Forensic Psychology

First year courses

Master in Forensic Psychology

Faculty of Psychology and Neuroscience
Eyewitnesses and Victims

Full course description

This course provides contemporary insights into the psychology of eyewitnesses and victims. For example, students will learn about how well eyewitnesses and victims 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 the best practices in how to administer line-ups, the neurobiological processes in the brain that are responsible for storing emotional events during times of stress, and whether eyewitnesses and victims are able to deal with the consequences of having experienced traumatic events. Other issues that are addressed in this course relate to biological vulnerabilities to stress-related disorders, 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, 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 and the psychology of victims; be familiar with the important terminology of Forensic Psychology (e.g., posttraumatic stress disorder, false memories, sequential line-ups, psychological debriefing, etc.); 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 and/or victims.

Course objectives

Knowledge of: Estimator variables, system variables, co-witness effects, post- identification feedback, reliability of testimonies, cognitive interview, self-administered interview. Line-up identification procedures, traumatic memories, stress, HPA-axis, neurobiology of learning and memory, resilience, acute and posttraumatic stress disorder, psychological debriefing, repression, recovered memories. False memories and behavioural consequences, forgot-it-all-along effect, coaching, truth-telling and lying in children.

Recommended reading

E-reader.

PSY4602

Period 1
5 Sep 2016
28 Oct 2016

[Print course description](#)

ECTS credits:
4.0
Instruction language:
English
Coordinator:
T. Smeets
Teaching methods:
PBL, Lecture(s)
Assessment methods:
Attendance, Written exam, Presentation
Keywords:
Eyewitnesses, victimology, trauma, Memory

Faculty of Psychology and Neuroscience
Perpetrators and Defendants

Full course description

This course covers the issue of perpetrators and defendants. The two are not synonymous; not all perpetrators of a crime are apprehended and put to trial, and not all defendants are guilty of the crime of which they are accused. During this course students will learn more about the psychology and behaviour of offenders of serious crimes. Knowledge of the psychology of the offender can be of great help during the different stages of criminal prosecution. In the first phase, the investigative phase, the police can use this knowledge to help apprehend the unknown offender. When a suspect has been arrested, forensic psychological knowledge is useful in planning the interrogation. For example: How can we avoid false confessions? How can we detect deceitful behaviour? What should the police do when a suspect seems too psychologically disturbed to be interviewed at all? In the second phase of criminal prosecution, the defendant is sentenced. In this stage, forensic psychologists may advise the court whether the defendant is to be held fully responsible for his or her offence. A judgment of diminished responsibility may lead to a shorter prison sentence and/or mandatory forensic psychiatric treatment. An example of a topic that forensic psychologists deal with are crimes allegedly committed while the offender was sleepwalking ("It wasn't me, I was sleeping"). Students will learn how a forensic psychologist can evaluate such a claim, and determine how likely it is that the defendant was truly sleepwalking. Another aspect for consideration is genetic makeup; Is there such a thing as a gene predisposing an individual to commit murder? And if so, does this diminish criminal responsibility? And can recent insights from neuroscience help in establishing responsibility? At the end of this course students will have gained knowledge about current issues and controversies connected to the psychology of offenders.

Course objectives

Knowledge of: Filicide, false confessions, deception, somnambulism, profiling,behavioural genetics.

Recommended reading

E-reader

PSY4603

Period 1

5 Sep 2016
28 Oct 2016

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:
[E.H. Meijer](#)
Teaching methods:
Lecture(s), Presentation(s), PBL
Assessment methods:
Attendance, Presentation, Written exam
Keywords:
Filicide, false confessions, deception, somnambulism, profiling, behavioural genetics.

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, more predictable, 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. How this diathesis/predisposition/vulnerability is defined and which characteristics are related to it depends on the theoretical perspective taken. 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

Knowledge of: Diagnostics (DSM-IV), diagnostic instruments, clinical picture and differential diagnosis, neurobiological and psychosocial etiological models and treatment, relationship between violence and psychosis, aetiology of violence, command hallucinations, detection of feigned hallucinations and delusions, cultural aspects.

Recommended reading

E-reader.

PSY4604

Period 5
10 Apr 2017
9 Jun 2017

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:
I.J.M. Niesten
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
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

Knowledge of: Diagnostic/clinical description of PDs, particularly as they appear in forensic settings; the connection between PDs, crime, and violence; the development of PDs; the cognitive and neurobiological bases of PDs; and the treatment alternatives for PDs. Skills: execute diagnostic personality disorder interviews; diagnose personality disorders; relate to patients during interviewing.

Recommended reading

E-reader.

PSY4605

Period 3
9 Jan 2017
3 Feb 2017

[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, etiology, theoretical models.

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 you 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 you will learn to reflect on these issues. Moreover, this course will show you 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, we will focus on four different issues. 1. In the last years, criminal responsibility has been controversially discussed. This does not only hold for suspects who suffer from a psychological or psychiatric condition, but also in general it has been doubted that people could ever be held responsible for their deeds. Increasing evidence about the genomic and neurobiological underpinnings of human behavior, have prompted some to conclude that free will would be an illusion and that therefore holding each other responsible would be awkward. We will critically discuss the meaning of free will and responsibility and try to figure out when and for which reasons these concepts remain sensible. 2. The practice of a forensic psychologist is characterized by the so- called double role. One role is connected to the state and involves the fact that the relationship with the client is not based on a free agreement, but 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 you will get to know the dilemmas connected to these 'two-hats' and discuss how to properly deal with them. 3. 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 you 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. 4. As a professional you 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

Knowledge of: Professional ethics of forensic psychology, criminal responsibility in relation to behavioural genetics and neuro-imaging, privacy and confidentiality, ethical dilemmas in forensic psychology, professional- patient/client relationship, coercion and pressure in forensic care, forensic research ethics.

Recommended reading

E-reader.

PSY4606

Period 3
9 Jan 2017
3 Feb 2017

Print course description
ECTS credits:
2.0

Instruction language:

English

Coordinator:

D. Horstkötter

Teaching methods:

Assignment(s), Lecture(s), Paper(s), Work in subgroups

Assessment methods:

Attendance, Final paper, Participation

Keywords:

ethics, forensic psychology, coercion and pressure, research ethics, criminal responsibility, privacy and confidentiality

Faculty of Psychology and Neuroscience

Criminal Law

Full course description

Since forensic psychology is the application of the science and the 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's programme. Knowledge of the principles and concepts of criminal law and criminal procedure, private law and the position of children and juveniles in the legal system could strengthen an individual's position as an expert witness in court. This eight-week course will combine seven sessions of group tutorials and six lectures . The first week of this course will focus on an examination of different criteria for criminalisation, and the ruling principles of criminal law. The second week of the course will focus on the elements or constituents of a criminal offence: The actus reus; the objective or external elements of a crime, and the mens rea; the subjective or mental element. In the following two weeks, the main focus of the course will be on the rules of criminal procedure, since it is only through these procedural rules that the substantive criminal law can be applied in a specific case. A distinction will be made between the pre-trial rules and the procedural rules during a trial. During week five, the central theme is the special position of children and juveniles in the legal system. Since the expertise of forensic psychologists is also sought in private cases regarding (e.g.) wardship, parenthood, or proving damage after an accident (often PTSD or whiplash), a brief overview of civil procedure and private law will be given in the sixth week. Week seven will focus on measures and punishment and the position of victims.

Course objectives

Knowledge of: Substantive criminal law, criminal procedure, civil law, common law, law, treaty, jurisprudence, mens rea, actus reus, intention, negligence, offenses, defenses, justifications, excuses, human rights, (rights of) the suspect, reasonable suspicion, Salduz, Miranda warning, criminal liability, acquittal, discharge, sentence, punishment, measure, private law, civil procedure, tort.

Recommended reading

Johannes Keiler and David Roef (eds.) (2015). Comparative Concepts of Criminal Law, Antwerp: Intersentia;

George P. Fletcher (1998). Basic Concepts of Criminal Law, New York: Oxford University Press;

Raymond Wacks (2008). Law: A Very Short Introduction. Oxford: University Press;

Additional reading materials are either published in the course book or can easily be found on the internet or in the UB.

PSY4607

Period 4
6 Feb 2017
7 Apr 2017

Print course description

ECTS credits:
4.0
Instruction language:
English
Coordinator:
T.O.M. Dieben
Teaching methods:
Lecture(s), PBL
Assessment methods:
Attendance, Written exam
Keywords:
Criminal law, criminal procedure, expert witness, human rights.

Faculty of Psychology and Neuroscience
Malingering

Full course description

It is a fact of life that people tell lies some more than others. In everyday life, these lies are not always significant. Yet, in criminal courts it is essential to identify whether a defendant is telling fabricated stories about the circumstances surrounding a crime, about his/her background, or about his/her medical condition. This course focuses on these different types of lying such as telling a lie about what happened, and the more subtle version of lying; simulating symptoms that you don't have. The course will first briefly touch upon basic research in deception (e.g., nonverbal cues of lying). Next, it will address the recent literature on lie detection and how it can be employed to identify lying in perpetrators during interrogation. Following this, the course will look into the phenomenon of fantasy proneness and related concepts such as pseudologia fantastica, Munchhausen syndrome, and factitious disorder. Finally, a great deal of 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 malingering is also relevant and therefore included in this topic. Experts are not considered to be very skilled at detecting lies and malingered symptoms, although they often think that they are. To fully grasp the problems that surround the issue of detecting lies and simulated symptoms, one has to understand the whole idea of signal detection and how there exists a trade off between sensitivity (catching all the liars) and false positives (categorising innocent and honest people as liars). 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 lies and malingering. This psychometric approach is strongly advocated in the current course, and students will gain hands-on experience with a number of malingering and deception detection methods.

Course objectives

Knowledge of: The psychology of lie detection and malingering, clinical issues that bear relevance to malingering and deception, fantasy proneness, suggestibility, factitious disorders, dissociation, theories underlying (the detection of) deception and malingering, signal detection theory and its underlying statistical models.

Recommended reading

E-reader.

PSY4608

Period 4
13 Mar 2017
7 Apr 2017

Print course description
ECTS credits:
2.0
Instruction language:
English
Coordinators:
H.L.G.J. Merckelbach
I.J.M. Niesten
Teaching methods:
Lecture(s), PBL, Training(s)
Assessment methods:
Attendance, Final paper
Keywords:
feigning, underperformance, exaggeration, factitious disorder.

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 sequelae 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, risk assessment, the assessment of psychological characteristics specific for sex offenders (e.g., paraphilic sexual arousal, cognitive distortions), specific types of sex offenders (e.g., female offenders, exhibitionists, rapists, etc.) and types of offending (e.g., cross-over offending, online offending, etc.), and treatment of sex offenders (treatment methods and outcome research).

Course objectives

Knowledge of: The phenomenology of sexual offenses, the phenomenology of sex offenders, diagnostic instruments for paraphilic sexual arousal, theoretical models of sexual offending, theoretical knowledge about risk assessment, information about victims' memory for sexual offences.

Recommended reading

Marshall, W. L., Marshall, L. E., Serran, G. A. & Fernandez, Y. M. (Eds.) (2006). Treating sexual offenders: An integral approach. New York: Routledge; Thornton, D., & Laws, D. R. (Eds.) (2008). Cognitive approaches to the assessment of sexual interest in sexual offenders. New York: Wiley; E-reader.

PSY4609

Period 5
10 Apr 2017
5 May 2017

Print course description
ECTS credits:
2.0
Instruction language:
English
Coordinator:
L.H.C. Raymaekers
Teaching methods:
PBL, Lecture(s), Skills
Assessment methods:
Attendance, Written exam
Keywords:
Phenomenology, paraphilic arousal, victims, diagnostic instruments, risk assessment in sex offenders, treatment.

Faculty of Psychology and Neuroscience
Psychopharmacology of Reward and Drugs of Abuse

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

Knowledge of: Psychopharmacology of drugs of abuse, neuroscience of addiction, substance use disorders, application of the former issues in forensic settings.

Recommended reading

Stephan Stahl, S. (2008). Essential Psychopharmacology: Neuroscientific Basis and Practical Applications (3rd ed.). Cambridge University Press. Chapter 19: Disorders of reward, drug abuse and their treatment; E-reader.

PSY4610

Period 5
14 May 2017
9 Jun 2017

Print course description
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
Forensic Neuropsychology

Full course description

Criminal courts are becoming increasingly aware of the unique and important contribution neuropsychological assessment may have to mental health evaluations in forensic practice. This pertains especially to cases with specific central nervous system pathology. As a result, neuropsychological expertise is requested in a substantial number of criminal and civil cases. Evidence suggests that traumatic brain injury is highly prevalent in individuals in forensic settings. The use of high-tech brain imaging techniques in defendants and forensic patients, to explain or underscore specific theories on brain-behaviour relationships, is becoming increasingly common nowadays. But what is the value of such brain images in individual defendants? Given the increased demand for experts in forensic neuropsychology, it is desirable for forensic psychologists to have expertise in this particular field. Defendants in criminal cases, increasingly state that they do not have any memory for their offence. This raises the question of whether this is always a valid defence. Besides this, defendants and witnesses with traumatic brain injury and/or functional or neurodegenerative disorders are becoming more common in legal settings. It is often assumed that these persons can, as a witness or as a defendant, give accurate statements. In search for answers on the validity and credibility of these issues, forensic psychologists should have state-of-the-art knowledge of clinical neuropsychology, neuropsychological assessment, neuropsychology of memory, and neurological vulnerability.

Course objectives

Knowledge of: Brain structure and function, neurological disorders, confabulation, amnesia, violence, structural brain scans in court, functional brain scans in court, neuropsychological assessment (psychometrics and psychodiagnostics), aggressive behaviour, mental retardation.

Recommended reading

Young, S., Kopelman, M., & Gudjonsson, G. (2009). Forensic neuropsychology in practice: A guide to assessment and legal processes. Oxford, UK: Oxford University Press; E-reader.

PSY4611

Period 2
31 Oct 2016
25 Nov 2016

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

[M. Jelicic](#)

Teaching methods:
Lecture(s), PBL, Skills
Assessment methods:
Attendance, Written exam, Assignment
Keywords:
forensic neurospychology, brain structure, functionality, violence, brain disorders.

Faculty of Psychology and Neuroscience
Young Offenders

Full course description

This course will address different approaches to treatment of young offenders. The limited effectiveness of treatment of adult offenders has pointed to the need for preventive interventions with children and adolescents. In this course, students will first be exposed to recent advances in the study of predictors and causes of antisocial behaviour in children. The specific role of neuropsychiatric disorders and family dysfunctioning will be addressed. Subsequently, students will learn about effective interventions used for elementary school age children, such as Parent Management Training Oregon (PMTO) and Stop-Now-And-Plan. Following this, the course will focus on evidence-based treatment programmes for adolescent offenders, such as Functional Family Therapy and MultiSystemic Therapy. Finally, attention will be paid to interventions that have been shown not to work, as well as the negative effects of institutional treatment. Myths about juvenile delinquency will also be discussed. 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. The lectures in this course will be delivered in part by experts from the juvenile justice field. Furthermore, the course will be supplemented with a workshop on using risk assessment tools like SAVRY and EARL.

Course objectives

Knowledge of: Theories of delinquent behaviour, evidence-based treatment interventions for children, quality control and treatment integrity, risk assessment in young children and adolescents, evidence-based treatment interventions for adolescents, treatment of young institutionalised offenders, iatrogenic effects, effective institutional treatment, risk assessment in adolescent offenders, myths on child delinquent behaviour, myths about adolescent delinquent behaviour.

Recommended reading

E-reader

PSY4612

Period 2
28 Nov 2016
23 Dec 2016

Print course description
ECTS credits:
2.0
Instruction language:
English
Coordinator:
G. Bogaard
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
Workshop "How to write a research proposal"

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

Knowledge of: Research proposal, peer-review process, APA style.

Recommended reading

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th ed). Washington, DC: APA. http://www.apastyle.org/ ; E-reader.

PSY4614

Period 6
12 Jun 2017
7 Jul 2017

Print course description

ECTS credits:
2.0
Instruction language:
English
Coordinator:
L.H.C. Raymaekers
Teaching methods:
Assignment(s), Lecture(s), Paper(s), Skills
Assessment methods:
Attendance, Final paper
Keywords:
Research proposal, APA style

Faculty of Psychology and Neuroscience
Assessment Skills Lab I

Full course description

Forensic psychological assessment differs in a number of important respects from that of psychological assessment (which occurs in a general clinical context). First of all, subjects are required 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. By 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 professionals questions into questions that a psychologist can answer. And finally, the forensic psychologist needs to be able to administer, code, and interpret specific forensic assessment instruments, relevant to the type of legal questions asked. Among these, the question of psychopathy is highly prominent. Forensic psychological assessment is a highly specialised form of psychological assessment. Questions posed to the assessment psychologist by the court 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 at the crime scene? What is the risk of future re-offending in this arsonist? Should this sex-offender be allowed 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 forensic assessment tools. Students will receive specialised training in two essential forensic assessment instruments: the Psychopathy CheckList-Revised and the PCL: Youth Version. They will also learn how to write up the results of these assessments in a structured and transparent way in order to inform the court.

Course objectives

Knowledge and skills with regard to: 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); psychopathy assessment, i.e., students will be able to code the Psychopathy Check List-Revised and Psychopathy Checklist: Youth Version on the basis of a videotaped semi-structured interview and file information, and ability to write a structured report on it.

Recommended reading

Jackson, R.L. (ed). (2007). Learning forensic assessment. New York: Routledge; Heilbrun, K., Grisso, T., & Goldstein, A. M (2008). Foundations of forensic mental health assessment. Oxford, UK: Oxford University Press. E-reader

PSY4621

Period 1
5 Sep 2016
28 Oct 2016

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, Final paper
Keywords:
Forensic psychological assessment, psychopathy.

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; criminal responsibility and violence risk assessment. As in course PSY4621, forensic psychological assessment is shown in contrast to psychological assessment (which takes place in a general clinical context). Students will receive specialised training in two essential forensic assessment instruments: the RCRAS and the HCR-20. Furthermore, they will receive basic training in the use of a number of general psychological assessment instruments within a forensic context, such as the MMPI-2. 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.

Course objectives

Knowledge of: Assessment of criminal responsibility, personality assessment in forensic context, assessment of risk of future violence, writing forensic reports.

Recommended reading

Jackson, R.L. (Ed). (2007). Learning forensic assessment. New York: Routledge [or the new edition, if available];

Friedman, A.F., Bolinskey, P.K. Lewak, R., & Nichols, D.S. (2014). Psychological assessment with the MMPI-2/MMPI-2-RF (3rd ed.). New York, NY: Routledge;

de Ruiter, C., & N. Kaser-Boyd (2015). Forensic psychological assessment in practice: Case studies. New York, NY: Routledge.

PSY4622

Period 2
31 Oct 2016
3 Feb 2017

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, Final paper
Keywords:
Forensic psychological assessment, criminal responsibility, violence risk assessment.

Faculty of Psychology and Neuroscience
Expert Witness Skills Lab

Full course description

Every forensic psychologist has to occasionally 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 lawyers (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 differences between judicial and clinical decision-making; the practical and ethical aspects of serving as expert witness; and training on how to serve as an expert witness, as well as how to evade common misconceptions and complications.

Course objectives

Knowledge of: Clinical heuristics, judicial reasoning, witness preparation, expertise bias, courtroom

procedure, verbal skills, non-verbal skills, expert witness report writing, analysing case file.

Recommended reading

E-reader.

PSY4625

Period 5
10 Apr 2017
9 Jun 2017

[Print course description](#)

ECTS credits:
2.0
Instruction language:
English
Coordinators:
[H.P. Otgaar](#)
[M. Sauerland](#)
Teaching methods:
Assignment(s), Lecture(s), Skills, Training(s)
Assessment methods:
Attendance, Final paper, Oral exam, Assignment
Keywords:
expert witness, court appearance, report writing, judicial reasoning, case analysis

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

Knowledge of: Psychotherapy with offenders, therapy for personality disorders, Schema Therapy, assessment and case conceptualisation, cognitive-behavioural therapy skills, experiential methods, therapy relationship, counter-transference reactions.

Prerequisites

No previous therapy experience is required.

Recommended reading

The basic text for this course is Rafaeli, E., Bernstein, D., & Young, J. (2011). Schema Therapy: Distinctive Features. London: Routledge; Additional readings will also be made available on E-reader; Instructional material on DVDs will also be used.

PSY4620

Period 4
6 Feb 2017
7 Apr 2017

[Print course description](#)
ECTS credits:
6.0
Instruction language:
English
Coordinator:
[D.P. Bernstein](#)
Teaching methods:
Assignment(s), Lecture(s), Patientcontact, Skills, Training(s), Work in subgroups, PBL
Assessment methods:
Attendance, Observation, Take home exam
Keywords:
Forensic, psychotherapy, personality disorders, schema focused therapy, cognitive-behavioural, therapy skills, experiential techniques.

Faculty of Psychology and Neuroscience
Practical Training: Assessment Malingering

Full course description

Verbal credibility assessment tools aim to detect lies from written or spoken statements. An example

of such a tool is Criteria Based Content Analysis (CBCA). In this workshop, students will be trained to use CBCA, and to apply it to several statements.

Course objectives

Knowledge of: Verbal lie detection, CBCA.

Recommended reading

Articles.

PSY4650

Period 4
13 Mar 2017
7 Apr 2017

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

Faculty of Psychology and Neuroscience
Practical Training SVR-20 - Sex Offenders

Full course description

Students will be trained in assessing the risk of sexual recidivism by using the Sexual Violence Risk-20 test.

Course objectives

Knowledge of: Tools to assess the recidivism risk of sex offenders.

Recommended reading

Boer, D.P., Hart, S.D., Kropp, P.R., & Webster, C.D. (1997). Manual for the Sexual Violence Risk – 20: Professional guidelines for assessing risk of sexual violence. Vancouver, B.C.: The Mental Health, Law, and Policy Institute.

PSY4652

Period 5
10 Apr 2017
5 May 2017

Print course description

ECTS credits:
0.0
Instruction language:
English
Coordinator:
K.I.M. van Oorsouw
Teaching methods:
Skills, Training(s)
Assessment methods:
Attendance
Keywords:
Paraphilia, risk assessment, protective factors, recidivism.

Faculty of Psychology and Neuroscience
Experts and their Decisions

Full course description

Some have argued that the story behind miscarriages of justice is, in fact, the story of expert errors and misjudgments. 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: How do experts reason about the causality underlying, for example, accidents? Can modern techniques like fMRI assist experts in drawing conclusions on issues such as criminal responsibility of defendants? What about defendants who feign all kinds of psychiatric symptoms? How can the expert detect these? This course tackles these and related questions.

Course objectives

Knowledge of: Decisions making styles, biases, debiasing, signal detection theory, Receiver Operating Characteristics, expectancy effects, likelihood ratio's, heuristics, psychopharmacology, drugs and crimes, neuro-imaging and criminal responsibility, malingering, witness preparation.

Recommended reading

E-reader.

PSY4615

Period 2
31 Oct 2016
23 Dec 2016

[Print course description](#)

ECTS credits:
4.0

Instruction language:
English

Coordinator:
[H.L.G.J. Merckelbach](#)

Teaching methods:
Lecture(s), PBL, Presentation(s)

Assessment methods:
Attendance, Presentation, Written exam

Keywords:
expert witnesses, diagnostic accuracy, decision making, biases, malingering

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

Gaining knowledge of: International guidelines for forensic evaluations in child custody/child protection cases ('best interests of the child'- doctrine); forensic assessment tools used for parenting capacity assessment, work product review method of forensic evaluations in CCA. Special attention will be given to impartiality and objectivity in order to serve the best interests of the child.

Recommended reading

J.W. Gould & D.A. Martindale (2009). The art and science of child custody evaluations. New York:

Guilford Press. E-reader.

PSY4616

Period 4

6 Feb 2017

10 Mar 2017

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

[C. de Ruiter](#)

Teaching methods:

Assignment(s), Lecture(s), Presentation(s), Skills, PBL, Work in subgroups

Assessment methods:

Attendance, Final paper, Observation, Participation

Keywords:

Child custody, child abuse, forensic evaluation, parenting capacity, children's rights

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 next 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). Finally, the topic of meta-analysis is covered in the sixth unit.

Course objectives

Knowledge of: Multiple linear and logistic regression; ROC curve analysis; Mixed (multilevel) linear regression with random effects and autocorrelation; Meta-analysis.

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.

Recommended reading

Lecture handouts and a suitable book chapter or article per unit.

PSY4617

Period 6
12 Jun 2017
7 Jul 2017

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, meta-analysis.

Faculty of Psychology and Neuroscience
Interrogation & Interviewing Strategies

PSY4618

Period 1
5 Sep 2016
28 Oct 2016

ECTS credits:
4.0
Instruction language:
English
Coordinator:
E.H. Meijer

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

Knowledge of: 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.

PSY5607

Year
1 Sep 2016
31 Aug 2017

Print course description
ECTS credits:
2.0
Instruction language:

English
Coordinator:
[K.I.M. van Oorsouw](#)
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

Knowledge of: 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.

PSY5609

Year
1 Sep 2016
31 Aug 2017

[Print course description](#)
ECTS credits:
10.0
Instruction language:

English
Coordinator:
K.I.M. van Oorsouw
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

Knowledge of: 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.

PSY5610

Year
1 Sep 2016
31 Aug 2017

Print course description
ECTS credits:
18.0
Instruction language:

English
Coordinator:
[K.I.M. van Oorsouw](#)
Teaching methods:
Research, Skills
Assessment methods:
Final paper, Observation, Participation
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 goals. This clinical internship lasts a minimum of 5 months. 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-psycholoog').

Course objectives

Knowledge of: Applying scientific knowledge to forensic-clinical practice, reflection on performance of clinical skills, forensic assessment, forensic treatment and risk management.

Prerequisites

Completion of all first year Forensic Psychology courses.

PSY5604

Year
1 Sep 2016
31 Aug 2017

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

Coordinators:

[C. de Ruiter](#)

[K.I.M. van Oorsouw](#)

Teaching methods:

Onderwijspoli('s), 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 goals. This clinical internship lasts a minimum of 5 months. 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-psycholoog').

Course objectives

Knowledge of: Applying scientific knowledge to forensic practice, reflection on performance of clinical skills, forensic assessment, forensic treatment and risk management.

Prerequisites

Completion of all first year Forensic Psychology courses.

PSY5606

Year

1 Sep 2016

31 Aug 2017

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinators:

C. de Ruiter

K.I.M. van Oorsouw

Teaching methods:

Onderwijspoli('s), 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.

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

Knowledge of: 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.

PSY5607

Year
1 Sep 2016
31 Aug 2017

Print course description
ECTS credits:

2.0
Instruction language:
English
Coordinator:
K.I.M. van Oorsouw
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

Knowledge of: 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.

PSY5609

Year
1 Sep 2016
31 Aug 2017

Print course description
ECTS credits:

10.0
Instruction language:
English
Coordinator:
K.I.M. van Oorsouw
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

Knowledge of: 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.

PSY5610

Year
1 Sep 2016
31 Aug 2017

Print course description
ECTS credits:

18.0
Instruction language:
English
Coordinator:
[K.I.M. van Oorsouw](#)
Teaching methods:
Research, Skills
Assessment methods:
Final paper, Observation, Participation
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 goals. This clinical internship lasts a minimum of 5 months. 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-psycholoog').

Course objectives

Knowledge of: Applying scientific knowledge to forensic-clinical practice, reflection on performance of clinical skills, forensic assessment, forensic treatment and risk management.

Prerequisites

Completion of all first year Forensic Psychology courses.

PSY5604

Year
1 Sep 2016
31 Aug 2017

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

Instruction language:

English

Coordinators:

[C. de Ruiter](#)

[K.I.M. van Oorsouw](#)

Teaching methods:

Onderwijspoli('s), 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 goals. This clinical internship lasts a minimum of 5 months. 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-psycholoog').

Course objectives

Knowledge of: Applying scientific knowledge to forensic practice, reflection on performance of clinical skills, forensic assessment, forensic treatment and risk management.

Prerequisites

Completion of all first year Forensic Psychology courses.

PSY5606

Year

1 Sep 2016

31 Aug 2017

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English
Coordinators:

C. de Ruiter

K.I.M. van Oorsouw

Teaching methods:

Onderwijspoli('s), 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

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

Knowledge of: 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 2016
31 Aug 2017

Print course description

ECTS credits:

10.0

Instruction language:

English

Coordinator:

K.I.M. van Oorsouw

Teaching methods:

Research, Skills

Assessment methods:

Final paper, Observation, Participation

Keywords:

research, design, data collection, analysis, master's thesis, research proposal.