

Master's Programme

Master Specialisation Developmental Psychology

Faculty of Psychology and Neuroscience

Practical Training: Measuring Attention and Executive Functions in Behavioural Paradigms

Full course description

Students will perform several attention and executive function tasks that are frequently applied in clinical and non-clinical developmental settings. The group data will be gathered and given to the students so that they can perform statistical analyses on the data. Each student formulates a research question based on the literature. All research questions will focus on themes within the field of childhood development of attention and executive control and associated disorders such as Autism Spectrum Disorder or ADHD. At the end of the course, students will present and discuss their findings in both group meetings and in a written report.

Course objectives

Knowledge of: Experimental paradigms to measure attention and executive functions, how to define a valid research question, apply statistics to developmental data and interpret results, write a research paper.

Recommended reading

Journal articles, book chapters.

PSY4033

Period 2

31 Oct 2022

23 Dec 2022

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [L.M. Jonkman](#)

Teaching methods:

Assignment(s), Paper(s), Presentation(s), Research, Skills, Training(s), Work in subgroups

Assessment methods:

Attendance, Final paper

Keywords:

Attention, executive functions, childhood development, experimental psychology, writing.

Faculty of Psychology and Neuroscience

Social Emotional Development

Full course description

Emotions are an essential part of our life. In every generation, humans develop the skills to express the most subtle of emotions and learn to recognise and understand emotions, moods and the thoughts of others. They enter into extremely complex social and emotional interactions with other people. This course will discuss scientific studies about how social emotional life develops. Social emotional development will be studied at four levels. Firstly on the genetic level: students will analyse the role of genes in social emotional development through the study of psychopathologies. Examples include the syndrome of Rett and Williams, autism and psychopathy. Secondly is the level of brain mechanisms (e.g. the role of structures like the amygdala in the development of social cognition). Thirdly is the neuropsychological level: How do cognitive functions (as represented in a theory of mind) and emotional expressions (like blushing) develop and how is their development mediated by brain structures? Lastly, is the level of evolutionary psychology: Why have specific developmental patterns been selected during the course of evolution? Since social emotional development is not only of theoretical interest, the course also deals with practical implications of theories about social emotional development.

Course objectives

Knowledge of: Theories of development, cause and object of emotion; genetics; laws of Mendel; model of Ledoux; syndrome of Rett and Williams; imitation; mirror neurons; theory of mind, empathy, instrumental helping; altruism; theories of moral development, moral emotions; autism, extreme male brain; temperament; aggression, psychopathy.

Recommended reading

Journal articles, book chapters.

PSY4036

Period 2

31 Oct 2022

23 Dec 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [L.M. Jonkman](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Attendance, Written exam

Keywords:

Theory of mind, empathy, moral development, autism, aggression, psychopathy.

Faculty of Psychology and Neuroscience

Infancy

Full course description

In no other period during our development do our brain and behaviour change so fundamentally and quickly as they do during infancy. This poses particular methodological constraints on the design of experiments and the selection of participants, whose ages are typically expressed in weeks. An additional challenge in infancy research is the limitation posed on communication. Questioning and instructions are of no use in infancy research and so there is reliance on indirect measurement methods like habituation paradigms or brain imaging methods. Nevertheless, many fascinating findings have emerged in recent years concerning often unexpected cognitive capacities of infants. The course commences by addressing specific problems in infancy research and covers the methods used to meet or resolve these problems. Next, biological and behavioural aspects of pre- and post natal development are discussed, in particular concerning their consequences for later cognitive development. The study of object recognition and object permanence is shown to play a fundamental role in cognitive development during infancy. Individual differences and critical periods are illustrated by a number of developmental disorders. Finally, the early development of social cognition and consciousness is addressed.

Course objectives

Knowledge of: Biological and psychological development from conception to four years of age, methods and techniques in infant research.

Recommended reading

E-reader.

PSY4031

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [J.E.A. Stauder](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Attendance, Written exam

Keywords:

Critical period, object permanence, face processing, joint attention.

Faculty of Psychology and Neuroscience

Perception, Attention and Motor Development

Full course description

Although perception, attention and motor function undergo the most spectacular changes during infancy, development proceeds throughout the course of an individual's entire lifespan. In the course, students will become acquainted with theories and experimental findings related to the development of these functions, with an emphasis on biological and physiological models. Knowledge about the way in which brain development is linked to the development of specific cognitive functions is crucial for determining the constraints of development theories. During the course, it will become evident to students that perception and motor development are closely related to attention development. Developmental disorders in perception, attention or motor functions can have divergent consequences, depending on the age at which they start. The consequences for brain development and the speed of the development of other functions are different, for instance, if a person is born deaf or if a person becomes deaf at a later age. During the course, a number of common childhood disorders associated with deviant development of perception, attention or motor functions will be discussed. The focus here is on neuropsychological and neurobiological theories on the origins of these developments. Other specific topics are the development of 'bottom-up' versus 'top-down' attention processes and the role of eye-movements, the development of executive functions and frontal cortex, the development of perceptual-motor functions, ADHD, Gilles de la Tourette and possible intervention and rehabilitation methods (both pharmacological as well as cognitive).

Course objectives

Knowledge of: Life-span cognitive development, neurobiological theories on cognitive development, constructivism, maturationalism, visual perception development, eye-movement development, attention development, executive control development, frontal lobe development, motor control development, development of action-perception integration, structural brain development, ADHD, Gilles de la Tourette, fronto-striatal circuits, dopaminergic and noradrenergic hypothesis for ADHD.

Recommended reading

Research articles, book chapters.

PSY4032

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [J.C. Stapel](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Attendance, Written exam

Keywords:

Childhood, adolescence, Attention, visual perception, executive control, motor development, ADHD.

Faculty of Psychology and Neuroscience

Development of Cognition and Language

Full course description

This course will provide an introduction to changes that underlie normal and abnormal development of the child's cognitive system. This development is described from one year of age and concentrates on changes in thinking and language and interdependencies due in part to changes in brain structures. Two questions are important in a developmental approach: which changes take place as a child gets older and how do these changes occur? These questions seek to identify the nature of the changes. For example, by looking at the changes that take place if children learn mental addition and subtraction. If differences in behaviour between two age groups are indeed identified and specified in terms of their underlying competence, this may suggest what lies behind these changes. This leads to the next question, which relates to the mechanisms that influence behaviour. Developmental mechanisms are especially relevant to complex symbolic skills such as reading and arithmetic that can be conceived as cascaded processes which generally span a long period of time and consist of many components. The study of these mechanisms and their basis in the brain is complex and addresses many methodological issues that will be also discussed in the course. During the course students will also look at more specific examples of age related changes in cognition and language, for instance, number representation, word learning, visual-spatial working memory, explicit long term memory, dyslexia and other developmental disorders.

Course objectives

Knowledge of: Functional development based on cortical development, mental number line development, mental arithmetic, visuospatial working memory, long-term explicit memory, word spurt, development of reading, bilingualism, Learning Disability.

Recommended reading

Journal articles, book chapters.

PSY4035

Period 2

31 Oct 2022

23 Dec 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [F.C.L. Donkers](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Attendance, Written exam

Keywords:

cognitive development, brain development, intellectual development, Memory, word-learning, bilingualism, number knowledge, arithmetic.

Faculty of Psychology and Neuroscience

Practical Training: Psychological Tests

Full course description

This practical training course is concerned with psychological tests which are used to assess cognitive development and functioning of children at various ages. More specifically, students will learn basic skills for administering and interpreting mental capacity tests for children and will increase their reflection on these skills. For example, students can gain experience in administering the WISC and SON tests and in interpreting child behaviour using Bayley Scales of Infant Development (BSID-II-NL).

Course objectives

Knowledge of: Administering and interpreting mental capacity tests.

Recommended reading

User's guides of the mental capacity tests, selected papers.

PSY4037

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [J.E.A. Stauder](#)

Teaching methods:

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

Assessment methods:

Final paper, Attendance

Keywords:

Cognitive capacity tests, IQ tests, WISC, SON, Bayley-III

Faculty of Psychology and Neuroscience

Practical Training: EEG and ERP

Full course description

Electroencephalography (EEG) and Event Related Potentials (ERP) offer a combination of precise measurements for the time course of brain processes. These are low cost, non-invasive measurements and are widely available. For these reasons they make a unique contribution to cognitive neuroscience. Scientific interest in EEG and ERP is growing, and results have been increasingly integrated with other neuro-imaging techniques during the last few decades. Lectures and basic literature provide an introduction for students to the basics of EEG and ERP research, EEG and ERP terminology and the possibilities and limitations within EEG and ERP. One topic that students will learn is how to set up an experimental paradigm that is suitable for EEG and ERP measurements. Students also study practical measurement issues, such as electrode placement and types of artefacts. Finally, students must interpret the resulting data. Successful measurement requires an understanding of the basics of EEG and ERP signal analysis techniques, such as artefact management, spectral analysis, filtering, ERP averaging, time-frequency analysis etc. Students also receive hands-on training in smaller groups in running an ERP experiment, including electrode application, minimising artefacts, and health and safety in the lab. A number of simple experimental paradigms will be utilised; these provide interesting and reliable results. Data processing will include a number of common EEG analyses, e.g. analyses in the time and frequency domain.

Course objectives

Knowledge of: Basic EEG/ERP paradigms, EEG recording systems, measurement settings, electrode application, data quality verification, analogue-digital conversion, basic EEG / ERP components, interpreting topographical plots, neural origins of EEG, time domain analysis, frequency domain analysis, time-frequency analysis, filtering, ocular artefact control, muscle artefact control, choice of reference, re-referencing.

Recommended reading

Journal articles, handbooks.

PSY4034

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [F.T.Y. Smulders](#)

Master Psychology Specialisation Developmental Psychology

Teaching methods:

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

Assessment methods:

Attendance, Final paper

Keywords:

Electroencephalography (EEG), Event-related potentials (ERP), electrophysiology, measurement, analysis of brain potentials.

Research Internship

Faculty of Psychology and Neuroscience

Research Internship Graded

Full course description

The second part of the one-year master's program (from period 3 onwards), is devoted to conducting a research internship that involves 1) writing of a research proposal, and preparing and planning of the research project, 2) conducting the research project, and 3) analyzing the results of the research project. This work will result in an individually written 4) master's thesis. Step 1 will be done in period 3, steps 2 to 4 from period 4 onwards.

The internship can be carried out at Maastricht University, at an external research institute or at other, more practically oriented institutions. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors. At least one of these assessors is a staff member at the Faculty of Psychology and Neuroscience (FPN). The other assessor can be an external researcher. One of the assessors must hold a PhD, the other can be a PhD candidate.

Information about research internships offered by faculty members can be found on AskPsy > Curriculum > internships/ stages.

Each specialisation has its own internship coordinator:

Legal Psychology: Kim van Oorsouw

Phone (043) 38 84050, 40 Universiteitssingel East, Room 3.767,

Email: k.vanoorsouw@maastrichtuniversity.nl

Health and Social Psychology: Ghislaine Schyns

Phone (043) 38 84523, 40 Universiteitssingel East, Room 4.777a,

Master Psychology Specialisation Developmental Psychology

Email: ghislaine.schyns@maastrichtuniversity.nl

Work and Social Psychology: Robert van Doorn

Phone (043) 38 81926, 40 Universiteitssingel East, Room 4.765,

Email: r.vandoorn@maastrichtuniversity.nl

Developmental Psychology: Hans Stauder

Phone (043) 38 81933, 55 Oxfordlaan, Room 2.009,

Email: h.stauder@maastrichtuniversity.nl

Cognitive Neuroscience: Amanda Kaas

Phone (043) 38 82172, 55 Oxfordlaan, Room 2.019,

Email: a.kaas@maastrichtuniversity.nl

Neuropsychology:

Research internships: Michael Schwartz

Phone (043) 38 82802

Clinical internships: Ieke Winkens

Phone: (043) 38 84512,

Location: Universiteitssingel 40, East

Email: fpn-np-internship@maastrichtuniversity.nl

This module is not applicable for students of the Master Neuropsychology that attend a clinical internship.

Course objectives

Students are able to understand:

- conducting a supervised empirical research project and summarising this research in a master's thesis.

Prerequisites

The Research Internship can only be started when at least 8 credits of the compulsory core courses have been obtained of the modules offered in periods 1 and 2. The research proposal must be assessed as sufficient by both assessors and must be ethically approved before the start of the data collection. In addition:

certain Research Internships may require that practical or skills training(s) have been completed.

PSY4078

Year

6 Feb 2023

31 Aug 2023

[Print course description](#)

ECTS credits:

10.0

Instruction language:

English

Coordinator:

- [G.C. Kraag](#)

Teaching methods:

Working visit(s), Skills, Research, Assignment(s), Paper(s)

Assessment methods:

Final paper, Observation, Participation, Attendance

Keywords:

Academic skills, Internship, Research, Research proposal, master's thesis

Faculty of Psychology and Neuroscience

Research Proposal

PSY4074

Year

1 Sep 2022

31 Aug 2023

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [G.A. ten Hoor](#)

Faculty of Psychology and Neuroscience

Academic Skills

PSY4075

Year

1 Sep 2022

Master Psychology Specialisation Developmental Psychology

31 Aug 2023

[Print course description](#)

ECTS credits:

0.0

Instruction language:

English

Coordinator:

- [G.A. ten Hoor](#)

Faculty of Psychology and Neuroscience

Research Internship Ungraded

PSY4079

Year

6 Feb 2023

31 Aug 2023

[Print course description](#)

ECTS credits:

15.0

Instruction language:

English

Coordinator:

- [G.C. Kraag](#)

Teaching methods:

Assignment(s), Paper(s), Research, Skills, Working visit(s)

Assessment methods:

Attendance, Final paper, Observation, Participation

Master's Programme

Master Specialisation Developmental Psychology

Faculty of Psychology and Neuroscience

Practical Training: Measuring Attention and Executive Functions in Behavioural Paradigms

Full course description

Students will perform several attention and executive function tasks that are frequently applied in clinical and non-clinical developmental settings. The group data will be gathered and given to the students so that they can perform statistical analyses on the data. Each student formulates a research question based on the literature. All research questions will focus on themes within the field of childhood development of attention and executive control and associated disorders such as Autism Spectrum Disorder or ADHD. At the end of the course, students will present and discuss their findings in both group meetings and in a written report.

Course objectives

Knowledge of: Experimental paradigms to measure attention and executive functions, how to define a valid research question, apply statistics to developmental data and interpret results, write a research paper.

Recommended reading

Journal articles, book chapters.

PSY4033

Period 2

31 Oct 2022

23 Dec 2022

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [L.M. Jonkman](#)

Teaching methods:

Assignment(s), Paper(s), Presentation(s), Research, Skills, Training(s), Work in subgroups

Assessment methods:

Attendance, Final paper

Keywords:

Attention, executive functions, childhood development, experimental psychology, writing.

Faculty of Psychology and Neuroscience

Social Emotional Development

Full course description

Emotions are an essential part of our life. In every generation, humans develop the skills to express the most subtle of emotions and learn to recognise and understand emotions, moods and the thoughts of others. They enter into extremely complex social and emotional interactions with other people. This course will discuss scientific studies about how social emotional life develops. Social emotional development will be studied at four levels. Firstly on the genetic level: students will analyse the role of genes in social emotional development through the study of psychopathologies. Examples include the syndrome of Rett and Williams, autism and psychopathy. Secondly is the level of brain mechanisms (e.g. the role of structures like the amygdala in the development of social cognition). Thirdly is the neuropsychological level: How do cognitive functions (as represented in a theory of mind) and emotional expressions (like blushing) develop and how is their development mediated by brain structures? Lastly, is the level of evolutionary psychology: Why have specific developmental patterns been selected during the course of evolution? Since social emotional development is not only of theoretical interest, the course also deals with practical implications of theories about social emotional development.

Course objectives

Knowledge of: Theories of development, cause and object of emotion; genetics; laws of Mendel; model of Ledoux; syndrome of Rett and Williams; imitation; mirror neurons; theory of mind, empathy, instrumental helping; altruism; theories of moral development, moral emotions; autism, extreme male brain; temperament; aggression, psychopathy.

Recommended reading

Journal articles, book chapters.

PSY4036

Period 2

31 Oct 2022

23 Dec 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [L.M. Jonkman](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Attendance, Written exam

Keywords:

Theory of mind, empathy, moral development, autism, aggression, psychopathy.

Faculty of Psychology and Neuroscience

Infancy

Full course description

In no other period during our development do our brain and behaviour change so fundamentally and quickly as they do during infancy. This poses particular methodological constraints on the design of experiments and the selection of participants, whose ages are typically expressed in weeks. An additional challenge in infancy research is the limitation posed on communication. Questioning and instructions are of no use in infancy research and so there is reliance on indirect measurement methods like habituation paradigms or brain imaging methods. Nevertheless, many fascinating findings have emerged in recent years concerning often unexpected cognitive capacities of infants. The course commences by addressing specific problems in infancy research and covers the methods used to meet or resolve these problems. Next, biological and behavioural aspects of pre- and post natal development are discussed, in particular concerning their consequences for later cognitive development. The study of object recognition and object permanence is shown to play a fundamental role in cognitive development during infancy. Individual differences and critical periods are illustrated by a number of developmental disorders. Finally, the early development of social cognition and consciousness is addressed.

Course objectives

Knowledge of: Biological and psychological development from conception to four years of age, methods and techniques in infant research.

Recommended reading

E-reader.

PSY4031

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [J.E.A. Stauder](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Attendance, Written exam

Keywords:

Critical period, object permanence, face processing, joint attention.

Faculty of Psychology and Neuroscience

Perception, Attention and Motor Development

Full course description

Although perception, attention and motor function undergo the most spectacular changes during infancy, development proceeds throughout the course of an individual's entire lifespan. In the course, students will become acquainted with theories and experimental findings related to the development of these functions, with an emphasis on biological and physiological models. Knowledge about the way in which brain development is linked to the development of specific cognitive functions is crucial for determining the constraints of development theories. During the course, it will become evident to students that perception and motor development are closely related to attention development. Developmental disorders in perception, attention or motor functions can have divergent consequences, depending on the age at which they start. The consequences for brain development and the speed of the development of other functions are different, for instance, if a person is born deaf or if a person becomes deaf at a later age. During the course, a number of common childhood disorders associated with deviant development of perception, attention or motor functions will be discussed. The focus here is on neuropsychological and neurobiological theories on the origins of these developments. Other specific topics are the development of 'bottom-up' versus 'top-down' attention processes and the role of eye-movements, the development of executive functions and frontal cortex, the development of perceptual-motor functions, ADHD, Gilles de la

Tourette and possible intervention and rehabilitation methods (both pharmacological as well as cognitive).

Course objectives

Knowledge of: Life-span cognitive development, neurobiological theories on cognitive development, constructivism, maturationalism, visual perception development, eye-movement development, attention development, executive control development, frontal lobe development, motor control development, development of action-perception integration, structural brain development, ADHD, Gilles de la Tourette, fronto-striatal circuits, dopaminergic and noradrenergic hypothesis for ADHD.

Recommended reading

Research articles, book chapters.

PSY4032

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [J.C. Stapel](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Attendance, Written exam

Keywords:

Childhood, adolescence, Attention, visual perception, executive control, motor development, ADHD.

Faculty of Psychology and Neuroscience

Development of Cognition and Language

Full course description

This course will provide an introduction to changes that underlie normal and abnormal development of the child's cognitive system. This development is described from one year of age and concentrates on changes in thinking and language and interdependencies due in part to changes in brain structures. Two questions are important in a developmental approach: which changes take place as a child gets older and how do these changes occur? These questions seek to identify the nature of the changes. For example, by looking at the changes that take place if children learn mental addition and subtraction. If differences in behaviour between two age groups are indeed identified and specified in terms of their underlying competence, this may suggest what lies behind these changes. This leads to the next question, which relates to the mechanisms that influence behaviour. Developmental mechanisms are especially relevant to complex symbolic skills such as reading and

arithmetic that can be conceived as cascaded processes which generally span a long period of time and consist of many components. The study of these mechanisms and their basis in the brain is complex and addresses many methodological issues that will be also discussed in the course. During the course students will also look at more specific examples of age related changes in cognition and language, for instance, number representation, word learning, visual-spatial working memory, explicit long term memory, dyslexia and other developmental disorders.

Course objectives

Knowledge of: Functional development based on cortical development, mental number line development, mental arithmetic, visuospatial working memory, long-term explicit memory, word spurt, development of reading, bilingualism, Learning Disability.

Recommended reading

Journal articles, book chapters.

PSY4035

Period 2

31 Oct 2022

23 Dec 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [F.C.L. Donkers](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Attendance, Written exam

Keywords:

cognitive development, brain development, intellectual development, Memory, word-learning, bilingualism, number knowledge, arithmetic.

Faculty of Psychology and Neuroscience

Practical Training: Psychological Tests

Full course description

This practical training course is concerned with psychological tests which are used to assess cognitive development and functioning of children at various ages. More specifically, students will learn basic skills for administering and interpreting mental capacity tests for children and will increase their reflection on these skills. For example, students can gain experience in administering the WISC and SON tests and in interpreting child behaviour using Bayley Scales of Infant Development (BSID-II-NL).

Course objectives

Knowledge of: Administering and interpreting mental capacity tests.

Recommended reading

User's guides of the mental capacity tests, selected papers.

PSY4037

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [J.E.A. Stauder](#)

Teaching methods:

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

Assessment methods:

Final paper, Attendance

Keywords:

Cognitive capacity tests, IQ tests, WISC, SON, Bayley-III

Faculty of Psychology and Neuroscience

Practical Training: EEG and ERP

Full course description

Electroencephalography (EEG) and Event Related Potentials (ERP) offer a combination of precise measurements for the time course of brain processes. These are low cost, non-invasive measurements and are widely available. For these reasons they make a unique contribution to cognitive neuroscience. Scientific interest in EEG and ERP is growing, and results have been increasingly integrated with other neuro-imaging techniques during the last few decades. Lectures and basic literature provide an introduction for students to the basics of EEG and ERP research, EEG and ERP terminology and the possibilities and limitations within EEG and ERP. One topic that students will learn is how to set up an experimental paradigm that is suitable for EEG and ERP measurements. Students also study practical measurement issues, such as electrode placement and types of artefacts. Finally, students must interpret the resulting data. Successful measurement requires an understanding of the basics of EEG and ERP signal analysis techniques, such as artefact management, spectral analysis, filtering, ERP averaging, time-frequency analysis etc. Students also receive hands-on training in smaller groups in running an ERP experiment, including electrode application, minimising artefacts, and health and safety in the lab. A number of simple experimental paradigms will be utilised; these provide interesting and reliable results. Data processing will include a number of common EEG analyses, e.g. analyses in the time and frequency domain.

Course objectives

Knowledge of: Basic EEG/ERP paradigms, EEG recording systems, measurement settings, electrode application, data quality verification, analogue-digital conversion, basic EEG / ERP components, interpreting topographical plots, neural origins of EEG, time domain analysis, frequency domain analysis, time-frequency analysis, filtering, ocular artefact control, muscle artefact control, choice of reference, re-referencing.

Recommended reading

Journal articles, handbooks.

PSY4034

Period 1

5 Sep 2022

28 Oct 2022

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [F.T.Y. Smulders](#)

Teaching methods:

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

Assessment methods:

Attendance, Final paper

Keywords:

Electroencephalography (EEG), Event-related potentials (ERP), electrophysiology, measurement, analysis of brain potentials.

Research Internship

Faculty of Psychology and Neuroscience

Research Internship Graded

Full course description

The second part of the one-year master's program (from period 3 onwards), is devoted to conducting a research internship that involves 1) writing of a research proposal, and preparing and planning of the research project, 2) conducting the research project, and 3) analyzing the results of the research project. This work will result in an individually written 4) master's thesis. Step 1 will be done in period 3, steps 2 to 4 from period 4 onwards.

The internship can be carried out at Maastricht University, at an external research institute or at

Master Psychology Specialisation Developmental Psychology

other, more practically oriented institutions. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors. At least one of these assessors is a staff member at the Faculty of Psychology and Neuroscience (FPN). The other assessor can be an external researcher. One of the assessors must hold a PhD, the other can be a PhD candidate.

Information about research internships offered by faculty members can be found on AskPsy > Curriculum > internships/ stages.

Each specialisation has its own internship coordinator:

Legal Psychology: Kim van Oorsouw

Phone (043) 38 84050, 40 Universiteitssingel East, Room 3.767,

Email: k.vanoorsouw@maastrichtuniversity.nl

Health and Social Psychology: Ghislaine Schyns

Phone (043) 38 84523, 40 Universiteitssingel East, Room 4.777a,

Email: ghislaine.schyns@maastrichtuniversity.nl

Work and Social Psychology: Robert van Doorn

Phone (043) 38 81926, 40 Universiteitssingel East, Room 4.765,

Email: r.vandoorn@maastrichtuniversity.nl

Developmental Psychology: Hans Stauder

Phone (043) 38 81933, 55 Oxfordlaan, Room 2.009,

Email: h.stauder@maastrichtuniversity.nl

Cognitive Neuroscience: Amanda Kaas

Phone (043) 38 82172, 55 Oxfordlaan, Room 2.019,

Email: a.kaas@maastrichtuniversity.nl

Neuropsychology:

Master Psychology Specialisation Developmental Psychology

Research internships: Michael Schwartz

Phone (043) 38 82802

Clinical internships: Ieke Winkens

Phone: (043) 38 84512,

Location: Universiteitssingel 40, East

Email: fpn-np-internship@maastrichtuniversity.nl

This module is not applicable for students of the Master Neuropsychology that attend a clinical internship.

Course objectives

Students are able to understand:

- conducting a supervised empirical research project and summarising this research in a master's thesis.

Prerequisites

The Research Internship can only be started when at least 8 credits of the compulsory core courses have been obtained of the modules offered in periods 1 and 2. The research proposal must be assessed as sufficient by both assessors and must be ethically approved before the start of the data collection. In addition:

certain Research Internships may require that practical or skills training(s) have been completed.

PSY4078

Year

6 Feb 2023

31 Aug 2023

[Print course description](#)

ECTS credits:

10.0

Instruction language:

English

Coordinator:

- [G.C. Kraag](#)

Teaching methods:

Working visit(s), Skills, Research, Assignment(s), Paper(s)

Assessment methods:

Final paper, Observation, Participation, Attendance

Keywords:

Academic skills, Internship, Research, Research proposal, master's thesis

Research Proposal

PSY4074

Year

1 Sep 2022

31 Aug 2023

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [G.A. ten Hoor](#)

Faculty of Psychology and Neuroscience

Academic Skills

PSY4075

Year

1 Sep 2022

31 Aug 2023

[Print course description](#)

ECTS credits:

0.0

Instruction language:

English

Coordinator:

- [G.A. ten Hoor](#)

Faculty of Psychology and Neuroscience

Research Internship Ungraded

PSY4079

Year

6 Feb 2023

31 Aug 2023

[Print course description](#)

ECTS credits:

15.0

Instruction language:

English

Coordinator:

- [G.C. Kraag](#)

Teaching methods:

Assignment(s), Paper(s), Research, Skills, Working visit(s)

Assessment methods:

Attendance, Final paper, Observation, Participation

Thesis

Master's Thesis

Faculty of Psychology and Neuroscience

Master's Thesis

Full course description

The second part of the one-year master's programme (from period 3 onwards), is devoted to arranging and conducting a research internship and training in professional skills. For the research internship students explore a research issue within their specialisation. Students start their internship with the writing of a research proposal. Students complete the master's programme by writing a thesis on research undertaken during their internship. The internship can be completed at Maastricht University or at an external host institution. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors. At least one of these assessors is a (senior) researcher at the Faculty of Psychology and Neuroscience (FPN). The other assessor might be a (senior) researcher at, for example, the institute where the student collected their data. Information about research internships offered by external institutes or faculty members can be found on EleUM > Students Faculty of Psychology and Neuroscience > internships. This site also provides a detailed guide with practical information about the criteria for the research internship and the master's thesis.

Course objectives

Knowledge of: Conducting a supervised empirical research project and summarising their research in a master's thesis.

Prerequisites

At least 2 of the 4 compulsory theoretical courses of the Master's track must be passed.

PSY4091

Year

6 Feb 2023

31 Aug 2023

[Print course description](#)

ECTS credits:

10.0

Instruction language:

English

Coordinator:

- [G.C. Kraag](#)

Teaching methods:

Master Psychology Specialisation Developmental Psychology

Assignment(s), Paper(s), Research, Skills, Working visit(s)

Assessment methods:

Attendance, Final paper, Observation, Participation

Keywords:

Academic skills, Internship, Research, Research proposal, master's thesis