

**Toetsprogramma Psychologie 24-25**  
**Bachelor**

# H1: De eindtermen van de bachelor

*For English, see below.*

## 1. Kennis en inzicht

Een RUG BSc Psychologie afgestudeerde heeft:

- Kennis van en inzicht in de belangrijkste theoretische perspectieven en bevindingen van de deelgebieden van de psychologie en hun onderlinge verbanden en toepassingen
- Kennis van en inzicht in de voornaamste (werk)gebieden en activiteiten van een psycholoog
- Kennis van en inzicht in basispsychologische onderzoeksmethoden en -technieken
- Kennis van en inzicht in hoe psychologische kennis en vaardigheden verschillen van andere disciplines, zowel in wetenschappelijke als praktische termen.

## 2. Academische houding en vaardigheden: integriteit, reflectie en kritisch denken

Een UG BSc Psychologie afgestudeerde is in staat om:

- Psychologische kennis te identificeren, verwerven en gebruiken om systematisch (individuele, groeps- en maatschappelijke) problemen te analyseren
- Kritisch te debatteren over kwesties en uitdagingen op het niveau van het individu, de groep en de maatschappij
- Te tonen zich bewust te zijn van de invloed van context en (culturele) normen en waarden op gedrag (van zichzelf en anderen)
- Te bepalen wanneer kennis kan worden toegepast en wanneer men moet afzien van het trekken van conclusies of het doen van aanbevelingen
- De ethische aspecten van wetenschappelijk onderzoek en professioneel gedrag te herkennen en overwegen en dienovereenkomstig te handelen.

## 3. Toepassing van kennis en begrip

Een UG BSc Psychologie afgestudeerde is in staat om:

- Basaal psychologisch onderzoek op te zetten en uit te voeren en/of bij te dragen aan complexere onderzoeksprojecten
- Gegevens te interpreteren en een mening te geven over de conclusies van onderzoek op basis van relevante sociale, wetenschappelijke en ethische principes
- Kennisbronnen en wetenschappelijke publicaties te vinden, kritisch te evalueren en te integreren om daaruit conclusies te trekken en implicaties af te leiden
- Wetenschappelijke theorieën en onderzoeksmethoden en -technieken toe te passen om vragen te beantwoorden of advies te geven over maatschappelijke en praktische vragen
- De psychologische wetenschappelijke kennis en methoden ethisch toe te passen op individuele, groeps- en maatschappelijke uitdagingen

## 4. Professionele vaardigheden

Een UG BSc Psychologie afgestudeerde is in staat om:

- De conclusies, toepassingen en beperkingen van psychologische theorieën en onderzoek mondeling en schriftelijk te communiceren

- Uitleg te geven en te presenteren aan relevante doelgroepen (wetenschappelijke en professionele collega's, en het algemene publiek)
- Zelfstandig of als onderdeel van een team te werken in een professionele context
- Gegevens grondig en efficiënt te verwerken en te analyseren
- Analytische denkvaardigheden in de maatschappelijke en professionele context toe te passen op individueel, groeps- en maatschappelijk niveau
- Wetenschappelijk te redeneren en wetenschappelijke methoden te gebruiken om individuele, groeps- en maatschappelijke uitdagingen op te lossen

## 5. Vaardigheden voor levenslang leren

Een UG BSc Psychologie afgestudeerde is in staat om:

- Kritisch te reflecteren op de eigen kennis en vaardigheden, alsook het gebrek daaraan, en goed onderbouwde keuzes te maken voor verdere ontwikkeling
- Feedback en advies van anderen te accepteren met betrekking tot persoonlijke vaardigheden en tekortkomingen en op deze informatie voort te bouwen
- Kennis, begrip en vaardigheden te verwerven voor professionele en wetenschappelijke ontwikkeling

## Final Qualifications Bachelor Psychology (English)

### 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 shortcomings 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

PSBA1-05 / PSBE1-08	Statistiek I A / Statistics 1A	<p>Na de cursus kan de student:</p> <ul style="list-style-type: none"> <li>- Het meetniveau van variabelen bepalen en interpreteren</li> <li>- Samenvattingsmaten voor centrale tendentie en spreiding berekenen en interpreteren</li> <li>- Grafieken opstellen die centrale tendentie en spreiding weergeven</li> <li>- Samenvattingsmaten voor de samenhang tussen variabelen berekenen en interpreteren</li> <li>- Grafieken opstellen die de samenhang tussen variabelen weergeven</li> <li>- De basis kansrekeningregels begrijpen en uitvoeren</li> <li>- Telgegevens modelleren met de binomiale verdeling</li> <li>- Steekproevenverdelingen van het steekproefgemiddelde beschrijven</li> <li>- alle berekeningen handmatig en zonder formulekaart uitvoeren</li> <li>- uitvoer van statistische software programma's zoals SPSS, R of vergelijkbare programma's interpreteren</li> </ul>
PSBA1-07 / PSBE1-03	Ontwikkelingspsychologie / Developmental Psychology	<p>Na de cursus:</p> <ul style="list-style-type: none"> <li>- heeft de student inzicht in de belangrijkste theorieën van psychologische ontwikkeling,</li> <li>- kent de student de hoofdfasen in de levensloop,</li> <li>- kan de studente deze hoofdfasen typeren,</li> <li>- begrijpt de student welke mechanismen verantwoordelijk zijn voor ontwikkelingsveranderingen.</li> </ul>
PSBA1-08 / PSBE1-09	Statistiek I B / Statistics 1b	<p>Na de cursus:</p> <ul style="list-style-type: none"> <li>- kent en begrijpt de student de principes van klassieke inferentiële statistiek (betrouwbaarheidsintervallen en significantietoetsen),</li> <li>- weet de student welke statistische procedures voor een standaard onderzoeksdesign toegepast worden,</li> <li>- kent de student het mechanisme van eenvoudige statistische procedures voor eenvoudige onderzoeksdesigns,</li> <li>- kent de student de aannames onderliggend aan deze statistische procedures,</li> <li>- weet de student wat te doen als er niet aan deze assumpties is voldaan,</li> <li>- weet te student hoe conceptuele fouten binnen statistische inferentie te voorkomen,</li> <li>- kent de student de nadelen van klassieke statistische inferentie,</li> <li>- kan de student inferentiële statistiek voor gemiddelden en proporties toepassen,</li> <li>- kan de student gerapporteerde resultaten van statistische procedures voor gemiddelden en proporties interpreteren,</li> <li>- kan de student alle berekeningen handmatig en zonder formulekaart uitvoeren,</li> <li>- kan de student uitvoer van statistische software programma's zoals SPSS, R of vergelijkbare programma's interpreteren</li> </ul>

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"> <li>- de basis(gespreks)vaardigheden in een probleemverhelderend hulpverleningsgesprek volgens het samenwerkingsmodel (SWM) toepassen.</li> <li>- de nuancerende (gespreks)vaardigheden in een probleemnuancerend hulpverleningsgesprek volgens het samenwerkingsmodel (SWM) toepassen.</li> <li>- basiselementen van groepsprocessen rond effectieve samenwerking definiëren, herkennen en ze ten gunstige beïnvloeden</li> </ul>
PSBA1-11 / PSBE1-04	Biopsychologie / Biopsychology	<p>Na de cursus:</p> <ul style="list-style-type: none"> <li>- heeft de student inzicht in de nauwe verwevenheid tussen processen in het brein en mentale processen en vermogens,</li> <li>- 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,</li> <li>- begrijpt de student dat neurowetenschappelijke kennis bijdraagt aan ons begrip van psychologische functies en menselijk gedrag.</li> </ul>
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"> <li>- beschrijven wat persoonlijkheid inhoudt,</li> <li>- de belangrijkste theorieën, modellen, perspectieven en personen binnen de persoonlijkheidspsychologie benoemen,</li> <li>- de verschillende onderzoeksdomeinen binnen de persoonlijkheidspsychologie uitleggen, zoals beschreven in het boek,</li> <li>- de belangrijkste theorieën, modellen en onderzoeken met betrekking tot de persoonlijkheidspsychologie toepassen op casuïstiek,</li> <li>- uitleggen hoe persoonlijkheid en intelligentie het beste gemeten kunnen worden.</li> </ul>
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"> <li>- hebben studenten inzicht in de verschillende manieren waarop gedachten, gevoelens en gedrag worden beïnvloed door anderen,</li> <li>- begrijpen studenten wat de invloed is van cultuur op social-psychologische processen,</li> <li>- kennen studenten de voornaamste theorieën, wetenschappers en onderzoeken binnen de voornaamste deelgebieden van de sociale psychologie (sociale cognitive, intergroepsrelaties, etc.),</li> <li>- kunnen studenten hun kennis van sociale en cross-culturele psychologie toepassen op concrete voorbeelden uit persoonlijk leven of samenleving,</li> <li>- kunnen studenten sociale implicaties van de sociale- en crossculturele psychologie benoemen,</li> <li>- 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).</li> </ul>

PSBA1-19 / PSBE1-19	Introductie in psychologische theorieën en onderzoeksmethoden / Introduction to psychological theories & research methods	<p>Aan het einde van het vak en na het lezen van de voorgeschreven teksten zouden studenten</p> <ul style="list-style-type: none"> <li>• hedendaagse psychologie moeten kunnen definiëren.</li> <li>• de belangrijkste theoretische perspectieven in het vakgebied moeten kunnen beschrijven en uitleggen.</li> <li>• de deelgebieden van de psychologie en aanverwante beroepen moeten kunnen beschrijven.</li> <li>• de kenmerken van wetenschappelijke en niet-wetenschappelijke manieren van denken moeten kunnen beschrijven en uitleggen.</li> <li>• ethische onderzoeksmethoden moeten kunnen beschrijven en uitleggen.</li> <li>• de essentiële kenmerken van experimentele, correlatieve, beschrijvende, quasi-experimentele en kleinschalige onderzoeken, alsmede diverse kwalitatieve methoden moeten kunnen beschrijven en uitleggen.</li> <li>• artikelen in populaire media en onderzoekspublicaties kritisch moeten kunnen evalueren.</li> </ul>
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"> <li>- actief en zorgvuldig de redeneringen en bewijzen achter kennis en argumenten van anderen en jezelf te evalueren en verdedigbare kennis en argumenten te ontwikkelen</li> <li>- psychologische theorieën toe te passen op praktische persoonlijke, professionele en maatschappelijke situaties.</li> <li>- de eigen leerstrategieën en -vaardigheden te evalueren en deze waar nodig aanpassen om succesvol te zijn in de opleiding</li> <li>- professioneel samen te werken in een diverse groepssetting</li> <li>- wetenschappelijke ideeën en bevindingen schriftelijk, mondeling (en op video) te presenteren volgens professionele normen</li> <li>- op kritische wijze te reflecteren op het aangaan van respectvolle relaties met individuen en groepen uit verschillende culturen en achtergronden. <ul style="list-style-type: none"> <li>- De student heeft kennis van de mogelijkheden en consequenties van het gebruik van generatieve AI in de opleiding en (wetenschappelijke) beroepsvorming en kan kritisch te reflecteren op het gebruik van generatieve AI.</li> </ul> </li> </ul>
PSBA1-26 / PSBE1-29	Geschiedenis van de psychologie / History of	<p>Na deze cursus zullen de studenten:</p> <ul style="list-style-type: none"> <li>- de hoofdlijnen kennen van de ontwikkeling van de psychologie, als academische discipline en als maatschappelijke praktijk,</li> <li>- inzicht hebben in de relatie tussen de psychologie en haar historische context</li> <li>- inzicht hebben in het aandeel van intuïties, zowel bij psychologen als leken.</li> </ul>

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"> <li>- De kernbegrippen van onderzoeksmethoden in de psychologische onderzoekspraktijk uitleggen en aanduiden;</li> <li>- Deelname aan eenvoudige experimenten en de verkregen gegevens statistisch verwerken in een eenvoudige vorm, op het niveau van statistiek-1a en deels -1b;</li> <li>- De verwerkte data vergelijken met de hypothese en tentatieve conclusies trekken over het al dan niet ondersteund worden van de hypothese;</li> <li>- Ethische principes en procedures identificeren en uitleggen om mensen in onderzoek te beschermen;</li> <li>- Concepten uit de theorie-data-cyclus op gepaste wijze implementeren tijdens het uitvoeren van de onderzoekspractica;</li> <li>- Reflecteren op psychologisch wetenschappelijk onderzoek vanuit persoonlijke ervaringen als deelnemer aan diverse onderzoeken van het Heymans Instituut.</li> </ul>
PSBA2-23 / PSBE2-23	Cognitieve psychologie / Cognitive Psychology	<p>Na deze cursus:</p> <ul style="list-style-type: none"> <li>- heeft de student een goed begrip van de centrale begrippen, theorieën en modellen van menselijke functies (zoals perceptie, taal, geheugen, en beslissen),</li> <li>- 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,</li> <li>- is de student in staat om de verworven kennis toe te passen bij de analyse van vele vormen van natuurlijk menselijk gedrag.</li> </ul>



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

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

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"> <li>- 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;</li> <li>- een omschrijving kunnen geven van het hypothesetoetsendmodel (HTM);</li> <li>- 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;</li> <li>- weten wanneer welk type test gebruikt wordt;</li> <li>- Het gebruik van testen kunnen introduceren aan de cliënten;</li> <li>- de testresultaten van testen kunnen terugkoppelen naar cliënten in advies- en hulpverleningsgesprekken.</li> </ul>
PSBA2-12 / PSBE2-12	Statistiek III / Statistics III	<p>Na de cursus kan de student:</p> <ul style="list-style-type: none"> <li>- regressie- en variantieanalyse technieken in sociaal wetenschappelijk onderzoek toepassen,</li> <li>- datasets met behulp van regressie- en variantieanalyse analyseren,</li> <li>- gerapporteerde resultaten van regressie- en variantieanalyse kritisch interpreteren.</li> </ul>
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"> <li>- 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.</li> <li>- vaardigheden en persoonlijke eigenschappen te benoemen die nodig zijn in de verschillende werkvelden van de psychologie.</li> <li>- zijn/haar eigen persoonlijke eigenschappen en academische en professionele vaardigheden te beschrijven, zoals ze van toepassing zijn op werkvelden gerelateerd aan de psychologie.</li> <li>- de verschillende vakgebieden en de persoonlijke eigenschappen en vaardigheden die nodig zijn voor banen in deze vakgebieden evalueren.</li> <li>- zijn/haar academische en professionele vaardigheden en zijn/haar eigen ontwikkeling te beoordelen.</li> <li>- 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.</li> <li>- zijn/haar loopbaanperspectief en dat van anderen over te brengen in een gesprek over loopbaanontwikkeling.</li> </ul>
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"> <li>- kunnen bespreken hoe abnormaal gedrag en de diagnose van psychopathologie worden vastgesteld,</li> <li>- gedetailleerd de kenmerken van, de theorieën over, en de behandeling van verscheidene vormen van psychopathologie kunnen beschrijven.</li> </ul> <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"> <li>- heeft de student een goed begrip van de centrale begrippen, theorieën en modellen van menselijke functies (zoals perceptie, taal, geheugen, en beslissen),</li> <li>- 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,</li> <li>- is de student in staat om de verworven kennis toe te passen bij de analyse van vele vormen van natuurlijk menselijk gedrag.</li> </ul>
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"> <li>- perceptie,</li> <li>- motoriek</li> <li>- geheugen</li> <li>- aandacht</li> <li>- executieve functies</li> <li>- taal</li> <li>- emotie</li> <li>- persoonlijkheid.</li> </ul>

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"> <li>- Identify and describe appropriate literature in order to formulate a clear and relevant research question</li> <li>- Apply methodological knowledge to build an appropriate research design</li> <li>- Conduct research according to the ethical standards of good research practice</li> <li>- Analyse the results effectively with appropriate statistical or qualitative methods</li> <li>- Evaluate the results of the research project in their theoretical context</li> <li>- Reflect on research by composing an individual report conform APA standards, based on sound reasoning and verified sources, by giving a presentation on the study and its results, and by actively participating in discussions during the bachelor thesis conference</li> <li>- 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.</li> </ul>
<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"> <li>- explain different forms of brain pathologies (e.g. traumatic brain injury, brain tumours, degenerative disorders and epilepsy),</li> <li>- describe how brain abnormalities are related to the most common underlying neurological disorders,</li> <li>- describe clinical presentations and neuropsychological consequences of various neurological conditions, as well as mental disorders,</li> <li>- explain methods and challenges for the assessment of neuropsychological impairments on a basic level,</li> <li>- explain approaches to the treatment of patients with neuropsychological problems due to neurological conditions and psychiatric disorders,</li> <li>- discuss the consequences of neuropsychological impairments for patients and their families,</li> <li>- explain the impact of lifestyle factors in the context of clinical neuropsychology,</li> <li>- formulate a question about a neuropsychological topic they read or heard about during the course,</li> <li>- formulate a clarification or answer to this question based on scientific literature</li> </ul>

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

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"> <li>- compare and contrast different theoretical models of attention,</li> <li>- critically evaluate different methods used to study attention,</li> <li>- outline the interaction of attention with other cognitive functions.</li> </ul>
PSB3E-CP06	Cognitive neuroscience	<p>Upon successful completion of the course, the student:</p> <ul style="list-style-type: none"> <li>- knows the central theoretical trends and themes of the interdisciplinary field of Cognitive Neuroscience,</li> <li>- knows the research methods and techniques currently used in this field to study brain-behavior relations.</li> </ul>
PSB3E-CP07	Perception	<p>After the course, the students:</p> <ul style="list-style-type: none"> <li>- know what the study of human sensation and perception comprises, in particular with regard to seeing and hearing,</li> <li>- are familiar with common behavioral and neurophysiological methods used to study sensation and perception,</li> <li>- are familiar with the functional and/or neurophysiological processes underlying the perceptual range from simple line orientations to real-life scenes,</li> <li>- know how perception relates to cognition, in particular attention and conscious awareness,</li> <li>- have basic knowledge of how perceptual science can be applied in clinical and computer science fields.</li> </ul>
PSB3E-IO02	Conflict management	<p>After this course the student:</p> <ul style="list-style-type: none"> <li>- has insight into the origin, the cause and the consequences of conflicts at an interpersonal but also group level in organizations.</li> <li>- can apply this insight to the management of conflicts.</li> </ul>
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	Psychoopatholog 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"> <li>- knows the most important theoretical approaches in the context of psychopathology,</li> <li>- has insight in the importance of theories for the understanding of psychopathology,</li> <li>- knows the implications of the various theoretical perspectives for diagnosis and assessment,</li> <li>- can explain why therapeutic interventions can be best seen as the optimal application of the optimal theory.</li> <li>- 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,</li> <li>- can formulate starting points for therapeutic interventions that can be used to prevent or correct/modify this type of behaviours.</li> </ul>
PSB3E-KP05	Diagnosis and assessment	<p>After this course students:</p> <ul style="list-style-type: none"> <li>- have insight into the assessment procedures in clinical practice,</li> <li>- know and understand clinical test methods,</li> <li>- can use a number of assessment methods and skills.</li> </ul>
PSB3E-KP06	Cogn. beh. processes across disorders: .	<p>After the course, the student can/has:</p> <ul style="list-style-type: none"> <li>- describe dysfunctional cognitive and behavioural processes in psychopathology,</li> <li>- describe the most often used experimental paradigms in the field,</li> <li>- name transdiagnostic (common) processes in different disorders,</li> <li>- describe implications for diagnosis and treatment.</li> </ul>
PSB3E-KP07	Introduction to cognitive behavioural therapies	<p>After this course students can:</p> <ul style="list-style-type: none"> <li>- name the historical background of behaviour therapy, cognitive therapy, and the new developments in CBT (such as mindfulness),</li> <li>- list the treatment components of CBT interventions,</li> <li>- recognize components of CBT interventions from case descriptions,</li> <li>- map and explain problem behavior by means of a functional analysis,</li> <li>- describe which behavioural interventions are indicated given a specific case example,</li> <li>- describe which cognitive interventions are indicated given a specific case example,</li> <li>- make an outline of the supposed underlying working mechanisms of CBT interventions,</li> <li>- recognize the effectiveness of CBT techniques and CBT interventions.</li> </ul>
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"> <li>- can recognize philosophical aspects of psychology in examples of controversies in psychology,</li> <li>- can discuss the relation between the biological and the social approach in psychology</li> <li>- can explain insights about scientific controversies in terms of theory of science,</li> <li>- can take a position regarding a controversy,</li> <li>- can clearly formulate this position</li> </ul>
PSB3E-M06	Human error	<p>After the course students:</p> <ul style="list-style-type: none"> <li>- know conditions where human errors can lead to disasters,</li> <li>- know and understand the importance and the scope of the wider area of the context in which such disasters happen,</li> <li>- know basic concepts for cognitive and labour psychology that form the foundation of such disasters,</li> <li>- know methods to investigate the relation between the basic concepts and disaster conditions,</li> <li>- know how knowledge and application of these basic concepts in the design of work, situations and activities may promote more safety,</li> <li>- know the concept “safety culture” and related aspects,</li> <li>- can analyse in a case the underlying aspects that contributed to errors leading to a disaster.</li> </ul>
PSB3E-M09	Philosophy of Psychology	<p>After the course students can:</p> <ul style="list-style-type: none"> <li>- describe the philosophical definitions and implications of reductionism (particularly with respect to mind-brain-reductionism),</li> <li>- analyze and discuss basic facts about the mind-body-problem, historically as well as with respect to modern approaches,</li> <li>- summarize and reflect on the meaning of basic views on the mind, such as dualism, epiphenomenalism, materialism, and functionalism,</li> <li>- identify features of science communication and how they drive science internally as well as in popular accounts,</li> <li>- distinguish different roles of science journalism, how they are characterized and how prevalent they are in certain fields,</li> <li>- describe basic facts about the scientific incentive system and how this affects scientists' behaviors,</li> <li>- reflect on and discuss basic proposals to improve science and science communication.</li> </ul>

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

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

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"><li>• Describe and explain the role of peer mentoring in the development of an engaged and motivated student learning community.</li><li>• Explain how peer mentoring can facilitate collaborative learning, critical thinking and self-regulated learning.</li><li>• Implement effective strategies to promote collaborative learning, critical thinking and self-regulated learning.</li></ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSB3E-M20</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Capita Selecta Human Sexology</p>	<p>At the end of this course students:</p> <ul style="list-style-type: none"> <li>- have an in-depth knowledge and understanding of Human sexuality, a topic that is so critical but not really well studied.</li> </ul> <p>Specifically per selected chapter:</p> <p>Chapter 3: The Physiology of Human Sexual Response</p> <ul style="list-style-type: none"> <li>• Know in detail the phases of the human sexual response cycle</li> <li>• Learn to critically discuss topical issues (G-Spot, Female Ejaculations, myths)</li> </ul> <p>Chapter 7: Sexual Problems and Solutions</p> <ul style="list-style-type: none"> <li>• Have an understanding common sexual problems discussed in the chapter</li> <li>• Know the main interventions for these common disorders</li> <li>• Know what can be considered a source (causes) for specific sexual problems</li> </ul> <p>Chapter 8: Sexually Transmitted Infections</p> <ul style="list-style-type: none"> <li>• Learn to list the (behavioural) risk factors for STIs and the type of infection</li> <li>• Learn the spectrum of viral STIs</li> <li>• Know the treatment options for viral STIs</li> </ul> <p>Chapter 10: Gender: Expectations, Roles, and Behaviors</p> <ul style="list-style-type: none"> <li>• Learn the development of biological sex</li> <li>• Learn about the development of the gender identity</li> </ul> <p>Chapter 11: Sexual Orientation</p> <ul style="list-style-type: none"> <li>• Be able to argue critically whether sexual orientation is a choice or not</li> <li>• Learn about theories that are important in the development of sexual orientation literature</li> </ul> <p>Chapter 12: Sexual Development Through Life</p> <ul style="list-style-type: none"> <li>• Know what happens during puberty in terms of development</li> <li>• Be able to discuss sexual behaviour during children's sexual development.</li> </ul> <p>Chapter 13: Sexual Aggression and Violence</p> <ul style="list-style-type: none"> <li>• Learn how to define rape</li> <li>• Be able to argue critically whether rape could be partially triggered by the victim</li> </ul> <p>Chapter 14: The Paraphilias</p> <ul style="list-style-type: none"> <li>• Learn to define paraphilia</li> <li>• Learn what types are considered coercive/victimizing and non-coercive/non victimizing</li> </ul>
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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"> <li>- Describe current influential theories on causes of criminal and violent behaviour;</li> <li>- Indicate which factors contribute to the occurrence of criminal offences;</li> <li>- Indicate what the effects are of criminal and violent behaviour for perpetrators and victims;</li> <li>- Explain how memory processes and interrogation techniques can influence the quest for truth during the judicial process;</li> <li>- describe various offences and offenders based on psychopathology and behavior;</li> <li>- Indicate how the risk of violent recidivism can be assessed;</li> <li>- Explain how psychological interventions may contribute to reduce criminal recidivism;</li> <li>- Give a reasoned argumentation about the benefits of punishment and treatment of criminal behaviour.</li> </ul>
PSB3E-M22	Introduction to Qualitative Research Methods	<p>After this course students know:</p> <ul style="list-style-type: none"> <li>- The main philosophical, methodological and ethical principles of qualitative research</li> <li>- The history of qualitative research methods in Psychology</li> <li>- The main approaches to qualitative research</li> </ul> <p>After this course students can:</p> <ul style="list-style-type: none"> <li>- Conduct an interview</li> <li>- Elicit a written text about a life changing experience</li> <li>- Code and analyse a text</li> <li>- Reflect on the role of qualitative research methods in Psychology</li> <li>- Reflect on their own role in the research process</li> </ul>
PSB3E-M23	Overview of Psychotherapy	<p>At the end of this course the students:</p> <ul style="list-style-type: none"> <li>- understand the universal and specific aspects and various schools of psychotherapy</li> <li>- can discuss the theoretical background of various psychotherapies,</li> <li>- will have knowledge of central therapeutic strategies regarding the different psychotherapies,</li> <li>- know the scientific evidence for the effects of the various psychotherapies.</li> </ul>

PSB3E-M24	Brain, Consciousness and Society	<p>After this course students can</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- summarize the basics of Eastern approaches to mind and consciousness with a focus on meditation and mindfulness and their health benefits;</li> <li>- generally reflect on the interplay between brain, individual and society; and</li> <li>- generally communicate their conclusions, and the knowledge and rationale underpinning these, to their teachers and peer-students.</li> </ul>
PSB3E-OP01	Sport and performance psychology	<ul style="list-style-type: none"> <li>- Have demonstrated knowledge and understanding of the key concepts, theories, models, and research findings from the field of sport and performance psychology.</li> <li>- Have demonstrated knowledge and understanding of how to use or apply sport and performance psychology knowledge.</li> </ul>
PSB3E-OP02	Interventions in individual development	<p>After this course, students can:</p> <ul style="list-style-type: none"> <li>· Understand and explain why we need interventions and research focused on individuals</li> <li>· 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.</li> <li>· 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</li> <li>· Design a person-centered study of an intervention in individual development and explain the potential impact of this study.</li> </ul>



PSB3E-SI	Independent Societal Project	<p>After the project, the student can:</p> <ul style="list-style-type: none"> <li>- recognize which activities during the internship are related to the Psychology program,</li> <li>- observe and report on skills/ theories/ techniques and methods required for psychology practitioners,</li> <li>- reflect on a case from the performed activities,</li> <li>- connect this case to theoretical backgrounds,</li> <li>- reflect on the activities and formulate suggestions for personal and professional development,</li> <li>- communicate about own activities by writing a report.</li> </ul>
PSB3E-SP01	Group dynamics	<p>After the course, the students:</p> <ul style="list-style-type: none"> <li>- can identify social-psychological conditions and factors that can explain group processes,</li> <li>- can use two perspectives that take either the individual or the group as point of departure for the analysis of group processes,</li> <li>- knows a diverse range of theorizing and research from social psychology in the domain of group processes,</li> <li>- can translate theoretical and empirical knowledge about group processes to societal situations (e.g., leadership, online polarization).</li> <li>- knows how knowledge and application of theorizing and research can lead to a better understanding of group processes.</li> </ul>
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>

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

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

PSB3N-BT15	Bachelorthese	<p>After having successfully completed the Bachelor Thesis students are able to:</p> <ul style="list-style-type: none"> <li>- Identify and describe appropriate literature in order to formulate a clear and relevant research question</li> <li>- Apply methodological knowledge to build an appropriate research design</li> <li>- Conduct research according to the ethical standards of good research practice</li> <li>- Analyse the results effectively with appropriate statistical or qualitative methods</li> <li>- Evaluate the results of the research project in their theoretical context</li> <li>- Reflect on research by composing an individual report conform APA standards, based on sound reasoning and verified sources, by giving a presentation on the study and its results, and by actively participating in discussions during the bachelor thesis conference</li> <li>- 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.</li> </ul>
PSB3N-IO10	Groepsdynamische vaardigheden	<p>After successfully completing this courses, students:</p> <ul style="list-style-type: none"> <li>- can manage processes of group dynamics,</li> <li>- have insight into how he/she functions in a group,</li> <li>- can set up and run a short training program on group dynamics,</li> <li>- can manage a group in a first-year practical course.</li> </ul>
PSB3N-KP08	Diagnostiek in de klinische psychologie	<p>After this course students:</p> <ul style="list-style-type: none"> <li>- know and can apply the various parts of the diagnostic cycle and their procedures,</li> <li>- know how and to what end an anamnesis and semi-structured interview is taken,</li> <li>- know how and to what end various tests are used, the results are scored and interpreted,</li> <li>- know how to report and file in the spirit of the professional code NIP,</li> <li>- are able to recognize ethical matters related to diagnostics and discuss these following the Professional Code NIP</li> <li>- know how diagnostics are applied in the practice of specific clinical professional working areas.</li> </ul>
PSB3N-LT	Literatuurtentamen	<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"> <li>- know the historic development of sexology including its most salient milestones,</li> <li>- 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),</li> <li>- know the most important -biological (neurophysiological, hormonal, genetical), -psychological (intra- en interpersonal) and -sociocultural processes that affect and/or determine these core variables,</li> <li>- can apply this knowledge in the context of explaining (ab)normal sexual behaviour, sexual dysfunctions and dysfunctional, problematic sexual behaviour,</li> <li>- know the (evidence based) pharmacological and psychological interventions that are currently available to modify/address sexual problems or problematic sexual behaviour.</li> </ul>
PSB3N-M04	Forensische psychologie	<p>At the end of this course students can:</p> <ul style="list-style-type: none"> <li>- describe some current influential theories on the causes of criminal and violent behaviour;</li> <li>- indicate which factors contribute to offenses,</li> <li>- indicate what the effects are of criminal and violent behaviour for perpetrators and victims,</li> <li>- explain how memory processes and interrogation techniques can influence the search for truth during the judicial process,</li> <li>- explain how psychological knowledge may contribute to criminal investigation,</li> <li>- explain how the risk of recidivism is assessed,</li> <li>- explain how psychological interventions may contribute to reduce recidivism,</li> <li>- give reasoned argumentation about the efficacy of punishment and treatment of delinquent and violent behaviour.</li> </ul>
PSB3N-M07	Pers. documenten en de constructie v.d. levensloop	<p>After this course the student:</p> <ul style="list-style-type: none"> <li>- has insight in the developmental-psychological interconnection between en meaning of childhood, adolescence and adulthood,</li> <li>- knows the meaning and relevance of personal documents in psychological research,</li> <li>- can describe how personal documents and stories (narratives) construct the course of life.</li> </ul>
PSB3N-M17	Onderwijsvaardigheden	<p>After successfully completing this courses, students:</p> <ul style="list-style-type: none"> <li>- can apply basic teaching skills;</li> <li>- can give small-scale education to youths or adults,</li> <li>- can critically evaluate education and training.</li> </ul>
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"> <li>- deal with group dynamic processes,</li> </ul>

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

## Excellentietraject

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"> <li>- apply psychological theories in order to formulate a research question, write a research proposal, and develop and conduct research;</li> <li>- evaluate the results of the research project in their theoretical context;</li> <li>- apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyse the results effectively;</li> <li>- 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;</li> <li>- 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;</li> <li>- apply knowledge of the principles of good scientific practice in developing, conducting, and reporting the research;</li> <li>- describe forms of scientific misconduct during discussions and prevent these in the research project.</li> </ul>
PSBE2-HO1	Honours research seminar	<p>After the course the student can</p> <ul style="list-style-type: none"> <li>- write a blog on a scientific topic,</li> <li>- write a motivation letter and cv for a research master application,</li> <li>- design a poster about an empirical study.</li> </ul>
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"> <li>- formulate a research question and hypotheses based on the literature,</li> <li>- design a study to examine the research question / test the hypotheses,</li> <li>- collect data,</li> <li>- analyse and interpret these data,</li> <li>- report on the findings following APA standards.</li> </ul>
PSBE2-HO9	Honours Research practicum	<p>After the course students are:</p> <ul style="list-style-type: none"> <li>- able to report background, methods, analysis, and conclusions of a Psychological study in APA format,</li> <li>- able to design hypotheses and studies to follow up on the interpretation of available data,</li> <li>- able to present data in concise and informative ways.</li> </ul>

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



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

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

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

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

### 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
<b>Eerste jaar</b>					
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		
Intr. in psy. Theorieën & onz. Meth.(PSBA1-19) / Intr. To psy. Theories & res. Meth. (PSBE1-19)					
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		
Praktische Introductie in Onderzoekmethoden (PSBA1-28 / PSBE1-28)		I	I	I	I
Cogn. Psychologie (PSBA2-23) / Cognitive Psychology (PSBE2-23)	II	II	II		

	Knowledge and understanding	Academic attitude and skills	Application of knowledge and understanding	Professional skills	Life long learning skills
<b>Tweede jaar</b>					
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		
Onderzoekspracticum (PSBA2-10) / 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 II III	I II III	I II III	I II III	
Psychologie op het werk (PSBA2-20) / Psychology in the Workplace (PSBE2-03)	II		II		
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		
<b>Derde jaar</b>					
Bachelorthese (PSB3N-BT15) / Bachelor thesis PSB3E-BT15)	IV	IV	IV	IV	
Klinische neuropsychologie (PSB3N-KN01) / 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		
Thinking and deciding (PSB3E-CP08 / PSMIN22)	III		III		
Learning and memory (PSB3E-CP09)	III		III		
Sensation and perception (PSB3E-CP10 / PSMIN23)	III		III		
Organizational development and change (PSB3E-IO07)	III		III		
Conflict management and negotiation at work (PSB3E-IO15)	III	III	III		
Career development and management (PSB3E-IO14)	III		III		
Diversity in teams and organizations (PSB3E-IO13/PSMIN21)	III		III		
Groepsdyn. Vaardigh. (PSB3N-IO10) / Dynamic Skills in Groups (PSB3E-IO10)	III	III	III	III	III
Well-being at work: appl. theory for interv. (PSB3E-IO16)	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	

	Knowledge and understanding	Academic attitude and skills	Application of knowledge and understanding	Professional skills	Life long learning skills
Cogn. Beh. Processes Across Disorders: A Transdiagn. Approach (PSB3E-KP06)	III		III		
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
Teaching and Mentoring in Psychology (PSB3E-M19)	III	III	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 (PSB3E-SP10)	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		
Health psychology (PSB3E-SP09)					
<b>Excellentietraject</b>					
Honours Theoretical Seminar (PSBE3-HO2)	IV	IV	IV	IV	IV
Honours Research Internship II (PSBE3-HO7)	IV	IV	IV	IV	IV
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
<b>Universitaire minor Psychology in Society</b>					
Introduction to Psychological Theories and Applications (PSMIN11)	I		I		
Research Instruments Critically Considered (PSMIN02)	I		I		
Diversity in teams and organizations (PSMIN21)	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 t	Academic attitude and skills	Application of knowledge and understanding	Professional skills	Life long learning skills
<b>Universitaire minor Psychology of Cognition, Development and Performance</b>					
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		
Sensation and perception (PSMIN23)	III		III		
Thinking and deciding (PSMIN22)	III		III		

#### 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.

Voor de volgende cursussen is het niet gelukt om deze gegevens te verzamelen:

PSB3E-SP06

PSB3E-SP08

PSB3E-KP06

PSB3E-M23

Volgend jaar zal dit overzicht volledig zijn.

<b>PSBA1-05 Statistiek 1A / PSBE1-08 Statistics 1a</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Het meetniveau van variabelen bepalen en interpreteren	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
Samenvattingsmaten voor centrale tendentie en spreiding berekenen en interpreteren	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
Grafieken opstellen die centrale tendentie en spreiding weergeven	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
Samenvattingsmaten voor de samenhang tussen variabelen berekenen en interpreteren	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
Grafieken opstellen die de samenhang tussen variabelen weergeven	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
De basis kansrekeningregels begrijpen en uitvoeren	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
Telgegevens modelleren met de binomiale verdeling	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))

Steekproevenverdelingen van het steekproefgemiddelde beschrijven	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
Alle berekeningen handmatig en zonder formulekaart uitvoeren	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
Uitvoer van statistische software programma's zoals SPSS, R of vergelijkbare programma's interpreteren	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))

<b>PSBA1-07 Ontwikkelingspsychologie</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
inzicht in de belangrijkste theorieën van psychologische ontwikkeling	Schriftelijk tentamen (MC)
kent de hoofdfasen in de levensloop	Schriftelijk tentamen (MC)
kan deze hoofdfasen typeren	Schriftelijk tentamen (MC)
begrijpt welke mechanismen verantwoordelijk zijn voor ontwikkelingsveranderingen	Schriftelijk tentamen (MC)

<b>PSBE1-03 Developmental psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
know basic concepts and milestones relevant to Developmental Psychology	Multiple choice exam
think critically about different developmental theories and pioneering developmental theorists	Multiple choice exam, assignment
think critically about study designs and classic experiments commonly used in Developmental Psychology	Multiple choice exam, assignment

<b>PSBA1-08 Statistiek 1B / PSBE1-09 Statistics 1b</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>

kent en begrijpt de student de principes van klassieke inferentiële statistiek (betrouwbaarheidsintervallen en significantietoetsen)	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
weet de student welke statistische procedures voor een standaard onderzoeksdesign toegepast worden	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
kent de student het mechanisme van eenvoudige statistische procedures voor eenvoudige onderzoeksdesigns	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
kent de student de aannames onderliggend aan deze statistische procedures	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
weet de student wat te doen als er niet aan deze assumpties is voldaan	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
weet te student hoe conceptuele fouten binnen statistische inferentie te voorkomen	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
kent de student de nadelen van klassieke statistische inferentie	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
kan de student inferentiële statistiek voor gemiddelden en proporties toepassen	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
kan de student gerapporteerde resultaten van statistische procedures voor gemiddelden en proporties interpreteren	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
kan de student alle berekeningen handmatig en zonder formulekaart uitvoeren	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))

kan de student uitvoer van statistische software programma's zoals SPSS, R of vergelijkbare programma's interpreteren	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
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<b>PSBA1-09 Gespreks- en groepsvaardigheden / PSBE1-17 Dialogue and group skills</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
de basis(gespreks)vaardigheden in een probleemverhelderend hulpverleningsgesprek volgens het samenwerkingsmodel (SWM) toepassen.	Schriftelijke toets / Schriftelijke opdracht / Reflectieverslag
de genuanceerde (gespreks)vaardigheden in een probleemnuancerend hulpverleningsgesprek volgens het samenwerkingsmodel (SWM) toepassen.	Schriftelijke toets/ Schriftelijke opdracht / Reflectieverslag
een definitie geven van interpersoonlijke en groepsprocessen, deze herkennen en erop inspelen indien nodig.	Schriftelijke opdracht / Reflectieverslag

<b>PSBA1-11 Biopsychologie / PSBE1-04 Biopsychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
- heeft de student inzicht in de relatie tussen processen in het brein, mentale processen, en vaardigheden,	Twee deeltentamens: Multiple choice vragen en essay vragen
- 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,	Twee deeltentamens: Multiple choice vragen en essay vragen
- begrijpt de student dat neurowetenschappelijke kennis bijdraagt aan ons begrip van psychologische functies en menselijk gedrag.	Twee deeltentamens: Multiple choice vragen en essay vragen

<b>PSBA1-18 Sociale en cross-culturele psychologie / PSBE1-02 Social and cross-cultural psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Aan het einde van de cursus: - hebben studenten inzicht in de verschillende manieren waarop gedachten, gevoelens en gedrag worden beïnvloed door anderen,	MC/korte antwoord vragen die dit inzicht testen
- begrijpen studenten wat de invloed is van cultuur op social-psychologische processen,	MC/korte antwoord vragen die dit inzicht testen

- kennen studenten de voornaamste theorieën, wetenschappers en onderzoeken binnen de voornaamste deelgebieden van de sociale psychologie (sociale cognitie, intergroepsrelaties, etc.),	MC/korte antwoord vragen die kennis over deze onderwerpen testen
kunnen studenten hun kennis van sociale en cross-culturele psychologie toepassen op concrete voorbeelden uit persoonlijk leven of samenleving,	MC/korte antwoord vragen die toepassingen testen
- kunnen studenten sociale implicaties van de sociale- en crossculturele psychologie benoemen,	MC/korte antwoord vragen die dit inzicht en toepassingen testen
- 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).	MC/korte antwoord vragen die deze kennis testen

<b>PSBA1-19 Introductie in psychologische theorieën en onderzoeksmethoden / PSBE1-19 Introduction in psychological theories and research methods</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Define contemporary psychology	SlimStampen/Written exam
Describe and explain the major theoretical perspectives in the field.	SlimStampen/Written exam
Describe the subfields of psychology and related professions	SlimStampen/Written exam/
Describe and explain the attributes of scientific and non-scientific ways of knowing	SlimStampen/Written exam/ Practical Introduction to Research Methods (Practicum 1A)
Describe and explain the principles of ethical research practice;	SlimStampen/Written exam/ Practical Introduction to Research Methods (Practicum 1A)
Describe and explain the essential features of experimental, correlational, descriptive, quasi-experimental, small N designs, as well as various qualitative methods.	Written exam/ Practical Introduction to Research Methods (Practicum 1A)

<b>PSBA1-25 Academische vaardigheden / PSBE1-25 Academic Skills</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Actively and carefully evaluate the reasoning and evidence behind others' and your own knowledge and arguments, as well as develop defensible knowledge and arguments	Written assignments: literature review (graded) & short essay (pass/fail)

Apply psychological theory to practical personal, professional, and societal situations	Video-assignment about the application of theory to a real life issue (graded)
Evaluate your own learning strategies and skills, and adjust these where necessary in order to be successful in your study programme	Written assignment (self reflection) (pass/fail)
Demonstrate the ability to collaborate professionally in a diverse group setting	Working on a video assignment in groups of 3 / 4 students
Present scientific ideas and findings in written, oral and video format, using professional standards	<ol style="list-style-type: none"> <li>1) Video-assignment (graded)</li> <li>2) Written assignment (literature review) (graded)</li> <li>3) Oral presentation (pass/fail)</li> </ol> <p>(There is also a library training including a test (graded) at the beginning of the course, which is not directly linked to a learning goal but if we have to include it, this is the most suitable place)</p>
Demonstrate continuous critical reflection in building respectful relationships with individuals and groups from diverse cultures and backgrounds	Not assessed (it's more implicit in the course in the way students interact with each other).
The student has knowledge of the possibilities and consequences of the use of generative AI in training and (scientific) professional formation and can reflect critically on the use of generative AI.	TBA

<b>PSBA1-26 Geschiedenis van de psychologie</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
de hoofdlijnen kennen van de ontwikkeling van de psychologie, als academische discipline en als maatschappelijke praktijk	meerkeuzetentamen
inzicht hebben in de relatie tussen de psychologie en haar historische context	meerkeuzetentamen, open vragen
inzicht hebben in het aandeel van intuïties, zowel bij psychologen als leken	open vragen



<b>PSBE1-29 History of psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Knowledge of and insight into the major theoretical perspectives and findings of each sub-discipline of psychology and their interconnections and applications	Schriftelijk tentamen (MC test questions and open (essay) questions)
Communicate in oral and written formats the conclusions, applications and limitations of psychological theory and research	Schriftelijk tentamen en schriftelijke opdrachten
Acquire knowledge, understanding, and skills for his/her professional and scientific development after finishing the programme	Schriftelijk tentamen en schriftelijke opdrachten
Apply analytical thinking skills in the societal and professional context at individual, group and societal levels	Schriftelijk tentamen en schriftelijke opdrachten

<b>PSBA1-28 Praktische introductie in onderzoeksmethoden / PSBE1-28 Practical introduction to research methods</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
De kernbegrippen van onderzoeksmethoden in de psychologische onderzoekspraktijk uitleggen en aanduiden	Schriftelijke opdrachten + Discussie (written assignments)
Deelname aan eenvoudige experimenten en de verkregen gegevens statistisch verwerken in een eenvoudige vorm, op het niveau van statistiek-1a en deels -1b	Schriftelijke opdrachten + Casus (written assignments)
De verwerkte data vergelijken met de hypothese en tentatieve conclusies trekken over het al dan niet ondersteund worden van de hypothese	Schriftelijke opdrachten + Casus (written assignments)
Ethische principes en procedures identificeren en uitleggen om mensen in onderzoek te beschermen	Schriftelijke opdrachten + Discussie (written assignments)
Concepten uit de theorie-data-cyclus op gepaste wijze implementeren tijdens het uitvoeren van de onderzoekspractica	Schriftelijke opdrachten (written assignments)
Reflecteren op psychologisch wetenschappelijk onderzoek vanuit persoonlijke ervaringen als deelnemer aan diverse onderzoeken van het Heymans Instituut	Schriftelijke opdrachten + Reflectieopdracht (written assignments)

<b>PSBA2-04 Sociale omgeving en gedrag / PSBE2-04 Social environment and behaviour</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>

- uitleggen hoe de percepties en het gedrag van mensen verschillende maatschappelijke problemen beïnvloeden,	Meerkeuzevragen
- analyseren hoe menselijk gedrag wordt beïnvloed door individuele factoren en door de fysieke en sociale omgeving,	Meerkeuzevragen
- bediscussiëren wat de sterke en zwakke punten zijn van verschillende onderzoeksmethoden die kunnen worden gebruikt om maatschappelijke problemen te onderzoeken,	Schriftelijke opdrachten
- psychologische theorieën en methoden toepassen om bestaande interventies voor maatschappelijke problemen uit te leggen,	Schriftelijke opdrachten Meerkeuzevragen
- 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.	Schriftelijke opdrachten Meerkeuzevragen

<b>PSBA2-05 Wetenschapstheorie / PSBE205 Theory of science</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
describe classical views on what science is and how it develops	Multiple choice exam
distinguish and discuss the three basic views on facts and reality in science and beyond (realism, constructivism, and pragmatism)	Multiple choice exam
analyze how science and society influence each other, discussing recent examples such as the health/enhancement and gender debates	Multiple choice exam
describe and reflect on the neuroscience turn in psychology	Multiple choice exam
distinguish and apply basic ways of understanding classification in the social sciences and its consequences, especially with respect to mental disorders	Multiple choice exam

<b>PSBA2-06 Testtheorie</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Het doel van psychologisch testen kunnen aangeven,	Multiple choice exam

De principes kunnen aangeven waaraan een psychologische test moet voldoen,	Multiple choice exam
Enkele veelgebruikte psychologische testen kunnen noemen, zoals intelligentietests, persoonlijkheidstest en klinische test,	Multiple choice exam
Enkele veelgebruikte psychometrische indicatoren kunnen interpreteren voor de constructie van psychologische tests, te weten: itemtestcorrelatie, factoranalyse, betrouwbaarheid en validiteit,	Multiple choice exam
De principes van de klassieke testtheorie kunnen reproduceren,	Multiple choice exam
De principes van itemresponsetheorie kunnen reproduceren,	Multiple choice exam
Het gebruik van verschillende vormen van validiteit kunnen onderbouwen,	Multiple choice exam
Elementaire psychometrische indicatoren kunnen uitrekenen voor de kwaliteit van een psychologische test, te weten: variantie van de totaalscore en betrouwbaarheid.	Multiple choice exam
Formulate and assess different types of validity and reliability and perform an item analysis	Three assignments

<b>PSBE2-06 Test Theory</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Knowledge of the aims of psychological testing	Multiple choice exam
Knowledge of the principles for the quality of psychological tests	Multiple choice exam
Name the major types of psychological tests	Multiple choice exam
Give a basis for the use of tests	Multiple choice exam
Reproduce the principles of classical test theory and Item response theory	Multiple choice exam
Formulate and assess different types of validity and reliability	Three assignments

and perform an item analysis	
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<b>PSBA2-07 Statistiek 2 / PSBE2-07 Statistics II</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
heeft de student kennis van verschillende basistechnieken op het gebied van regressie- en variantieanalyse	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
kan de student bepalen welk model het meest geschikt is voor een gegeven empirische vraag	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
kan de student de regressie- en variantieanalysemodellen (met behulp van de computer) toepassen op een dataset	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))
kan de student de uitvoer van statistische softwarepakketten interpreteren	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments))

<b>PSBA2-08 Onderzoeksmethoden: theorie en ethiek / PSBE2-08 Research methods: theory and ethics</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
discuss the nature of the scientific process and how it applies to Psychology	<b>Written Assignment</b>
discuss the principles of experimental design	<b>Written Assignment</b>
highlight the ethical issues involved in conducting psychological research	<b>Written Assignment</b>
discuss the methods and techniques involved in data acquisition and - processing, in psychological research	<b>Written Assignment</b>
identify the research designs best suited to answering a range of research questions.	<b>Written Assignment</b>

<b>PSBA2-10 Onderzoekspracticun / PSBA2-09 Research practicum</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>

students are able to evaluate the merits and limitations of different research methods, with practical examples and applications	Verplichte aanwezigheid, actieve deelname, paper/werkstuk
students are able to report background, methods, analysis, and conclusions of a Psychological study in APA format	Verplichte aanwezigheid, actieve deelname, paper/werkstuk
students are able to design hypotheses and studies to follow up on the interpretation of available data	Verplichte aanwezigheid, actieve deelname, paper/werkstuk
students are able to present data in concise and informative ways	Verplichte aanwezigheid, actieve deelname, paper/werkstuk
students are familiar with some research techniques within the department and with the researchers themselves	Verplichte aanwezigheid
students are able to collaborate on a research project and provide peer feedback to others	Verplichte aanwezigheid, actieve deelname

**PSBA2-11 Gespreks- en diagnostische vaardigheden / PSBE2-11 Communication and diagnostic skills**

<b>Leerdoel</b>	<b>Toetsvorm</b>
To be competent in conducting a professional counseling interview in the context of the solution-focused model and the hypothesis-testing model	In-class exercises
To systematically observe communication skills for the purpose of giving feedback and/or evaluation	Peer observation
To be able to interpret the results of psychological tests and report those results to a client	In-class exercises
Write clear evaluations of personal goals and use of skills	Written assignment, reflection report

**PSBA2-12 Statistiek 3 / PSBE2-12 Statistics III**

<b>Leerdoel</b>	<b>Toetsvorm</b>
regressie- en variantieanalyse technieken in sociaal wetenschappelijk onderzoek toepassen	Meerkeuzetentamen (multipl choice exam, schriftelijke opdrachten (written assignments)
datasets met behulp van regressie- en variantieanalyse analyseren	Meerkeuzetentamen (multipl choice exam, schriftelijke

	opdrachten (written assignments)
gerapporteerde resultaten van regressie- en variantieanalyse kritisch interpreteren	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))

<b>PSBA2-15 Psychologische werkvelden / PSBE2-15 Working with psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Identify fields psychologists work in, which are related to relevant research topics and Master tracks offered at the University of Groningen.	In-class exercises, Written portfolio assignment
Identify skills and personal attributes, which are needed in the different work fields of psychology	In-class exercises, Written portfolio assignment
Describe their own personal attributes, and academic and professional skills, as those apply to fields related to psychology	In-class exercises, Written portfolio assignment
Evaluate the different fields, and the personal attributes and skills which are needed for jobs in such fields	In-class exercises, Written portfolio assignment
Appraise their academic and professional skills, as well as their own development	In-class exercises, Written portfolio assignment
Design a plan of action that incorporates their evaluations of the fields, the personal attributes and skills which are relevant in such fields, and appraisal of their academic and professional skills and development.	Written portfolio assignment
Communicate their own career perspectives, as well as those of others', in a career development conversation	In-class presentation

<b>PSBA2-20 Psychologie op het werk / PSBE2-03 Psychology in the workplace</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
- psychologie kunnen toepassen op menselijk gedrag bij het werk door het selecteren van de juiste strategieën of theorieën om voorkomende problemen op te lossen,	Schriftelijk meerkeuzetentamen
- kunnen uitleggen hoe en waarom Arbeids-, Organisatie- en Personeelspsychologie (AOP) zowel een theoretisch als een toepassingsgericht veld is,	Schriftelijk meerkeuzetentamen

- kunnen uitleggen wat een theorie is en waartoe deze dient,	Schriftelijk meerkeuzetentamen
- verschillende theoretische perspectieven kunnen onderscheiden voor elk van de besproken onderwerpen,	Schriftelijk meerkeuzetentamen
- kunnen aangeven hoe de resultaten van onderzoek al dan niet worden toegepast in de praktijk,	Schriftelijk meerkeuzetentamen
- algemene kennis bezitten van "industrial" en "organizational" aspecten van AOP.	Schriftelijk meerkeuzetentamen; online toets d.m.v. SlimStampen

<b>PSBA2-22 Klinische psychologie / PSBE2-22 Clinical psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
discuss the assessment of abnormal behaviour and the diagnosis of psychological disorders	Open and multiple choice questions
describe in detail the characteristics, theory, and treatment of several forms of psychopathology	Open and multiple choice questions
Note: a list of 20 more explicit learning objectives is made available in Brightspace at the start of the course. These are more detailed versions of the two learning objectives above and meant to help the students prepare for the exam, which contains 1-2 multiple-choice questions per learning objective.	

<b>PSBA2-23 Cognitieve psychologie / PSBE2-23 Cognitive psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Na deze cursus: - heeft de student een goed begrip van de centrale begrippen, theorieën en modellen van menselijke functies (zoals perceptie, taal, geheugen, en beslissen),	Schriftelijk examen (open vragen)
- 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,	Schriftelijk examen (open vragen)
- is de student in staat om de verworven kennis toe te passen bij de analyse van vele vormen van natuurlijk menselijk gedrag.	Schriftelijk examen (open vragen)

<b>PSBA2-24 Introductie in de klinische neuropsychologie</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>

identify the main characteristics of brain- and neuropsychiatric disorders	<b>Meerkeuze tentamen; video-opdracht</b>
differentiate between the different cognitive impairments that are associated with brain- and neuropsychiatric disorders	<b>Meerkeuze tentamen; video-opdracht</b>
describe the effect of brain- and neuropsychiatric disorders and their associated cognitive impairments on daily life functioning	<b>Meerkeuze tentamen; video-opdracht</b>
explain the range of tasks of neuropsychologists in clinical practice	<b>Meerkeuze tentamen</b>
argue which (structural or functional) neuroimaging technique is most suitable for specific scientific and clinical goals	<b>Meerkeuze tentamen</b>

<b>PSBE2-04 (PSMIN13) Introduction to clinical neuropsychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Understanding the consequences of brain damage and dysfunction for cognitive domains	Multiple Choice exam
Scientific communication skill to convey these consequences to lay people	Assignment (e.g. creating podcasts, clips, or medical folders)

<b>PSB3E-BT15 Bachelor thesis / PSB3N-BT15 Bachelorthese</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Identify and describe appropriate literature in order to formulate a clear and relevant research question	Thesis, practical, presentation
Apply methodological knowledge to build an appropriate research design	Thesis, practical
Conduct research according to the ethical standards of good research practice	Thesis, Practical
Analyse the results effectively with appropriate statistical or qualitative methods	Thesis, Practical
Evaluate the results of the research project in their theoretical context	Thesis, Practical, presentation



Reflect on research by composing an individual report conform APA standards, based on sound reasoning and verified sources, by giving a presentation on the study and its results, and by actively participating in discussions during the bachelor thesis conference	Thesis, presentation, practical, active participation
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	Active participation, Group assignments

<b>PSB3E-CN01 Clinical neuropsychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Define, compare and differentiate between the main types of neurobehavioral disorders (e.g. traumatic brain injury, brain tumours, degenerative disorders and epilepsy).	Exam, Digital, Open questions
Explain how specific neuropsychological impairments are related to the underlying neurobehavioral disorders.	Exam, Digital, Open questions
Describe clinical presentations and neuropsychological consequences of various neurological conditions, as well as neurodevelopmental and mental disorders.	Exam, Digital, Open questions
Identify the main methods and challenges of neuropsychological assessment and intervention.	Exam, Digital, Open questions
Explain approaches to the treatment of patients with neuropsychological problems due to neurological conditions, neurodevelopmental and mental disorders.	Exam, Digital, Open questions
Discuss the consequences of specific neuropsychological impairments for patients and their families.	Exam, Digital, Open questions
Explain the impact of lifestyle factors in the context of clinical neuropsychology.	Exam, Digital, Open questions
Discuss the main clinical neuropsychology theories and their relevance for current clinical practice.	Exam, Digital, Open questions

<b>PSB3E-CN03 Developmental neuropsychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
1. Understand the basic goals and principles of child neuropsychological assessment and intervention	Exam, Digital, Multiple choice

2. Describe the biopsychosocial influences on brain development and their implications for child neuropsychological practice	Exam, Digital, Multiple choice
3. Characterize the pre- and postnatal neurodevelopmental stages of the brain and their relation to psycho-developmental stages	Exam, Digital, Multiple choice Formative testing, SlimStampen
4. Know the general diagnostic and intervention procedures for common childhood disorders affecting brain development	Exam, Digital, Multiple choice
5. Explain how brain insults, trauma or intoxication at different developmental stages influence neurodevelopment and neuropsychological outcomes	Exam, Digital, Multiple choice Formative testing, SlimStampen
6. Describe the etiology and neuropsychological outcomes of several common structural, epileptic and developmental brain disorders in childhood	Exam, Digital, Multiple choice Formative testing, FeedbackFruits

<b>PSB3E-CN04 School Neuropsychology: MBE</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
- describe the roles and functions of a school neuropsychologist, and how they embed in the field of Mind, Brain & Education;	Exam, Digital, Multiple choice
-describe the neuropsychological domains and functions (including basic neuroanatomy) that are relevant to school neuropsychological assessment	Exam, Digital, Multiple choice Formative testing, SlimStampen
- describe special needs populations in school settings, including children with ADHD, dyslexia, DCD;	Exam, Digital, Multiple choice Formative testing, SlimStampen
- explain how academic and behavioural problems of children with special needs connect to neuropsychological disabilities;	Exam, Digital, Multiple choice Formative testing, SlimStampen
- describe several common assessment and intervention strategies in educational settings;	Exam, Digital, Multiple choice Formative testing, SlimStampen
- identify methodological pitfalls when interpreting Mind, Brain & Education research.	Exam, Digital, Multiple choice Formative testing, SlimStampen

<b>PSB3E-CN06 / PSMIN20 Neuropsychology of ageing and dementia</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Identify and present psychological, cognitive and biological changes that accompany normal ageing.	Schriftelijk tentamen (written exam)
Present and compare biological and psychological theories of normal ageing.	Schriftelijk tentamen (written exam)
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.	Schriftelijk tentamen (written exam)
Identify and compare conditions that are relevant in the differential diagnosis of dementia, i.e., mild cognitive impairment and delirium.	Schriftelijk tentamen (written exam)
Discern the impact of dementia on caregivers.	Schriftelijk tentamen (written exam)
Identify and present psychological, cognitive and biological changes that accompany normal ageing.	Schriftelijk tentamen (written exam)

<b>PSB3E-CP08 / PSMIN22 Thinking and deciding</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Understand the cognitive processes (heuristics, biases, emotions) that play a role in how people think, make decisions, and form judgments.	Written open exam (graded)
Be able to reflect on how these cognitive processes affect real-life behavior, for example in politics, social interactions, healthcare, finance, law, etc.	Task-force report (pass/fail written report that needs to be completed to gain access to the exam)
Be able to reflect on how these cognitive processes affect your own thinking, decision making, and judgments.	Self-reflection report (pass/fail written report that needs to be completed to gain access to the exam)

<b>PSB3E-CP09 Learning and memory</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Know how learning and memory are studied within the field of cognitive neuroscience.	Schriftelijk tentamen (written exam)

understand that learning and memory comprises different overlapping cognitive functions, and what their similarities and differences are.	Schriftelijk tentamen (written exam)
are familiar with different theories and models of memory, and how these relate to underlying brain structures and neural processes.	Schriftelijk tentamen (written exam)
understand how learning and memory can be affected under different clinical conditions.	Schriftelijk tentamen (written exam)
understand how to apply this knowledge to improve learning and memory.	Schriftelijk tentamen (written exam)

<b>PSB3E-CP10 Sensation and perception</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
- know what the study of human sensation and perception comprises, in particular with regard to seeing and hearing,	Schriftelijk tentamen (written exam)
- are familiar with common behavioral and neurophysiological methods used to study sensation and perception,	Schriftelijk tentamen (written exam)
- are familiar with the functional and/or neurophysiological processes underlying the perceptual range from simple line orientations to real-life scenes,	Schriftelijk tentamen (written exam)
- know what the study of human sensation and perception comprises, in particular with regard to seeing and hearing,	Schriftelijk tentamen (written exam)
- are familiar with common behavioral and neurophysiological methods used to study sensation and perception,	Schriftelijk tentamen (written exam)
- are familiar with the functional and/or neurophysiological processes underlying the perceptual range from simple line orientations to real-life scenes,	Schriftelijk tentamen (written exam)

<b>PSB3E-IO07 Organizational development and change</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Describe and explain the major theoretical models underlying organizational change and development	Schriftelijk tentamen (written exam)
Critically evaluate the major theoretical models underlying organizational change and development	Schriftelijk tentamen (written exam)

Critically evaluate techniques, methodologies and tools used to diagnose, implement, and evaluate organizational change	Schriftelijk tentamen (written exam)
Apply techniques and methodologies used to diagnose, implement, and evaluate organizational change	Schriftelijk tentamen (written exam)

<b>PSB3E-IO13 / PSMIN21 Diversity in teams and organizations</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Understand the costs and benefits of defining diversity and the implications of categorizing individuals into groups.	Digital Test
Evaluate how efforts to manage categorization influence organizational cohesion and individual identity recognition.	Digital Test
Gain insights into diversity through theories of group dynamics, balancing individual authenticity with group cooperation norms.	Digital Test
Assess diversity management programs' effectiveness and identify opportunities and risks.	Digital Test
Apply diversity-related concepts to both professional and personal contexts.	In-class and online exercises (not marked; not assessed)
Develop humility and appreciation for diversity's complexity, exploring tensions and navigating differences with respect.	In-class and online exercises (not marked; not assessed)

<b>PSB3E-IO14 Career development and management</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Understand the major theories in career development and management and critically reflect on them	Written exam (MC and open questions), Weekly mini-assignments
Explain key factors that contribute to individuals' (objective and subjective) career success	Written exam (MC and open questions), Weekly mini-assignments
Understand the roles played by diversity, individual differences, and contextual factors in influencing career development across the lifespan	Written exam (MC and open questions)
Identify and describe some distinct challenges and opportunities that arise at various career stages	Written exam (MC and open questions), Weekly mini-assignments

Understand various career assessment tools and interventions	Written exam (MC and open questions)
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<b>PSB3E-IO15 Conflict management and negotiation at work</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Has insight in the origin, the course and the consequences of conflicts in an interpersonal, group and organizational context.	Schriftelijk tentamen (written exam),
Can apply this insight for the management of conflicts.	schriftelijke opdrachten (written assignments)
Identify a relevant problem related to conflict management in social or work settings and derive specific solutions.	Schriftelijk tentamen (written exam), schriftelijke opdrachten (written assignments)
Synthesize information from the text sources and critically discuss the state of knowledge on the identified problem.	Schriftelijk tentamen (written exam), schriftelijke opdrachten (written assignments)

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<b>PSB3E-IO16 Well-being at work: applying theory for intervention</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Having a profound understanding of key indicators of well-being in the workplace and how these aspects of well-being are interrelated	Schriftelijk tentamen (written exam)
Being familiar with theories of work motivation and the factors facilitating well-being at multiple levels	Schriftelijk tentamen (written exam)
Knowing top-down and bottom-up approaches to improving different aspects of well-being at work	Schriftelijk tentamen (written exam)
Gaining practical experience selecting and tailoring interventions to specific aspects of well-being	schriftelijke opdrachten (written assignments)
Understanding approaches to evaluating the effectiveness of interventions	schriftelijke opdrachten (written assignments)

<b>PSB3E-KP01 Psychopathology: symptoms, classifications and diagnosis</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>

- Can describe the clinical presentation of the psychological disorders as outlined in the DSM-5	Written exam, scenarios-based short essay exam questions.
- Can recognize and name the classifications and corresponding symptoms according to the DSM-5	Written exam, scenarios-based short essay exam questions.
- Can explain which (differential) classifications should be considered based on a case example	Written exam, scenarios-based short essay exam questions.
- 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	Written exam, scenarios-based short essay exam questions.
-Learns to apply the knowledge learnt in the classes to actual clinical situations	Written exam, scenarios-based short essay exam questions.

<b>PSB3E-KP02 Understanding psychopathology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Knowledge the most important theoretical approaches in the context of psychopathology	Written exam with essay questions
Insight in the importance of theories for the understanding of psychopathology	Written exam with essay questions
Knowledge of the implications of the various theoretical perspectives for diagnosis and assessment	Written exam with essay questions
Understanding of why therapeutic interventions can be best seen as the optimal application of the optimal theory	Written exam with essay questions
Ability to apply acquired 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	Written exam with essay questions
Ability to formulate starting points for therapeutic interventions that can be used to prevent or correct/modify this type of behaviours	Written exam with essay questions

<b>PSB3E-KP05 Diagnosis and assessment</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
- gain insight into the assessment procedures in clinical practice	written assignments

- know and understand clinical test methods	written assignments
- can use a number of assessment methods and skills	written assignments

<b>PSB3E-KP07 Introduction to cognitive behavioural therapies</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Name the historical background of behaviour therapy, cognitive therapy, and the new developments in CBT (such as mindfulness)	Exam including MC and open questions
List the treatment components of CBT interventions	Exam including MC and open questions
Recognize components of CBT interventions from case descriptions	Exam including MC and open questions
Map and explain problem behavior by means of a functional analysis	Exam including MC and open questions
Describe which behavioural interventions are indicated given a specific case example	Exam including MC and open questions
Describe which cognitive interventions are indicated given a specific case example	Exam including MC and open questions
Make an outline of the supposed underlying working mechanisms of CBT interventions	Exam including MC and open questions
Recognize the effectiveness of CBT techniques and CBT interventions	Exam including MC and open questions

<b>PSB3E-M05 Controversies in psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Demonstrate an awareness of the influence of context and (cultural) standards and values on behaviour (of self and others)	schriftelijke opdracht (Essay 1) en schriftelijk tentamen (open question exam)
Apply analytical thinking skills in the societal and professional context at individual, group and societal levels	schriftelijke opdracht (Essay 1)
Retrieve, critically evaluate, and integrate knowledge sources and scientific publications in order to draw conclusions and derive implications	Schriftelijk tentamen (open question exam)
Explain and present to relevant target groups (scientific and professional peers, and the	Oral presentations (workshop) at the last meeting



general public)	
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<b>PSB3E-M06 / PSMIN05 Human Error</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
- understand conditions where human error is pointed at as cause of disasters,	Multiple choice exam
- know and understand the importance and the scope of the wider area of the context in which such disasters happen,	Multiple choice exam
- know basic concepts from cognitive psychology that form the foundation of human behaviour,	Multiple choice exam
- know methods to investigate the relation between the basic concepts and disaster conditions,	Multiple choice exam
- know how knowledge and application of these basic concepts in the design of work, situations, and activities may promote safety,	Multiple choice exam
- know the concept "safety culture" and related aspects,	Multiple choice exam
- can analyse in a case the underlying aspects that contributed to errors leading to a disaster,	Written assignment (paper)
- Can classify errors with Reason's GEMS and his accident model (commonly referred to as Swiss Cheese Model), can spot ETTO (Efficiency Thoroughness Trade Off) when it occurs, and apply Sidney Dekker's new view	Written assignment (paper)

<b>PSB3E-M09 Philosophy of psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
describe the philosophical definitions and implications of reductionism (particularly with respect to mind-brain-reductionism)	multiple choice exam

analyze and discuss basic facts about the mind-body-problem, historically as well as with respect to modern approaches	multiple choice exam
summarize and reflect on the meaning of basic views on the mind, such as dualism, epiphenomenalism, materialism, and functionalism	multiple choice exam
identify features of science communication and how they drive science internally as well as in popular accounts	multiple choice exam, written assignments
distinguish different roles of science journalism, how they are characterized and how prevalent they are in certain fields	multiple choice exam, written assignments
reflect on and discuss basic proposals to improve science and science communication	written assignments

<b>PSB3E-M11 Programming for psychologists</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
the basics of using a programming language relevant for Psychology	Programming Assignment
datatypes and structures, such as scalars, vectors, matrices, and data tables	Programming Assignment
ways to control program flow, such as conditionals and loops	Programming Assignment
introduction in the use of numpy	Programming Assignment
the basics of functions, including arguments and return values	Programming Assignment
scientific data handling and plotting	Programming Assignment
Good programming practices, such as commenting code and abstraction	Programming Assignment

<b>PSB3E-M12 / PSMIN10 Traffic Psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Overall: being acquainted with basic theoretical and practical knowledge about Traffic Psychology	Written exam, open end questions
In detail, have knowledge about and apply to practical cases: -Theories relevant for traffic psychology, including risk theories	Written exam, open end questions

- Behavioural adaptation to technology	Written exam, open end questions
- How to influence behaviour in traffic (e.g., reduce speeding)	Written exam, open end questions
- Mental workload in traffic: importance and assessment	Written exam, open end questions
- Behaviour and problems of vulnerable road users (such as cyclists)	Written exam, open end questions
- Human Factors and Ergonomics in traffic	Written exam, open end questions
- Influence of the environment on behaviour (e.g., the influence of road infrastructure on behaviour)	Written exam, open end questions
- Impact of intrinsic factors on mobility and safety, such as arousal, drowsiness, fatigue, perception, and personality factors	Written exam, open end questions
- Clinical background and effects of medical conditions on mobility, such as psychiatric illness (e.g., phobia) or neurological disorders (e.g., dementia)	Written exam, open end questions
- Implications of reduced mobility for the individual, other road users, and society	Written exam, open end questions
- External factors influencing mobility and safety, such as legal (e.g., benzodiazepines) or illegal (e.g., XTC) drugs	Written exam, open end questions

<b>PSB3E-M13 Deception in clinical settings</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>

differentiate between different forms of deception in clinical settings	MC exam
identify and present similarities and differences between faked and genuine syndromes,	MC exam Written exam (open questions)
critically compare methods allowing the assessment and detection of various forms of deception in clinical settings;	MC exam Written exam (open questions)
apply knowledge on assessment and detection strategies in scenarios of research and clinical application	Written exam (open questions)
present and evaluate approaches to the management and treatment of faked syndromes,	Written exam (open questions)
critically appraise research approaches applied in this field, and is aware of the consequences for the utility of the instruments for clinic and research	MC exam Written exam (open questions)
demonstrate awareness of ethical and legal pitfalls related to deception in clinical settings.	MC exam

<b>PSB3E-M15 Experimental skills</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Design a psychology / neuroscience experiment	Practical assignment
How to collect data	Practical assignment
How to analyze this data	Practical assignment
How to write a report about it	Practical assignment

<b>PSB3E-M16 Statistical solutions to research problems in psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
students can apply critical, statistical reasoning by recognising and defending against fallacies in statistical reasoning and substantiating statements	Assignments 1,2,3
students have basic knowledge of Bayesian reasoning	Assignments 1
students can, based on the description of a research problem, select a suitable statistical approach from the methods discussed in this course	Assignments 1,2,3
students reflect on its advantages and disadvantages	Assignments 1,2,3

students interpret analysis results and draw well-founded conclusions for the research problem at hand.	Assignments 1,2,3
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<b>PSB3E-M17 Teaching skills</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
An understanding of basic didactic skills	Written assignment (create lesson plan)
The ability to teach a small group of adolescents or adults	In-class presentation
The ability to critically evaluate educational techniques and training	Reflection report

<b>PSB3E-M19 Teaching and mentoring in psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Describe and explain the role of peer mentoring in the development of an engaged and motivated student learning community.	Presentation/Audio reflection/Written assignment
Explain how peer mentoring can facilitate collaborative learning, critical thinking and self-regulated learning.	Written assignment/Audio reflection
Implement effective strategies to promote collaborative learning, critical thinking and self-regulated learning.	Written assignment/Presentation
Critically evaluate the effectiveness of your own peer mentoring performance and suggest appropriate strategies for improvement.	Written Assignment/Audio reflection

<b>PSB3E-M22 Introduction to qualitative research methods</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Know the basics of how to conduct a qualitative research project	Oral presentation of group research project
Know the he main philosophical, methodological and ethical principles of qualitative research	Oral presentation of group research project
Know the main approaches to qualitative research	Oral presentation of group research project

Engage in researcher reflexivity	written assignment, written exam
Code a text and perform a thematic analysis using Atlas.ti 24	written exam
Collect qualitative data using text prompts, and identify freely available archival data	Oral presentation of group research project
Critically reflect on the qualitative research methodology used in social science articles	Written exam

<b>PSB3E-M24 Brain, consciousness and society</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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	multiple choice exam
summarize the basics of Eastern approaches to mind and consciousness with a focus on meditation and mindfulness and their health benefits	multiple choice exam
generally reflect on the interplay between brain, individual and society	multiple choice exam, written assignments
generally communicate their conclusions, and the knowledge and rationale underpinning these, to their teachers and peer-students	multiple choice exam, written assignments

<b>PSB3E-OP01 Sport &amp; performance psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Have demonstrated knowledge and understanding of the key concepts, theories, models, and research findings from the field of sport and performance psychology.	MC exam
Have demonstrated knowledge and understanding of how to use or apply sport and performance psychology knowledge.	MC exam

<b>PSB3E-SI Independent societal project / PSB3N-MS Onafhankelijk maatschappelijk stageproject</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>

Recognize which activities during the internship are related to the Psychology program,	Active participation Internship report
Observe and report on skills/ theories/ techniques and methods required for psychology practitioners,	Active participation Internship report
Reflect on a case from the performed activities	Active participation Internship report
Connect this case to theoretical backgrounds	Active participation Internship report
Reflect on the activities and formulate suggestions for personal and professional development	Active participation Internship report

<b>PSB3E-SP01 Group Dynamics</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
- sociaal-psychologische condities en factoren die groepsprocessen kunnen verklaren.	Schriftelijk tentamen bestaande uit meerkeuze en essayvragen (written exam consisting of MC and essay questions)
- twee perspectieven kunnen hanteren die ofwel het individu danwel de groep als vertrekpunt nemen van een analyse van groepsprocessen,	Schriftelijk tentamen bestaande uit meerkeuze en essayvragen (written exam consisting of MC and essay questions)
- een divers aanbod kennen van theorie en onderzoek uit de sociale psychologie m.b.t. groepsprocessen,	Schriftelijk tentamen bestaande uit meerkeuze en essayvragen (written exam consisting of MC and essay questions)
- theoretische en empirische kennis kunnen vertalen naar maatschappelijke situaties (bijv. leiderschap, online polarisatie).	Schriftelijk tentamen bestaande uit meerkeuze en essayvragen (written exam consisting of MC and essay questions)
- weten hoe kennis en toepassing van relevante theorievorming en onderzoek tot een beter begrip van, en meer inzicht in, groepsprocessen kan leiden.	Schriftelijk tentamen bestaande uit meerkeuze en essayvragen (written exam consisting of MC and essay questions)

<b>PSB3E-SP02 Intergroup relations</b>
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Leerdoel	Toetsvorm
Having insight into the causes and consequences of intergroup behavior	Multiple choice questions focusing on definitions and explanations of the basic concepts
Being able to apply relevant concepts and theories in intergroup relations and prejudice	A group assignment focusing on the application of insights from theories to applied and daily life contexts
Being able 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?	Multiple choice questions focusing on recent developments and the integration of insights from different theories and research examples

PSB3E-SP05 Interpersonal relations	
Leerdoel	Toetsvorm
Identify and explain the key psychological concepts that define the field of interpersonal relationships	Formative test 1 (online take home exam/assignment)
Define and evaluate the key psychological components that underpin interpersonal attraction and the initiation of a relationship	Formative test 1 (online take home exam/assignment)
Identify and appraise the cognitive, affective and motivational processes that influence and promote interdependency	Formative test 2 (online take home exam/assignment)
Describe and explain the mechanisms of, and reactions to, social exclusion	Formative test 2 (online take home exam/assignment)
Evaluate the role of conflict in intimate relationships	Formative test 2 (online take home exam/assignment)
Describe and explain interpersonal behavior from a cultural-relational perspective	Formative tests 1 and 2 (online take home exam/assignment)

PSB3E-SP07 Social influence	
Leerdoel	Toetsvorm
Students who participated in this course will: <i>..know and understand relevant theories and empirical evidence in the field of Social influence</i>	(MC) Exam, (video) assignment



Students who participated in this course will: <i>..be able to see the various theories in relation to each other, in that they can name key similarities and differences.</i>	(MC) Exam, (video) assignment
Students who participated in this course will: <i>..be able to recognize and name social influence tactics used in media, marketing, interventions.</i>	(MC) Exam
Students who participated in this course will: <i>..be able to evaluate and construct social influence tactics based on the theories and principles in the field or combinations of those.</i>	(MC) Examen, (video) assignment

<b>PSB3E-SP09 Health psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
-Can describe the phenomena of health behavior, adjustment to illness, and changing behavior	Multiple choice exam/written assignment
-Can explain the most important theoretical perspectives to understand these phenomena	Multiple choice exam/written assignment
-Can combine and integrate these perspectives	Multiple choice exam/written assignment
-Can critically reflect on these perspectives	Multiple choice exam/written assignment

<b>PSB3E-SP10 Social Cognition</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Being able to define and explain the key concepts and theories of social cognition	Multiple choice questions focusing on definitions and explanations of the basic concepts
Being able to apply those theories to analyze behavior in a social context as well specific applied domains (e.g. marketing or health behavior)	Multiple choice questions focusing on the application of insights from theories to different domains

Being able to synthesize theories and recent developments in the area of social cognition	Multiple choice questions focusing on recent developments and the integration of insights from different theories
Being able to evaluate the impact of theories and findings in social cognition research on other areas of psychology	Multiple choice questions focusing on the theoretical links to other areas of psychology

<b>PSB3N-IO10 Groepsdynamische vaardigheden</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Be able to observe and handle group dynamic processes.	Written assignment / Reflection report
Understand how you function in a group.	Written assignment / Reflection report
Apply what you learn in this course about group dynamics in teaching a group of the first year communication skills course.	Written assignment / Reflection report
Apply what you learn in this course into creating and implementing a training program in one of the plenary sessions.	Practical assignment & Written assignment / Reflection report

<b>PSB3N-KN01 Klinische neuropsychologie</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
- verschillende vormen van hersenpathologie (bijv. traumatisch hersenletsel, hersentumoren, degeneratieve aandoeningen en epilepsie) uit te leggen, te vergelijken en te onderscheiden,	Digitaal tentamen, open vragen (digital exam, open-ended questions)
- te beschrijven hoe hersenafwijkingen ten grondslag liggen aan veelvoorkomende neurologische beelden,	Digitaal tentamen, open vragen (digital exam, open-ended questions)
- de klinische presentatie en neuropsychologische consequenties van verschillende neurologische aandoeningen, ontwikkelingsstoornissen en mentale stoornissen te beschrijven,	Digitaal tentamen, open vragen (digital exam, open-ended questions)
- methoden voor de assessment van neuropsychologische beperkingen en de uitdagingen daarbij op een basaal niveau uit te leggen,	Digitaal tentamen, open vragen (digital exam, open-ended questions)
- benaderingen voor de behandeling van patiënten met neuropsychologische beperkingen na neurologische en psychiatrische aandoeningen te beschrijven,	Digitaal tentamen, open vragen (digital exam, open-ended questions)

- te bespreken wat de consequenties van specifieke neuropsychologische beperkingen zijn voor patiënten en hun familieleden,	Digitaal tentamen, open vragen (digital exam, open-ended questions)
- de invloed van leefstijl binnen de context van klinische neuropsychologie te beschrijven.	Digitaal tentamen, open vragen (digital exam, open-ended questions)
- verschillende vormen van hersenpathologie (bijv. traumatisch hersenletsel, hersentumoren, degeneratieve aandoeningen en epilepsie) uit te leggen, te vergelijken en te onderscheiden,	Digitaal tentamen, open vragen (digital exam, open-ended questions)

<b>PSB3N-M03 Seksuologie</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
De historische ontwikkeling van de seksuologie kennen en de meest saillante mijlpalen daarin	Schriftelijk tentamen met open vragen
Inzicht hebben in de kernvariabelen waar de seksuologie zich op richt (seksue, genderidentiteit, genderrol, seksuele oriëntatie, seksuele identiteit, seksueel gedrag, seksuele interactie, seksuele relatie, seksuele functie, seksuele gezondheid)	Schriftelijk tentamen met open vragen
De belangrijkste -biologische (neurofysiologische, hormonale, genetische), -psychologische (intra- en interpersoonlijke) en - sociaal culturele processen kennen die deze kernvariabelen kunnen beïnvloeden en/of (mede)vormgeven en die kennis kunnen toepassen bij het verklaren van (ab)normaal seksueel gedrag, seksuele problemen/disfuncties en seksueel probleemgedrag,	Schriftelijk tentamen met open vragen
De vigerende farmacologische en psychologische interventies kennen die kunnen worden ingezet om seksuele problemen of seksueel probleemgedrag te beïnvloeden	Schriftelijk tentamen met open vragen

<b>PSB3N-KP08 Diagnostiek in de klinische psychologie</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Je <u>kunt</u> de verschillende onderdelen en bijbehorende procedures van het diagnostisch proces benoemen en uitvoeren (college 1)	MC tentamen
Je <u>weet</u> hoe, en met welk doel, je een intake afneemt (college 1)	MC tentamen
Je kunt een diagnostische vraag formuleren en hypothesen opstellen (practicum 1)	Verslag – huiswerkopdracht 1

Je <u>weet</u> hoe, en met welk doel, je een semigestructureerd interview afneemt (werkcollege 2)	MC tentamen
Je kunt goede verduidelijkende vervolgvragen stellen (practicum 2)	Verslag - huiswerkopdracht 2
- Je <u>weet</u> hoe, en met welk doel, je gebruik maakt van verschillende tests en vragenlijsten (college 3 en 4)	MC tentamen
- Je kunt de resultaten van verschillende vragenlijsten scoren en interpreteren (week 3 zelfstandig uitwerken na werkcollege)	Verslag – huiswerkopdracht 3
- Je <u>weet</u> hoe je rapporteert en verslag legt in de geest van de Beroepscode NIP (college 5)	MC tentamen
Je <u>kunt</u> ethische kwesties in relatie tot diagnostiek herkennen aan de hand van de Beroepscode (college 5)	MC tentamen
Je <u>weet</u> hoe diagnostiek in de praktijk van een paar specifieke klinische werkvelden wordt toegepast (forensisch, ouderen, week 4 en 5)	MC tentamen
Je <u>kunt</u> schriftelijk rapporteren (practicum week 5)	Verslag – huiswerkopdracht 4
Je <u>kunt</u> mondeling terugkoppeling geven over diagnostiek resultaten, conclusies uitleggen en voorlopig adviseren over vervolg diagnostiek/behandeling/verwijzing (practicum week 7)	Laatste practicum (student krijgt mondeling constructieve feedback van docent, student-assistent en mede-studenten, maar geen cijfer)

<b>PSB3N-M04 Forensische psychologie</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
- enkele actuele invloedrijke theorieën omtrent de oorzaken van delinquent en gewelddadig gedrag beschrijven;	Schriftelijk tentamen (written exam)
- aangeven welke factoren bijdragen aan de totstandkoming van een delict;	Schriftelijk tentamen (written exam)
- aangeven wat de gevolgen van delinquent en gewelddadig gedrag zijn voor daders en slachtoffers;	Schriftelijk tentamen (written exam)
- uitleggen hoe geheugenprocessen en ondervragingstechnieken de waarheidsvinding tijdens de rechtsgang kunnen beïnvloeden;	Schriftelijk tentamen (written exam)

- uitleggen hoe psychologische kennis kan bijdragen aan opsporingsonderzoek;	Schriftelijk tentamen (written exam)
- uitleggen hoe het herhalingsrisico kan worden getaxeerd;	Schriftelijk tentamen (written exam)
- uitleggen hoe psychologische interventies kunnen bijdragen aan het terugdringen van criminele recidive;	Schriftelijk tentamen (written exam)
- een beredeneerde mening geven over het nut van straf en behandeling van delinquent en gewelddadig gedrag.	Schriftelijk tentamen (written exam)

<b>PSB3N-M07 Persoonlijke documenten en de constructie van de levensloop</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
inzicht in de ontwikkelingspsychologische samenhang tussen en betekenis van de kindertijd, adolescentie en volwassenheid,	Schriftelijk tentamen
kent de betekenis en relevantie van persoonlijke documenten in het psychologisch onderzoek	Schriftelijk tentamen
kan omschrijven hoe persoonlijke documenten en verhalen (narratieven) de levensloop construeren	Schriftelijk tentamen

<b>PSB3N-M17 Onderwijsvaardigheden</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
begrip van hoe onderwijsvaardigheden kunnen worden toegepast,	Reflectieverslag
kan je kleinschalig onderwijs geven aan jongeren of volwassenen,	Reflectieverslag
kan je onderwijs en trainingen kritisch beoordelen,	Reflectieverslag
kan je zelf een trainingsonderdeel ontwerpen en uitvoeren.	Reflectieverslag

<b>PSB3N-OP01 Theorieën over ontwikkelingsgebieden</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
inzicht in de belangrijkste thema's uit de psychologie van de cognitieve, sociale en persoonlijkheidsontwikkeling	Schriftelijk tentamen (MC)
kan uitleggen wat de belangrijkste theoretische verschillen zijn tussen de hoofdstromen uit de ontwikkelingspsychologie	Schriftelijk tentamen (MC)

<b>PSB3E-OP02 Interventions in individual development</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Understand and explain why we need person-centered interventions and person-centered research	Multiple choice exam, essay
Understand and describe various 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.	Multiple choice exam, essay
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	Multiple choice exam, essay
Design and describe your own person-centered study of an intervention in individual development to better understand or improve an intervention and explain the impact of your study.	essay

<b>PSB3N-OP03 Ontwikkeling, opvoeding en onderwijs</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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.	MC tentamenvragen
de belangrijkste principes van een procesbenadering van ontwikkeling kunnen herkennen, omschrijven en uitleggen en deze toepassen op de opvoedings- en onderwijspraktijk	MC tentamenvragen
verschillende theoretische begrippen kunnen toepassen op een maatschappelijk opvoedings- of onderwijsonderwerp en hierop beargumenteerd kunnen reflecteren aan de hand van wetenschappelijke literatuur	Open tentamenvragen

<b>PSB3N-OP04 Diagnostiek in de ontwikkelingspsychologische praktijk</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
kennis en begrip hebben van psychologische diagnostiek bij kinderen en jeugdigen	Digitaal tentamen (essay vragen)
een groot aantal veelgebruikte methodes/instrumenten kennen	Digitaal tentamen (essay vragen) werkcolleges

deze methodes en instrumenten kunnen toepassen

werkcolleges

schriftelijke opdracht / (casus  
verslag)

# **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"> <li>- specialized theoretical knowledge and understanding within the field of specialization in Psychology</li> <li>- thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of specialization</li> </ul>
2. Academic Attitude: integrity, reflection and critical thinking	<p>a UG MSc Psychology graduate:</p> <ul style="list-style-type: none"> <li>- reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods.</li> <li>- evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications.</li> <li>- 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.</li> <li>- correctly judges when to apply one's knowledge and when to refrain from conclusions</li> <li>- reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly</li> </ul>
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"> <li>- 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.</li> </ul> <p>b. in the professional field:</p> <p>a UG MSc Psychology graduate:</p> <ul style="list-style-type: none"> <li>- translates and applies findings from scientific research to analyze, understand and influence complex societal and practical issues.</li> <li>- applies scientific research methods and techniques to answer or advise on complex societal and practical questions.</li> <li>- identifies whether there is a problem in a certain context, and if so, what it entails.</li> </ul>
4. Professional skills	<p>a MSc Psychology graduate:</p> <ul style="list-style-type: none"> <li>- clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology</li> </ul>

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

## 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"> <li>- specialized theoretical knowledge and understanding of state of the art research in the field of cognitive neuroscience</li> <li>- thorough knowledge and understanding of the research methods and data-analysis techniques that are applied in the field of cognitive neuroscience;</li> <li>- 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</li> </ul>
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"> <li>- reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods</li> <li>- evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications.</li> <li>- 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</li> <li>- correctly judges when to apply one's knowledge and when to refrain from conclusions</li> <li>- reflects on the roles and challenges associated with academic and corporate research, and the interplay between the two</li> <li>- 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</li> </ul>
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"> <li>- is able to develop specific proposals for new applications of fundamental cognitive neuroscience research in real-world settings</li> <li>- translates and applies fundamental knowledge about cognitive neuroscience in the professional field</li> </ul> <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"> <li>- 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.</li> </ul>

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

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"> <li>- 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;</li> <li>- thorough knowledge about the research methods and analysis to assess social behavior;</li> <li>- thorough knowledge about the areas where social psychology can be applied.</li> </ul>
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"> <li>- reflects upon phenomena, problems, behavior and motives of self and others using theory and methods in social psychology.</li> <li>- 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.</li> <li>- 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.</li> <li>- correctly judges when to apply one's knowledge and when to refrain from conclusions</li> <li>- reflects upon the use of social psychological theory to understand social behaviour in society</li> <li>- reflects critically on the ethical aspects of both scientific research and professional conduct in the field of social psychology and acts accordingly</li> </ul>
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"> <li>- analyses societal problems in the domain of social psychology and draws theoretical and practical conclusions</li> <li>- answers practical questions with respect to social behavior in society, based on academic knowledge</li> <li>- advises organizations on understanding and intervening in social behavior.</li> </ul> <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"> <li>- is able to design and conduct research to answer a relevant social psychological question;</li> <li>- has gained experience in designing theory- and evidence-based interventions aiming to change behavior.</li> </ul>
4. Professional skills	<p>A UG MSc Psychology graduate specialized in Applied Social Psychology:</p> <ul style="list-style-type: none"> <li>- clearly and transparently communicates conclusions, applications and</li> </ul>

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

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 &amp; Victimology has:</p> <ul style="list-style-type: none"> <li>- specialized theoretical knowledge and understanding of a variety of theories on the onset, persistence, and treatment of psychopathology.</li> <li>- specialized theoretical knowledge and understanding of psychiatric diagnoses.</li> <li>- specialized knowledge and understanding of interventions for psychological disorders.</li> <li>- 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 &amp; Victimology).</li> <li>- thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of specialization</li> </ul>
2. Academic Attitude: integrity, reflection and critical thinking	<p>A UG MSc Psychology graduate specialized in Clinical Forensic Psychology &amp; Victimology:</p> <ul style="list-style-type: none"> <li>- reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods.</li> <li>- evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications.</li> <li>- 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.</li> <li>- correctly judges when to apply one's knowledge and when to refrain from conclusions</li> <li>- reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly</li> </ul>
3. Application of knowledge and understanding	<p>a. in the scientific field:</p> <p>A UG MSc Psychology graduate specialized in Clinical Forensic Psychology &amp; Victimology:</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p>b. in the professional field:</p> <p>A UG MSc Psychology graduate specialized in Clinical Forensic Psychology &amp; Victimology:</p> <ul style="list-style-type: none"> <li>- translates and applies findings from scientific research to analyze,</li> </ul>

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



## 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"> <li>- Specialized knowledge and understanding of the cognitive, behavioral and emotional difficulties related to common psychiatric and neurological conditions;</li> <li>- Knowledge and understanding of neuropsychological rehabilitation and treatment;</li> <li>- Thorough knowledge and understanding of research methods and techniques that are often applied in the field of clinical neuropsychology;</li> </ul>
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"> <li>- Reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods.</li> <li>- evaluates scientific research and theory in the field of clinical neuropsychology on its merits and limitations and its potential implications.</li> <li>- Is able to judge and evaluate the quality of neuropsychological practice and the use of assessment tools on the basis of scientific insights;</li> <li>- 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.</li> <li>- correctly judges when to apply one's knowledge and when to refrain from conclusions</li> <li>- Reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly</li> <li>- Is able to understand and reflect critically on ethical issues considering people with psychiatric and/or neurological conditions and their network.</li> </ul>
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"> <li>- 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.</li> <li>- 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;</li> </ul> <p>b. in the professional field:</p> <p>A UG MSc Psychology specialized in Clinical Neuropsychology:</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>

	Track-specific Learning Outcomes
	<p>clinical field and to research.</p> <ul style="list-style-type: none"> <li>- recognizes and considers the ways in which clinical neuropsychological research and practice are intertwined.</li> <li>- selects and uses evidence-based clinical neuropsychological diagnostic instruments to perform individual testing</li> <li>- is able to apply knowledge of the cognitive, behavioral and emotional difficulties related to common psychiatric and neurological conditions to individual neuropsychological questions.</li> <li>- identifies whether there is a problem in a certain context, and if so, what it entails.</li> </ul>
4. Professional skills	<p>A UG MSc Psychology specialized in Clinical Neuropsychology:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>-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</li> <li>- Is able to adapt one’s communication to relevant target groups (e.g. scientific and professional peers, colleagues, the general public, clients and patients)</li> <li>- Is able to plan and manage a small project</li> <li>- Is able to collaborate in a professional context</li> <li>- Is able to work autonomously and in a self-directed manner</li> </ul>
5. Life Long Learning Skills	<p>A UG MSc Psychology specialized in Clinical Neuropsychology:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- is able to act upon feedback and advice of others regarding personal skills and shortcomings</li> <li>- has the capacity to gain knowledge, understanding and skills for his/her professional and scientific practice and theoretical after finishing the master programme</li> </ul>

## Developmental Psychology

<b>Track-specific Learning Outcomes</b>	
<b>1. Knowledge and understanding</b>	<p>a UG MSc Psychology graduate in Developmental Psychology has:</p> <ul style="list-style-type: none"><li>- specialized theoretical knowledge and understanding of typical and atypical development across the lifespan.</li><li>- specialized theoretical knowledge and understanding of the complex dynamic systems model and transactional model of development.</li><li>- 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</li><li>- specialized knowledge of diagnostic instruments and interventions in Developmental Psychology</li></ul>
<b>2. Academic Attitude: integrity, reflection and critical thinking</b>	<p>a UG MSc Psychology graduate in Developmental Psychology:</p> <ul style="list-style-type: none"><li>- reflects upon phenomena, problems, behavior and motives of self and others using theory and methods in developmental psychology.</li><li>- 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.</li><li>- reflects upon diagnosis and intervention in developmental psychology</li><li>- 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.</li><li>- correctly judges when to apply one's knowledge and when to refrain from conclusions</li><li>- 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)</li></ul>
<b>3. Application of knowledge and understanding</b>	<p>a. in the scientific field:</p> <p>a UG MSc Psychology graduate in Developmental Psychology:</p> <ul style="list-style-type: none"><li>- 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.</li></ul> <p>b. in the professional field:</p> <p>a UG MSc Psychology graduate in Developmental Psychology:</p> <ul style="list-style-type: none"><li>- translates and applies findings from scientific research in developmental psychology to analyze, understand and influence complex societal and practical issues.</li></ul>

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

## 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"><li>- specialized theoretical knowledge and understanding concerning Environmental psychology: the relationships between humans and their environments and the human dimension of environmental and energy problems.</li><li>- specialized theoretical knowledge and understanding about key individual, social, and contextual factors that influence people's (pro-)environmental attitudes and behavior.</li><li>- thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of Environmental Psychology</li></ul>
2. Academic Attitude: integrity, reflection and critical thinking	<p>a UG MSc Psychology graduate in Environmental Psychology:</p> <ul style="list-style-type: none"><li>- reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods.</li><li>- evaluates scientific research and theory in the field of Environmental Psychology on its merits and limitations and its potential implications.</li><li>- 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.</li><li>- correctly judges when to apply one's knowledge and when to refrain from conclusions</li><li>- reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly</li></ul>
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"><li>- 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.</li></ul> <p>b. in the professional field:</p> <p>a UG MSc Psychology graduate in Environmental Psychology:</p> <ul style="list-style-type: none"><li>- translates and applies findings from scientific research to analyze, understand and influence complex and real-life problems regarding human-environment relationships.</li><li>- applies scientific research methods and techniques to answer or advise on complex societal and practical questions.</li><li>- identifies whether there is a problem in a certain context, and if so, what it entails.</li></ul>

	Track-specific Learning Outcomes
	<ul style="list-style-type: none"> <li>- Is able to develop and evaluate theory-based interventions to address real-life problems regarding human-environment relationships.</li> <li>- Is able to integrate insights from other disciplines to understand and advice on interactions between humans and their environments.</li> </ul>
4. Professional skills	<p>a MSc Psychology graduate in Environmental Psychology:</p> <ul style="list-style-type: none"> <li>- clearly and transparently communicates conclusions, applications and limitations of scientific research findings in the field of Environmental Psychology</li> <li>- adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients)</li> <li>- Is able to plan and manage their own project</li> <li>- 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</li> <li>- Is able to work autonomously and in a self-directed manner</li> </ul>
5. Life Long Learning Skills	<p>a MSc Psychology graduate in Environmental Psychology:</p> <ul style="list-style-type: none"> <li>- reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development.</li> <li>- is able to act upon feedback regarding personal skills and shortcomings</li> <li>- has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.</li> </ul>

## 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"><li>- specialized theoretical knowledge and understanding of a variety of theories on the onset, persistence, and treatment of psychopathology.</li><li>- specialized theoretical knowledge and understanding of psychiatric diagnoses.</li><li>- specialized knowledge and understanding of interventions for psychological disorders.</li><li>- thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of specialization</li></ul>
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"><li>- reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods.</li><li>- evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications.</li><li>- 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.</li><li>- correctly judges when to apply one's knowledge and when to refrain from conclusions</li><li>- reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly</li></ul>
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"><li>- 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.</li></ul> <p>b. in the professional field:</p> <p>A UG MSc Psychology graduate specialized in Klinische Psychologie:</p> <ul style="list-style-type: none"><li>- translates and applies findings from scientific research to analyze, understand and influence complex societal and practical issues.</li><li>- applies theoretical frameworks, including frameworks on psychopathology, diagnostics and treatment, in clinical practice.</li><li>- applies all steps of the empirical cycle in the clinical context</li><li>- applies an evidence-based approach to clinical work and research.</li><li>- applies scientific research methods and techniques to answer or advise on complex societal and practical questions.</li></ul>

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



## 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"> <li>- Specialized knowledge and understanding of methods to assess talent and creativity; <span style="float: right;">- Specialized</span></li> <li>knowledge of coaching processes</li> <li>- Thorough theoretical knowledge and understanding of theoretical approaches to talent development and creativity;</li> <li>- Thorough theoretical knowledge and understanding of psychological factors of talent development and performance;</li> </ul>
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"> <li>- reflects upon the use of talent development and creativity theories in sports, education, and other achievement contexts;</li> <li>- 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.</li> <li>- 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.</li> <li>- correctly judges when to apply one's knowledge and when to refrain from conclusions</li> <li>- reflects critically on the ethical aspects of both scientific research and professional conduct in talent development and creativity and acts accordingly</li> </ul>
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"> <li>- 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.</li> </ul> <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"> <li>- translates and applies findings from scientific research to analyze, understand and influence complex societal and practical issues.</li> <li>- applies scientific research methods and techniques to answer practical questions on the assessment and/or development of talent and creativity.</li> </ul>

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

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"> <li>- specialized theoretical knowledge and understanding of how psychological knowledge is created and promoted</li> <li>- specialized theoretical knowledge and understanding of the reasons behind scientific debates, and the conflicting worldviews that are at stake</li> <li>- 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.</li> <li>- 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.</li> <li>- thorough knowledge and understanding of qualitative research methods, including historical and philosophical-critical methods, to analyze complex scientific concepts and theories</li> </ul>
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"> <li>- reflects critically on the ethical, sociological and philosophical aspects implied in any kind of psychological research and professional conduct</li> <li>- evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications.</li> <li>- can understand and critically analyze how psychological knowledge is created and promoted</li> <li>- 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.</li> <li>- exhibits cultural openness and historical conscientiousness in their research, being aware of the social, economic and local diversities and constraints</li> <li>- correctly judges when to apply one's knowledge and when to refrain from conclusions</li> <li>- reflects critically on the ethical, sociological and philosophical aspects implied in any kind of psychological research and professional conduct</li> </ul>
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"> <li>- 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.</li> <li>- is able to assess meta-theoretical aspects of psychological research and work</li> </ul> <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"> <li>- translates and applies the findings and insights from historical and philosophical research to understand complex societal dynamics surrounding the production of scientific (psychological) knowledge</li> <li>- applies scientific research methods and techniques to answer or advise on complex societal and practical questions.</li> <li>- 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.</li> <li>- identifies whether there is a problem in a certain context, and if so, what it entails.</li> </ul>
4. Professional skills	<p>A UG MSc Psychology graduate specialized in Theory and History of Psychology</p> <ul style="list-style-type: none"> <li>- clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology</li> <li>- 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</li> <li>- adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients)</li> <li>- is able to engage with a non-specialist audience on broader topics related to psychology as science and profession</li> <li>- has mastered tools to improve reading, thinking, perspective-taking, and writing about topics related to science in general, and psychological theories in particular.</li> <li>- Is able to plan and manage a small project</li> <li>- Is able to collaborate in a professional context</li> <li>- Is able to work autonomously and in a self-directed manner</li> </ul>
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"> <li>- reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development.</li> <li>- is able to act upon feedback regarding personal skills and shortcomings</li> <li>- has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.</li> </ul>

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"> <li>- specialized theoretical knowledge and understanding of concepts, theories and models in the area of work, organizational, and personnel Psychology</li> <li>- thorough knowledge and understanding of scientifically valid methods to predict, assess, study, and change behavior, cognition, motivation, and wellbeing at work</li> </ul>
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"> <li>- reflects upon models and theories regarding behavior, cognition, motivation and wellbeing at work;</li> <li>- reflects upon the possibilities and limitations of specific practical and research methodologies to study behavior, cognition, motivation and wellbeing at work</li> <li>- 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.</li> <li>- reflects critically upon practical initiatives and interventions in organizational contexts;</li> <li>- 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.</li> <li>- correctly judges when to apply one's knowledge and when to refrain from conclusions</li> <li>- reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly</li> <li>- reflects critically on ethical implications of organizational research, practice, as well as the link between these two</li> </ul>
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"> <li>- 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.</li> <li>- applies scientific research methods and techniques to answer or advise on questions in the organizational domain.</li> <li>- identifies whether there are problems or opportunities for improvement of practice in the organizational domain; and if so, what it entails.</li> <li>- translates practical issues or problems into theoretically grounded questions for scientific analysis or study in a relevant professional context</li> </ul> <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"> <li>- 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</li> </ul>

	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"> <li>-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)</li> <li>- is able to coach other individuals</li> <li>- Is able to plan and manage a small project</li> <li>- Is able to collaborate in a professional context</li> <li>- Is able to work autonomously and in a self-directed manner</li> </ul>
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"> <li>- 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.</li> <li>- is able to act upon feedback regarding personal skills and shortcomings</li> <li>- 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.</li> </ul>

## 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 composing an individual report based on sound reasoning and verified sources, and by giving a presentation on the study and its results. - 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 composing an individual report based on sound reasoning and verified sources, and by giving a presentation on the study and its results. - 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 composing an individual report based on sound reasoning and verified sources, and by giving a presentation on the study and its results.

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



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

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

PSEMNI-10	Master's Internship Clinical Neuropsychology	<p>After the internship you can:</p> <ul style="list-style-type: none"> <li>- Apply acquired academic knowledge regarding psychological treatment and/or psychodiagnostic assessment in a specific professional setting;</li> <li>- Apply acquired (academic) skills regarding treatment and/or psychodiagnostic assessment in a specific professional setting;</li> <li>- Reflect on and communicate about ethical issues related to working as a psychologist;</li> <li>- Report and reflect on assessment or treatment choices in individual cases</li> <li>- Critically evaluate scientific results, insights or concepts obtained in practice;</li> <li>- Use these insights gained in practice for questions regarding treatment or psychodiagnostic assessment;</li> <li>- Work and cooperate effectively with others in a specific professional setting;</li> <li>- Reflect on your own possibilities and limitations with regard to functioning as a psychologist;</li> <li>- Further develop the acquired professional attitude.</li> </ul>
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"> <li>- apply relevant theories in order to formulate a research question, conduct research and evaluate the research results;</li> <li>- apply methodological knowledge to build an appropriate research design, to conduct the research, and/or to analyze the results adequately;</li> <li>- communicate about research by composing an individual report based on sound reasoning and verified sources, and by giving a presentation on the study and its results.</li> <li>- work and collaborate successfully with others.</li> </ul>
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"> <li>• recognize THP-relevant processes and concepts in a professional setting;</li> <li>• apply scientific theories and methods from the field of THP in a professional context;</li> <li>• communicate about scientific concepts/theories in an appropriate way, tailored to the specific setting</li> <li>• learn from feedback on their functioning/activities by a professional in the work field</li> <li>• formulate own strengths and points of further development in relation to acting professionally in an organization.</li> </ul>
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"> <li>- formulate an original research question, and largely independently conduct a study to answer this question.</li> <li>- apply the knowledge and skills learnt in the other courses of the master in their own research.</li> <li>- communicate about research by composing an individual report based on sound reasoning and verified sources, and by giving a presentation on the study and its results.</li> </ul>

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"> <li>- able to assess dynamic group processes within and between groups,</li> <li>- able to shape the own group process in group activities and group work,</li> <li>- able to formulate a scientific view on relevant group dynamics in a given societal issue,</li> <li>- able to collaborate with their group in working with a third-party partner,</li> <li>- able to recommend a social psychologically grounded intervention to a third-party partner.</li> </ul>
PSEMST-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"> <li>- apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results;</li> <li>- apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyse the results effectively;</li> <li>- communicate about research by composing an individual report based on sound reasoning and verified sources, and by giving a presentation on the study and its results.</li> <li>- work and cooperate successfully with others.</li> </ul>
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"> <li>- can analyze the validity of selection methods,</li> <li>- can judge which qualities are best to be assessed in a selection situation,</li> <li>- can analyze the value of various selection methods,</li> <li>- can give recommendations for the use of selection instruments</li> </ul>
PSMAB-13	Aging at Work and Career Development	<p>After the course students:</p> <ul style="list-style-type: none"> <li>- have an overview of the major theories of adult development and aging as they apply to the work context,</li> <li>- have an overview of theories of career development,</li> <li>- have knowledge about the major age-related changes in abilities, motivation, and self-regulation that affect people in the workplace,</li> <li>- 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),</li> <li>- can apply theories and empirical findings to develop a workshop idea for organizations interested in facilitating successful aging at work or career development.</li> </ul>

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"> <li>•Develop a conceptual framework for understanding power and leadership in organizations</li> <li>•Describe and explain some of the major theoretical models underlying power and leadership processes</li> <li>•Critically evaluate and apply some of the theoretical models underlying power and leadership processes</li> <li>•Critically evaluate and apply rhetorical tools and techniques in (vision) communication</li> </ul>
PSMAB-8	Creativity & innovation in organizations	<p>After this course, the student knows/is able to/understands:</p> <ul style="list-style-type: none"> <li>- the most important methods of creativity research as well as their advantages and potential pitfalls,</li> <li>- the most important results and theories concerning individual differences and creativity,</li> <li>- the relation between creativity and (different kinds of) motivation,</li> <li>- which challenges are associated with creative efforts in groups and teams,</li> <li>- recent research in the area of creative cognitive processes,</li> <li>- the way in which the aforementioned processes and phenomena (potentially) affect organizational behaviour,</li> <li>- the somewhat difficult relation between creativity and innovation,</li> <li>- write an evidence-based advice for practical implementation of the aforementioned results and theories.</li> </ul>
PSMAV-5	Coaching	<p>After the course students:</p> <ul style="list-style-type: none"> <li>- can set up a coaching programme independently,</li> <li>- know and can explain the application of various psychological theories and approaches to coaching practice,</li> <li>- can apply the Cognitive Behavioral approach in coaching, - can provide a secure learning and development environment for adults.</li> <li>- has knowledge and can work in different stages of the coaching programme.</li> <li>- can make a coaching contract.</li> </ul>
PSMAV-5E	Coaching	<p>After the course students:</p> <ul style="list-style-type: none"> <li>- can set up a coaching programme independently,</li> <li>- know and can explain the application of various psychological theories and approaches to coaching practice,</li> <li>- can apply the Cognitive Behavioral approach in coaching, - can provide a secure learning and development environment for adults.</li> <li>- has knowledge and can work in different stages of the coaching programme.</li> <li>- can make a coaching contract.</li> </ul>

PSMCB-3	Trends in Cognitive Neuroscience	After having successfully completed this course, students are able to: - 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	Upon successful completion of this module, the students will - 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.	After taking this hands-on course, students: - 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.
PSMIDB-2	Talent Assessment	After this course students: • 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	After the course, you will... ...have an in-depth insight into relevant theories and (recent) empirical evidence within selected topics in environmental psychology. ...be able to critically assess existing knowledge, connect theories, and identify contradictions and knowledge gaps. ...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. ...be able to communicate knowledge and critical reflection in a well-argued and constructive way.
PSMEB-4	Interdisciplinary perspectives on sustainability	Students who participated in this interactive course are able to: 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"> <li>- describe central concepts in forensic psychology and victimology;</li> <li>- discuss how the cultural and juridical context affects sentencing and psychological interventions for crime related problems;</li> <li>- discuss the effects of crime on offenders and victims;</li> <li>- explain how crime is related to psychological characteristics and problems of offenders and victims;</li> <li>- discuss how offender and victim characteristics may interactively determine offenses.</li> </ul>
PSMFB-2	Crime & psychological assessment and interventions	<p>At the end of this course students can:</p> <ul style="list-style-type: none"> <li>- discuss the major risk factors for re)offending and (re)victimization;</li> <li>- describe and explain methods of risk assessment and forensic diagnostics;</li> <li>- explain theoretical underpinnings of interventions that reduce the negative consequences of victimization;</li> <li>- explain theoretical underpinnings of interventions that reduce the risk of (re)offending and (re)victimization;</li> <li>- discuss ethical dilemma's involved in assessment and intervention with individuals in a juridical context;</li> <li>- explain how validity of victim and offender statements may be compromised by response bias, deception, and malingering.</li> </ul>
PSMFK-1	CS: Interventies in Klinisch Forensische Psy & Vi	<p>At the end of this course students:</p> <ul style="list-style-type: none"> <li>- have independently studied a specific part of the literature on clinical psychology;</li> <li>- have an in-depth knowledge and understanding of this literature,</li> <li>- can separate major and minor issues, and</li> <li>- can express the acquired knowledge and their opinions about it orally or in writing.</li> </ul>
PSMIFV-1	Clinical Forensic Skills	<p>At the end of this course students can:</p> <ul style="list-style-type: none"> <li>• apply advanced communication skills</li> <li>• formulate treatment goals and a treatment plan in a forensic setting</li> <li>• implement (basic) therapeutic interventions for victims and offenders</li> <li>• implement a HKT-R risk assessment of violent reoffending and formulate a structured report based on professional judgment</li> <li>• comprehend appropriate methods to control for the possibility of deception and malingering</li> <li>• construct an incident scenario based on individual role-play sessions</li> <li>• reflect on their own learning process and assess the role of a therapist and client</li> </ul>
PSMKB-1	Evidence-based interventions	<p>After the course students:</p> <ul style="list-style-type: none"> <li>-can articulate the basic principles of evidence based mental health and can articulate the research methodology for validating psychological treatments.</li> <li>- can search literature for evidence-based-treatments when confronted with a clinical case.</li> <li>-can articulate what a clinical guideline is and how it is used in individual treatment</li> <li>-can articulate what a treatment protocol is and how these are used in clinical practice</li> <li>-can provide arguments to convince practitioners to implement a specific evidence-based treatment in their setting</li> </ul>

PSMKB-10	Capita Selecta Therapy	At the end of this course students: <ul style="list-style-type: none"> <li>- have independently studied a specific part of the literature on clinical psychology;</li> <li>- have an in-depth knowledge and understanding of this literature,</li> <li>- can separate major and minor issues, and</li> <li>- can express the acquired knowledge and their opinions about it orally or in writing.</li> </ul>
PSMKB-8	Diagnostische modellen en strategieën	
PSMKB-9	Explaining Psychopathology	After the course, the student can/has: <ul style="list-style-type: none"> <li>- describe the role of various information-processing processes in psychopathology,</li> <li>- describe the most often used experimental paradigms in the field,</li> <li>- provide a well substantiated view on the tenability of the models discussed based on empirical results,</li> <li>- developed a critical attitude towards the theoretical and clinical applicability of the models discussed.</li> </ul>
PSMKI-20	Masterstage klinische psychologie	
PSMKT-10	Masterthese: Klinische Psychologie	After successful completion of the Master thesis, students are able to: <ul style="list-style-type: none"> <li>- apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results;</li> <li>- apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyze the results effectively;</li> <li>- communicate about research by composing an individual report based on sound reasoning and verified sources, and by giving a presentation on the study and its results.</li> <li>- work and cooperate successfully with others;</li> <li>- 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.</li> </ul>



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. After this course, students are able to:</p> <ul style="list-style-type: none"> <li>- describe the various phases of the behavioral therapeutic process in some cognitive and behavioral therapies;</li> <li>- describe the assessment and some evidence-based interventions for common mental health problems in youth and adults;</li> <li>- know which type of information to get from a patient when building an holistic theory, a behavioral functional analysis or meaning analysis;</li> <li>- work out an holistic theory, a behavioral functional analysis and meaning analysis and describe its use to a patient or a colleague;</li> <li>- design a registration assignment;</li> <li>- formulate a treatment plan and treatment goals;</li> <li>- provide a CBT treatment rational for some specific interventions for common mental health problems;</li> <li>- justify choices made with regard to assessment and interventions;</li> <li>- describe some advanced interviewing techniques (e.g., motivational techniques);</li> <li>- describe a behavioral change program for parents with problems in the upbringing of children (with a common developmental disorder).</li> <li>- be familiar with some basic skills for applying basic CBT elements in adults, such as applying self-control techniques with nail biting or procrastination;</li> <li>- reflect on their own learning process from the perspective of a therapist and client;</li> </ul>
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"> <li>-describe the various phases in cognitive and behavioral therapies</li> <li>-explain the theoretical background of CBT techniques</li> <li>recognize empirical evidence for CBT-based interventions</li> <li>-Build and propose an individual cognitive case conceptualization</li> <li>-formulate a CBT-based treatment plan and treatment goals</li> <li>provide a CBT-based treatment rational for some specific interventions for common mental health problems</li> <li>-justify choices made with regard to assessment, interventions and therapeutic contact (i.e. choice of medium, style and content)</li> <li>-implement basic CBT elements, for instance in the context of an internet-based preventive cognitive therapy program for relapse prevention of depression in adults</li> <li>-reflect on the therapeutic learning process</li> <li>-discuss the pros and cons of internet-based interventions for mental health</li> </ul>
PSMM-2	Repeated Measures	<p>After the course students</p> <ul style="list-style-type: none"> <li>- know and understand the most frequently applied models for analyzing repeated measures and multivariate data</li> <li>- can determine which model is most appropriate for a given empirical question,</li> <li>- can apply the model to an empirical data set, using SPSS, - can correctly interpret the results.</li> </ul>

PSMM-6	Test construction	<p>Learning outcomes: After this course students:</p> <ul style="list-style-type: none"> <li>- know and understand the principles of test and questionnaire construction,</li> <li>- know how tests and questionnaires for a particular aim and a particular group are effectively constructed, evaluated and interpreted.</li> </ul>
PSMNB-1	Advanced clinical neuropsychology	<p>After successfully completing the course, students are able to:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Identify, compare and evaluate assessment tools and techniques for the above mentioned problems.</li> <li>- Discern the influence the above mentioned problems might have on significant others (e.g., family members) of people with neurological conditions.</li> <li>- Apply the ethics of medical assessment and treatment to a neuropsychological context.</li> <li>- Identify and critically appraise management options that are available for the above mentioned problems.</li> </ul>
PSMNB-3	Neuropsychology & psychiatric disorders	<p>After the course the student knows:</p> <ul style="list-style-type: none"> <li>- contributions of neuropsychology to psychiatry,</li> <li>- associations between psychiatric disorders and cognitive impairments,</li> <li>- factors influencing cognitive functioning of patients with psychiatric disorders,</li> <li>- concepts explaining certain symptoms of psychiatric disorders on the basis of neuropsychological findings and assumptions,</li> <li>- brain abnormalities underlying cognitive deficits of patients with psychiatric disorders,</li> <li>- approaches to the assessment of cognitive functions of patients with psychiatric disorders,</li> <li>- strategies for the neuropsychological management and rehabilitation of patients with psychiatric disorders.</li> </ul>
PSMNB-5	Neuropsychological rehabilitation and treatment	<p>After the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• understand principles of evidence-based treatment</li> <li>• discuss methodological issues in gaining evidence for treatment success (e.g. spontaneous recovery, individual differences, selection of assessment tools)</li> <li>• distinguish mechanisms of recovery</li> <li>• describe a range of clinical conditions that are associated with neuropsychological disorders</li> <li>• identify neuropsychological disorders affecting daily life functioning</li> <li>• critically evaluate a wide range of effective rehabilitation and treatment methods</li> <li>• estimate the role of influential factors in neuropsychological rehabilitation</li> </ul> <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 Neuropsy chologie	
PSMNI-20	Mastersta ge Klinische Neuropsy chologie	
PSMNI-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"> <li>- typify various impairments in neuropsychological functions</li> <li>- identify these neuropsychological impairments in various conditions</li> <li>- describe risk factors and courses of these neuropsychological impairments</li> <li>- evaluate assessment and treatment approaches for these neuropsychological impairments</li> </ul>
PSMNI-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"> <li>• Basic study designs, such as cross sectional studies, case control studies, and cohort studies</li> <li>• Randomized Controlled Trials (e.g. following CONSORT statement)</li> <li>• Single case research designs: Design, application, and analysis</li> <li>• Principles of qualitative research methods</li> <li>• Ethical considerations and research ethics in clinical neuropsychology</li> </ul> <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"> <li>• Pitfalls in the analysis of quasi-experimental clinical studies</li> <li>• Evaluating treatment efficacy: Consequences of study type and expected effect size</li> <li>• Clinical decision making using diagnostic tests: Development, application and interpretation of diagnostic tests</li> <li>• Reevaluation of patients with neuropsychological impairments: Measurement of change in clinical neuropsychological practice and research</li> <li>• Selection of intervention methods: Understanding meta-analyses (e.g. following PRISMA guidelines)</li> </ul>
PSMNT-10	Masterthese Klinische Neuropsychologie	<p>After having successfully completed the master thesis, students are able to:</p> <ul style="list-style-type: none"> <li>- apply relevant theories in order to formulate a research question, conduct research and evaluate the research results;</li> <li>- apply methodological knowledge to build an appropriate research design, to conduct the research, and/or to analyze the results adequately;</li> <li>- communicate about research by composing an individual report based on sound reasoning and verified sources, and by giving a presentation on the study and its results.</li> <li>- work and collaborate successfully with others.</li> </ul>

PSMNT-20	Masterthese Klinische Neuropsychologie	<p>After having successfully completed the master thesis, students are able to:</p> <ul style="list-style-type: none"> <li>- apply relevant theories in order to formulate a research question, conduct research and evaluate the research results;</li> <li>- apply methodological knowledge to build an appropriate research design, to conduct the research, and/or to analyze the results adequately;</li> <li>- communicate about research by composing an individual report based on sound reasoning and verified sources, and by giving a presentation on the study and its results.</li> <li>- work and collaborate successfully with others.</li> </ul>
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"> <li>- evaluate the rational / practice of neuropsychological assessment, including the rational of deficit measurement and the influence of behavioral variables,</li> <li>- critically judge the use of tests with regard to the test instructor, behavior of the patient and environmental factors,</li> <li>- apply clinical conversation skills</li> <li>- integrate the results of multiple aspects of a neuropsychological assessment (e.g. interview, test results, medical history),</li> <li>- formulate and justify hypotheses within the context of (differential) neuropsychological diagnostics,</li> <li>- justify a (differential) diagnostic conclusion.</li> </ul>
PSMOB-3	Ontwikkelingspsychopathologie: een ontwikkelingsperspectief	<p>After this course students:</p> <ul style="list-style-type: none"> <li>- know and understand a broad spectrum of developmental psychopathology</li> <li>- can indicate what the developmental perspective of developmental psychopathology means and contributes</li> <li>- have (theoretical) knowledge of the most important psycho pathological dysfunctions and problems in childhood and adolescence</li> <li>- can base and supplement this with, and apply it to examples of practical situations (e.g., from guest lectures)</li> <li>- know the laws of processes and how these apply to developmental psychology</li> <li>- can critically reflect on prevailing ideas about onset and trajectories in developmental psychopathology</li> </ul>
PSMOB-6	Mijlpalen en Talent in ontwikkeling	<p>After successfully completing this course, students:</p> <ul style="list-style-type: none"> <li>- can identify and analyze dynamical aspects that underpin (typical) development;</li> <li>- 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;</li> <li>- can design a (concept) process research for studying a developmental transition and/or a transition in one of the talent domains.</li> </ul>

PSMOB-7	Talent Development & Creativity	<p>After this course students can:</p> <ul style="list-style-type: none"> <li>- Describe the history of ideas and research on talent and creativity</li> <li>- Describe and compare approaches to talent development and selection across achievement domains, such as sports and education</li> <li>- Analyze principles of developing and stimulating talent and creativity in different domains.</li> <li>- Define psychological factors related to talent and creativity, and discuss these in light of interventions and policy</li> <li>- Describe and evaluate methods to assess talent and creativity in different achievement domains</li> <li>- Connect the theoretical and practical approaches to talent development and creativity in different achievement domains</li> </ul>
PSMOB-8	Ontwikkeling in de praktijk	<p>After this course the student:</p> <ul style="list-style-type: none"> <li>- can apply theoretical knowledge from psychology on societal relevant and practical issues,</li> <li>- can find for himself sources for the theoretical framing and solution of practical issues,</li> <li>- can report verbally and in writing about a support issue and advice,</li> <li>- can contribute to a support issue and advice in a co-operative way.</li> </ul>
PSMOB-9	Competence and Motivation	<p>After this course students:</p> <ul style="list-style-type: none"> <li>- know and understand the key concepts, theories, models, and research findings that are typically referred to under the competence motivation or achievement motivation rubric,</li> <li>- can select, understand, value, and integrate relevant scientific literature, and formulate judgments and develop effective interventions on the basis of the available information,</li> <li>- know, understand, discuss, and develop interventions that are aimed at changing everyday affect, cognition, and behavior in achievement settings, including work, sports, and school.</li> </ul>
PSMOI-20	Masterstage ontwikkelingspsychologie	<p>Na de stage kan je:</p> <ul style="list-style-type: none"> <li>- Verworven academische kennis ten aanzien van psychologische behandeling en/of psychodiagnostisch onderzoek toepassen in een specifieke werksetting</li> <li>- Verworven (academische) vaardigheden ten aanzien van behandeling en/of psychodiagnostisch onderzoek toepassen in een specifieke werksetting</li> <li>- Reflecteren op en communiceren over ethische kwesties samenhangend met het werken als psycholoog</li> <li>- Expliciteren van wetenschappelijk verantwoorde keuzes t.a.v. een behandeling en/of psychologisch onderzoek en daarover rapporteren</li> <li>- In de praktijk verkregen wetenschappelijke resultaten, inzichten of concepten kritisch evalueren</li> <li>- Deze in de praktijk verworven inzichten gebruiken bij vragen t.a.v. een behandeling of psychodiagnostisch onderzoek</li> <li>- Effectief (samen)werken in een specifieke werksetting</li> <li>- Reflecteren op eigen mogelijkheden en beperkingen t.a.v. het functioneren als psycholoog</li> <li>- De verworven professionele houding verder ontwikkelen</li> </ul>

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	<p>Na het succesvol afronden van de masterthese is de student in staat om:</p> <ul style="list-style-type: none"> <li>- psychologische theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek te ontwikkelen en uit te voeren, en de resultaten ervan te evalueren;</li> <li>- methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;</li> <li>- over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;</li> <li>- succesvol met anderen samen te werken.</li> </ul>
PSMOV-1	Diagnostiek en interventies in de ontwikkelingspsychologie praktijk	<p>Na afloop van dit vak kan de student:</p> <ul style="list-style-type: none"> <li>- aangeven hoe en met welke middelen zij/hij psychodiagnostiek kan doen in het kader van hulpverlening aan kinderen en hun ouders,</li> <li>- 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,</li> <li>- 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 redeneraties ter discussie te stellen,</li> <li>- zijn/haar kennis over diagnostische gespreksvoering onder begeleiding van een docent of (ontwikkelings-) psycholoog toepassen in een eenvoudig hulpverleningsgesprek met ouders,</li> <li>- zijn/haar kennis over interventies toepassen door een eenvoudig en concreet (behandel)plan op te stellen voor ouders met een kind met gedragsproblemen.</li> </ul>

PSMRB-2	Conceptual Issues in Psychology	<p>After this course students can</p> <ul style="list-style-type: none"> <li>- think in an analytical, critical and reflective way about science, and psychology in particular.</li> <li>- recognize a range of conceptual issues in psychology.</li> <li>- 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.</li> <li>- communicate their ideas, and the knowledge and rationale underpinning these, to their teachers and peer-students clearly and unambiguously.</li> </ul>
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"> <li>- 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.)</li> <li>- reflect on their research from multiple perspectives.</li> <li>- share thoughts, ideas, and discoveries.</li> <li>- find gaps in their own logic, and develop more convincing rhetoric.</li> <li>- recognize the importance of bad first drafts and multiple revisions afterward.</li> </ul>
PSMSB-11	Health Psychology	<p>After this course the student:</p> <ul style="list-style-type: none"> <li>-Can describe the phenomena of health behavior, adjustment to illness, and changing behavior</li> <li>-Can explain the most important theoretical perspectives to understand these phenomena</li> <li>-Can combine and integrate these perspectives</li> <li>-Can critically reflect on these perspectives, and on related methodological issues</li> <li>-Can apply these perspectives on real-world phenomena</li> <li>-Can explain how to design simple and complex interventions in Health Psychology</li> </ul>
PSMSB-12	Cultural Psychology	<p>After the course, the students:</p> <ul style="list-style-type: none"> <li>- can analyze "culture" in a psychological (rather than geographical) sense,</li> <li>- can formulate questions fundamental similarities and differences between different members of different cultures,</li> <li>- can apply cultural-psychological theory and research about fundamental themes such as emotion, morality and self,</li> <li>- 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),</li> <li>- can use cultural-psychological theory and research to develop a novel and focused research question and hypothesis (through an obligatory assignment).</li> </ul>

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"> <li>- to apply relevant theories and empirical evidence in the field of diversity and intergroup relations to societal developments,</li> <li>- to conduct a theory-driven analyze of current issues and challenges of diversity in society,</li> <li>- to develop study designs to investigate current issues and challenges of diversity in society,</li> <li>- to lead a discussion in class,</li> <li>- to interpret recent developments of diversity in society around the world based on the presentations by students from different nations (i.e. international classroom).</li> </ul> <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"> <li>- appraise the contribution of psychologists to promoting a sustainable society,</li> <li>- explain the interactions between human and the natural and built environment,</li> <li>- explain how environmental conditions affect human behavior and well-being,</li> <li>- identify individual, social and cultural factors affecting environmental behavior,</li> <li>- apply psychological theories, methods and interventions to understand and manage environmental problems,</li> <li>- identify which interventions can be implemented to manage environmental problems,</li> <li>- explain which factors affect the acceptability of environmental policies,</li> <li>- reason why interdisciplinary research is needed to manage environmental problems.</li> </ul>
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"> <li>• Discuss and critically reflect on the operationalisation of psychological constructs (such as attitudes, power, emotion, motivation etc.)</li> <li>• Describe, compare, apply and evaluate the use of these operationalisations</li> <li>• Describe, compare, apply and evaluate different research designs (correlational, experimental, longitudinal)</li> <li>• Decide upon a research design to link a research question to a specific method</li> <li>• 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.).</li> </ul>



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"> <li>- build a problem definition of an individual, social, or societal problem,</li> <li>- generate theory-based explanations for the problem,</li> <li>- build and test a process model,</li> <li>- develop an intervention to contribute to solving individual, social, or societal problems,</li> <li>- develop an implementation and evaluation plan.</li> </ul>
PSMSV-6	Personal and societal change	<p>Master students who participated in this interactive skills course will:</p> <ul style="list-style-type: none"> <li>- be able to analyse human behaviour in the field of health, environment, intergroup relations, and culture (HEIRC) based on psychological theories and research,</li> <li>- know how to conduct a theory-driven and evidence-based analysis of existing interventions to change people's behaviour in the field of HEIRC,</li> <li>- know how to apply social psychological insights to improve existing interventions to change people's behaviour,</li> <li>- know how to develop a valid and reliable study design and monitoring &amp; evaluation plan to test the effectiveness of an intervention,</li> <li>- 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,</li> <li>- can report recommendations to improve existing interventions by including a theory-driven analysis.</li> </ul> <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 &amp; 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
<b>Work, Org. &amp; Pers. Psy. (WOP)</b>					
Power and Leadership (MAB-7)	x		x		
Creativity and innovation in organizations (MAB-8)	x				x
Selection, assessment and job performance (MAB-14)	x	x	x	x	
Coaching (MAV-5)				x	x
Stress and health at work (MAB-15)	x	x	x	x	x
Designing interventions (MSV-3)	x	x	x	x	x
<b>Clinical Forensic Psychology &amp; Victimology (FP)</b>					
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	
<b>Applied Cognitive Neuroscience</b>					
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		
<b>Environmental Psychology (EP)</b>					
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
<b>Klinische Neuropsychologie (KN) / Clinical Neuropsychology (CN)</b>					
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		
<b>Klinische Psychologie (K)</b>					
Evidence-based interventies (MKB-12)		x	x		x
Diagnostische modellen en strategieën (MKB-11)	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

<b>Ontwikkelingspsychologie (O)</b>					
Ontwikkelingspsychopathologie: een ontw.perspectief (MOB-3)	x		X		
Milestones and talent in development (MOB-11)	x	x	x	x	
Behandelingen in de ontwikkelingspsy. praktijk (MOB-10)	x	x	x	x	x
Diagn. En interv. In de ontw.psychologische praktijk (MOV-1)	x	x	x	x	
<b>Theory &amp; History of Psychology (THP)</b>					
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
<b>Applied Social Psy. (ASP)</b>					
Personal and societal change(MSV-6)	x	x			
Cooperation and communication (MSB-17)	x	x	x	x	
Political Psychology (MSB-16)	x	x			
Culture and diversity (MSB-15)	x	x			
Designing interventions (MSV-3)	x	x	x	x	x
<b>Talent Development and Creativity (TDC)</b>					
Competence and motivation (MOB-9)	x	X	X	X	x
Talent assessment and performance prediction (MDB-3)	x	x	x	x	x
Talent development and creativity (MOB-7)	x		x		
Coaching (MAV-5)				x	x
<b>Methodology courses</b>					
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		
<b>Electives</b>					
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	
<b>Master Thesis (all tracks)</b>	x	x	x	x	x
<b>Master's Internship (all tracks)</b>	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.

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

<b>PSEMDI-10 Master Internship Talent Development and Creativity</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSEMF1-10/PSEMF1-20/PSEMNI-10/PSMKI-20/PSMNI-10/PSMNI-20 Masterstages Klinische Psychologie, Klinische Neuropsychologie Clinical Forensic Psychology &amp; Victimology, Clinical Neuropsychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Apply acquired academic knowledge regarding psychological treatment and/or psychodiagnostic assessment in a specific professional setting	Written assignment + assessment daily supervisor
Apply acquired (academic) skills regarding treatment and/or psychodiagnostic assessment in a specific professional setting	Written assignment + assessment daily supervisor
Reflect on and communicate about ethical issues related to working as a psychologist	Written assignment + assessment daily supervisor
Report and reflect on assessment or treatment choices in individual cases	Written assignment + assessment daily supervisor
Critically evaluate scientific results, insights or concepts obtained in practice	Written assignment + assessment daily supervisor
Use these insights gained in practice for questions regarding treatment or psychodiagnostic assessment	Written assignment + assessment daily supervisor
Work and cooperate effectively with others in a specific professional setting	Written assignment + assessment daily supervisor

Reflect on your own possibilities and limitations with regard to functioning as a psychologist	Written assignment + assessment daily supervisor
Further develop the acquired professional attitude	Written assignment + assessment daily supervisor

<b>PSMAB-14 Selection, assessment and job performance</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Analyze the quality of selection methods	Schriftelijk tentamen
Judge which qualities are best to be assessed in a selection situation	Schriftelijk tentamen, schriftelijke opdrachten
Analyze the value of various selection methods	Schriftelijk tentamen, schriftelijke opdrachten
Give recommendations for the use of selection instruments	Schriftelijke opdrachten

<b>PSMAB-15 Stress and health at work</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Describe and explain some of the major theoretical models underlying stress and health processes	Schriftelijk tentamen (essayvragen), opdracht
Critically evaluate and apply some of the concepts and theoretical models in the field of stress and health at work	Schriftelijk tentamen (essayvragen), opdracht

<b>PSMAB-7 Power and Leadership</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMAB-8 Creativity &amp; innovation in organizations</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMAV-5 Coaching</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
- zelfstandig een coachtraject kunnen opzetten,	Schriftelijke opdracht
- de inhoud van verschillende fasen en gesprekstypen van een coachingstraject kennen en kunnen uitleggen,	Schriftelijke opdracht

- een coachcontract kunnen maken,	Schriftelijke opdracht
- de cognitieve gedragmatige benadering kunnen toepassen in een coachingstaject	Schriftelijke opdracht
- weten hoe diverse andere psychologische theorieën en benaderingen in de coachingspraktijk worden toegepast	Schriftelijke opdracht
- een veilige leeromgeving bieden aan volwassenen tijdens hun leer- en ontwikkelingsproces.	Schriftelijke opdracht

<b>PSMCB-3 Trends in Cognitive Neuroscience</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMCB-4 Applied Cognitive Neuroscience</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Have an overview of recent developments in cognitive psychology and neuroscience	Essay, dossier, presentatie
Understand how fundamental research can be applied to practical problems	Essay, dossier, presentatie

<b>PSMCV-2 Data Collection and Analysis for Cognitive Neuroscience</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMDB-3 Talent Assessment and performance prediction</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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 domains (sports, education, work, creative sector)	Schriftelijk tentamen
Have knowledge and understanding of societal issues surrounding talent assessment, such as diversity issues and stakeholder perceptions.	Schriftelijk tentamen
Can analyze and evaluate talent assessment procedures in practice.	Schriftelijk tentamen
Can provide advice about talent assessment in practice.	Schriftelijk tentamen

<b>PSMEB-3 Selected topics in environmental psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>

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

<b>PSMEB-4 Interdisciplinary perspectives on sustainability</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMFB-1 Crime &amp; psychological vulnerability</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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)

<b>PSMFB-2- Crime &amp; psychological assessment and interventions</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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)

<b>PSMFK-1 Capita Selecta Interventions in Clinical Forensic Psychology &amp; Victimology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMFV-1 Clinical Forensic Skills</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMKB-12 Evidence-based interventies</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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)

<b>PSMKB-11 Diagnostische modellen en strategieën</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
een aantal gangbare diagnostische modellen kunnen begrijpen en toelichten	Schriftelijk tentamen (open vragen)
uitdagingen binnen het diagnostische proces kunnen herkennen en uitleggen	Schriftelijk tentamen (open vragen)
diagnostische procedures/strategieën bij specifieke groepen in de klinische praktijk kunnen bespreken	Schriftelijk tentamen (open vragen)



kritisch kunnen reflecteren op de wetenschappelijke onderbouwing en klinische relevantie van bepaalde diagnostische procedures/strategieën	Schriftelijk tentamen (open vragen)
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<b>PSMKB-10 Capita Selecta Therapy</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMKB-9 Explaining Psychopathology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMKV-1 Diagnostiek en interventie voor de klinische psychologie</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSM-LT</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
De leerdoelen hangen af van het onderwerp en de bestudeerde literatuur, die door de examinerator worden vastgesteld. In het algemeen heeft de student na een literatuurstudie op een bepaald gebied van de Psychologie, kennis van en inzicht in dat gebied.	Actieve deelname, mondeling, schriftelijk

<b>PSMM-2 Repeated Measures</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMM-6 Test construction</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMNB-1 Advanced clinical neuropsychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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)

<b>PSMNB-3 Neuropsychology &amp; psychiatric disorders</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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)
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<b>PSMNB-5 Neuropsychological rehabilitation and treatment</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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)

<b>PSMNB-5 Capita Selecta Clinical Neuropsychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMNB-2 Research Methods in Clinical Neuropsychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Have knowledge and methodological skills to critically appraise the (below mentioned) <b>research designs and research standards</b>	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) <b>principles of data collection and analysis</b> 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)

<b>PSMNV-2 Neuropsychological Assessment</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMOB-3 Ontwikkelingspsychopathologie: een ontwikkelingsperspectief</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
(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)

<b>PSMOB-11 Milestones and talent in development</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMOB-7 Talent Development &amp; Creativity</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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)

<b>PSMOB-9 Competence and motivation</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
know and understand the key concepts, theories, models, and research findings that are typically referred to under the competence motivation or achievement motivation rubric,	Schriftelijke opdracht
can select, understand, value, and integrate relevant scientific literature, and formulate judgments on the basis of the available information,	Schriftelijke opdracht
know, understand, and discuss interventions that are aimed at changing everyday affect, cognition, and behavior in achievement settings, including sports, work, and school.	Schriftelijke opdracht

<b>PSMOB-10 Behandelingen in de ontwikkelingspsychologische praktijk</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMOI-20 Masterstage ontwikkelingspsychologie</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMOM-1 Analyzing Individual Development</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMOT-10 Master's Thesis Developmental Psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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)

<b>PSMOV-1 Diagnostiek en interventies in de ontwikkelingspsychologie praktijk</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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

<b>PSMRB-2 Conceptual Issues in Psychology</b>	
<b>The assessment is done stepwise. First, the students learn in the seminars how to use and reflect on psychology, using the readings we provide in the syllabus. Then they write a critical commentary (essay 1) on selected readings, for which they receive feedback. Then they prepare an essay (2) on a topic they select. The essay has the form of a research project, and must be related to one of the topics discussed in the lectures. By doing this, they put in practice what they learned and use the feedback they already received for the first essay. They present their project orally in a final workshop at which each of the presentations will be discussed (the students receive feedback from their peers as well as the lecturer).</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Develop an analytical, critical, and reflective way of thinking about science, and psychology in particular	Essay 1 and 2
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 and 2, oral presentation
Reflect critically on philosophical assumptions, underlying psychological research and professional service.	Essay 1 and 2, oral presentation
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.	At the oral seminar (where each student gives a presentation, asks questions and participates in the discussion)

<b>PSMRB-3 Boundaries of psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
independently make connections between the various components of the course	Presentatie, paper/werkstuk
discuss concrete examples of the boundaries of psychology in terms of theory of science	Presentatie, paper/werkstuk
discuss the influence of behavioural theories on behaviour itself	Presentatie, paper/werkstuk
explain the connections between the various course components.	Presentatie, paper/werkstuk

<b>PSMRV-1 Writing skills</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
- 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.)	Dossier, schriftelijke opdracht
- reflect on their research from multiple perspectives.	Dossier, schriftelijke opdracht
- share thoughts, ideas, and discoveries.	Dossier, schriftelijke opdracht
- find gaps in their own logic, and develop more convincing rhetoric.	Dossier, schriftelijke opdracht

- recognize the importance of bad first drafts and multiple revisions afterward.	Dossier, schriftelijke opdracht
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<b>PSMSB-15 Culture and diversity</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Analyze "culture" in a psychological (rather than geographical) sense	Opdracht
apply social-psychological theory and research on diversity-related societal challenges, such as discrimination, prejudice and acculturation	Opdracht
Apply cultural-psychological theory and research about fundamental themes such as emotion, morality and self	Opdracht
apply the above knowledge to practical 'everyday' and societal situations (e.g., coping with cultural differences on the workfloor, debates on immigration, effects of segregation and contact between groups)	Opdracht
integrate the above knowledge to develop a focused research question and hypothesis relevant to a concrete diversity-related societal challenge	Opdracht

<b>PSMSB-16 Political psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Understand and know how to approach political phenomena with a social psychological lens.	Schriftelijk tentamen (open en meerkeuzevragen)
Understand the psychological basis of political attitudes and behavior.	Schriftelijk tentamen (open en meerkeuzevragen)
Recognize the processes and mechanisms underlying societal themes such as polarization, societal discontent, political violence, and collective action.	Schriftelijk tentamen (open en meerkeuzevragen)
Are able to critically review the social and political psychological theories and methods that are part of the curriculum.	Schriftelijk tentamen (open en meerkeuzevragen)
Are able to distinguish between levels of explanations (i.e., psychological, political, economic, sociological).	Schriftelijk tentamen (open en meerkeuzevragen)
Know how to translate theoretical and empirical knowledge about political psychology to practical 'everyday' and societal situations.	Schriftelijk tentamen (open en meerkeuzevragen)
Have knowledge about social and political interventions that may promote social change.	Schriftelijk tentamen (open en meerkeuzevragen)

<b>PSMSB-17 Cooperation and communication</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
Analyze the social-psychological processes surrounding cooperation and communication;	Schriftelijk tentamen (open en meerkeuzevragen)
Formulate questions to better understand situations of cooperation and communication;	Schriftelijk tentamen (open en meerkeuzevragen)
Translate the social-psychological theories about cooperation and communication into the work practice of people in dyads, teams or organizations;	Schriftelijk tentamen (open en meerkeuzevragen)
Compare and integrate the various psychological theories on cooperation and communication	Schriftelijk tentamen (open en meerkeuzevragen)
Apply knowledge about these social-psychological processes at different levels, from interpersonal relationships to groups, organizations and society.	Schriftelijk tentamen (open en meerkeuzevragen)



<b>PSMSB-2 Environmental Psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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)

<b>PSMSM-1 Advanced research methods in social and organizational psychology</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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)

<b>PSMSV-3 Designing Interventions</b>	
<b>Leerdoel</b>	<b>Toetsvorm</b>
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)

<b>PSMSV-6 Personal and societal change</b>
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<b>Leerdoel</b>	<b>Toetsvorm</b>
- be able to analyse human behaviour in the field of health, environment, intergroup relations, and culture (HEIRC) based on psychological theories and research,	Individual mini-assignment (informal testing)
- know how to conduct a theory-driven and evidence-based analysis of existing interventions to change people's behaviour in the field of HEIRC,	Mini-group assignment in class (informal testing)
- know how to apply social psychological insights to improve existing interventions to change people's behaviour,	Individual mini-assignment (informal testing)
- know how to develop a valid and reliable study design and monitoring & evaluation plan to test the effectiveness of an intervention,	Mini-group assignment in class (informal testing)
- 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,	Mini-group assignment in class (informal testing)
- can report recommendations to improve existing interventions by including a theory-driven analysis.	Written assignment (individual essay)