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.

Health and Social PsychologyCoordinator:

Karlijn Massar, Work and Social Psychology (FPN), Phone +31(0)43 38 82935,
40 Universiteitssingel East, Room 4.743, Email: Karlijn.massar@maastrichtuniversity.nl

PSY4950 will be offered in all Master specialisations

Title	**Introduction in Problem-Based Learning**
Period	0
Code	PSY4950
ECTS credits	-
Organisational unit	Education Office
Coordinator	Wladimir van Mansum
Descriptions	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. 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. 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. 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. 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.
Goals	Getting to know the PBL system, the 7 step approach, functioning in groups. Communication skills, leading a discussion, reflecting on group processes, and own functioning as a group member
Instruction language	Eng
Prerequisites	
Recommended literature	
Teaching methods	PBL Training Work in subgroups
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	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. Students study different mechanisms underlying self-regulation, such as paradoxes of control, , intrinsic motivation, resource depletion and mindfulness. In addition, attention is paid to possible ways to improve self-regulatory abilities and enhance autonomy.
Goals	Knowledge of: Self-determination, ego-depletion, emotion regulation, mindfulness-based regulation, ironic processes of mental control.
Instruction language	EN
Prerequisites	
Recommended literature	
Teaching methods	assignment(s) Lecture(s) Paper(s) PBL Presentation(s) Work in subgroups
Assessment methods	Attendance Written exam
Key words	self-regulation

Practical training with PSY4001 Self- regulation *= PSY4101 Practical training: Increasing Self-regulation through Practice*

Title	**Practical training: Increasing Self-regulation through Practice**
Period	1
Code	PSY4101
ECTS credits	-
Organisational unit	Clinical Psychological Science
Coordinator	Hugo Alberts
Descriptions	This practical bridges the gap between science and practice by applying Positive 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. 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.
Goals	Knowledge of: Therapeutic interventions, positive psychology, cognitive behavioural therapy, communication skills, self-regulation techniques.
Instruction language	EN
Prerequisites	
Recommended literature	
Teaching methods	Assignment(s) Lecture(s) Paper(s) Presentation(s) Skills
Assessment methods	Attendance
Key words	therapy, positive cognitive behavioural therapy, self-regulation techniques, self-regulation improvement

Title	Manipulation
Period	1
Code	PSY4004
ECTS credits	5
Organisational unit	Work and Social Psychology
Coordinator	Fraukje Mevissen
Descriptions	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. Systematic processing is related to persuasion; a receiver carefully examines a persuasive message and if the arguments are relevant 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 occurs in the following scenario: a receiver is known to be more likely influenced if the manipulator is attractive or if the manipulator looks similar to the receiver. 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), and social mimicry. 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.
Goals	Knowledge of: 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.
Instruction language	EN
Prerequisites	
Recommended literature	Journal articles, book chapters.
Teaching methods	Assignment(s) Lecture(s) Paper(s) PBL Presentation(s) Work in subgroups
Assessment methods	Attendance Written exam
Key words	persuasion, attitude change, social influence, resistance, role models, mimicry

Practical training with PSY4004 Manipulation = *PSY4104 Practical training: Manipulation Strategies*

Title	**Practical training: Manipulation Strategies**
Period	1
Code	PSY4104
ECTS credits	-
Organisational unit	Work and Social Psychology
Coordinator	Fraukje Mevissen
Descriptions	During the practical training, students will work on four 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 pairs of students to study a manipulation strategy and present their outcomes to fellow students. The third assignment requires that students write a research proposal in which they describe an experiment using evaluative conditioning. Finally, in the fourth assignment, students review the research proposal of a fellow student.
Goals	Knowledge of: Presenting, academic writing, reviewing, social influence, information processing, dual process models, implicit and explicit attitudes, attitude change, eco labels, designing a persuasive eco 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	Final paper Presentation
Key words	writing, presenting, persuasive message, manipulation techniques, experimental design

Title	Bad Habits
Period	2a
Code	PSY4002
ECTS credits	5
Organisational unit	Clinical Psychological Science
Coordinator	Katrijn Houben
Descriptions	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. 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. 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. Students use examples such as excessive drinking or eating, a lack of self-control in general, and (a lack of) self-serving cognitions in order to study the role of automatic and controlled processes in cognition and behaviour.
Goals	Knowledge of: Implicit measures, bad habits, theory of planned behaviour, social influences on eating behaviour, ambivalent attitudes, addiction, self-serving biases, social and clinical psychology, cognitive psychology.
Instruction language	EN
Prerequisites	
Recommended literature	Journal articles, book chapters.
Teaching methods	Lecture(s) PBL
Assessment methods	Attendance Written exam
Key words	ambivalent attitudes, implicit measures, addiction, self-serving biases, force of habits, planned behavioural change, social influences on eating behaviour

Practical training with PSY4002 Bad Habits = PSY4102 Practical training: Make your own IAT!

Title	**Practical training: Make your own IAT!**
Period	2a
Code	PSY4102
ECTS credits	-
Organisational unit	Clinical Psychological Science
Coordinator	Katrijn Houben
Descriptions	In this practical training students will get hands-on experience with a paradigm that is frequently used in this field, the Implicit Association Test (IAT). They will generate IAT data and conduct analyses and the data in small groups os students (e.g., 2-4). They will also write a final report about their findings. As such, students will gain a profound understanding of the IAT.
Goals	Knowledge of: Implicit measures, Implicit Association Test, data analysis, research design, research presentation.
Instruction language	EN
Prerequisites	
Recommended literature	Journal articles, book chapters.
Teaching methods	Lecture(s) Research Skills Work in subgroups
Assessment methods	Attendance Written assignment
Key words	Implicit measures, Implicit Association Test, research design, data analysis, writing skills

Title	**Planning Behaviour Change Programmes**
Period	2b
Code	PSY4003
ECTS credits	5
Organisational unit	Work and Social Psychology
Coordinator	Gerjo Kok
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., Parcel, G.S, Kok, G., Gottlieb, N.H. & Fernández, M.E., 2011. Planning health promotion programs: An intervention mapping approach, 3rd ed. San Francisco: Jossey-Bass
Teaching methods	Lecture(s) Paper(s) Training(s) Work in subgroups
Assessment methods	Attendance Group paper Written exam
Key words	Behaviour change, applying theories, Intervention Mapping, social psychology, health psychology

Practical training with PSY4003 Planning Behaviour Change Programmes =
PSY4103 Practical training: Applying Theories

Title	**Practical training: Applying Theories**
Period	2b
Code	PSY4103
ECTS credits	-
Organisational unit	Work and Social Psychology
Coordinator	Rob Ruiter
Descriptions	The practical training provides strategies for finding appropriate theories and empirical data. Core processes for Intervention Mapping include accessing scientific literature from the behavioural sciences to explain a given problem in order to develop theory- and evidence-based interventions.
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., Parcel, G.S, Kok, G., Gottlieb, N.H. & Fernández, M.E., 2011. Planning health promotion programs: An intervention mapping approach, 3rd ed. San Francisco: Jossey-Bass
Teaching methods	Assignment(s) Lecture(s) Paper(s) Training(s) Work in subgroups
Assessment methods	Attendance Paper
Key words	applying theories, Intervention Mapping

For all the specialisations without the clinical version NP

Title	**Academic Skills & Research Proposal**
Period	Period 3
Code	PSY4098
ECTS credits	5
Organisational unit	Clinical Psychological Science
Coordinator	Janneke Giesen/Dilana Schaafsma
Descriptions	This module offers students an opportunity to practice academic and research skills, and to prepare in a structured way for the 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 get an idea about career skills by meeting up with alumni from their specialisation. The following topics and activities will be covered: • Research methods and designs • Data management and statistics • Writing a research proposal • Peer-to-peer feedback on research proposals • Applying for approval from the FPN Ethics Committee • Research ethics • Career skills The end product of the workshop is a research proposal, which forms the starting point for the research internship.
Goals	Knowledge of: Research methods and designs, data management, statistics, writing a research proposal, peer reviewing, writing an application for an ethical committee, career skills
Instruction language	EN
Prerequisites	
Recommended literature	
Teaching methods	Lecture(s) Assignment(s)
Assessment methods	Final paper
Key words	Academic skills, research skills, methods, statistics, career skills, writing, reviewing