

Health and Social Psychology

Overeating, excessive drinking, drug abuse, risk taking in traffic, discrimination, environmental pollution, and unsafe sex are all considered examples of unhealthy and undesirable behaviour. Adopting a multidisciplinary perspective, the Health and Social Psychology Master's specialisation aims at understanding and ultimately changing these behaviours. Students investigate questions such as: What is the contribution of the media and social comparison processes to a distorted body image? Why do adolescents take more risks than adults? What is the role of significant others and social norms in the willingness to practice safe sex? Are impulsive children more likely to become obese? Students learn to analyse the underlying mechanisms of (un)healthy and (anti)social behaviour, using recent theories and models from various psychological disciplines. This knowledge can be used to systematically develop interventions, with the aim to change these bad habits and to promote healthy and pro-social behaviour. During their internship, students conduct their own research, either inside or outside of the Faculty.

Coordinator Health and Social Psychology:

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PSY4950 will be offered in all Master specialisations

Title	Introduction in Problem-Based Learning
Period	0
Code	PSY4950
ECTS credits	-
Organisational unit	FPN Education Office
Coordinator	Wladimir van Mansum
Descriptions	<p>The choice for Maastricht as a place to study also means a choice for an educational approach quite different to what is offered elsewhere. In Maastricht, education is based on the Problem-Based Learning (PBL) method.</p> <p>As opposed to other traditional educational approaches, Problem-Based Learning is not centred around the transfer of information from the lecturer to the student, but rather based on the learning process of the student.</p> <p>In small groups of approximately 12 members who meet once or twice weekly, students discuss specific problems in depth. These problems are formulated in such a way that students are led to pose all types of explanatory questions; e.g. how did the phenomenon presented come about? Based on this discussion, students formulate the subject matter to be studied.</p> <p>The PBL approach and group discussions stimulate students to acquire relevant knowledge, insight and skills relatively independently. This emphasis on self-motivation is a core feature of Problem-Based Learning. After individually acquiring the relevant knowledge, it is shared with the other group members and discussed.</p> <p>To get to know the basics of the way PBL groups work, this module addresses the way the problem are dealt with during the sessions: the 7-step approach. Also the skills needed to function within these groups are an important feature of this module. Working together as a team, making sure all group members get the opportunity to join the discussion. How to communicate with each other, taking into account the different backgrounds of all group members. And how to lead a discussion, as a student discussion leader during these sessions.</p>
Goals	<p>Knowledge of:</p> <p>The PBL system, the 7 step approach, functioning in groups.</p> <p>Communication skills, leading a discussion, reflecting on group processes, and own functioning as a group member.</p>
Instruction language	EN
Prerequisites	
Recommended literature	
Teaching methods	<p>PBL</p> <p>Training</p> <p>Work in subgroups</p>
Assessment methods	Attendance
Key words	PBL, 7 step approach, communication skills, feedback, reflection

Title	Self-Regulation
Period	1
Code	PSY4001
ECTS credits	5
Organisational unit	Clinical Psychological Science
Coordinator	Hugo Alberts
Descriptions	<p>The goal of this course is to understand the complex process of self-regulation and to apply the different theories and findings in a practical context. Students will consider questions such as: What is the difference between self-regulation and self-control? Why is it so hard for some people to limit their alcohol consumption? Why do some people lose their temper easily? It is well established that many people struggle with calories, cigarettes, emotions and laziness every day and that people can vary enormously in their ability to succeed in self-regulation. Some common examples which illustrate a lack of self-regulation include too much eating or drinking, not being able to regulate emotions or impulsively buying new shoes. There are often negative consequences of these types of behaviour and these demonstrate how important it is that people are able to regulate themselves, therefore an understanding of the process of self-regulation is key to this course.</p> <p>Students study different mechanisms underlying self-regulation, such as paradoxes of control, intrinsic motivation, resource depletion, goal setting and mindfulness. In addition, attention is paid to possible ways to improve self-regulatory abilities and enhance autonomy.</p>
Goals	<p>Knowledge of: Self-determination, ego-depletion, emotion regulation, mindfulness-based regulation, ironic processes of mental control.</p>
Instruction language	EN
Prerequisites	
Recommended literature	
Teaching methods	assignment(s) Lecture(s) PBL Work in subgroups
Assessment methods	Attendance Final paper Written exam
Key words	self-regulation, self-control, autonomy

Practical training with PSY4001 Self-regulation

Title	Practical training: Increasing Self-regulation through Practice
Period	1
Code	PSY4101
ECTS credits	-
Organisational unit	Clinical Psychological Science
Coordinator	Lotte Lemmens
Descriptions	<p>This practical bridges the gap between science and practice by applying Cognitive Behavioural Therapy (Positive CBT). During the practical, students are invited to work in couples, both as a client and as a therapist. The therapist helps the client to move closer to a desired outcome, a regulatory goal.</p> <p>The aim is for students to utilise different self-regulation techniques and practical exercises in an attempt to increase self-regulation of the client. After completing the therapy, students write a report on the weekly sessions and discuss the main outcomes of their intervention.</p>
Goals	<p>Knowledge of:</p> <p>Therapeutic interventions, cognitive behavioural therapy, communication skills, self-regulation techniques.</p>
Instruction language	EN
Prerequisites	
Recommended literature	
Teaching methods	<p>Assignment(s)</p> <p>Lecture(s)</p> <p>Paper(s)</p> <p>Skills</p>
Assessment methods	<p>Attendance</p> <p>Final paper</p>
Key words	therapy, cognitive behavioural therapy, self-regulation techniques, self-regulation improvement

Title	Bad Habits
Period	1
Code	PSY4002
ECTS credits	5
Organisational unit	Clinical Psychological Science
Coordinator	Katrijn Houben
Descriptions	<p>At the end of the course, students will have acquired knowledge of relevant theories and models to explain the origin, nature and maintenance of 'bad habits'. Students will be able to analyse a 'bad habit' using a multidisciplinary perspective.</p> <p>Students will study theories, models, and empirical research that are on the borderline between social and clinical psychology. Students will study explanations and predictions of behaviour, and in particular unhealthy and unwanted behaviours and cognitions. The approach to assessing bad habits is multidisciplinary in that it uses recent views from social psychology, social cognition, clinical psychology and cognitive experimental psychology. Emphasis is put on understanding, explaining and predicting bad habits.</p> <p>Several recent theoretical views are used to explain how (un)healthy and (un)wanted behaviours develop and endure. Students review various types of bad habits in the broad sense of the word and learn how these are acquired, including addictive behaviours, excessive eating, and risky sexual behaviour.</p>
Goals	<p>Knowledge of:</p> <p>Dual-process theories, implicit cognition, theory of planned behaviour, Pavlovian conditioning, cue exposure, behavioural economics, habits, genetic and environmental influences on eating behaviour, obesity, addiction, social and clinical psychology, cognitive psychology.</p>
Instruction language	EN
Prerequisites	
Recommended literature	Journal articles, book chapters.
Teaching methods	Lecture(s) PBL
Assessment methods	Attendance Written exam
Key words	dual-process, implicit cognition, Pavlovian conditioning, cue exposure habits, planned behaviour change, decision-making, gene-environment interaction

Practical training with PSY4002 Bad Habits

Title	Practical training: Cognitive Paradigms in Health Psychology
Period	1
Code	PSY4102
ECTS credits	-
Organisational unit	Clinical Psychological Science
Coordinator	Katrijn Houben
Descriptions	<p>The goal of this practical is to introduce the students to implicit measures that are often used in health psychology research to study biased cognitive processing: the Implicit Association Test (IAT) and affective priming. There are two lectures in which the various paradigms are explained and demonstrated. An important aspect of the lectures will be a discussion of the pros and cons of the paradigms. Students also take part in two practical meeting: they will (1) analyze results of an experiment with a response latency based measure of associations, and (2) experience and 'beat' the IAT. Students will write a final assignment about the pros and cons of a paradigm of choice</p> <p>At the end of this practical, students will understand the pros and cons of each task well enough to choose an appropriate task for a given research question, and will be able to change the features of the chosen task to fit their own research needs.</p>
Goals	Knowledge of: Implicit measures, Implicit Association Test, affective priming, data analysis, research design.
Instruction language	EN
Prerequisites	
Recommended literature	Journal articles, book chapters.
Teaching methods	Lecture(s) Research Skills Work in subgroups
Assessment methods	Attendance Assignment
Key words	implicit measures, Implicit Association Test, affective priming, research design, data analysis, writing skills

Title	Planning Behaviour Change Programmes
Period	2
Code	PSY4003
ECTS credits	5
Organisational unit	Work and Social Psychology
Coordinator	Fraukje Mevissen
Descriptions	Health and social psychologists in the field apply state-of-the-art theories and research to health, ecology, discrimination and safety problems in real-life settings. This course introduces a process for creating behavioural change programmes (Intervention Mapping) for these problems. Students are guided through a series of steps that will assist them in applying psychological theories in developing behavioural change interventions. Steps include: a needs assessment and identification of the goals of the programme; selecting intervention methods and translating methods into applications and programmes; and planning for implementation and evaluation of the programme. Participants study the theoretical background of each step and work in small groups to create a (fictive) behaviour change programme for a health problem. Lectures introduce the various steps and provide illustrative examples of Intervention Mapping applications. The practical training 'Applying Theories' is integrated into Intervention Mapping
Goals	Knowledge of and skills: Be able to explain the rationale for a systematic approach to intervention development, describe an ecological approach to intervention development, explain and apply the types of logic models that can be used to conceptualise various phases of programme development, list and apply the steps and processes of Intervention Mapping, explain and apply core processes for developing theory- and evidence-based interventions.
Instruction language	EN
Prerequisites	
Recommended literature	Bartholomew, L. K., Markham, C. M., Ruiter, R. A. C., Fernández, M. E., Kok, G., & Parcel, G. S. (2016). Planning Health Promotion Programs: An Intervention Mapping Approach (4th ed.). Hoboken, NJ: Wiley.
Teaching methods	Lecture(s) Paper(s) Training(s) Work in subgroups
Assessment methods	Attendance Final paper Written exam
Key words	behaviour change, applying theories, Intervention Mapping, social psychology, health psychology

Practical training with PSY4003 Planning Behaviour Change Programmes

Title	Practical training: Applying Theories in Intervention Development
Period	2
Code	PSY4103
ECTS credits	-
Organisational unit	Work and Social Psychology
Coordinator	Rob Ruiter
Descriptions	The practical training provides search strategies (called 'core processes') for finding appropriate theories and empirical data to answer planning-related questions when designing behaviour change programmes using the Intervention Mapping protocol.
Goals	Knowledge of: The rationale for core processes, the successful application of the issue-related, concept-related and general approaches to theory finding.
Instruction language	EN
Prerequisites	
Recommended literature	Bartholomew, L. K., Markham, C. M., Ruiter, R. A. C., Fernández, M. E., Kok, G., & Parcel, G. S. (2016). <i>Planning Health Promotion Programs: An Intervention Mapping Approach</i> (4th ed.). Hoboken, NJ: Wiley.
Teaching methods	Assignment(s) Lecture(s) Paper(s) Training(s) Work in subgroups
Assessment methods	Attendance Final paper
Key words	applying theories, Intervention Mapping

Title	Manipulation
Period	2
Code	PSY4004
ECTS credits	5
Organisational unit	Work and Social Psychology
Coordinator	Kai Jonas
Descriptions	<p>This course focuses on techniques and strategies to influence or 'manipulate' other people's opinions, judgments and behaviour. What factors are likely to instigate change and how can their influence be explained? A common distinction in manipulation techniques or strategies is the distinction between strategies requiring systematic processing and strategies requiring heuristic processing of information. Systematic processing is related to persuasion; a receiver carefully examines a persuasive message and if the arguments are relevant, persuasive, and strong (s)he may decide to adopt the message. In the case of heuristic processing, the receiver is more likely to be influenced by the form of a message rather than its content. An example of when a person is not motivated to carefully examine a message or situation happens for example when the person is distracted or when the topic is not relevant. Both forms of influence are discussed during this course. Other topics in this course are 'knee jerk psychology' (direct manipulation techniques), the manipulative power of everyday and media role models, evaluative conditioning (associating neutral stimuli with positive attributes) social mimicry and nudging.</p> <p>Students also study why some people are more sensitive to persuasive messages than others. In addition to the lectures and PBL-groups, there will be several practical assignments, and students must write two papers that form part of the final grade.</p>
Goals	<p>Knowledge of:</p> <p>Social influence, information processing, dual process models, heuristics, implicit and explicit attitudes, attitude change, food labels, designing a persuasive food label, persuasion, persuasion techniques, manipulation tricks, building resistance to social influence, overcoming resistance to social influence, self-affirmation, role models, social comparison, regulatory focus, persuasion by association, evaluative conditioning, experimental design, social imitation, mimicry, chameleon effect, nudging.</p>
Instruction language	EN
Prerequisites	
Recommended literature	Journal articles, book chapters.
Teaching methods	<p>Assignment(s)</p> <p>Lecture(s)</p> <p>Paper(s)</p> <p>PBL</p> <p>Presentation(s)</p> <p>Work in subgroups</p>
Assessment methods	<p>Attendance</p> <p>Written exam</p>
Key words	persuasion, attitude change, social influence, resistance, role models, mimicry, nudging

Practical training with PSY4004 Manipulation

Title	Practical training: Manipulation Strategies
Period	2
Code	PSY4104
ECTS credits	-
Organisational unit	Work and Social Psychology
Coordinator	Kai Jonas
Descriptions	During the practical training, students will work on three assignments (individually or in small groups). Each student will design a unique persuasive message (a food label) for the first assignment. The second assignment requires that students write a research proposal in which they describe an experiment using a manipulation strategy. Finally, in the third assignment, students work on a casus focusing on the use of social influence. .
Goals	Knowledge of: Presenting, academic writing, reviewing, social influence, information processing, dual process models, implicit and explicit attitudes, attitude change, food labels, designing a persuasive food label, persuasion, persuasion techniques, manipulation tricks, evaluative conditioning, experimental design.
Instruction language	EN
Prerequisites	
Recommended literature	Students must partly perform their own literature search for these assignments.
Teaching methods	Assignment(s) Paper(s) PBL Presentation(s) Skills Work in subgroups
Assessment methods	Attendance Final paper Presentation
Key words	writing, presenting, persuasive message, manipulation techniques, experimental design

For all the specialisations without the clinical version of NP

Title	Academic Skills & Research Proposal
Period	Period 3
Code	PSY4098
ECTS credits	5
Organisational unit	Work and Social Psychology
Coordinator	Sarah Stutterheim
Descriptions	<p>This module offers students an opportunity to practice and apply academic writing and research skills, and prepares students for their research internship. To achieve this, a series of assignments, workshops, and lectures will be scheduled in the 3rd period (four weeks). In addition, students will be exposed to possibilities for future employment in a career perspectives lecture. The following topics and activities will be covered:</p> <ul style="list-style-type: none"> • Conducting literature reviews • Using Endnote • Choosing a research design • Selecting appropriate statistical methods • Managing data and applying statistics • Writing a research proposal using academic writing • Providing peer feedback on a research proposals • Understanding research ethics • Applying for approval from the FPN Ethics Committee • Becoming aware of career perspectives <p>The end product of the module is a research proposal, which forms the starting point for the research internship.</p>
Goals	<p>Knowledge of: How to conduct literature reviews, using Endnote; how to select a research design and corresponding methods; how to write in academics; how to peer review; how to apply for ethics approval; how to produce an acceptable research proposal; career perspectives.</p>
Instruction language	EN
Prerequisites	
Recommended literature	
Teaching methods	Lecture(s) Assignment(s)
Assessment methods	Attendance Final paper
Key words	academic skills, research skills, methods, statistics, career skills, writing, reviewing

Title	Academic Skills & Research Proposal, Research Internship and Master's Thesis
Period	3-6
Code	PSY4098, PSY4078/4079 and PSY4091
ECTS credits	<p>40 (5, 10/15, and 10, respectively). The total research internship will be awarded 40 credits: 30 credits for the research activities, including the research proposal and 10 credits for the master's thesis. Academic Skills & The research proposal is awarded 5 credits (pass/fail). See PSY4098 for more details. The practical execution of the internship is awarded 25 credits (10 credits graded included in GPA (PSY4078); 15 credits pass/fail and thus not included in the GPA (PSY4079)). The master's thesis (graded) receives 10 credits (PSY4091).</p>
Organisational unit	Clinical Psychological Science
Coordinator	Sandra Mulkens
Descriptions	<p>The second part of the one-year master's program (from period 3 onwards), is devoted to conducting a research internship that involves 1) writing of a research proposal, and preparing and planning of the research project, 2) conducting the research project, and 3) analyzing the results of the research project. This work will result in an individually written 4) master's thesis. Step 1 will be done in period 3, steps 2 to 4 from period 4 onwards.</p> <p>The internship can be carried out at Maastricht University, at an external research institute or at other, more practically oriented institutions. In all cases, a student's research proposal and master's thesis will be evaluated by two assessors. At least one of these assessors is a staff member at the Faculty of Psychology and Neuroscience (FPN). The other assessor can be an external researcher. One of the assessors must hold a PhD, the other can be a PhD student.</p> <p>Information about research internships offered by faculty members can be found on AskPsy > Curriculum > internships/stages.</p> <p>Each specialisation has its own internship coordinator:</p> <p><i>Psychology and Law:</i> Kim van Oorsouw, Phone (043) 38 84050, 40 Universiteitssingel East, Room 3.767, Email: k.vanoorsouw@maastrichtuniversity.nl</p> <p><i>Health and Social Psychology:</i> 1) Sandra Mulkens and 2) Loes Kessels, 1) Phone (043) 38 84052, 40 Universiteitssingel East, Room 3.755, Email: s.mulkens@maastrichtuniversity.nl 2) Phone (043) 3882105, 40 Universiteitssingel East, Room 4.747 Email: lte.kessels@maastrichtuniversity.nl</p> <p><i>Work and Social Psychology:</i> Robert van Doorn, Phone (043) 38 81926, 40 Universiteitssingel East, Room 4.731, Email: r.vandoorn@maastrichtuniversity.nl</p>

	<p><i>Developmental Psychology</i>: Hans Stauder, Phone (043) 38 81933, 55 Oxfordlaan, Room 2.009, Email: h.stauder@maastrichtuniversity.nl</p> <p><i>Cognitive Neuroscience</i>: Amanda Kaas, Phone (043) 38 82172, 55 Oxfordlaan, Room 2.019, Email: a.kaas@maastrichtuniversity.nl</p> <p><i>Neuropsychology</i>: Esther Keulers, Phone (043) 38 82932, 40 Universiteitssingel East, Room 2.755, Email: esther.keulers@maastrichtuniversity.nl</p>
Goals	Knowledge of: Conducting a supervised empirical research project and summarising this research in a master's thesis.
Instruction language	EN
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. Furthermore, the research proposal must be assessed as sufficient by both assessors and must be ethically approved before the start. In addition: <ul style="list-style-type: none"> - Certain Research Internships may require that practical or skills training(s) have been completed.
Recommended literature	
Teaching methods	Assignment(s) Paper(s) Research Skills Working visit(s)
Assessment methods	Attendance Final paper (master's thesis) Observation Participation
Key words	academic skills, internship, research, research proposal, master's thesis