Master's Programme

Master Specialisation Neuropsychology

Faculty of Psychology and Neuroscience

Practical Training: Basic Cognitive Psychological Skills

Full course description

This course focuses on the acquisition and training of basic skills required in cognitive performance research. The course is centered around a psychological experiment in which students study the detrimental effects of arousal manipulation (environmental noise) on cognitive processing. Students will learn how to perform a field experiment and will undertake all the various stages that are necessary to acquire and analyze the data and report on the results. Students will be required to recruit a small number of subjects and to administer the test battery according to a pre-defined protocol. The test battery consists of paper and pencil tests that have been presented and discussed in previous courses. After data acquisition, a number of interactive sessions are planned in which students not only learn to explore and analyze their data with SPSS but also learn how to interpret the results. Students conclude the course by writing a journal style paper in APA format describing the experiment. Particular attention will be given to predicting and explaining the results within a theoretical perspective and comparing them with previous findings. An overview of the techniques and tests currently used to evaluate performance in a number of cognitive domains (such as language, perception, attention and executive functions), are also presented to students in this course.

Course objectives

Students are able to understand:

- psychological testing;
- data preparation;
- data analysis using multivariate techniques;
- report writing.

Recommended reading

Field, A. (2009). Discovering statistics using SPSS (4th ed.). London: Sage.

PSY4066
Period 1
2 Sep 2024
25 Oct 2024
Print course description
ECTS credits:
2.0

Master Psychology Specialisation Neuropsychology

Instruction language:
English
Coordinators:

- L. Kloft - Heller
- M.C. Marzolla

Teaching methods:
Assignment(s), Lecture(s), Research
Assessment methods:
Attendance, Final paper
Keywords:
Field experiment, applied behavioural testing, data reduction and analysis techniques, report writing
Faculty of Psychology and Neuroscience

Practical Training: Neuropsychological Assessment

Full course description

Neuropsychological assessment runs parallel to the courses Optimising Brain and Behaviour and Methods of Assessment. The core elements in this skills training are the collection and interpretation of cognitive, emotional and behavioural data in order to support neurological or neuropsychiatric diagnosis. The skills training commences with an introductory lecture covering the principles and interpretation of neuropsychological assessment.

During a 6-week period, students are trained in neuropsychological history taking, observing patient behaviour, cognitive testing and interpreting cognitive and behavioural data. Finally, each student writes a comprehensive neuropsychological report based on a simulated clinical case.

Course objectives

Students obtain the basic skills of neuropsychological assessment, i.e. observing, interviewing, cognitive testing, combining and interpreting behavioural and cognitive data and neuropsychological report writing.

Prerequisites

Introductory knowledge on psychodiagnostics and related psychometrics.

Recommended reading

Lezak. M.D. , Howieson, M.D., Bigler, E.D., & Tranel, D. (2012). Neuropsychological assessment. New York: Oxford University Press; R.D. Vanderploeg (2000). Clinician’s Guide to Neuropsychological assessment. New Jersey: Lawrence Erlbaum Associates.

PSY4063
Period 2
28 Oct 2024
20 Dec 2024

Master Psychology Specialisation Neuropsychology

Print course description
ECTS credits:
2.0
Instruction language:
English
Coordinator:

- M.C. Marzolla

Teaching methods:
Assignment(s), Paper(s), Patientcontact, Skills, Work in subgroups
Assessment methods:
Attendance, Final paper
Keywords:
Neuropsychological assessment, cognitive disorders, brain disease, brain injury, test taking, interviewing, observations, psychometry
Faculty of Psychology and Neuroscience

Brain Functioning

Full course description

This course covers a broad range of topics in the field of brain functioning. The initial focus is on brain mechanisms, to better understand how the brain is organized to support cognitive functions and the paradigms and neuroimaging methods that are used to study it. This knowledge will then be applied to understand the changes in brain functioning that arise during normal development, during abnormal aging, and in acquired and neurodegenerative brain disorders. Important questions will include: What are the changes in brain structure and function underlying development and ageing? What neurobiological mechanisms determine whether a person develops normally or pathologically? What are the differences in symptomatology resulting from focal and distributed brain damage? To address these questions, students will critically reflect on influential theories, state-of-the-art neuroimaging techniques, established research methods, and clinical interventions. General themes are neural and cognitive ageing, neuropathology (mild cognitive impairment, dementia, Parkinson’s disease), and methodological issues in brain research.

Course objectives

Students will:

- Obtain knowledge about the history of brain and behavior research, brain structure-function relationship, cognition and the brain, and brain lateralization
- Obtain knowledge about changes in brain functioning related to successful aging including white matter decline, decline of cognitive control, temporal and frontal lobe dysfunction, subcortical dysfunction
- Obtain knowledge and be able to explain different neuroimaging techniques (structural and functional MRI, EEG, resting-state vs task-related designs), brain connectivity, the default-mode network, and executive and attentional networks
- Be able to explain different research designs including methodological issues in neuroimaging and brain research

PSY6065

Master Psychology Specialisation Neuropsychology

Period 1
2 Sep 2024
25 Oct 2024
Print course description
ECTS credits:
5.0
Instruction language:
English
Coordinators:

- T.W. Boonstra
- R. Auksztulewicz

Teaching methods:
Lecture(s), PBL
Assessment methods:
Attendance, Written exam
Keywords:
brain and cognition, neuroimaging, neuropsychology, lifespan, neurodegeneration
Faculty of Psychology and Neuroscience

Neurobehavioural Functioning

Full course description

The course covers normal and abnormal life span development of (neuro)behavioural functions (e.g., higher-level functioning including attention and executive functioning). Some of the most prevalent (neuro)behavioural disorders (e.g., ADHD, ASD, anxiety and depression, Alzheimer's, Parkinson's disease) will be discussed. Individual differences, risk factors and factors modulating neurobehavioral functioning such as age (both development and decline with old age), neurotransmitters, and stress) are also considered. Students will critically read publications and judge on experimental designs, research methods, theories and new developments.

Course objectives

Students will:

- obtain knowledge and be able to explain about the most common neurobehavioral disorders;
- be able to differentiate these disorders from a healthy life span development by focusing on brain-behaviour relations;
- be able to distinguish modulating factors;
- learn to apply their knowledge by critically evaluating theoretical positions and case reports.

PSY6066
Period 1
2 Sep 2024
25 Oct 2024
Print course description
ECTS credits:
5.0
Instruction language:

Master Psychology Specialisation Neuropsychology

English
Coordinator:

- C.W.E.M. Quaedflieg

Teaching methods:
Assignment(s), PBL
Assessment methods:
Attendance, Written exam
Keywords:
Neurobehavioral functioning over the life span (childhood; adolescence; adulthood; continuing into older age), brain functioning, risk factors, individual differences, (neuro)behavioural disorders.
Faculty of Psychology and Neuroscience

Optimising Brain and Behaviour

Full course description

The brain is capable of changing continuously in terms of function and structure. Brain changes occur because of development and aging, by interaction of the person with environment, but also in response to injury. In this course, we will focus on plasticity in brain/behaviour relationships. Neuroplasticity has been shown to occur constantly throughout an individual's life. We will discuss neuroplasticity from a fundamental, learning and injury perspective. Spontaneous recovery from brain damage, factors influencing recovery from brain damage and cognitive versus brain reserve will be discussed. The neuropsychological treatment of cognitive, emotional and behavioural problems will be discussed. In addition, a question that will be addressed is can we change brain and behaviour through interventions such as cognitive enhancement, enriched environment, neuropharmacology and non-invasive brain stimulation? We will also discuss the gap between research and the clinic.

Course objectives

Students will:

- obtain knowledge of brain plasticity, cognitive development, interventions, recovery, treatment, adaptation;
- be able to understand the difference between experimental studies on brain plasticity and the clinical relevance;
- learn to critically appraise theoretical models on neuropsychological treatment and case reports.

PSY6067
Period 2
28 Oct 2024
20 Dec 2024
Print course description
ECTS credits:
5.0
Instruction language:
English
Coordinator:

Master Psychology Specialisation Neuropsychology

- C.M. van Heugten

Teaching methods:
Lecture(s), PBL
Assessment methods:
Attendance, Assignment
Keywords:
brain changes, (neuro)plasticity, ICF model, neuropsychological treatment
Faculty of Psychology and Neuroscience

Methods of Assessment

Full course description

The measurement of behaviour and cognition is a central theme in clinical and experimental neuropsychology. In this course we focus on psychometric properties of our assessment methods and explore the different approaches to measure brain-behaviour relationships relevant for the whole spectrum of neuropsychology. We will discuss examples of assessment methods and procedures used in research and clinical settings to identify pitfalls, limitations and biases in scientific and clinical reasoning. Building on examples from the clinical domains, we will examine how these methods and procedures can be used to support (psycho)diagnostics, prognostic models, and follow-up measurements in developmental trajectories and psychopharmacological interventions. In this module, recent developments in measurement methods and procedures, e.g., online self-assessment, routine outcome measurement and gamification, are discussed, as well as the cultural and ethical aspects of measuring cognition and behaviour.

Course objectives

The students will:

- obtain knowledge about how psychological tests are constructed;
- be able to recognize the relevance of psychometric properties of assessment methods;
- be able to analyse and evaluate the psychometric properties of diverse assessment methods;
- learn to reflect critically on the assessment outcomes;
- be able to explain how factors, such as the base rate and the heterogeneity and dependency of symptoms, influence the quality of the assessment outcomes.

PSY6068
Period 2
28 Oct 2024
20 Dec 2024
Print course description
ECTS credits:
5.0
Instruction language:
English
Coordinators:

- P.P.M. Hurks
- C. Resch

Master Psychology Specialisation Neuropsychology

Teaching methods:
Lecture(s), PBL
Assessment methods:
Attendance, Written exam
Keywords:
measurement of behaviour and cognition, Psychometrics, Neuropsychological assessment, test construction, intra- and interindividual variation, ethics, cultural influences
Faculty of Psychology and Neuroscience

Mentorship NP

Full course description

The Mentor programme is closely connected to PSY4142 (research proposal).

This module aims at making our new Master students feel comfortable at FPN. Our mentors share their experience in academia with the students and by doing so broaden the students' horizon. They guide the students in the transfer from a BA to a MA study level and support the students' adjustments to international, multicultural, interdisciplinary, and PBL based education. Also, the mentors provide preparation, orientation and reflection on study progress, internship choices, and post-Master career options.

Voluntary but highly recommended meetings are scheduled for the students. The main themes of those meetings are 1) starting at UM, 2) the research internship and 3) future career, but the meetings are open for other topics based on student needs.

Upon request, the mentor also engages individually with a student.

Course objectives

Intended learning outcomes (ILO's) are tailored to the individual student, but do relate to study and research skills, employability and global citizenship education. Main goals are as described above.

PSY4955
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- G.A. ten Hoor

Teaching methods:
Work in subgroups
Keywords:
mentor, personal growth
Thesis

Master's Thesis

Faculty of Psychology and Neuroscience

Master's Thesis

Full course description

During the second part of the one-year master's program (from period 3 onwards), students conduct 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.

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.

Information about research internships can be found on AskPsy:
https://www.askpsy.nl/internship/home

This module is not applicable for students of the Master Neuropsychology who choose to do an additional clinical internship.

Course objectives

Students are able to :

- conduct a supervised empirical research project and summarize 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 there must be ethical approval for the research project before the start of the data collection. In addition: certain Research Internships may require that practical or skills training(s) have been completed.

PSY4091
Year
3 Feb 2025
31 Aug 2025
Print course description
ECTS credits:
10.0
Instruction language:
English
Coordinator:

- G.C. Kraag

Master Psychology Specialisation Neuropsychology

Teaching methods:
Assignment(s), Paper(s), Research, Skills
Assessment methods:
Attendance, Final paper, Observation, Participation
Keywords:
Academic skills, Internship, Research, Research proposal, master's thesis
Faculty of Psychology and Neuroscience

Master's Thesis

Full course description

The second part of the one-year master's program (from period 3 onwards), is devoted to conducting both a research internship and a clinical internship for students choosing the clinical option.

For the research internship students explore a research issue within their specialisation. Students choosing the clinical option of the Master's degree in Neuropsychology will conduct their research internship in relation to a clinical topic. Conducting a research internship involves 1) writing a research proposal, preparing and planning the research 2) conducting the research project, 3) analyzing the results of the research project, and 4) individually writing a master's thesis about the research.

The internship can be undertaken at the institute where the clinical internship is carried out, Maastricht University, or another university and/or external 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 staff member at the Faculty of Psychology and Neuroscience (FPN). The other assessor might be an external researcher at, for example, the institute where the student collected the data. One of the assessors must hold a PhD, the other can be a PhD student.

Information about research internships offered by external institutes or faculty members can be found AskPsy > Curriculum > Internship. This site also provides a detailed guide with practical information about the criteria for the research internship and the master's thesis.

Course objectives

Students are able to conduct a supervised empirical research project and summarise the research results in the form of a master's thesis.

Prerequisites

The Research Internship can only be started when at least 8 credits of the compulsory courses have been obtained of the modules offered in periods 1 and 2. In addition:

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

PSY4149
Year
1 Sep 2024

31 Aug 2025
Print course description
ECTS credits:
6.0
Instruction language:
English
Coordinator:

- M. Schwartze

Teaching methods:
Assignment(s), Paper(s), Research, Skills
Assessment methods:
Attendance, Final paper, Participation, Observation
Keywords:
internship, research, master's thesis
Elective courses

Electives

Faculty of Psychology and Neuroscience

Selection and training

Full course description

In this elective, students will practice with designing an assessment center, with structured interviews and with training design and evaluation. This elective will start with an opening lecture, in which the structure of the elective will be explained and in which they will learn the relevant theoretical background on assessment centers, structured interviews, and trainings. After that, they will read relevant literature on these topics and start to work in small groups on designing an assessment center. In the first group meeting, they will present their assessment centers to each other and receive feedback on it. In the next group meeting, they will practice a structured interview, in which they will do roleplays in which half of them plays the role of the interviewer and the other half the role of the candidates. Halfway through the meeting, they will switch roles. Finally, they will design a training in small groups and conduct this training during the final group meeting. Again, half of them will start as the trainers, and the other half of the group will be the trainees. During this meeting they will also switch roles.

Course objectives

- Students will get acquainted with assessment centers: they will learn about the procedures and validity of this selection tool;
- Students will practice and improve their interview skills by conducting a structured interview;
- Students will learn theories about training design and practice their skills by designing and evaluating a training;
- Students will improve their employability by learning more about and practicing with selection and training methods.

PSY9103

Master Psychology Specialisation Neuropsychology

Period 3
6 Jan 2025
9 Feb 2025
Print course description
ECTS credits:
3.0
Instruction language:
English
Coordinators:

- A.L.T. Walkowiak
- F.E.R.M. Nievelstein

Teaching methods:
Lecture(s), PBL, Assignment(s), Skills, Work in subgroups
Assessment methods:
Assignment, Attendance, Observation, Presentation
Keywords:
Selection, training, Assessment Center, Role play
Faculty of Psychology and Neuroscience

Systemic Coaching for Psychologists

Full course description

Coaching can be defined as a developmental, tailor-made intervention in which a professional coach utilizes collaborative, reflective, and goal-oriented strategies to facilitate the development and performance of individuals or groups. Coaching puts coachees as learners at the center of the coaching experience, thereby aiming to promote their self-awareness and personal responsibility and unlock their full potential.

In this elective students will learn about the basic principles of systemic coaching (a form of coaching in which the larger system in which we all operate is considered) and will get to know a variety of cognitive, motivational, and behavioral techniques to help coachees achieve a mutually identified goal. In this elective students will form groups of three: Every student will act as a coach, but will also be coached by a peer, and additionally act as an observer who provides meaningful feedback on the coaching process.

Course objectives

After this course students are able to:

- explain the basic principles of systemic coaching;
- differentiate psychological theories on the topic of personal development;
- understand the effects of different coaching techniques;
- independently design a coaching session for a client;
- flexibly and spontaneously apply different coaching tools based on the (changing) needs of a client;
- reflect on their own strengths and weaknesses in their role as a coach;
- reflect on their progress regarding a goal in their role as a coachee;

- provide meaningful feedback to coaches in their role as an observer;

PSY9101
Period 3
6 Jan 2025
9 Feb 2025
Print course description
ECTS credits:
3.0
Instruction language:
English
Coordinator:

- A. Nübold

Teaching methods:
Lecture(s), Assignment(s), Work in subgroups, Skills
Assessment methods:
Attendance, Participation, Observation, Oral exam
Keywords:
systemic coaching; psychological theories; cognitive, motivational, behavioral techniques; self-help; flexibility; self-reflection; personal development
Faculty of Psychology and Neuroscience

Introduction to Programming in Python

Full course description

The work of many high-skilled jobs now requires more advanced computer skills than ever before. Skilled professionals ought to be able to use programming to efficiently process and visualize data, without being limited by the tools conventional programs offer. This elective focuses on understanding and solving problems using programming.

You will learn how to think in terms of algorithms, moving from identifying a problem to creating a step-by-step solution (in the form of code). You will learn how to program in Python, a free, open-source, platform-independent, and continuously maintained programming language. Python is a powerful dynamic programming language that is used in a variety of applications and domains.

Once you know how to program in Python, it will be much easier for you to learn other – more specialised or more general-purpose – languages (such as Matlab, R, or C).

Course objectives

During the elective, students will develop a basic understanding of programming in general and the Python programming language specially.

After this course, students:

- Have a basic understanding of how to program and be able to think in terms of algorithms.
- Have a working knowledge of the Python programming language specifically (data types, variables, operators, control-flow, and loops).

- Are able to write well-commented Python scripts.
- Are able to write functions to automate particular tasks.
- Are able to debug (fix) Python code.
- Are able to understand basics of scientific computing (numpy & matplotlib).

PSY9102
Period 3
6 Jan 2025
9 Feb 2025
Print course description
ECTS credits:
3.0
Instruction language:
English
Coordinators:

- M. Enan
- J.J.G. van Haren

Teaching methods:
Skills, Assignment(s)
Assessment methods:
Assignment, Participation
Keywords:
Programming skills, Python, Algorithms
Faculty of Psychology and Neuroscience

The global SDGs: From problem to solution

Full course description

Psychologists are invaluable sources of knowledge and allies for global governments in helping them to achieve the 17 Sustainable Development Goals (SDGs), https://sdgs.un.org/goals. After all, many of the current global challenges require a deep knowledge of human cognition, motivation, emotion, and behaviour – as well as how to change these. Indeed, humans, and human behaviour, are central to achieving many of the (sub-)SDGs, whether it is a reduction of reliance on fossil energy sources, achieving gender equality, or creating optimal health and wellbeing. In this course, you will be introduced to and practice with the PATH model (Problem – Analysis – Test- Help). Using this protocol, you will (a) describe and analyse the psychology behind one of the SDGs, and (b) come up with 'solutions' – interventions – that enable this SDG to be attained. Your final (group) report will take the form of a policy brief.

Course objectives

Students are able:

- to apply psychological principles to global/societal problems (SDGs);
- to acquire basic knowledge of the cognitive, motivational, emotional, social, and behavioural factors are at the core of many societal and global challenges;
- to engage in creative problem solving while designing an intervention;
- to reflect on ethical and moral dimensions of an applied psychological problem;

- to take perspectives of other (sub)disciplines and stakeholders outside academia;
- to present research and recommendations to a non-specialized audience
- to work in teams

PSY9104
Period 3
6 Jan 2025
9 Feb 2025
Print course description
ECTS credits:
3.0
Instruction language:
English
Coordinators:

- J.G. Zimmerman
- A. Pawlowska

Teaching methods:
Lecture(s), Work in subgroups, Paper(s), Presentation(s)
Assessment methods:
Final paper, Attendance
Keywords:
applied psychology, global citizenship, psychological literacy, creative problem solving, social responsibility, change agency
Faculty of Psychology and Neuroscience

Clinical Assessment

Full course description

To be able to treat a client effectively, mental health professionals first need to perform a clinical assessment of the client. This assessment refers to the collection of information and consequently drawing conclusions about the client's symptoms and disorder(s). For this purpose, the health professional does observations, administers (neuro)psychological tests, and interviews the client. In this course, we will introduce you to such clinical assessment. During the first sessions, we acquaint you with screening tools that are used in the earliest stages. Next, we go more in-depth and you will learn to administer tests that are commonly done as follow-up for a number of disorders. For example, you acquire skills to administer Anxiety and Depression scales, to run neuropsychological tests for the measurement of attention and memory, and you will be acquainted with tools to examine potential problems with sensory integration. In all cases, we discuss which types of tests are used across the life span. At the end of the course, for the materials studied, you are able to develop a basic screening protocol with follow-up testing.

Course objectives

At the end of this course, students are able to:

- Develop an assessment plan for a client based on the initial referral by a general practitioner
- Complete an initial mental screening of a client
- Use and analyse follow-up assessment tools in the field of Anxiety, Depression, Attention,

Memory, or Sensory Integration
- Evaluate the outcome of a clinical assessment

PSY9105
Period 3
6 Jan 2025
31 Jan 2025
Period 4
10 Feb 2025
23 Mar 2025
Print course description
ECTS credits:
3.0
Instruction language:
English
Coordinators:

- A. Sambeth
- A.L. Smitten

Teaching methods:
Lecture(s), Presentation(s), Skills, Work in subgroups
Assessment methods:
Presentation
Keywords:
Clinical reasoning, Screening (protocol), (neuro)psychological assessment, observation, interviewing
Faculty of Psychology and Neuroscience

Negotiation and Mediation

Full course description

In this elective, students will focus on negotiations and mediation skills. The elective will start with a lecture to explain the structure of the course and to introduce the topic of negotiation to them. In this lecture, they will already learn about the most important theories and strategies that can be used for negotiation and mediation in different contexts. After the lecture, they will read literature to prepare them to practice their negotiation skills. TrainTool will be used to practice these skills. We will use the Harvard principles of negotiation in this elective. In TrainTool, they will first practice the first two principles, after which they will have a group meeting in which we will do a role play focusing on these two principles. Then, they will again practice with Traintool, now focusing on the last two principles, and we will end the course with another role play in the group meeting.

Course objectives

- Students will learn about different theories and strategies for negotiation;
- Students will practice their negotiations skills based on the Harvard principles of negotiation.

PSY9106
Period 3
6 Jan 2025
31 Jan 2025

Master Psychology Specialisation Neuropsychology

Print course description
ECTS credits:
3.0
Instruction language:
English
Coordinators:

- A.L.T. Walkowiak
- C.J. Zelihsen

Teaching methods:
Lecture(s), Work in subgroups, Skills, Assignment(s), PBL
Assessment methods:
Assignment, Attendance, Observation, Presentation
Keywords:
negotiation, mediation, roleplay
Faculty of Psychology and Neuroscience

Introduction to Programming in Matlab

Full course description

The aim of this elective is twofold:

1. Develop basic and generalizable programming skills in MATLAB;
2. Utilize programming to handle and visualize big data, such as those encountered in Neuroscientific research.

MATLAB is a widely used programming and numeric computing platform. Through this elective, you will familiarize with basic MATLAB programming and will learn how to use it to handle, analyze and visualize multidimensional datasets like those encountered in neuroscience and neuroimaging research, business, marketing, social and natural sciences.

Through the course we will explore examples of how to use programming to speed up computations, construct, analyze and visualize time-series (e.g., EEG data, market and financial trends).

At the end of the course, you will write a report in subgroups about the data analysis approach you adopted to analyze time-series data and on how you interpreted results.

Course objectives

With this course, students will:

1. develop fundamental and generalizable programming skills in MATLAB;
2. learn how to use programming to handle and visualize multidimensional datasets;
3. learn how to summarize, visualize and interpret the results of their analyses.

PSY9107
Period 4
10 Feb 2025
23 Mar 2025

Master Psychology Specialisation Neuropsychology

Print course description
ECTS credits:
3.0
Instruction language:
English
Coordinators:

- G. Valente
- A. Criscuolo

Teaching methods:
Lecture(s), Skills, Work in subgroups
Assessment methods:
Attendance, Assignment, Final paper
Keywords:
Programming; MATLAB; data analysis.
Faculty of Psychology and Neuroscience

Science Communication

Full course description

In this 5-week course students will practice presenting science to a broad audience in written format and (online) presentations. They will write a blog post (assignment 1) about a scientific topic of choice, to practice how to summarize complex information in a reader-friendly manner. Furthermore, students will make a video about a scientific topic (assignment 2). In the course, the students will learn how to target their presentation to the audience, how to organize their presentation, and how to use visual aids.

This course will provide students the opportunity to hone their written, visual, and verbal presentation skills. The ability to present complex information in written or visual form can help to become and effective communicator in the workplace or to engage more with larger audiences.

The students will have 9 meetings within the course (lectures, workshops and PBL meetings).

Course objectives

After this course, students are able to:

- write about scientific topics for a broad audience
- summarize complex information
- present scientific information in the format of a video
- organize the content of a (digital) presentation
- use visual aids in (digital) presentations

PSY9108
Period 4
10 Feb 2025
23 Mar 2025
Print course description
ECTS credits:

Master Psychology Specialisation Neuropsychology

3.0
Instruction language:
English
Coordinator:

- A.E.M. Hendriks

Teaching methods:
Lecture(s), PBL, Skills, Assignment(s)
Assessment methods:
Final paper, Presentation, Attendance
Keywords:
Writing skills, (digital) presentation skills
Faculty of Psychology and Neuroscience

Individual Elective

Full course description

Students work on an assignment (structured literature review, research project) under the supervision of a member of the scientific staff of Maastricht University, resulting in a written product (e.g. literature review, research report). Students take the initiative to locate and arrange a FPN supervisor for the elective. The elective topic, content and format will be determined by mutual agreement between student and supervisor. The assignment should be different/clearly separate from the actions that will be taken in the research internship and the written final product should be a separate product from the master thesis. Students are expected to devote 168 hours to the Individual elective. Students aiming to follow an individual elective should hand in an individual elective proposal, signed by the supervisor, to the coordinator of the individual elective for approval.

Course objectives

Students are able to:

- identify gaps in their own knowledge and abilities and develop an individual learning plan accordingly.
- communicate scientific literature and/or report on a research project.

PSY9109
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
6.0
Instruction language:
English
Coordinators:

- G.J.A.M.L. Uitdewilligen
- G.A. ten Hoor

Master Psychology Specialisation Neuropsychology

Teaching methods:
Assignment(s), Research
Assessment methods:
Final paper
Keywords:
Elective, paper assignment
Faculty of Psychology and Neuroscience

Internship Elective

Full course description

During the elective internship, psychology master students (can) practice applying theoretical knowledge to practice and gain relevant practical experience, while working in an institution or company. Students are expected to devote 168 hours to the elective internship.

Students can only be enrolled in this elective, if they have found an internship on their own before December 1st. Students can work in a variety of 'settings': e.g., a (mental) health care facility, rehabilitation centers, schools, but also companies, such as HR consultancies. Suitable institutions or companies provide students the opportunity to gain practical experience, relevant for becoming a psychologist. If the student wants to obtain ECTS for this practical work, the internship (the institution or company and the content of the internship) has to be approved by the elective internship coordinator before the student starts working there. Students can only obtain ECTS for work conducted at one (and not multiple) institute(s). During this practical, students need to work under the supervision of a supervisor with an academic degree in psychology or a related field. At the start of the practical, the student drafts a personal development plan (PDP), defining the learning objectives for the internship. In addition to the work experience, the student must write a report about this experience. As such, the student will get more insight into the work setting(s) of a psychologist and they will gain experience with applying knowledge and skills essential for being a psychologist. Note: this practical experience cannot be used to fulfil the prerequisites regarding the theoretical background and working experience set for the psychodiagnostics registration (i.e., the BAPD) and/or vLOGO. This module is only relevant for FPN students and not available for Exchange students.

Course objectives

The student:

- obtains insight into the work setting(s) of a psychologist;
- gains experience with applying knowledge and skills essential for being a psychologist
- develops the ability to apply scientific insights to reflect upon practices in the field.

PSY9110
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
6.0
Instruction language:

Master Psychology Specialisation Neuropsychology

English
Coordinator:

- M.D. Schilbach

Teaching methods:
Assignment(s)
Assessment methods:
Final paper
Keywords:
internship, Practical, Organisation
Faculty of Psychology and Neuroscience

Introduction to Statistics in R

Course objectives

R is a programming language frequently used in data science and related fields for data processing, data visualization, and statistical analysis. Working with data in R requires writing code, which makes the data processing steps and analysis procedure transparent and reproducible. The core functions of R are being continually expanded by a community of users who write and maintain packages containing more specialist functions, meaning that R is a flexible tool that is adaptable to a very wide range of data types (e.g., questionnaire responses, neurophysiological data), while a broad spectrum of data analysis approaches are catered for.

Designed for users with little or no experience with R, this course will make use of RStudio, an open-source program that facilitates the writing and storage of R code. Students will be introduced to the basic steps of data processing, visualization, and analysis. These procedures will taught and practiced in the context of experimental data. Critically, students will be empowered to troubleshoot their own code, by identifying problems in their code and seeking potential solutions in the documentation or online. Students will thereby be able to begin writing their own code independently.

Prerequisites

After completing this course, students will be able to:

1. Import and handle data in R
2. Create graphs and run basic statistical analyses in R
3. Document data analysis output from R

PSY9114
Period 3
10 Feb 2025
23 Mar 2025
Print course description
ECTS credits:
3.0
Instruction language:
English
Coordinator:

Master Psychology Specialisation Neuropsychology

- M.D. Hilton

Teaching methods:
Lecture(s), Skills, Work in subgroups
Assessment methods:
Attendance, Assignment
Keywords:
Programming; R; data analysis; statistics