First year courses

Master in Forensic Psychology

Faculty of Psychology and Neuroscience
Interrogation & Interviewing

Full course description

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

Course objectives

- students are familiar with the best practices in investigative interviewing;
- students are familiar with the aetiology of false confessions, and considerations to prevent them;
- students are familiar with the theories of deception and deception detection;
- students are familiar with the role mediation in penal and civil law.

PSY4618

Period 1
2 Sep 2019
25 Oct 2019

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:
[E.H. Meijer](#)
Teaching methods:
Lecture(s), PBL
Assessment methods:
Attendance, Written exam
Keywords:
investigative interviewing, false confessions, deception detection, mediation

Faculty of Psychology and Neuroscience
Psychology of Eyewitnesses Testimony

Full course description

This course provides contemporary insights into the psychology of eyewitness testimony. For example, students will learn about how well eyewitnesses are able to recall the offence they experienced, and whether they are subsequently able to identify the culprit from a line-up. Students will also learn about human face recognition, the principles underlying composite construction, and the best practices in constructing and administering line-ups. Other issues that are addressed in this course relate to whether claims of repression and subsequent recovery of traumatic experiences can be valid or whether they (sometimes) reflect false memories, whether the testimonies provided by young children are as reliable as those of adults are, and what all of the studied topics imply for the courtroom. By the end of the course students will: be familiar with current issues and controversies in eyewitness research; be able to give descriptions of typical methods and experimental work in these disciplines; and have insight into the problems that arise from court decisions which hinge upon testimonies from eyewitness.

Course objectives

• students are able to apply theories on memory to cases on the reliability of testimonies;
• students are able to recognize important research methods and paradigms in legal psychology;
• students are able to recognize important factors related to the reliability of eyewitness memory (e.g., co-witness effects, cognitive interview);
• students are able to assess the reliability of eyewitnesses' testimony in a given case;
• students are able to discuss relevant theories and link it to legal cases;
• students are able to recognize and discuss controversies in the psychology of testimony (e.g., repression);
• students are able to design research studies by using the studied research paradigms and methodology.

PSY4619

Period 1
2 Sep 2019
25 Oct 2019

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinators:
H.P. Otgaar
M. Sauerland
Teaching methods:
PBL, Lecture(s)
Assessment methods:
Attendance, Written exam, Presentation

Faculty of Psychology and Neuroscience
Assessment Skills Lab I

Full course description

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

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

Psycholegal questions posed to the assessment psychologist are very different from the common questions in other fields of psychology. Examples include: Is there a relationship between the mental disorder of this subject and his behaviour during the crime? What is the risk of future re-offending in this arsonist? Is it safe to allow this sex offender back into the community? The answers to these types of questions are never immediately at hand and require extensive knowledge of offender typologies, base rates of recidivism of different offender types, relationships between different mental disorder symptoms and offending behaviours, and extensive psychological assessment, employing the relevant FAIs.

Students will receive specialised training in two essential forensic assessment instruments: the Psychopathy Check List-Revised and the PCL: Youth Version. They will also learn how to write up the results of these assessments in a structured and transparent forensic report.

Course objectives

• knowledge of specific requirements of personality assessment in a forensic context (e.g., multimethod assessment; the importance of collateral information; conducting a biographical interview with a forensic patient; use of semi-structured methods, founding of diagnostic conclusions in evidential facts);
• apply the Psychopathy Check List-Revised and Psychopathy Checklist: Youth Version to assess the level of psychopathic traits in individuals;
• generate an accurate and concise personality description of an individual based on the results derived from the Psychopathy Checklist.

PSY4621

Period 1
2 Sep 2019
25 Oct 2019

ECTS credits:

4.0

Instruction language:

English

Coordinator:

M.J.V. Peters

Teaching methods:

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

Assessment methods:

Attendance, Assignment

Keywords:

Forensic psychological assessment, psychopathy assessment

Faculty of Psychology and Neuroscience

Forensic Neuropsychology

Full course description

Clinical neuropsychology can be defined as a sub-specialty of clinical psychology in which neuropsychological knowledge (brain-behavior interaction) and skills are used to the assessment, management, and rehabilitation of people who have impaired nervous system or brain functions due to a range of causes (e.g., congenital, developmental, injury). Within clinical neuropsychology, one fast growing sub-specialty is that of forensic neuropsychology in which the results of clinical neuropsychological assessment are used to address legal questions in the courtroom.

Forensic neuropsychologists are being asked to prepare reports in both civil and criminal cases: compensation cases (personal injury; "Whether a defendant's wrongdoing has caused the plaintiff's brain injury or disability"), criminal cases and competencies (capacities related to pleading and standing trial, waiver of rights during custodial interrogations and issues to do with disputed confessions and criminal responsibilities).

The neuropsychological evaluation is typically based on multiple sources of information (case files, medical files, neuropsychological assessment, etc). The most difficult part of the assessment is often the interpretation of the neuropsychological evaluation within the legally relevant criteria. Because every forensic psychologist will sometimes be confronted with neuropsychological issues, it is important to have basic knowledge on brain structure and function, brain-behavior relationship, neuropsychological assessment and legal issues related to neuropsychology.

Course objectives

At the end of this course students:

• are able explain general neuropsychological assessment steps, which domains are assessed and apply and interpret basic neuropsychological tests;
• are able to specify and explain the role of the PFC in aggression and psychopathy;
• are able to specify and explain the role of brain structures in memory and amnesia;
• have an idea how to make appropriate judgments about specific brain-behaviour relationships and about other experts' decisions in the courtroom.

PSY4611

Period 2
28 Oct 2019
22 Nov 2019

[Print course description](#)

ECTS credits:
2.0
Instruction language:
English
Coordinator:
C.W.E.M. Quaedflieg
Teaching methods:
Lecture(s), PBL, Skills
Assessment methods:
Attendance, Written exam, Assignment
Keywords:
forensic neuropsychology, brain structure, functionality, brain disorders, aggression, Memory

Faculty of Psychology and Neuroscience
Experts and Their Biases

Full course description

Some have argued that the story behind miscarriages of justice is, in fact, the story of expert errors and misjudgements. Experts do, indeed, play an important role in judicial decision making; the law expects them to reach their decisions on the basis of scientifically grounded principles. Consider the handwriting expert who has to decide whether a ransom note was written by the defendant. Or the child psychologist who has to decide whether a child should stay with an emotionally labile mother. Should we trust the expertise of these professionals? How can their decisions be optimised? Psychometrics and decision making and other issues typically thought to be the province of expert witnesses are discussed at length during this course. In doing so, the course focuses on biases that may plague experts.

Course objectives

At the end of this course, students:

• are able to explain and critically evaluate the theoretical background/anchors of the literature on biases, specifically the notion of dual processing;
• are able to explain key concepts in the psychological literature on expertise and feedback;
• are able to articulate biases that have been particularly well-studied in the context of legal decision making. Specifically, they are able to explain what these biases are and how the experimental procedures look like with which these biases can be evoked;
• are able to explain and use key terms from the decision making literature, notably sensitivity, specificity, base rate, positive and negative predicting power, ROC, and AUC;

• are able to perform calculations required to determine Oddsratios, Likelihood ratio's, and optimal cutoffs on tests;
• are able to specify procedures that may reduce the risk of biases, i.e. effective de-biasing techniques.

PSY4631

Period 2
28 Oct 2019
20 Dec 2019

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:
A. Sagana
Teaching methods:
Lecture(s), PBL, Presentation(s)
Assessment methods:
Attendance, Presentation, Written exam
Keywords:
expert witnesses, diagnostic accuracy, decision making, biases

Faculty of Psychology and Neuroscience
Assessment Skills Lab II

Full course description

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

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

An excursion to a Forensic Psychiatric Hospital, where students are exposed to the way risk assessment is implemented in practice, is part of this course.

Course objectives

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

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

PSY4622

Period 2
28 Oct 2019
31 Jan 2020

[Print course description](#)

ECTS credits:
4.0
Instruction language:
English
Coordinator:
[C. de Ruiter](#)
Teaching methods:
Assignment(s), Lecture(s), Skills, Training(s), Work in subgroups
Assessment methods:
Attendance, Assignment
Keywords:
Forensic psychological assessment, criminal responsibility assessment, violence risk assessment

Faculty of Psychology and Neuroscience
Applied Statistics for Forensic Psychologists

Full course description

The course consists of six units.

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

The last three units are devoted to mixed (multilevel) regression for nested designs and longitudinal studies. This mixed regression starts with a unit on marginal models for repeated measures (for instance, a time series of observations on institutionalized offenders receiving specialized treatment).

Especially in cases of missing data or within-subject covariates, such models are known to be more efficient than traditional techniques such as repeated measures ANOVA. In this first of three units on multilevel regression, students are shown the pros and cons of various models for the correlational structure of repeated measures, such as compound symmetry and AR1. The second unit covers the random intercept model for repeated measures as a method to include individual effects in marginal models for longitudinal data (growth curves) or single trial analyses of lab data. Students learn how this can be combined with e.g. ARMA modelling to distinguish between interpersonal and intrapersonal outcome variation. The random intercept model will also be applied to a cluster randomised trial - i.e. an RCT where organisations, like institutions treating justice-involved adolescents, are randomised. The third and last unit on mixed regression covers random slope models for longitudinal data (individual differences in change over time), single trial analysis (individual differences in stimulus effects) and multicentre trials (RCT within each of a number of organisations).

Course objectives

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

Prerequisites

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

PSY4617

Period 2
25 Nov 2019
31 Jan 2020

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:
N.J. Broers
Teaching methods:
Assignment(s), Lecture(s), Training(s)
Assessment methods:
Attendance, Written exam
Keywords:
Linear and logistic regression, ROC curve analysis, mixed (multilevel) regression, marginal versus random effects models

Faculty of Psychology and Neuroscience
Personality Disorders

Full course description

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

Course objectives

- classify personality disorders (PDs) based on their clinical description in the DSM-V;
- apply the diagnostic criteria for PDs to forensic populations;
- explain the connection between PDs, crime, and violence;
- understand factors in the development of PDs;
- explicate the cognitive and neurobiological bases in PDs;
- and compare the treatment alternatives for PDs;
- administer, score, and interpret PD diagnostic interviews;
- develop rapport with patients during diagnostic interviewing.

PSY4605

Period 3
6 Jan 2020
31 Jan 2020

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:
[D.P. Bernstein](#)
Teaching methods:
Lecture(s), Skills, Training(s)

Assessment methods:

Attendance, Written exam

Keywords:

Personality disorders, treatment, assessment, clinical image, aetiology, theoretical models

Faculty of Psychology and Neuroscience

Forensic Assessment in Child Custody and Child Abuse Cases

Full course description

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

Course objectives

• students are able to perform a Work Product Review on a forensic report in a child custody case;
• students are familiar with the Best Practice Guidelines in this domain of forensic psychological practice;
• students are able to judge which tools to use for a forensic evaluation in an alleged child abuse or child custody case.

PSY4616

Period 4
3 Feb 2020
6 Mar 2020

[Print course description](#)

ECTS credits:
2.0
Instruction language:
English
Coordinator:
[C. de Ruiter](#)
Teaching methods:
Assignment(s), Lecture(s), Presentation(s), Skills, Work in subgroups
Assessment methods:
Attendance, Assignment, Participation
Keywords:
Child custody, child abuse, forensic evaluation, parenting capacity, children's rights

Faculty of Psychology and Neuroscience
Criminal Law

Full course description

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

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

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

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

Course objectives

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

PSY4607

Period 4
3 Feb 2020
3 Apr 2020

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:
M. Ziesemer

Teaching methods:
Lecture(s), PBL
Assessment methods:
Attendance, Written exam
Keywords:
Criminal law, criminal procedure, expert witness, Human Rights

Faculty of Psychology and Neuroscience
Therapy Skills Lab

Full course description

Forensic patients can be highly challenging to treat. Many exhibit psychopathic personality traits, such as deficient empathy, remorselessness, and manipulativeness. Some are highly impulsive, or have difficulties controlling anger or aggression. Many have addictive disorders, sexual compulsions (e.g., paedophilia), or other Axis I problems. Fifty to ninety percent of forensic patients have Personality Disorder (PDs), particularly Antisocial, Borderline, and Narcissistic PDs. These patients are at high risk for recidivism and have often been considered untreatable. In recent years, however, advances in psychotherapy have led to new hope for forensic patients with PDs.

Schema Therapy (ST) is an integrative form of psychotherapy for personality disorders (PDs) that has shown effectiveness in recent clinical trials, and is being increasingly adopted in forensic settings worldwide, including the Netherlands. Students are not expected to achieve a complete mastery of ST through taking this course alone. However, by learning ST concepts and skills, it is hoped that students will benefit in several ways. Firstly, ST provides a theoretical framework covering early maladaptive schemas, coping responses, and schema modes which help to make antisocial behaviour more explicable. Secondly, ST incorporates concepts and techniques drawn from several schools of psychotherapy, including cognitive, behavioural, humanistic/existential, and psychodynamic approaches. Thus, students will learn methods that form the basis for several forms of psychotherapy. In this course, specific topics will be covered including: the ST conceptual model; the therapy relationship; empathic confrontation; limited re-parenting; assessment and case conceptualisation; cognitive and behavioural therapy skills; experiential techniques; limit setting; and counter-transference reactions. In addition, students will learn basic therapy skills, including active listening, and cognitive therapy techniques such as challenging automatic thoughts.

Course objectives

acquire basic skills of psychotherapy for offenders;

- establish a therapeutic relationship;
- respond empathically to patients;
- focus on patients' early unmet developmental needs;
- enhance patients' motivation for treatment;
- conduct an assessment and case conceptualization;
- identify maladaptive cognitive schemas, coping responses, and emotional states;
- analyse criminal behaviour patterns;
- modify maladaptive cognitions;
- utilize experiential techniques, such as imagery rescripting and role playing, to reprocesses traumatic experiences;
- and analyse counter-transference reactions.

PSY4626

Period 4
3 Feb 2020
3 Apr 2020

[Print course description](#)
ECTS credits:
5.0
Instruction language:
English
Coordinator:
[D.P. Bernstein](#)
Teaching methods:
Assignment(s), Lecture(s), Patient contact, Skills, Training(s), Work in subgroups, PBL
Assessment methods:
Attendance, Take home exam, Observation
Keywords:
Forensic, psychotherapy, Personality disorders, schema focused therapy, cognitive-behavioural, therapy skills, experiential techniques

Faculty of Psychology and Neuroscience
Faking Good, Faking Bad

Full course description

This course will deal with illness fabrication (faking bad) and illness denial (faking good) in forensic contexts. It will look into phenomena of fantasy proneness and related concepts such as pseudologia fantastica and super normality. Also, attention will be given to defendants or claimants who feign conditions such as Post Traumatic Stress Disorder (PTSD), psychosis, and memory disorders. The psychometric detection of feigning is also relevant and therefore included in this topic.

Experts are not considered to be very skilled at detecting malingered symptoms, although they often think that they are. To fully grasp the problems that surround the issue of detecting faking good and faking bad, one has to understand the whole idea of signal detection and how there exists a tradeoff between sensitivity (fakers) and false positives (classifying honest people as fakers). It's only when students have become fully familiar with this way of thinking that they are able to critically evaluate techniques and tests used to screen for faking. This psychometric approach is strongly advocated in the current course, and students will gain hands-on experience with a number of detection methods.

Course objectives

- At the end of this course, students:
- are able to explain the key concepts of response bias, faking good, faking bad, malingering, feigning, factitious disorder, and super normality, and how they relate to relevant sections from the DSM;
- are able to explain the rationale behind widely used symptom validity tests, specifically over-

reporting tests and task tapping into underperformance;
- are able to apply these tests, score them, and summarize the results;
- are able to present the results in the form of a patient vignette/grand round.

PSY4632

Period 4
9 Mar 2020
3 Apr 2020

[Print course description](#)
ECTS credits:
2.0
Instruction language:
English
Coordinators:
[H.L.G.J. Merckelbach](#)
[I. Boskovic](#)
Teaching methods:
Lecture(s), PBL, Training(s)
Assessment methods:
Attendance, Final paper
Keywords:
faking bad, faking good, response bias, symptom validity

Faculty of Psychology and Neuroscience
Practical Training: Faking Good, Faking Bad

Full course description

Several tools exist that allow for the detection of faking. In this workshop – consisting of 2 sessions - students will be trained to use these so-called symptom validity tests (SVTs) by applying them in a known scenario where someone will be instructed to fake or deny symptoms. In addition, students will be made familiar with concepts that are relevant in the context of symptom validity testing (e.g., fantasy proneness).

Course objectives

Knowledge of:

Malingering, Symptom Validity Testing, Faking good, and Fantasy proneness.

At the end of this practical students:

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

PSY4653

Period 4
9 Mar 2020
3 Apr 2020

[Print course description](#)
ECTS credits:
0.0
Instruction language:
English
Coordinators:
[H.L.G.J. Merckelbach](#)
[I. Boskovic](#)
Teaching methods:
Skills, Training(s)
Assessment methods:
Attendance, Final paper
Keywords:
malingering, SVT, faking good, fantasy proneness

Faculty of Psychology and Neuroscience
Professional Ethics

Full course description

In forensic psychiatric practice, forensic psychologists are involved in diagnostic assessments, court reporting and clinical treatment of mentally ill offenders (or suspects). In this practice, a variety of ethical tensions and problems arise. During this course students will get to know the most salient ethical issues for forensic psychologists and get acquainted with what may be called 'the ethical stance', that is students will learn to reflect on these issues from an ethical point of view. Moreover, this course will show how ethical issues and questions differ from science and scientific questions and how professional ethics can contribute to careful and responsible practices. To this end, students will focus on four different issues.

1. The practice of a forensic psychologist is characterised by the so-called double role. One role is connected to the state is initiated by the state and connected to the process of criminal justice. This is the professional's role as an agent of the state. The second role is given by the professional obligation to do good for the patient/client. This is the therapeutic role. In practice, these two roles might conflict and corresponding ethical dilemmas might emerge. For example: How to deal with confidentiality, privacy and secrecy, central elements in doctor-patient relationships, if one –also- has to report to the court? In this course students will get to know the dilemmas connected to these 'two-hats' and discuss how to properly deal with them.
2. During his or her stay in forensic psychological institution, a patient may be subjected to coercive interventions. Compulsory treatments or measures might be applied. In this course students will critically discuss and reflect on the use of coercion in forensic psychological practice. Ethical aspects that are crucial in this regard are the requirement to respect the bodily and mental integrity of the individual at stake, harm to or the safety of the patient him- or herself, as well as harm to others and public safety issues.
3. In the last years, insights have been gained on neurobiological and genetic influences on antisocial and criminal behaviour, targeting the concept of free will and responsibility. This is

the topic of the subdiscipline of 'neurolaw'. Students will get acquainted with these topics and learn how to take a professional stance in this context.

4. As a professional students may also get involved in scientific research in which forensic patients may serve as research participants. Scientists have to adhere to certain, well-defined research ethical requirements, with informed consent as its cornerstone. Given the involuntary character of the situation of forensic patients, specific questions arise, which will be discussed in this class.

Course objectives

• students are able to identify and explain ethical dilemmas in forensic psychology;
• students are able to differentiate between different professional roles and able to infer respective responsibilities, rights and obligations;
• students are able to identify and explain various levels of involuntariness in the domain of forensic psychology, they can differentiate accordingly, compare these levels and judge their respective relevance and justifiability;
• students can recall various meanings of responsibility, can interpret them in the context of forensic mental health, behavioural genetics and neurosciences, and are able to infer corresponding judgements;
• students are able to identify salient issues in research ethics, can infer these to the domain of forensic psychology and use them in specific research projects;
• students are able to identify an ethical dilemma in forensic psychology on their own, they can explain its salience, use ethical insight, distinguish relevant sub-topics and questions, coordinate these and on that basis generate a normative analysis of their self-chosen ethical dilemma.

PSY4606

Period 5
13 Apr 2020
8 May 2020

[Print course description](#)
ECTS credits:
2.0
Instruction language:
English
Coordinator:
D. Horstkötter
Teaching methods:
Assignment(s), Lecture(s)
Assessment methods:
Final paper, Participation, Attendance
Keywords:
ethics, forensic psychology, coercion and pressure, research ethics, criminal responsibility, privacy and confidentiality

Faculty of Psychology and Neuroscience

Psychotic Disorders

Full course description

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

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

Psychotic disorders will be discussed from a variety of theoretical perspectives. The so-called diathesis-stress model will be used as a guiding principle. An individual's presentation of psychotic symptoms can depend on a variety of conditions, such as the stress level experienced, ability to cope with stress, and protective factors such as availability of social support.

During this course, it will become apparent that relatively little in the way of 'hard empirical facts' is known about psychoses in general and schizophrenia in particular. Another factor in present-day society, which is increasingly becoming more multicultural, is that psychoses can also have a different significance depending upon the cultural context. In this sense, this course will look at psychosis from a large number of theoretical perspectives, and students will be expected to delve into the various theories whilst developing an understanding of their strengths and limitations.

Course objectives

• students are able to describe the differences between the DSM-5 psychotic disorders and use this knowledge to make differential diagnosis;
• students have knowledge on the different theoretical models explaining psychotic disorders;
• students are able to explain the relationship between psychotic disorders and violence and describe possible risk factors and protective factors;
• students are able to explain the features and theoretical underpinnings of command hallucinations;
• students are able to describe the different treatment options that are state of the art nowadays;
• students are able to explain what the features of feigned hallucinations and delusions are.

PSY4604
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:
I. Boskovic
Teaching methods:

Assignment(s), Lecture(s), PBL, Presentation(s), Skills
Assessment methods:
Attendance, Final paper, Presentation
Keywords:
Psychotic disorders, clinical picture, differential diagnosis, etiological models, treatment, violence, command hallucinations, feigning, cultural differences

Faculty of Psychology and Neuroscience
Expert Witness Skills Lab

Full course description

Every forensic psychologist occasionally has to appear in court. When this happens, (s)he is faced with two basic problems: firstly, (s)he has to apply psychological knowledge in a legal context and, secondly, (s)he has to inform legal professionals such as lawyers and judges (who lack a thorough expertise in psychology) about the case at hand.

During this course, the following subjects are covered: the differences between judicial and psychological knowledge and ways of reasoning; the practical and ethical aspects of serving as expert witness; and training on how to serve as an expert witness and to write an expert witness report, as well as how to evade common misconceptions and complications.

Course objectives

Students are able to:

- follow and apply judicial reasoning;
- avoid expert bias;
- follow courtroom procedure;
- write an expert witness report;
- present an expert witness report in court;
- analyse a case or a case file;
- apply their knowledge of witness memory.

PSY4627

Period 5
6 Apr 2020
5 Jun 2020

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinators:
[M. Jelicic](#)
[M.J. Schreuder](#)

Teaching methods:
Assignment(s), Lecture(s), Skills, Training(s)
Assessment methods:
Attendance, Oral exam, Final paper, Assignment
Keywords:
expert witness, court appearance, report writing, judicial reasoning, case analysis

Faculty of Psychology and Neuroscience

Psychopharmacology of Drugs of Abuse and Reward

Full course description

This course attempts to explain how abuse of psychotropic agents affects the brain. The approach taken is to discuss how non-therapeutic use, short-term abuse, and the complications of long term use of drugs affect both chemical neurotransmission and the pathways of reward and reinforcement in the brain. Vulnerability to develop a drug addiction is influenced by inter-individual variations in genetic expression, prefrontal dopamine (DA), and cognitive coping. The factors above, may couple with drug-induced impairment of inhibitory mechanisms which are involved in the control and regulation of behaviour. Loss of behavioural control and impulsivity are generally seen as a criterion of substance addiction. In addition to cognitive and biological mechanisms underlying drug addiction, this course will also focus on long-term cognitive deficits in drug users, as well as pharmacological and cognitive treatment interventions.

This course deals with a set of disorders that is highly prevalent in forensic mental health settings; substance use disorders. Research among prisoners and forensic psychiatric patients has revealed life-time prevalence rates of substance use disorders are around 80%. Often, substance use disorders are co-morbid to other Axis I and Axis II disorders. In the past, substance use disorders were discussed from a moral perspective: addictions to alcohol and/or drugs were considered a person's own fault, largely the result of lack of will power. Nowadays, psychopharmacological, cognitive psychological and neuroscientific notions dominate the theoretical and empirical literature on substance use and abuse, resulting in new avenues for prevention and treatment. This course will cover the most important, recent scientific insights into substance use disorders, with the aim of preparing students to apply this knowledge in their work with cases in forensic settings.

Course objectives

Students are able to understand:

- psychopharmacology of drugs of abuse;
- neuroscience of addiction;
- substance use disorders;
- application of the former issues in forensic settings.

PSY4633

Period 5
11 May 2020
5 Jun 2020

ECTS credits:

2.0

Instruction language:

English

Coordinator:

J.G. Ramaekers

Teaching methods:

PBL

Assessment methods:

Attendance, Final paper, Presentation

Keywords:

Addiction, neuroscience, drugs of abuse, Pharmacology

Faculty of Psychology and Neuroscience

Young Offenders

Full course description

This course will address different approaches to treatment of young offenders. Students will first be exposed to recent advances in the study of predictors and causes of antisocial behaviour in children. Subsequently, attention will be paid to interventions that have been shown not to work, followed by information on effective interventions. Finally, students will read about the role of moral development and ethnicity in the development of delinquent behaviour.

In this four-week course, students will be exposed to a number of different theoretical and interventionist approaches in the area of juvenile offending. A key element will be the What Works approach: interventions that work have a strong theoretical rationale, focus on the relevant risk factors for offending, use routine quality monitoring to prevent programme drift, and are continually evaluated in terms of effectiveness. The relevance of different risk factors, such as neuropsychiatric disorders in the child (e.g., ADHD, autism-spectrum disorders, psychopathy), parental factors (mental disorders, poor parenting skills) and environmental factors (poverty, cultural aspects), will be illustrated.

Course objectives

- after the course, students can administer, interpret, and explain risk assessments in young children and adolescents;
- can generate, interpret and summarize assessment findings in a research/case report;
- can evaluate, check and criticize treatment interventions.

PSY4612

Period 6

8 Jun 2020

3 Jul 2020

ECTS credits:
2.0
Instruction language:
English
Coordinator:
L.H.C. Raymaekers
Teaching methods:
Skills, PBL, Lecture(s), Training(s)
Assessment methods:
Attendance, Written exam
Keywords:
Young offenders, risk assessment, treatment, intervention, institutionalisation

Faculty of Psychology and Neuroscience

Research Proposal Workshop

Full course description

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

Course objectives

At the end of this course:

- students are able to write a proposal for an empirical study in forensic psychology;
- they are able to conduct a peer-review of another student's work;
- students are familiar with APA Publication Style;
- and able to apply it in their writing assignments.

PSY4634

Period 6
8 Jun 2020
3 Jul 2020

ECTS credits:
1.0
Instruction language:
English
Coordinator:

[E.H. Meijer](#)
Teaching methods:
Assignment(s), Lecture(s), Paper(s), Skills
Assessment methods:
Attendance, Final paper
Keywords:
Research proposal, APA style

Faculty of Psychology and Neuroscience
Sex Offenders

Full course description

This course deals with the psychology of sex offenders. The offensive behaviour of sex offenders causes major harm to their victims. Their harmful behaviour also results in considerable distress in society. Although the occurrence of sexually offensive behaviour in the community is low, the severity of the sequel of sex offending behaviour justifies the development of a specialised course in which the psychological and biological mechanisms and disorders underlying this delinquent behaviour are studied. Moreover, the field of forensic psychiatry has a growing need for psychologists who are knowledgeable and trained in the field of assessment and treatment of sex offenders. Main topics in this course include theoretical models of the aetiology of sexual offending, assessment of psychological characteristics specific for sex offenders, specific types of sex offenders and types of offending, risk assessment and treatment options.

Course objectives

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

• explain the changes from DSM-IV to DSM-5 regarding Paraphilia and illustrate the implications of these changes;
• explain the phenomenology of sexual offenses and sex offenders;
• understand, explain and apply the theoretical models of sexual offending;
• interpret the diagnostic instruments for paraphilic sexual arousal and compare treatment options.

PSY4609

Period 6
8 Jun 2020
3 Jul 2020

[Print course description](#)
ECTS credits:
2.0
Instruction language:
English
Coordinator:
[A. Sagana](#)
Teaching methods:

PBL, Lecture(s), Skills
Assessment methods:
Attendance, Written exam
Keywords:
Phenomenology, paraphilic arousal, diagnostic instruments, risk assessment in sex offenders, treatment

Internships

Research Internship

Faculty of Psychology and Neuroscience
Research Proposal

Full course description

In the second year of the Forensic Psychology Master programme, students are expected to conduct a research internship.

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

Course objectives

Students are able to understand:

how to formulate research question, search for literature, design an experiment, collect data, data analysis, write master's thesis.

Prerequisites

Completion of all first year Forensic Psychology courses.

PSY5607

Year
1 Sep 2019
31 Aug 2020

[Print course description](#)
ECTS credits:
2.0
Instruction language:
English
Coordinators:

[L.H.C. Raymaekers](#)
[C. de Ruiter](#)
Teaching methods:
Research, Skills
Assessment methods:
Final paper, Observation, Participation
Keywords:
research, design, data collection, analysis, master's thesis, Research proposal

Faculty of Psychology and Neuroscience
Research Internship Graded

Full course description

In the second year of the Forensic Psychology Master programme, students are expected to conduct a research internship.

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

Course objectives

Students are able to understand:

how to formulate research question, search for literature, design an experiment, collect data, data analysis, write master's thesis.

Prerequisites

Completion of all first year Forensic Psychology courses.

PSY5609

Year
1 Sep 2019
31 Aug 2020

[Print course description](#)
ECTS credits:
10.0
Instruction language:
English
Coordinators:
[L.H.C. Raymaekers](#)
[C. de Ruiter](#)

Teaching methods:
Research, Skills
Assessment methods:
Participation, Observation, Final paper
Keywords:
Research, design, data collection, analysis, master's thesis, Research proposal

Faculty of Psychology and Neuroscience
Research Internship Ungraded

Full course description

In the second year of the Forensic Psychology Master programme, students are expected to conduct a research internship.

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

Course objectives

Students are able to understand:

how to formulate research question, search for literature, design an experiment, collect data, data analysis, write master's thesis.

Prerequisites

Completion of all first year Forensic Psychology courses.

PSY5610

Year
1 Sep 2019
31 Aug 2020

Print course description
ECTS credits:
18.0
Instruction language:
English
Coordinators:
L.H.C. Raymaekers
C. de Ruiter
Teaching methods:
Research, Skills

Assessment methods:
Participation, Observation, Final paper
Keywords:
Research, design, data collection, analysis, master's thesis, Research proposal

Clinical Internship

Faculty of Psychology and Neuroscience
Clinical Internship

Full course description

Students specialising in Forensic Psychology are required to conduct a clinical internship in an approved setting. The clinical internship can be conducted in conjunction with the research internship or separately. Students are required to submit a report on their experiences during the clinical internship. Requirements for this report are provided to students via EleUM. Students commence their internship by writing a description of their learning Intended Learning Outcomes.

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

Course objectives

Students are able to understand:

- applying scientific knowledge to forensic-clinical practice;
- reflection on performance of clinical skills;
- forensic assessment;
- forensic treatment and risk management;
- forensic report writing.

Prerequisites

Completion of all first year Forensic Psychology courses.

PSY5604

Year
1 Sep 2019
31 Aug 2020

[Print course description](#)
ECTS credits:
16.0
Instruction language:

English
Coordinators:
C. de Ruiter
L.H.C. Raymaekers
Teaching methods:
Paper(s), Patientcontact, Presentation(s), Research, Skills, Training(s), Work in subgroups, Working visit(s)
Assessment methods:
Attendance, Final paper, Observation, Participation
Keywords:
Forensic assessment, forensic treatment, evidence-based practice, professional ethics

Faculty of Psychology and Neuroscience
Clinical Activities Report

Full course description

Students specialising in Forensic Psychology are required to conduct a clinical internship in an approved setting. The clinical internship can be conducted in conjunction with the research internship or separately. Students are required to submit a report on their experiences during the clinical internship. Requirements for this report are provided to students via EleUM. Students commence their internship by writing a description of their learning Intended Learning Outcomes.

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

Course objectives

Students are able to understand:

- applying scientific knowledge to forensic-clinical practice;
- reflection on performance of clinical skills;
- forensic assessment;
- forensic treatment and risk management;
- forensic report writing.

Prerequisites

Completion of all first year Forensic Psychology courses.

PSY5606

Year
1 Sep 2019
31 Aug 2020

ECTS credits:

4.0

Instruction language:

English

Coordinators:

C. de Ruiter

L.H.C. Raymaekers

Teaching methods:

Paper(s), Patientcontact, Presentation(s), Research, Skills, Training(s), Work in subgroups, Working visit(s)

Assessment methods:

Attendance, Final paper, Observation, Participation

Keywords:

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

Thesis

Master's Thesis

Faculty of Psychology and Neuroscience

Master's Thesis

Full course description

In the second year of the Forensic Psychology Master programme, students are expected to conduct a research internship.

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

Course objectives

Students are able to understand:

how to formulate research question, search for literature, design an experiment, collect data, data analysis, write master's thesis.

Prerequisites

Completion of all first year Forensic Psychology courses.

Recommended reading

Search for relevant literature.

PSY5603

Year
1 Sep 2019
31 Aug 2020

[Print course description](#)
ECTS credits:
10.0
Instruction language:
English
Coordinators:
[L.H.C. Raymaekers](#)
[C. de Ruiter](#)
Teaching methods:
Research, Skills
Assessment methods:
Final paper, Observation, Participation
Keywords:
research, design, data collection, analysis, master's thesis, research proposal.