquired academic knowledge regarding psychological treatment and/or psychodiagnostic assessment in a specific professional setting; - Apply acquired (academic) skills regarding treatment and/or psychodiagnostic assessment in a specific professional setting; - Reflect on and communicate about ethical issues related to working as a psychologist; - Report and reflect on assessment or treatment choices in individual cases - Critically evaluate scientific results, insights or concepts obtained in practice; - Use these insights gained in practice for questions regarding treatment or psychodiagnostic assessment; - Work and cooperate effectively with others in a specific professional setting; - Reflect on your own possibilities and limitations with regard to functioning as a psychologist; - Further develop the acquired professional attitude.
PSEMNT-20	Master's Thesis Clinical Neuropsychology	<p>After having successfully completed the master thesis, students are able to:</p> <ul style="list-style-type: none"> - apply relevant theories in order to formulate a research question, conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and/or to analyze the results adequately; - communicate about research by writing an individual report and by giving a research presentation; - work and collaborate successfully with others.
PSEMRI-10	Master Internship Theory and History of Psychology	<p>At the end of the internship, the student is able to:</p> <ul style="list-style-type: none"> • recognize THP-relevant processes and concepts in a professional setting; • apply scientific theories and methods from the field of THP in a professional context; • communicate about scientific concepts/theories in an appropriate way, tailored to the specific setting • learn from feedback on their functioning/activities by a professional in the work field • formulate own strengths and points of further development in relation to acting professionally in an organization.
PSEMRT-20	Master Thesis Theory and History of Psychology	<p>After having successfully completed the Master Thesis students are able to:</p> <ul style="list-style-type: none"> - formulate an original research question, and largely independently conduct a study to answer this question. - apply the knowledge and skills learnt in the other courses of the master in their own research. - communicate their conclusions, and the knowledge and rationale underpinning these, to their teachers and peer-students clearly and unambiguously.
PSEMSI-10	Master's Internship applied social psychology	<p>After completing the team internship in Social Psychology, students must be:</p> <ul style="list-style-type: none"> - able to assess dynamic group processes within and between groups, - able to shape the own group process in group activities and group work, - able to formulate a scientific view on relevant group dynamics in a given societal issue, - able to collaborate with their group in working with a third-party partner, - able to recommend a social psychologically grounded intervention to a third-party partner.

PSMAB-20	Master's Thesis applied social psychology	<p>After having successfully completed the Master Thesis students are able to:</p> <ul style="list-style-type: none"> - apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyse the results effectively; - communicate about research by writing an individual report and by giving a research presentation; - work and cooperate successfully with others.
PSM-LT	Literatuur tentamen	<p>The learning goals depend on the topic and the literature, which will be specified by the examiner. In general, after a literature study a student has knowledge of and insight into the specific area of Psychology.</p>
PSMAB-12	Personnel Selection	<p>After this course the students:</p> <ul style="list-style-type: none"> - can analyze the validity of selection methods, - can judge which qualities are best to be assessed in a selection situation, - can analyze the value of various selection methods, - can give recommendations for the use of selection instruments
PSMAB-13	Aging at Work and Career Development	<p>After the course students:</p> <ul style="list-style-type: none"> - have an overview of the major theories of adult development and aging as they apply to the work context, - have an overview of theories of career development, - have knowledge about the major age-related changes in abilities, motivation, and self-regulation that affect people in the workplace, - have obtained knowledge about some of the central challenges and opportunities of different career stages, and the individual and organizational factors facilitating or hindering positive worker outcomes at the different career stages (organizational entry, mid-career, late career, retirement), - can apply theories and empirical findings to develop a workshop idea for organizations interested in facilitating successful aging at work or career development.
PSMAB-7	Power and Leadership	<p>The objective of this course is to (1) provide an understanding of some of the more recent theoretical developments in the field of power and leadership and 2) to encourage a critical exploration of concepts and theoretical models related to power and leadership.</p> <p>By the end of the course, you should be able to:</p> <ul style="list-style-type: none"> • Develop a conceptual framework for understanding power and leadership in organizations • Describe and explain some of the major theoretical models underlying power and leadership processes • Critically evaluate and apply some of the theoretical models underlying power and leadership processes • Critically evaluate and apply rhetorical tools and techniques in (vision) communication

PSMAB-8	Creativity & innovation in organizations	<p>After this course, the student knows/is able to/understands:</p> <ul style="list-style-type: none"> - the most important methods of creativity research as well as their advantages and potential pitfalls, - the most important results and theories concerning individual differences and creativity, - the relation between creativity and (different kinds of) motivation, - which challenges are associated with creative efforts in groups and teams, - recent research in the area of creative cognitive processes, - the way in which the aforementioned processes and phenomena (potentially) affect organizational behaviour, - the somewhat difficult relation between creativity and innovation, - write an evidence-based advice for practical implementation of the aforementioned results and theories.
PSMAV-5	Coaching	<p>After the course students:</p> <ul style="list-style-type: none"> - can set up a coaching programme independently, - know and can explain the application of various psychological theories and approaches to coaching practice, - can apply the Cognitive Behavioral approach in coaching, - can provide a secure learning and development environment for adults. - has knowledge and can work in different stages of the coaching programme. - can make a coaching contract.
PSMAV-5E	Coaching	<p>After the course students:</p> <ul style="list-style-type: none"> - can set up a coaching programme independently, - know and can explain the application of various psychological theories and approaches to coaching practice, - can apply the Cognitive Behavioral approach in coaching, - can provide a secure learning and development environment for adults. - has knowledge and can work in different stages of the coaching programme. - can make a coaching contract.
PSMCB-3	Trends in Cognitive Neuroscience	<p>After having successfully completed this course, students are able to:</p> <ul style="list-style-type: none"> - effectively search, interpret and summarize scientific literature in the rapidly developing interdisciplinary field of cognitive neuroscience; - critically evaluate and discuss new trends in this field, particularly with regard to possible applications; - communicate about specific studies in this field by giving a structured presentation and by writing an individual paper; - work and cooperate successfully with others to find, interpret and present relevant scientific literature.
PSMCB-4	Applied Cognitive Neuroscience	<p>Upon successful completion of this module, the students will</p> <ul style="list-style-type: none"> - have an overview of recent developments in cognitive psychology and neuroscience, - understand how fundamental research can be applied to practical problems.
PSMCV-2	Data Collection and Analysis for Cogn. Neurosc.	<p>After taking this hands-on course, students:</p> <ul style="list-style-type: none"> - are able to design and implement a psychophysical experiment in which pupil dilation and eye movement is recorded; - can use tools to visualise, analyse, and present data collected in such experiments.

PSMDB-2	Talent Assessment	<p>After this course students:</p> <ul style="list-style-type: none"> • Have knowledge and understanding of different types of instruments used to assess talent and their pros and cons in different contexts. • Have knowledge and understanding of best practices for judgement and decision-making based on talent assessments. • Have knowledge and understanding of methods to assess talent used in different domains (sports, education, work, creative sector). • Have knowledge and understanding of societal issues surrounding talent assessment, such as diversity issues and stakeholder perceptions. • Can analyze and evaluate talent assessment procedures in practice. • Can provide advice about talent assessment in practice.
PSMEB-3	Selected topics in environmental psychology	<p>After the course, you will...</p> <p>...have an in-depth insight into relevant theories and (recent) empirical evidence within selected topics in environmental psychology.</p> <p>...be able to critically assess existing knowledge, connect theories, and identify contradictions and knowledge gaps.</p> <p>...be able to come up with your own reasoning to sort out contradictions and close knowledge gaps, integrating existing literature and different (possibly conflicting) findings.</p> <p>...be able to communicate knowledge and critical reflection in a well-argued and constructive way.</p>
PSMEB-4	Interdisciplinary perspectives on sustainability	<p>Students who participated in this interactive course are able to:</p> <ol style="list-style-type: none"> 1. appraise what other disciplines can add to their own discipline and vice versa 2. communicate the role of their discipline in promoting a sustainable society to diverse disciplines and audiences 3. formulate links between theoretical frameworks from different disciplines 4. use and integrate theories from their own discipline and insights from other disciplines in an interdisciplinary project 5. recognize the factors that can hamper and strengthen success of multi- and interdisciplinary projects, and apply tools to benefit from these
PSMFB-1	Crime & psychological vulnerability	<p>At the end of this course students can:</p> <ul style="list-style-type: none"> - describe central concepts in forensic psychology and victimology; - discuss how the cultural and juridical context affects sentencing and psychological interventions for crime related problems; - discuss the effects of crime on offenders and victims; - explain how crime is related to psychological characteristics and problems of offenders and victims; - discuss how offender and victim characteristics may interactively determine offenses.
PSMFB-2	Crime & psychological assessment and interventions	<p>At the end of this course students can:</p> <ul style="list-style-type: none"> - discuss the major risk factors for re)offending and (re)victimization; - describe and explain methods of risk assessment and forensic diagnostics; - explain theoretical underpinnings of interventions that reduce the negative consequences of victimization; - explain theoretical underpinnings of interventions that reduce the risk of (re)offending and (re)victimization; - discuss ethical dilemma's involved in assessment and intervention with individuals in a juridical context; - explain how validity of victim and offender statements may be compromised by response bias, deception, and malingering.

PSMFK-1	CS: Interventies in Klinisch Forensische Psy & Vi	At the end of this course students: - have independently studied a specific part of the literature on clinical psychology; - have an in-depth knowledge and understanding of this literature, - can separate major and minor issues, and - can express the acquired knowledge and their opinions about it orally or in writing.
PSMFKV-1	Clinical Forensic Skills	At the end of this course students can: <ul style="list-style-type: none"> • apply advanced communication skills • formulate treatment goals and a treatment plan in a forensic setting • implement (basic) therapeutic interventions for victims and offenders • implement a HKT-R risk assessment of violent reoffending and formulate a structured report based on professional judgment • comprehend appropriate methods to control for the possibility of deception and malingering • construct an incident scenario based on individual role-play sessions • reflect on their own learning process and assess the role of a therapist and client
PSMKB-1	Evidence-based interventions	After the course students: - can articulate the basic principles of evidence based mental health and can articulate the research methodology for validating psychological treatments. - can search literature for evidence-based-treatments when confronted with a clinical case. - can articulate what a clinical guideline is and how it is used in individual treatment - can articulate what a treatment protocol is and how these are used in clinical practice - can provide arguments to convince practitioners to implement a specific evidence-based treatment in their setting
PSMKB-10	Capita Selecta Therapy	At the end of this course students: - have independently studied a specific part of the literature on clinical psychology; - have an in-depth knowledge and understanding of this literature, - can separate major and minor issues, and - can express the acquired knowledge and their opinions about it orally or in writing.
PSMIK-8	Diagnostische modellen en strategie	
PSMIK-9	Explaining Psychopathology	After the course, the student can/has: - describe the role of various information-processing processes in psychopathology, - describe the most often used experimental paradigms in the field, - provide a well substantiated view on the tenability of the models discussed based on empirical results, - developed a critical attitude towards the theoretical and clinical applicability of the models discussed.

PSMKI-20	Mastersta ge klinische psycholog ie	
PSMKT-10	Masterthese: Klinische Psychologie	<p>After successful completion of the Master thesis, students are able to:</p> <ul style="list-style-type: none"> - apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyze the results effectively; - communicate about research by writing an individual report and by giving a research presentation; - work and cooperate successfully with others; - if a clinical internship is included in the thesis: students are able to apply obtained academic knowledge and practical skills in a specific professional field. Additionally, they will start with the development of a professional attitude.
PSMKV-1	Diagnostiek en interventie voor de klinische psychologie	<p>Main goal of the practicum: To gain knowledge and get acquainted with practical skills regarding intake assessment and evidence-based interventions for clinical practice.</p> <p>After this course, students are able to:</p> <ul style="list-style-type: none"> - describe the various phases of the behavioral therapeutic process in some cognitive and behavioral therapies; - describe the assessment and some evidence-based interventions for common mental health problems in youth and adults; - know which type of information to get from a patient when building an holistic theory, a behavioral functional analysis or meaning analysis; - work out an holistic theory, a behavioral functional analysis and meaning analysis and describe its use to a patient or a colleague; - design a registration assignment; - formulate a treatment plan and treatment goals; - provide a CBT treatment rationale for some specific interventions for common mental health problems; - justify choices made with regard to assessment and interventions; - describe some advanced interviewing techniques (e.g., motivational techniques); - describe a behavioral change program for parents with problems in the upbringing of children (with a common developmental disorder). - be familiar with some basic skills for applying basic CBT elements in adults, such as applying self-control techniques with nail biting or procrastination; - reflect on their own learning process from the perspective of a therapist and client;

PSMKV-3	Clinical interventions and e-health for adults and youth	<p>The main goal of this course: To gain knowledge and get acquainted with practical skills regarding cognitive behavior therapy-based intake assessment and evidence-based interventions (face-to-face and Internet-based) aimed at children, adolescents and adults. After this course students are able to:</p> <ul style="list-style-type: none"> -describe the various phases in cognitive and behavioral therapies -explain the theoretical background of CBT techniques recognize empirical evidence for CBT-based interventions -Build and propose an individual cognitive case conceptualization -formulate a CBT-based treatment plan and treatment goals provide a CBT-based treatment rationale for some specific interventions for common mental health problems -justify choices made with regard to assessment, interventions and therapeutic contact (i.e. choice of medium, style and content) -implement basic CBT elements, for instance in the context of an internet-based preventive cognitive therapy program for relapse prevention of depression in adults -reflect on the therapeutic learning process -discuss the pros and cons of internet-based interventions for mental health
PSMM-2	Repeated Measures	<p>After the course students</p> <ul style="list-style-type: none"> - know and understand the most frequently applied models for analyzing repeated measures and multivariate data - can determine which model is most appropriate for a given empirical question, - can apply the model to an empirical data set, using SPSS, - can correctly interpret the results.
PSMM-6	Test construction	<p>Learning outcomes: After this course students:</p> <ul style="list-style-type: none"> - know and understand the principles of test and questionnaire construction, - know how tests and questionnaires for a particular aim and a particular group are effectively constructed, evaluated and interpreted.
PSMINB-1	Advanced clinical neuropsychology	<p>After successfully completing the course, students are able to:</p> <ul style="list-style-type: none"> - Identify and evaluate common problems people with neurological conditions might experience independent of their diagnosis, including fatigue, disorders of awareness, changes in personality, suicidality, changes in sexual functioning and difficulties with the capability to make medical and financial decisions. - Identify, compare and evaluate assessment tools and techniques for the above mentioned problems. - Discern the influence the above mentioned problems might have on significant others (e.g., family members) of people with neurological conditions. - Apply the ethics of medical assessment and treatment to a neuropsychological context. - Identify and critically appraise management options that are available for the above mentioned problems.

PSMNB-3	Neuropsychology & psychiatric disorders	<p>After the course the student knows:</p> <ul style="list-style-type: none"> - contributions of neuropsychology to psychiatry, - associations between psychiatric disorders and cognitive impairments, - factors influencing cognitive functioning of patients with psychiatric disorders, - concepts explaining certain symptoms of psychiatric disorders on the basis of neuropsychological findings and assumptions, - brain abnormalities underlying cognitive deficits of patients with psychiatric disorders, - approaches to the assessment of cognitive functions of patients with psychiatric disorders, - strategies for the neuropsychological management and rehabilitation of patients with psychiatric disorders.
PSMNB-5	Neuropsychological rehabilitation and treatment	<p>After the course, students will be able to:</p> <ul style="list-style-type: none"> • understand principles of evidence-based treatment • discuss methodological issues in gaining evidence for treatment success (e.g. spontaneous recovery, individual differences, selection of assessment tools) • distinguish mechanisms of recovery • describe a range of clinical conditions that are associated with neuropsychological disorders • identify neuropsychological disorders affecting daily life functioning • critically evaluate a wide range of effective rehabilitation and treatment methods • estimate the role of influential factors in neuropsychological rehabilitation <p>Finally, students will learn how to select appropriate treatment methods for individual patients, relevant for both clinical practice and research.</p>
PSMNI-10	Mastersta ge Klinische Neuopsy chologie	
PSMNI-20	Mastersta ge Klinische Neuopsy chologie	
PSMINK-5	Capita Selecta Clinical Neuropsychology	<p>Within one specified discipline of clinical neuropsychology (i.e., medical neuropsychology or child neuropsychology), after this course, the student is able to:</p> <ul style="list-style-type: none"> - typify various impairments in neuropsychological functions - identify these neuropsychological impairments in various conditions - describe risk factors and courses of these neuropsychological impairments - evaluate assessment and treatment approaches for these neuropsychological impairments

PSMNM-2	Research Methods in Clinical Neuropsychology	<p>After the course, students have the knowledge and methodological skills to critically appraise the following research designs and research standards. Students will be able to identify weaknesses/pitfalls in designs and their consequences. Further, students can suggest their correct application in clinical neuropsychological research:</p> <ul style="list-style-type: none"> • Basic study designs, such as cross sectional studies, case control studies, and cohort studies • Randomized Controlled Trials (e.g. following CONSORT statement) • Single case research designs: Design, application, and analysis • Principles of qualitative research methods • Ethical considerations and research ethics in clinical neuropsychology <p>Further, students will be able to evaluate the application of the following principles of data collection and analysis in clinical neuropsychological research. Students will be aware of common misinterpretations and will be able to draw conclusions for clinical practice:</p> <ul style="list-style-type: none"> • Pitfalls in the analysis of quasi-experimental clinical studies • Evaluating treatment efficacy: Consequences of study type and expected effect size • Clinical decision making using diagnostic tests: Development, application and interpretation of diagnostic tests • Reevaluation of patients with neuropsychological impairments: Measurement of change in clinical neuropsychological practice and research • Selection of intervention methods: Understanding meta-analyses (e.g. following PRISMA guidelines)
PSMNT-10	Masterthese Klinische Neuropsychologie	<p>After having successfully completed the master thesis, students are able to:</p> <ul style="list-style-type: none"> - apply relevant theories in order to formulate a research question, conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and/or to analyze the results adequately; - communicate about research by writing an individual report and by giving a research presentation; - work and collaborate successfully with others.
PSMNT-20	Masterthese Klinische Neuropsychologie	<p>After having successfully completed the master thesis, students are able to:</p> <ul style="list-style-type: none"> - apply relevant theories in order to formulate a research question, conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and/or to analyze the results adequately; - communicate about research by writing an individual report and by giving a research presentation; - work and collaborate successfully with others.

PSMNV-2	Neuropsychological Assessment	<p>The course Neuropsychological Assessment focuses on basic skills that are important for assessments in the field of clinical neuropsychology. After the course the student is able to:</p> <ul style="list-style-type: none"> - evaluate the rational / practice of neuropsychological assessment, including the rational of deficit measurement and the influence of behavioral variables, - critically judge the use of tests with regard to the test instructor, behavior of the patient and environmental factors, - apply clinical conversation skills - integrate the results of multiple aspects of a neuropsychological assessment (e.g. interview, test results, medical history), - formulate and justify hypotheses within the context of (differential) neuropsychological diagnostics, - justify a (differential) diagnostic conclusion.
PSMOB-3	Ontwikkelingspsychopathologie: een ontwikkelingsperspectief	<p>After this course students:</p> <ul style="list-style-type: none"> - know and understand a broad spectrum of developmental psychopathology - can indicate what the developmental perspective of developmental psychopathology means and contributes - have (theoretical) knowledge of the most important psycho pathological dysfunctions and problems in childhood and adolescence - can base and supplement this with, and apply it to examples of practical situations (e.g., from guest lectures) - know the laws of processes and how these apply to developmental psychology - can critically reflect on prevailing ideas about onset and trajectories in developmental psychopathology
PSMOB-6	Mijlpalen en Talent in ontwikkeling	<p>After successfully completing this course, students:</p> <ul style="list-style-type: none"> - can identify and analyze dynamical aspects that underpin (typical) development; - can link key theoretical concepts of complex dynamical systems and developmental science with phenomena observed during a (concrete) developmental transition and/or a transition in one of the talent domains; - can design a (concept) process research for studying a developmental transition and/or a transition in one of the talent domains.
PSMOB-7	Talent Development & Creativity	<p>After this course students can:</p> <ul style="list-style-type: none"> - Describe the history of ideas and research on talent and creativity - Describe and compare approaches to talent development and selection across achievement domains, such as sports and education - Analyze principles of developing and stimulating talent and creativity in different domains. - Define psychological factors related to talent and creativity, and discuss these in light of interventions and policy - Describe and evaluate methods to assess talent and creativity in different achievement domains - Connect the theoretical and practical approaches to talent development and creativity in different achievement domains

PSMOB-8	Ontwikkeling in de praktijk	<p>After this course the student:</p> <ul style="list-style-type: none"> - can apply theoretical knowledge from psychology on societal relevant and practical issues, - can find for himself sources for the theoretical framing and solution of practical issues, - can report verbally and in writing about a support issue and advice, - can contribute to a support issue and advice in a co-operative way.
PSMOB-9	Competence and Motivation	<p>After this course students:</p> <ul style="list-style-type: none"> - know and understand the key concepts, theories, models, and research findings that are typically referred to under the competence motivation or achievement motivation rubric, - can select, understand, value, and integrate relevant scientific literature, and formulate judgments and develop effective interventions on the basis of the available information, - know, understand, discuss, and develop interventions that are aimed at changing everyday affect, cognition, and behavior in achievement settings, including work, sports, and school.
PSMOI-20	Masterstage ontwikkelingspsychologie	
PSMOM-1	Analyzing Individual Development	<p>After this course the student is able:</p> <p>To explain why individual longitudinal analysis is an important addition to the analysis of group data, and to explain the differences between both. How to monitor your own and others' behavior and interpret the resulting time series.</p> <p>To explain relevant characteristics of individual time series (variability, trajectory shapes, transitions, attractors).</p> <p>To apply different techniques to visualize individual longitudinal data.</p> <p>To apply simple techniques such as state space grids to analyze individual data with regard to trajectory shapes, (changes in) variability, transitions, attractors.</p> <p>To understand the purpose of different designs for single-case intervention studies and to be able to explain which design to choose in which situation.</p> <p>To explain the complex dynamical systems approach, and to understand the results and conclusions of papers in which non-linear time-series and complexity methods are applied.</p> <p>Apply Monte Carlo techniques to test significance in small and irregular data sets.</p>
PSMOT-10	Masterthese: ontwikkelingspsychologie	
PSMOV-1	Diagnostiek en interventies in de ontwikkeling	

PSMRB-2	Conceptual Issues in Psychology	<p>After this course students can</p> <ul style="list-style-type: none"> - think in an analytical, critical and reflective way about science, and psychology in particular. - recognize a range of conceptual issues in psychology. - read theoretical texts and apply this knowledge to reflect upon the role of psychology in contemporary society as well as key problems in psychological research. - communicate their ideas, and the knowledge and rationale underpinning these, to their teachers and peer-students clearly and unambiguously.
PSMRB-3	Boundaries of Psychology	<p>After this course students can independently make connections between the various components of the course, discuss concrete examples of the boundaries of psychology in terms of theory of science, discuss the influence of behavioural theories on behaviour itself, and explain the connections between the various course components.</p>
PSMRV-1	Writing Skills	<p>After this course students can</p> <ul style="list-style-type: none"> - recognize tasteful language and pretty prose, so that these can become tools in their toolkit. (Our focus will not be on correct comma placement or sentence structure; these are assumed.) - reflect on their research from multiple perspectives. - share thoughts, ideas, and discoveries. - find gaps in their own logic, and develop more convincing rhetoric. - recognize the importance of bad first drafts and multiple revisions afterward.
PSMSB-11	Health Psychology	<p>After this course the student:</p> <ul style="list-style-type: none"> -Can describe the phenomena of health behavior, adjustment to illness, and changing behavior -Can explain the most important theoretical perspectives to understand these phenomena -Can combine and integrate these perspectives -Can critically reflect on these perspectives, and on related methodological issues -Can apply these perspectives on real-world phenomena -Can explain how to design simple and complex interventions in Health Psychology
PSMSB-12	Cultural Psychology	<p>After the course, the students:</p> <ul style="list-style-type: none"> - can analyze "culture" in a psychological (rather than geographical) sense, - can formulate questions fundamental similarities and differences between different members of different cultures, - can apply cultural-psychological theory and research about fundamental themes such as emotion, morality and self, - can translate theoretical and empirical knowledge about cultural psychology to practical 'everyday' and societal situations (e.g., coping with cultural differences on the workforce, immigration), - can use cultural-psychological theory and research to develop a novel and focused research question and hypothesis (through an obligatory assignment).

PSMSB-13	Diversity in society: current issues and challenge	<p>After participating in this interactive course, a master student will be able:</p> <ul style="list-style-type: none"> - to apply relevant theories and empirical evidence in the field of diversity and intergroup relations to societal developments, - to conduct a theory-driven analyze of current issues and challenges of diversity in society, - to develop study designs to investigate current issues and challenges of diversity in society, - to lead a discussion in class, - to interpret recent developments of diversity in society around the world based on the presentations by students from different nations (i.e. international classroom). <p>This course applies an interactive learning approach, and asks your active participation in class. This course aims at developing student's critical and analytical thinking as well as their knowledge transfer skills. This will enable students to apply their academic knowledge to current issues and challenges about diversity in society.</p>
PSMSB-2	Environmental psychology	<p>After attending this course, students will be able to:</p> <ul style="list-style-type: none"> - appraise the contribution of psychologists to promoting a sustainable society, - explain the interactions between human and the natural and built environment, - explain how environmental conditions affect human behavior and well-being, - identify individual, social and cultural factors affecting environmental behavior, - apply psychological theories, methods and interventions to understand and manage environmental problems, - identify which interventions can be implemented to manage environmental problems, - explain which factors affect the acceptability of environmental policies, - reason why interdisciplinary research is needed to manage environmental problems.
PSMSM-1	Adv. Res. methods in social and organizational psy	<p>After having followed this course, the student knows how to...</p> <ul style="list-style-type: none"> • Discuss and critically reflect on the operationalisation of psychological constructs (such as attitudes, power, emotion, motivation etc.) • Describe, compare, apply and evaluate the use of these operationalisations • Describe, compare, apply and evaluate different research designs (correlational, experimental, longitudinal) • Decide upon a research design to link a research question to a specific method • Reflect on the conceptual and practical consequences of imperfections in research data (for example excluding outliers, excluding specific items from a scale, dealing with inconclusive manipulation check data, which control variables to add in an analysis of correlational data etc.).

PSMSV-3	Designing Interventions	<p>In this course, students will develop effective interventions to contribute to solving individual, social, or societal problems. That means that the student can:</p> <ul style="list-style-type: none"> - build a problem definition of an individual, social, or societal problem, - generate theory-based explanations for the problem, - build and test a process model, - develop an intervention to contribute to solving individual, social, or societal problems, - develop an implementation and evaluation plan.
PSMSV-6	Personal and societal change	<p>Master students who participated in this interactive skills course will:</p> <ul style="list-style-type: none"> - be able to analyse human behaviour in the field of health, environment, intergroup relations, and culture (HEIRC) based on psychological theories and research, - know how to conduct a theory-driven and evidence-based analysis of existing interventions to change people’s behaviour in the field of HEIRC, - know how to apply social psychological insights to improve existing interventions to change people’s behaviour, - know how to develop a valid and reliable study design and monitoring & evaluation plan to test the effectiveness of an intervention, - be able to understand and voice evidence-based arguments to convince different societal stakeholders such as scientists, government, companies, and organizations involved in an intervention, - can report recommendations to improve existing interventions by including a theory-driven analysis. <p>This skills course applies an interactive learning approach. This course aims at developing student’s critical and analytical thinking as well as their ability to evaluate, improve, and design interventions in the field of behavioural change (health, environment, groups & culture). Student will work in small diverse team and engage with different guest speakers (from NGO, companies, consultancy, and governments) who apply social psychological knowledge in their daily work.</p>

H3: De relatie tussen curriculumonderdelen en de eindkwalificaties

Deze paragraaf biedt een schematisch overzicht van de relatie tussen de curriculumonderdelen en de eindtermen.

De eindtermen voor de masteropleiding Psychologie staan nader beschreven in hoofdstuk 1. Zij zijn:

1. Knowledge and understanding
2. Academic attitude and skills: integrity, reflection and critical thinking
3. Application of knowledge and understanding
4. Professional skills
5. Life long learning skills

De masteropleiding onderscheidt, in tegenstelling tot de bacheloropleiding, geen verschillende niveaus van beheersing, omdat elk vak op het eindniveau opereert.

	Kennis en inzicht	Toepassen van kennis en inzicht	Oordeelsvorming	Communicatie	Leervaardigheden
Work, Org. & Pers. Psy. (WOP)					
Power and Leadership (MAB-7)	x		x		
Creativity and innovation in organizations (MAB-8)	x				x
Personnel Selection (MAB-12)	x	x	x	x	
Coaching (MAV-5)				x	x
Aging at work and career development (MAB-13)	x	x	x	x	x
Designing interventions (MSV-3)	x	x	x	x	x
Clinical Forensic Psychology & Victimology (FP)					
Crime & psychological vulnerability (MFB-1)	x	x	x	x	x
Crime & psychological assessment and interventions (MFB-2)	x	x	x	x	x
Clinical Forensic Skills (MFV-1)	x	x	x	x	
Applied Cognitive Neuroscience					
Trends in Cognitive Neuroscience (MCB-3)	x	x	x		
Applied Cognitive Neuroscience (MCB-4)	x	x	x		x
Data Collection and Analysis for Cognitive Neuroscience (MCV-2)	x	x	x		
Environmental Psychology (EP)					
Selected topics in environmental psychology (MEB-3)	x	x	x	x	x
Interdisciplinary perspectives on sustainability (MEB-4)	x	x		x	x
Environmental psychology (MSB-2)	x	x	x		
Personal and societal change (MSV-6)	x	x			
Designing interventions (MSV-3)	x	x	x	x	x
Klinische Neuropsychologie (KN) / Clinical Neuropsychology (CN)					
Advanced clinical neuropsychology (MNB-1)	x	x	x	x	x
Neuropsychological rehabilitation and treatment (MNB-5)	x	x	x		
Neuropsychology and psychiatric disorders (MNB-3)	x	x	x		x
Neuropsychological Assessment (MNV-2)	x	x	x		
Klinische Psychologie (K)					
Evidence-based interventions (MKB-1)		x	x		x
Capita Selecta Diagnostic Models and Strategies (MKB-8)	x		x		x
Explaining psychopathology (MKB-9)	x	x		x	x
Capita Selecta Therapy (MKB-10)	x	x	x	x	
Diagn. en interv. voor de Klin. Psy (MKV-1)		x	x	x	x

Ontwikkelingspsychologie (O)					
Ontwikkelingspsychopathologie: een ontw.perspectief (MOB-3)	x		X		
Mijlpalen en talent in ontwikkeling (MOB-6)	x	x	x	x	
Ontwikkeling in de praktijk (MOB-8)	x	x	x	x	x
Diagn. En interv. In de ontw.psychologische praktijk (MOV-1)	x	x	x	x	
Theory & History of Psychology (THP)					
Boundaries of Psychology (MRB-3)	x	x	x	x	x
Conceptual issues in psychology (MRB-2)	x	x	x	x	x
Writing skills (MRV-1)				x	x
Applied Social Psy. (ASP)					
Personal and societal change(MSV-6)	x	x			
Diversity in society: current issues and challenges (MSB-13)	xx	xx	xx	xx	
Health Psychology (MSB-11)	x	x			
Cultural Psychology (MSB-12)	x	x			
Designing interventions (MSV-3)	x	x	x	x	x
Talent Development and Creativity (TDC)					
Competence and motivation (MOB-9)	x	X	X	X	x
Talent assessment (MDB-2)	x	x	x	x	x
Talent development and creativity (MOB-7)	x		x		
Coaching (MAV-5)				x	x
Methodology courses					
Repeated Measures (MM-2)	x	x	x		
Test Construction (MM-6)	x	x	x		
Adv. Res. methods in soc. and org. psy. (MSM-1) (<i>EP, WOP, ASP</i>)	x	x	x		
Research methods in clinical neuropsych. (MNM-2) (<i>KN/CN</i>)	x	x	x		
Qualitative Research Methods (GMREMA02) (<i>THP</i>)	x	x	x		
Analyzing Individual development (MOM-1) (<i>O, TDC</i>)	x	x	x		
Electives					
Capita Selecta Clinical Neuropsychology 1 (MNK-5)	x	x	x	x	
Literature Study (M-LT)	x	x	x	x	
Capita Selecta interventions in Clinical Forensic Psy. (MFK-1)	x	x	x	x	
Health Psychology (MSB-11)	x	x			
Master Thesis (<i>all tracks</i>)	x	x	x	x	x

H4: De relatie tussen leerdoelen en toetsvormen

Deze paragraaf biedt per cursusonderdeel een schematisch overzicht van de relatie tussen leerdoelen en toetsvormen.

Dit overzicht is in het toetsprogramma van dit jaar nog onvolledig. Volgend jaar zal deze volledig zijn en ook voor de bachelor zal dit overzicht dan in het toetsprogramma opgenomen worden.

GMREMA02 Qualitative Research Methods	
Leerdoel	Toetsvorm
Compare the principles and methods of a variety of methodological approaches in qualitative research.	Schrijfofdracht(en)
Reflect on the philosophical underpinnings and current debates on qualitative research in the social sciences.	Schrijfofdracht(en)
Design and conduct essential methods of qualitative data collection.	Schrijfofdracht(en)
Analyze data using dominant methods of qualitative data analysis in the social sciences.	Schrijfofdracht(en)
Evaluate the quality of qualitative research in the social sciences.	Schrijfofdracht(en)
(Further) develop their researcher's reflexivity.	Schrijfofdracht(en)

PSEMDI-10 Master Internship Talent Development and Creativity	
Leerdoel	Toetsvorm
Participate and gain hands-on experience in a Talent Development and Creativity work field	Stageverslag, beoordeling externe supervisor
Make a translation from theory on selection or development of talent and / or creativity to practice	Stageverslag, beoordeling externe supervisor
Recognize concepts/theories/skills from the field of Talent Development and Creativity in practice	Stageverslag

PSMAB-12 Personnel selection	
Leerdoel	Toetsvorm
Analyze the quality of selection methods	Schriftelijk tentamen
Decide which characteristics can be assessed best in a selection situation	Schriftelijk tentamen, schriftelijke opdrachten
Analyze the value of various selection methods	Schriftelijk tentamen, schriftelijke opdrachten
Give informed recommendations for the use of selection methods and instruments	Schriftelijke opdrachten

PSMAB-13 Aging at work and career development	
Leerdoel	Toetsvorm
have an overview of the major theories of adult development and aging as they apply to the work context,	Schriftelijk tentamen (multiple choice)
have an overview of theories of career development,	Schriftelijk tentamen (multiple choice)
have obtained knowledge about the normative age-related changes in abilities, motivation, and self-regulation that affect people in the workplace,	Schriftelijk tentamen (multiple choice)
have obtained knowledge about some of the central challenges and opportunities of different career stages, and the individual and organizational factors facilitating or hindering positive	Schriftelijk tentamen (multiple choice)

worker outcomes at the different career stages (organizational entry, mid-career, late career and retirement),	
can apply theories and empirical findings to develop a workshop idea for organizations interested in facilitating successful aging at work or career development.	Groepsopdracht
Can distill the main messages from scientific articles assigned to weekly topics and discuss them with their peers,	Wekelijkse opdrachten
Can identify a practical challenge related to aging at work or career development from the course readings and develop a workshop idea to address it,	Groepsopdracht
Has practiced preparing, conducting, and summarizing semi-structured interviews with different stakeholders to get feedback on the workshop idea,	Groepsopdracht
Has enhanced verbal and written communication skills,	Opdrachten, groepsdiscussie, groepsopdracht
Has Practiced working effectively in a small and internationally diverse team.	Groepsopdracht

PSMAB-7 Power and Leadership	
Leerdoel	Toetsvorm
Describe and explain some of the major theoretical models underlying power and leadership processes	Schriftelijk tentamen (essayvragen)
Critically evaluate and apply some of the theoretical models underlying power and leadership processes	Schriftelijk tentamen (essayvragen)
Critically evaluate and apply rhetorical tools and techniques in (vision) communication	Schriftelijk tentamen (essayvragen), schriftelijke groepsopdracht, groepspresentaties

PSMAB-8 Creativity & innovation in organizations	
Leerdoel	Toetsvorm
Kennis en begrip van methoden, theorieën, onderzoeksresultaten op het gebied van creativiteit	Schriftelijk tentamen
Begrip van praktische implicaties van creativiteitsonderzoek	Schriftelijk tentamen, schriftelijke opdracht
Toepassen van creativiteitsonderzoek op een praktische casus	Schriftelijke opdracht

PSMCB-3 Trends in Cognitive Neuroscience	
Leerdoel	Toetsvorm
effectively search, interpret and summarize scientific literature in the rapidly developing interdisciplinary field of cognitive neuroscience;	Schriftelijke opdracht, presentatie
critically evaluate and discuss new trends in this field, particularly with regard to possible applications;	Schriftelijke opdracht, groepsdiscussie
communicate about specific studies in this field by giving a structured presentation and by writing an individual paper;	Schriftelijke opdracht, presentatie, groepsdiscussie
work and cooperate successfully with others to find, interpret and present relevant scientific literature.	Presentatie, groepsdiscussie

PSMCV-2 Data Collection and Analysis for Cognitive Neuroscience	
Leerdoel	Toetsvorm
are able to design and implement a psychophysical experiment in which pupil dilation and eye movement is recorded;	Schriftelijke opdrachten
can use tools to visualise, analyse, and present data collected in such experiments.	Schriftelijke opdrachten, essay

PSMDB-2 Talent Assessment	
Leerdoel	Toetsvorm
Have knowledge and understanding of different types of instruments used to assess talent and their pros and cons in different contexts.	Schriftelijk tentamen
Have knowledge and understanding of best practices for judgement and decision-making based on talent assessments.	Schriftelijk tentamen
Have knowledge and understanding of methods to assess talent used in different	Schriftelijk tentamen

PSMEB-3 Selected topics in environmental psychology	
Leerdoel	Toetsvorm
demonstrate in-depth insight into relevant theories and (recent) empirical evidence within selected topics in environmental psychology	Individueel essay
critically assess existing knowledge, connect theories, and identify contradictions and knowledge gaps	Individueel essay, group review van een wetenschappelijk artikel
come up with their own reasoning to sort out contradictions and close knowledge gaps, integrating existing literature and different (possibly conflicting) findings.	Individueel essay
be able to communicate knowledge and critical reflection in a well-argued and constructive way.	Individueel essay, group review van een wetenschappelijk artikel

PSMEB-4 Interdisciplinary perspectives on sustainability	
Leerdoel	Toetsvorm
appraise what other disciplines can add to their own discipline and vice versa	Individueel essay, beleidsstuk schrijven(groep), groepspresentatie
communicate the role of their discipline in promoting a sustainable society to diverse disciplines and audiences	Individueel essay, beleidsstuk schrijven(groep), groepspresentatie
formulate links between theoretical frameworks from different disciplines	Beleidsstuk schrijven (groep), groepspresentatie
use and integrate theories from their own discipline and insights from other disciplines in an interdisciplinary project	Beleidsstuk schrijven (groep), groepspresentatie
recognize the factors that can hamper and strengthen success of multi- and interdisciplinary projects, and apply tools to benefit from these	Individueel essay, beleidsstuk schrijven(groep), groepspresentatie

PSMFB-1 Crime & psychological vulnerability	
Leerdoel	Toetsvorm
describe central concepts in forensic psychology and victimology;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
discuss how the cultural and juridical context affects sentencing and psychological interventions for crime related problems;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)

discuss the effects of crime on offenders and victims;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
explain how crime is related to psychological characteristics and problems of offenders and victims;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
discuss how offender and victim characteristics may interactively determine offenses.	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)

PSMFB-2- Crime & psychological assessment and interventions	
Leerdoel	Toetsvorm
discuss the major risk factors for re)offending and (re)victimization;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
describe and explain methods of risk assessment and forensic diagnostics;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
explain theoretical underpinnings of interventions that reduce the risk of (re)offending and (re)victimization;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
discuss ethical dilemma's involved in assessment and intervention with individuals in a juridical context;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
explain how validity of victim and offender statements may be compromised by response bias, deception, and malingering.	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)

PSMFK-1 Capita Selecta Interventions in Clinical Forensic Psychology & Victimology	
Leerdoel	Toetsvorm
Have independently studied a specific part on the literature on clinical psychology	Mondeling of paper
Have an in-depth knowledge and understanding of this literature	Mondeling of paper
Can separate major and minor issues	Mondeling of paper
Can express the acquired knowledge and their opinions about it orally or in writing	Mondeling of paper

PSMFB-1 Clinical Forensic Skills	
Leerdoel	Toetsvorm
apply advanced communication skills and face-to-face interventions on single case mental health problems	Kwalitatieve feedback, bonus voor cijfer kan verdiend worden
apply motivational interviewing skills	Kwalitatieve feedback, bonus voor cijfer kan verdiend worden
formulate a risk assessment of violent reoffending including a structured professional judgment	Schriftelijke opdracht
formulate a case conceptualization and construct an offense-analysis	Schriftelijke opdracht
reflect on their own learning process and the role of a therapist and client	Schriftelijke opdracht
formulate treatment goals and a treatment plan in a forensic setting and justify choices made with regard to interventions	Schriftelijke opdracht
develop a plan for offender-victim mediation	Kwalitatieve feedback, bonus voor cijfer kan verdiend worden
describe appropriate tools and methods to control for the possibility of deception or malingering in the forensic setting	Kwalitatieve feedback, bonus voor cijfer kan verdiend worden

PSMKB-1 Evidence-based interventions	
Leerdoel	Toetsvorm

can articulate the basic principles of evidence based mental health and can articulate the research methodology for validating psychological treatments	Schriftelijk tentamen (open vragen)
can search literature for evidence-based-treatments when confronted with a clinical case	Schriftelijk tentamen (open vragen), presentatie
can articulate what a clinical guideline is and how it is used in individual treatment	Schriftelijk tentamen (open vragen)
can articulate what a treatment protocol is and how these are used in clinical practice	Schriftelijk tentamen (open vragen)
can provide arguments to convince practitioners to implement a specific evidence-based treatment in their setting	Schriftelijk tentamen (open vragen)

PSMKB-10 Capita Selecta Therapy	
Leerdoel	Toetsvorm
Have independently studied a specific part on the literature on clinical psychology	Mondeling of paper
Have an in-depth knowledge and understanding of this literature	Mondeling of paper
Can separate major and minor issues	Mondeling of paper
Can express the acquired knowledge and their opinions about it orally or in writing	Mondeling of paper

PSMKB-9 Explaining Psychopathology	
Leerdoel	Toetsvorm
Describe the role of various information-processing processes in psychopathology	Individueel werkstuk
Describe the most often used experimental paradigms in the field	Individueel werkstuk
Provide a well substantiated view on the tenability of the models discussed based on empirical results	Individueel werkstuk
Develop a critical attitude towards the theoretical and clinical applicability of the models discussed	Individueel werkstuk

PSMKV-1 Diagnostiek en interventie voor de klinische psychologie	
Leerdoel	Toetsvorm
describe the various phases of the behavioral therapeutic process in some cognitive and behavioral therapies;	Verslag, mondelinge feedback
describe the assessment and some evidence-based interventions for common mental health problems in children, adolescents and adults;	Opdrachten, verslag, mondelinge feedback
know which type of information to get from a patient when building a holistic theory, and a behavioral functional analysis;	Verslag, mondelinge feedback
work out a holistic theory, and a behavioral functional analysis and describe its use to a patient or a colleague;	Verslag, mondelinge feedback
design a registration assignment;	Verslag, mondelinge feedback
formulate a treatment plan and treatment goals;	Verslag, mondelinge feedback
provide a CBT treatment rationale for some specific interventions for common mental health problems;	Opdrachten, verslag, mondelinge feedback
justify choices made with regard to assessment and interventions;	Verslag, mondelinge feedback
describe some advanced interviewing techniques (e.g., motivational techniques);	Opdrachten, verslag, mondelinge feedback

describe a behavioral change program for parents with problems in the upbringing of children (with a common developmental disorder).	Opdracht
be familiar with some basic skills for applying basic CBT elements in adults, such as applying	Verslag
self-control techniques with nail biting or procrastination;	Mondelinge feedback
reflect on their own learning process from the perspective of a therapist and client	Opdracht, verslag, mondelinge feedback

PSMM-2 Repeated Measures	
Leerdoel	Toetsvorm
know and understand the most frequently applied models for analyzing repeated measures and multivariate data	Schriftelijk tentamen
can determine which model is most appropriate for a given empirical question	Schriftelijk tentamen
can apply the model to an empirical data set, using SPSS	Oefening tijdens lab class
can correctly interpret the results.	Schriftelijk tentamen

PSMM-6 Test construction	
Leerdoel	Toetsvorm
know and understand the principles of test and questionnaire construction	Schriftelijk tentamen, opdracht
know how tests and questionnaires for a particular aim and a particular group are effectively constructed, evaluated and interpreted	Schriftelijk tentamen

PSMNB-1 Advanced clinical neuropsychology	
Leerdoel	Toetsvorm
Typify various impairments in neuropsychological functions	Schriftelijk tentamen (essayvragen)
Identify these neuropsychological impairments in various conditions	Schriftelijk tentamen (essayvragen)
Describe risk factors and courses of these neuropsychological impairments	Schriftelijk tentamen (essayvragen)
Evaluate assessment and treatment approaches for these neuropsychological impairments	Schriftelijk tentamen (essayvragen)

PSMNB-3 Neuropsychology & psychiatric disorders	
Leerdoel	Toetsvorm
contributions of neuropsychology to psychiatry,	Schriftelijk tentamen (essayvragen)
associations between psychiatric disorders and cognitive impairments,	Schriftelijk tentamen (essayvragen)
factors influencing cognitive functioning of patients with psychiatric disorders,	Schriftelijk tentamen (essayvragen)
concepts explaining certain symptoms of psychiatric disorders on the basis of neuropsychological findings and assumptions,	Schriftelijk tentamen (essayvragen)
brain abnormalities underlying cognitive deficits of patients with psychiatric disorders	Schriftelijk tentamen (essayvragen)

approaches to the assessment of cognitive functions of patients with psychiatric disorders,	Schriftelijk tentamen (essayvragen)
strategies for the neuropsychological management and rehabilitation of patients with psychiatric disorders.	Schriftelijk tentamen (essayvragen)

PSMNB-5 Neuropsychological rehabilitation and treatment	
Leerdoel	Toetsvorm
understand principles of evidence-based treatment	Schriftelijk tentamen (essayvragen)
distinguish mechanisms of recovery	Schriftelijk tentamen (essayvragen)
describe a range of clinical conditions that are associated with neuropsychological disorders	Schriftelijk tentamen (essayvragen)
identify neuropsychological disorders affecting daily life functioning	Schriftelijk tentamen (essayvragen)
critically evaluate a wide range of effective rehabilitation and treatment methods	Schriftelijk tentamen (essayvragen)
estimate the role of influential factors in neuropsychological rehabilitation	Schriftelijk tentamen (essayvragen)
discuss methodological issues in gaining evidence for treatment success (e.g. spontaneous recovery, individual differences, selection of assessment tools)	Schriftelijk tentamen (essayvragen)

PSMNB-5 Capita Selecta Clinical Neuropsychology	
Leerdoel	Toetsvorm
Identify and evaluate common problems people with neurological conditions might experience independent of their diagnosis, including fatigue, disorders of awareness, changes in personality, suicidality, changes in sexual functioning and difficulties with the capability to make medical and financial decisions.	Schriftelijk tentamen
Identify, compare and evaluate assessment tools and techniques for the above mentioned problems.	Schriftelijk tentamen
Discern the influence the above mentioned problems might have on significant others (e.g., family members) of people with neurological conditions.	Schriftelijk tentamen
Apply the ethics of medical assessment and treatment to a neuropsychological context.	Schriftelijk tentamen
Identify and critically appraise management options that are available for the above mentioned problems.	Schriftelijk tentamen

PSMNB-2 Research Methods in Clinical Neuropsychology	
Leerdoel	Toetsvorm
Have knowledge and methodological skills to critically appraise the (below mentioned) research designs and research standards	Schriftelijk tentamen (essayvragen)
Be able to identify weaknesses/pitfalls in designs and their consequences.	Schriftelijk tentamen (essayvragen)
Suggest their correct application in clinical neuropsychological research	Schriftelijk tentamen (essayvragen)

Evaluate the application of the (below mentioned) principles of data collection and analysis in clinical neuropsychological research	Schriftelijk tentamen (essayvragen)
Be aware of common misinterpretations	Schriftelijk tentamen (essayvragen)
Able to draw conclusions for clinical practice	Schriftelijk tentamen (essayvragen)

PSMNV-2 Neuropsychological Assessment	
Leerdoel	Toetsvorm
Evaluate the rational/practice of neuropsychological assessment, including the rational of deficit measurement and the influence of behavioral variables	Schriftelijk tentamen (open vragen)
Critically judge the use of tests with regard to the test instructor, behavior of the patient and environmental factors	Practicum (aanwezigheidsverplichting)
Apply clinical conversation skills	Practicum (aanwezigheidsverplichting)
Integrate the results of multiple aspects of a neuropsychological assessment (e.g. interview, test results, medical history)	Schriftelijke opdracht
Formulate and justify hypotheses within the context of (differential) neuropsychological diagnostics	Schriftelijke opdracht
Justify a (differential) diagnostic conclusion	Schriftelijke opdracht

PSMOB-3 Ontwikkelingspsychopathologie: een ontwikkelingsperspectief	
Leerdoel	Toetsvorm
(theoretische) kennis hebben van de belangrijkste psychopathologische stoornissen en problemen in de kindertijd en adolescentie	Tentamen (essayvragen) (open boek)
kunnen aangeven wat het ontwikkelingsperspectief op de ontwikkelingspsychopathologie inhoudt en bijdraagt,	Tentamen (essayvragen) (open boek)
deze kennis kunnen onderbouwen en aanvullen met, en kunnen toepassen op praktijkvoorbeelden (o.a. afkomstig uit de gastcolleges),	Tentamen (essayvragen) (open boek)
de proceswetten kennen en weten hoe deze van toepassing zijn op het ontstaan en verloop van ontwikkelingspsychopathologie,	Tentamen (essayvragen)
kritisch kunnen reflecteren op ideeën over het ontstaan en verloop van ontwikkelingspsychopathologie	Tentamen (essayvragen)

PSMOB-6 Mijlpalen en talent in ontwikkeling	
Leerdoel	Toetsvorm
Understand, apply and analyse the dynamical and epigenetic aspects that are fundamental to (typical) development.	Schriftelijke opdracht
Connect core concepts of complex dynamic systems theory to behavioural observations during developmental transitions or transitions when developing a certain talent.	Schriftelijke opdracht
Design a 'process study' for the investigation of developmental transitions and/or talent development.	Schriftelijke opdracht

PSMOB-7 Talent Development & Creativity	
Leerdoel	Toetsvorm

Describe the history of ideas and research on talent and creativity	Schriftelijk tentamen (essayvragen)
Describe and compare approaches to talent development and selection across achievement domains, such as sports and education	Schriftelijk tentamen (essayvragen)
Analyze principles of developing and stimulating talent and creativity in different domains.	Schriftelijk tentamen (essayvragen)
Define psychological factors related to talent and creativity, and discuss these in light of organizational policy	Schriftelijk tentamen (essayvragen)
Describe and evaluate methods to assess talent and creativity in different achievement domains	Schriftelijk tentamen (essayvragen)
Connect the theoretical and practical approaches to talent development and creativity in different achievement domains	Schriftelijk tentamen (essayvragen)

PSMOB-8 Ontwikkeling in de praktijk	
Leerdoel	Toetsvorm
theoretische kennis uit de psychologie op maatschappelijk relevante en praktische vraagstukken toepassen	Schriftelijk verslag/presentatie
zelf bronnen vinden voor de theoretische inkadering en oplossing van een praktisch probleem	Schriftelijke opdracht
een concrete hulpvraag beantwoorden in de vorm van een uitvoerbaar advies	Schriftelijk verslag/presentatie
mondeling en schriftelijk rapporteren over hulpvraag en advies	Schriftelijk verslag/presentatie
constructief samenwerken aan een hulpvraag en advies	Praktische opdracht

PSMOI-20 Masterstage ontwikkelingspsychologie	
Leerdoel	Toetsvorm
Verworven academische kennis ten aanzien van psychologische behandeling en/of psychodiagnostisch onderzoek toepassen in een specifieke werksetting	Deelname stage
Verworven (academische) vaardigheden ten aanzien van behandeling en/of psychodiagnostisch onderzoek toepassen in een specifieke werksetting	Deelname stage
Reflecteren op en communiceren over ethische kwesties samenhangend met het werken als psycholoog	Deelname intervisie, klinisch verslag
Expliciteren van wetenschappelijk verantwoorde keuzes t.a.v. een behandeling en/of psychologisch onderzoek en daarover rapporteren	Klinisch verslag
In de praktijk verkregen wetenschappelijke resultaten, inzichten of concepten kritisch evalueren	Klinisch verslag
Deze in de praktijk verworven inzichten gebruiken bij vragen t.a.v. een behandeling of psychodiagnostisch onderzoek	Deelname stage
Effectief (samen)werken in een specifieke werksetting	Deelname stage
Reflecteren op eigen mogelijkheden en beperkingen t.a.v. het functioneren als psycholoog	Klinisch verslag
De verworven professionele houding verder ontwikkelen	Deelname stage

PSMOM-1 Analyzing Individual Development	
Leerdoel	Toetsvorm
To explain why individual longitudinal analysis is an important addition to the analysis of group data, and to explain the differences between both.	Schriftelijke opdrachten

To explain relevant characteristics of individual time series (variability, trajectory shapes, transitions, attractors, autocorrelation).	Schriftelijke opdrachten
To apply different techniques to visualize individual longitudinal data.	Schriftelijke opdrachten
To apply simple techniques such as state space grids to analyze individual data with regard to trajectory shapes, (changes in) variability, transitions, attractors.	Schriftelijke opdrachten
To understand the purpose of different designs for single-case intervention studies and to be able to explain which design to choose in which situation.	Schriftelijke opdrachten
To explain the complex dynamical systems approach, and to understand the results and conclusions of papers in which non-linear time-series and complexity methods are applied.	Schriftelijke opdrachten

PSMOT-10 Master's Thesis Developmental Psychology	
Leerdoel	Toetsvorm
psychologische theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek te ontwikkelen en uit te voeren, en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)
methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)
over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage en het geven van een referaat;	Schriftelijke opdracht (Masterthese)
succesvol met anderen samen te werken.	Schriftelijke opdracht (Masterthese)

PSMOV-1 Diagnostiek en interventies in de ontwikkelingspsychologie praktijk	
Leerdoel	Toetsvorm
aangeven hoe en met welke middelen zij/hij psychodiagnostiek kan doen in het kader van hulpverlening aan kinderen en hun ouders	Schriftelijk tentamen (open boek)
zijn/haar kennis over psychodiagnostiek en interventies bij kinderen en hun ouders toepassen op een fictieve casus uit de ontwikkelingspsychologische praktijk, met als uitgangspunt de aanmeldingsgegevens van het kind en de ouders	Casusverslag
de keuzes beargumenteren die zij/hij gemaakt heeft in het diagnostiekproces van een casus en kan zij/hij kritisch reflecteren op de keuzes die gemaakt zijn in een casus door de eigen gedachtegang en redenties ter discussie te stellen	Casusverslag
zijn/haar kennis over diagnostische gespreksvoering onder begeleiding van een docent of (ontwikkelings-) psycholoog toepassen in een eenvoudig hulpverleningsgesprek met ouders	Deelname practicum
zijn/haar kennis over interventies toepassen door een eenvoudig en concreet (behandel)plan op te stellen voor ouders met een kind met gedragsproblemen	Schriftelijke opdracht

PSMRB-2 Conceptual Issues in Psychology
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Leerdoel	Toetsvorm
Develop an analytical, critical, and reflective way of thinking about science, and psychology in particular	Essay 1 (critical commentary), essay 2 (research project)
Understand and engage in a curated selection of foundational and historical issues in psychology	Essay 1
To reflect on the role of psychology in contemporary society.	Essay 2
Be able to design a research project in the field of theory and history of psychology	Essay 2
Communicate ones' own ideas, as well as knowledge acquired in this course, to teachers and peer-students clearly and unambiguously.	Essay 1, essay 2, mondelinge presentatie
Reflect critically on philosophical assumptions, underlying psychological research and professional service.	Essay 1, essay 2, mondelinge presentatie
Express a balanced and knowledgeable personal opinion and participate in a tolerant and constructive way in academic discussions in the field of Theory & History of Psychology.	Actieve deelname aan discussie tijdens seminar met mondelinge presentaties

PSMSB-11 Health Psychology	
Leerdoel	Toetsvorm
Describe the phenomena health behavior, adjustment to illness, and changing behavior	Written assignment
Explain the most important theoretical perspectives to understand these phenomena	Multiple choice exam, written assignment
Reflect critically on the theoretical perspectives	Multiple choice exam, written assignment
Integrate the theoretical perspectives	Multiple choice exam, written assignment
Apply these theoretical perspectives to real-world phenomena	Multiple choice exam, written assignment
Design simple and complex interventions	Multiple choice exam, written assignment
Explain methodological issues in research	Multiple choice exam

PSMSB-12 Cultural Psychology	
Leerdoel	Toetsvorm
Analyze "culture" in a psychological (rather than geographical) sense	(Formatief) tentamen (multiple choice)
Formulate questions about fundamental similarities and differences between different members of different cultures	Opdracht
Apply cultural-psychological theory and research about fundamental themes such as emotion, morality and self	Opdracht
Translate theoretical and empirical knowledge about cultural psychology to practical 'everyday' and societal situations (e.g., coping with cultural differences on the workfloor, immigration)	Opdracht
Use cultural-psychological theory and research to develop a novel and focused research question and hypothesis	Opdracht

PSMSB-2 Environmental Psychology	
Leerdoel	Toetsvorm

explain the contribution of psychologists to promoting a sustainable society, in particular to reducing environmental problems	Schriftelijk tentamen (essayvragen)
explain the interactions between human and the natural and built environment,	Schriftelijk tentamen (essayvragen)
explain how environmental conditions affect human behavior and well-being,	Schriftelijk tentamen (essayvragen)
apply psychological theories, methods and interventions to understand and manage environmental problems,	Schriftelijk tentamen (essayvragen)
identify which interventions can be implemented to manage environmental problems,	Schriftelijk tentamen (essayvragen)
explain which factors affect the acceptability of environmental policies	Schriftelijk tentamen (essayvragen)
reason why interdisciplinary research is needed to manage environmental problems	Schriftelijk tentamen (essayvragen)

PSMSM-1 Advanced research methods in social and organizational psychology	
Leerdoel	Toetsvorm
Discuss and critically reflect on the operationalisation of psychological constructs	Deeltentamen (multiple choice)
Describe, compare, apply and evaluate the use of these operationalisations	Deeltentamen (multiple choice), eindopdracht
Describe, compare, apply and evaluate different research designs	Deeltentamen (multiple choice), eindopdracht
Decide upon a research design to link a research question to a specific method	Eindopdracht
Reflect on the conceptual and practical consequences of imperfections in research data	Deeltentamen (multiple choice)

PSMSV-3 Designing Interventions	
Leerdoel	Toetsvorm
- build a problem definition of an individual, social, or societal problem	Schriftelijke opdracht (individueel essay), mondelinge opdracht (groepspresentatie)
generate theory-based explanations for the problem,	Schriftelijke opdracht (individueel essay), mondelinge opdracht (groepspresentatie)
build and test a process model,	Schriftelijke opdracht (individueel essay), mondelinge opdracht (groepspresentatie)
develop an intervention to contribute to solving individual, social, or societal problems,	Schriftelijke opdracht (individueel essay), mondelinge opdracht (groepspresentatie)
develop an implementation and evaluation plan.	Schriftelijke opdracht (individueel essay), mondelinge opdracht (groepspresentatie)