

COURSE CATALOGUE
BACHELOR OF SCIENCE IN PSYCHOLOGY
FACULTY OF SOCIAL AND BEHAVIOURAL SCIENCES
UNIVERSITY OF GRONINGEN
2010-2011

Department of Psychology
Grote Kruisstraat 2/1
9712 TS GRONINGEN

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1.1 Overview

The B.Sc. in Psychology is a three-year degree programme designed to give a thorough understanding of the theoretical underpinnings of psychology and of how theories can be applied to everyday life. In addition, it develops academic skills such as preparing reports and giving presentations and practical skills such as administering diagnostic tests and conducting interviews.

This Course Catalogue gives an overview of information relevant to the Bachelor programme, as well as a sketch of the options for subsequent Master programmes. The section Rules and Guidelines is especially important for it lays out the rules of the game, as it were. Details of amendments, should they be made, will be sent to the student's university e-mail address, which should be checked regularly, and will be available on the Nestor Community site for the English-language programme (PSBA-EN). (<https://nestor.rug.nl>), the electronic learning environment of the University of Groningen.

1.2 The Programme

Each year of the programme has a study load of 60 European Credit Transfer System credits (EC). The year consists of two semesters of 30 EC each, and each semester is divided into two blocks. Most courses are given in a single block, but a few span two or more blocks. Exams are held during the last two weeks of a block. Re-sits are held at the end of each semester:

Semester 1					Semester 2				
Block 1a		Block 1b			Block 2a		Block 2b		
7 weeks	2 weeks	7 weeks	2 weeks	3 weeks	7 weeks	2 weeks	7 weeks	2 weeks	3 weeks
Lectures	Exams	Lectures	Exams	Re-sits	Lectures	Exams	Lectures	Exams	Re-sits

1.2.1 Description of the Programme

Psychology is a multifaceted discipline, but broadly speaking it concerns how biology and culture interact to shape the normal and abnormal ways in which people think, feel, and interact with one another across the course of the lifespan. It has strong theoretical foundations and relies on the scientific method to evaluate new theories. The programme is academically oriented and provides a basis for further study and independent research. However, the skills acquired in communication, critical thinking, research, group processes, and assessment can be applied in a wide range of settings.

The first year of the Bachelor programme (the *propedeutical phase*) introduces the entire field, with particular emphasis on the history of psychology and applications to the real world. Much of the curriculum fosters independent thinking and communication skills, a mastery of information search skills, and an understanding of the type of data psychologists use. Statistical techniques by which psychologists evaluate data are introduced; courses in social and cross-cultural psychology, developmental psychology, and personality and individual differences put the individual into a social and cultural context; a course in biopsychology explores the underlying role of biological processes in thought and behaviour; and a practicum provides a first chance to develop intervention and dialogue skills.

The second year builds upon the first, elaborating on many topics introduced in the first year. There are courses on organisational, clinical, cognitive, and social psychology with an emphasis on applications of these disciplines in different settings (e.g., the workplace, health settings, rehabilitation, and consumer behaviour). There are two more statistics courses, and test theory is introduced and applied in diagnostic skills and research practica. A course on the theory of science provides perspective for the topical courses, and the year ends with a course on career paths and the competencies they call for. As part of this latter course the student develops a portfolio showcasing the skills acquired in the first two years and, with guidance, an individualized plan for

the final year of the programme.

The third year is designed to both broaden and deepen the students' knowledge and understanding of Psychology. The broadening is by way of a 30-EC minor undertaken in the first semester. It may be taken within the Psychology Department of the University of Groningen, from another department, or from another university. The deepening is by way of specialisation in the second semester. Students take four courses of their own choosing and write a Bachelor's thesis. The Bachelor's thesis is based on original research, and it attests to the acquisition of the skills that entitle the student to receive the internationally recognized designation of Bachelor of Science in Psychology.

1.2.2 Honours College and Psychology Programme of Excellence

The RUG has a university-wide Honours College, offering an extra challenge to talented and motivated students. This programme has a study load of 45 EC in addition to the 180 EC of the regular three-year Bachelor programme. The Honours College programme consists of a broadening component (20 EC) and in-depth discipline-specific courses (25 EC). The latter are offered within the Psychology department.

The selection procedure for the Honours College takes place at the end of the first semester of the first year of the Programme. Information on the selection procedure is available on the website of the Honours College: <http://www.rug.nl/honours/index>.

Talented students who do not participate in the Honours College, may be eligible to enroll in the 15-EC Psychology Programme of Excellence offered within the Psychology Department in the second year of the Bachelor's Programme. These courses are offered in a Psychology-specific Programme of Excellence that is offered next to the regular courses in the major-minor programme. The study load is 15 EC on top of the 60 EC of the regular second year Bachelor's programme. Note that places in the Programme of Excellence are first given to Honours College students. Only when the number of places exceed the number of Honours College students will places be available.

More information about the disciplinary part of the Honours College programme can be found on the Nestor Community site.

1.3 A Word of Advice

Successful study takes time. Forty hours a week is strongly recommended. Students with concerns about their abilities, or other factors/issues that may affect their performance should consult the academic advisor. The academic advisor can help in study planning and can offer confidential advice about any personal problems that may be impairing progress.

Academic advisor:

Drs. L. (Laura) Ballato: E-mail: l.ballato@rug.nl

Room: Heymans 023

Tel.: 363 7066

Office hour: Tuesday and Thursday 11:00 am - 12:00 pm

The office hour is for matters taking no more than 5-10 minutes. If more time is needed, an appointment should be requested.

1.4 Types of Courses

Lecture courses:

Lectures introduce the relevant theory. They complement and extend the assigned literature for the course. To ensure that their content and ramifications are thoroughly understood, lectures may be complemented by practical exercises and/or assignments. Lecture courses are tested with exams and/or papers. Attendance at lectures is optional, but their content will usually be tested in the exam.

Practica:

Many courses, or parts thereof, take the form of practica, in which the emphasis is on developing and practicing skills. Attendance is mandatory and assignments and exams may be given.

Bachelor's thesis:

The Bachelor's thesis is a written report documenting all phases of a completed empirical research project.

1.5 Registering for Courses

It is necessary to register for each course, whether lecture, practicum, or Bachelor's thesis. With the exception of the minor, for which registration is only possible from 11 May - 16 July, registration may be made from the start of the block preceding the block in which the course is scheduled up until two weeks before the course begins. For courses taught in the first block, registration starts at the beginning of August. Registration is required via the internet site *ProgressWWW*.

1.5.1 Course Schedules

The dates and times of courses are posted on the Nestor site at the community site for English language students (PSBA-EN). You will find a link to the schedules at "Schedule and Academic Year calendar". The schedules are also published on the website:

http://www.rug.nl/psy/informatievoor/studenten/ingeschreven_studenten_en/index.

Dates and times may change before a course starts, therefore schedules should always be checked the week before classes begin.

1.6 The Academic Calendar for 2010-2011**Semester 1: 6 September, 2010 – 11 February, 2011**

Block 1a:	6 September, 2010 - 22 October, 2010	Lectures
	25 October, 2010 – 5 November, 2010	Exams
Block 1b:	8 November, 2010 - 7 January, 2011	Lectures
	10 January, 2011 – 21 January, 2011	Exams
	24 January, 2011 – 11 February, 2011	Re-sits

Semester 2: 8 February, 2011- 9 July, 2011

Block 2a:	14 February, 2011 – 1 April, 2011	Lectures
	4 April, 2011 – 15 April, 2011	Exams
Block 2b:	18 April, 2010 – 10 June, 2011	Lectures
	14 June, 2011 – 24 June, 2011	Exams
	27 June 2011 – 15 July, 2011	Re-sits

In 2010-2011 no lectures or examinations will be held on the following dates:

20 December - 31 December	Winter break
Friday 22 April	Good Friday
Monday 25 April	Easter Monday
Thursday 5 May	Liberation Day
Thursday 2 June	Ascension Day
Monday 13 June	Whitsun

2 Examinations

Material taught in formal lectures is assessed by means of written examinations. These can take the form of essay questions, multiple choice questions, and/or written papers.

2.1 Scheduling of Exams

Exams are given at the end of each course and re-sits are given at the end of each semester. Courses may offer the first-chance exam in two or three parts (partial exams). In this case, the first half or first two-thirds of the material is tested during the period in which the course is offered, and the last part during the exam period. Note that re-sits are always given as one complete exam, and that if you fail the first-chance exam you will be required to re-take the entire exam and not only a partial exam.

One re-sit is offered for all courses. In general, only one chance per year is given to pass practical. The dates and locations of exams are posted on the internet. Exams last two hours, unless stated otherwise.

2.2 Registering for Exams

Admission to an exam is contingent upon proof of registration. Each exam and each interim exam requires prior registration. *Exams taken without registration will not be graded.* Registration should occur in the block preceding the block in which the course is scheduled up until one week before the exam. Registration for the first exam for a course will automatically trigger registration for the re-sit at the end of the same semester if the exam is attempted but failed. Students who do not attempt the first-chance exam must register for the re-sit.

Registration is via ProgressWWW. If you fail to register for an exam via Progress you can register at the Student Services Desk (Onderwijsbalie) up to one working day before the exam. At the Student Services Desk a written certificate of late registration will be issued—providing there is still room. This certificate must be given to the staff member supervising the exam.

2.3 Exam Results

All exams and papers are graded and the grades are submitted to the registrar within ten working days. Grades are posted at ProgressWWW. A hard copy of one's grades can be requested at the Student Services Desk. Grades for oral exams are determined as soon as the exam is concluded. In the case of multiple-choice exams, the key for the exam is posted on Nestor within 1 working day of the exam whenever it is anticipated that grades will not be posted within 5 working days. Because questions may be re-scored or dropped it is not possible to determine a grade on the basis of the exam key. The course instructor will arrange at least one opportunity to discuss written exams.

2.4 The Examinations Committee

The Examinations Committee deals with requests for exemptions from an examination, applications for the Propedeutical and Bachelor diplomas, and questions or concerns with respect to how an exam has been given, graded, or discussed with students. Before contacting the Examinations Committee, consult the Teaching and Examination Regulations (OER), the Rules and Regulations, and the Student Charter in this Course Catalogue. Requests for exceptions will be granted only if it can be demonstrated that such an exception is warranted due to reasons beyond the student's control. If you are unsure whether your request or complaint should be addressed to the Examinations Committee, please contact the Academic Advisor.

To contact the Examinations Committee, a signed letter (not an e-mail) should be sent to the Chair of the Committee, Dr. M.E. Timmerman, via the secretary of the Committee, Ms. J.M. Baan. Your letter should be clear and succinct, and should contain your name, address, and student number. If you mention specific courses, please indicate both the titles and the course codes. The Examinations Committee will issue a written response within two weeks of receiving the letter (except in July and August, when a decision may take longer). Specific complaints about instructors or courses should first be discussed with the course coordinator and, if necessary, the year- or the programme coordinator.

Address:

Examinations Committee
Ms. J.M. Baan
Grote Kruisstraat 2/1
9712 TS Groningen

Additional information about the Examinations Committee can be found on the Nestor Community site.

2.5 Prerequisites and Binding Academic Advice (in Dutch “Bindend Studie Advies” (BSA))

The programme is designed to be followed in sequence. The first-year portion of the programme (the propedeutical phase) provides the foundation for the second-year courses, and these in turn provide the foundation for the third-year courses. The following rules are strictly adhered to:

- At least 40 EC of the first year programme (the propedeutical phase) must be completed within the first year of enrolment.
- All first-year courses must be successfully completed by the end of the second year of study in order to continue with second-year and third-year courses.
- A student who has earned fewer than 40 EC in the first year or who does not complete all first-year courses by the end of the second year is forced to quit the programme for at least two academic years.
- Test Theory (PSBE2-06) cannot be taken before Statistics IA (PSBE1-08) is successfully completed.
- Statistics 2 (PSBE2-07) and Statistics III (PSBE2-12) cannot be taken before Statistics Ia and Ib (PSBE1-08 and PSBE1-09) have been successfully completed.
- The Bachelor's thesis cannot be started before the successful completion of Test Theory (PSBE2-06), Statistics 2 (PSBE2-07), Research Methods (PSBE2-08), and Research Practicum (PSBE2-09).
- The minor programme offered in the third year cannot be started before the successful completion of the entire first-year programme.

For students who started the programme before 2010-2011:

No second-year courses can be taken unless at least 45 EC of the first-year programme, including Introduction to Psychology (BE1-01) and Statistics Ia (BE1-08), have been successfully completed.

2.6 The Propedeutical and Bachelor's Exams

Upon successful completion of the first-year programme a “propedeutical” diploma will be issued. The propedeutical diploma must be requested at the Student Services Desk at least three weeks before the anticipated completion of its requirements. The diploma ceremony for the propedeutical phase takes place four times per year.

The Bachelor's diploma is awarded after completion of the 180-EC degree programme, although the Examinations Committee has the right to conduct an additional examination of the candidate. The Bachelor diploma should be requested via the Academic Advisor within four weeks after completing the Programme requirements and at least four weeks before the anticipated diploma ceremony. The diploma ceremony for the Bachelor's degree takes place four times per year.

More information on the procedure for requesting final exams and the dates of the diploma ceremonies can be found at the Nestor Bachelor Community site.

3 More Things Worth Knowing

3.1 Mathematics Requirement

The statistics courses require a basic but solid mathematics background; a test to ensure such proficiency is given at the beginning the first year. If performance on this test is poor, a course in basic mathematics is recommended before the statistics courses are begun.

3.2 Exemptions

Exemptions from a course may be issued on the basis of a previous course or study. Completion of a first-year psychology programme elsewhere in The Netherlands warrants exemption from the first-year courses here. A request form for individual course exemptions, available at the Student Services Desk, should be submitted to the Examinations Committee.

3.3 Teaching Assistantships

Students who are keeping up with the programme and who have excelled in Statistics, the Intervention and Dialogue or Communication and Diagnostic Skills practicum, or in NaCoP may be eligible for a teaching assistantship.

Interested students should contact the relevant instructor.

Statistics: Dr. R.D. (Richard) Morey
e-mail: r.d.morey@rug.nl
Room: Heymans 0165
Tel.: 363 7021
Office hour: Tuesday 1:00 pm -2:00 pm

Intervention and Dialogue or the Communication and Diagnostic Skills:

Dr. S. M. (Stacey) Donofrio
email: s.m.donofrio@rug.nl
Room: Munting 205
Tel: 363 7034
Office hour: Tuesday 3:00 pm-4:00 pm

NACOP: Dr. C.C. (Candice) Morey
e-mail: c.c.morey@rug.nl
Room: Heymans 0279
Tel.: 363 6254
Office hour: Wednesday 4:00 pm - 5:00 pm

3.4 Costs of Course Materials

Cost policy

The RUG policy on study costs is to control them so that they do not exceed grant/loan budgets for Dutch students. The amount that students are required to spend on study materials should therefore not exceed the government grant. Each programme phase (propedeutical, post-propedeutical or Master) therefore has a cost 'ceiling' of € 675 x length of programme phase. In case it is not possible to avoid going beyond the ceiling amount it is possible to apply to the Faculty Board for reimbursement of half the extra expenditure on the basis of receipts submitted as proof. Further information can be obtained from your academic advisor or from the University Student Service Centre.

3.5 Studying Abroad

For many students, Groningen is abroad! However, students may further broaden their experience by studying at another university. In most cases, studying at another university will consist of completing the minor requirement abroad. The international study coordinator can provide information about the possibilities for funding.

For general advice and to talk about how study abroad can complement your study here, contact Dr. S.M. (Stacey) Donofrio.

Dr. S.M. (Stacey) Donofrio
e-mail: s.m.donofrio@rug.nl
Room: Munting 0205
Tel.: 363 7034
Office hour: Tuesday 3:00 pm - 4:00 pm

For general advice and to learn about funding opportunities contact the International study coordinator:

Drs. G.E. (Liesbeth) Muda
e-mail: g.e.muda@rug.nl
Room: Heymans 0025
Tel.: 363 6559
Office hour Tuesday, Wednesday, Thursday, 12:00 pm – 2:00 pm

4 Master of Science in Psychology (M.Sc. Psychology)

4.1 The Programme

Completion of the Bachelor's programme guarantees the option of further study and specialisation in the form of the Master of Science in Psychology programme. This is a scientific programme, in which research in and the application of science is central. An important component of this programme is an independent, academic research project reported in a Master's thesis. The Master's programme takes one year and consists of two specialisation courses, a skills practicum, a methodology course, and two electives in addition to the Master's thesis. It is possible to gain conditional admission to the Master's programme after completion of at least 165 EC of the Bachelor's programme, including the Bachelor's thesis. Note that admission, or conditional admission, to the Master's programme is required before any Master's courses can be taken.

4.2 Other Master's Programmes: Admission Requirements

Psychology students can choose one of the three English-language, two-year Master's programmes which the Psychology Department offers in conjunction with other departments. These Master's programmes have prerequisites that can be met with the appropriate minor.

The programme *Human Behaviour in Social Contexts* is a selective Master's programme. Chances of admission may be enhanced by honing methodological skills in the minor semester.

Human-machine Communication is offered in conjunction with the Department of Artificial Intelligence. This programme requires a basic cognitive science background and some programming skills. The free-choice psychology minor "Cognitive Science" provides the background you need for this minor.

Behavioural and Cognitive Neurosciences is an interdisciplinary programme. A strong background in neurophysiology, cognitive neuroscience or computational modeling will help in gaining admission. The free-choice psychology minor "Cognitive Neuroscience" is recommended for this Master's programme.

5 Administration and Services

5.1 The Faculty

Psychology is part of the faculty of Behavioural and Social Sciences. The faculty is governed by the Faculty Board, which is chaired by the Dean and advised by the Faculty Council.

5.2 The Department

The Programme Director, Prof. K.A. (Karel) Brookhuis, is responsible for the implementation of the programme.

The Programme Director is advised by the four staff and four student members of the Educations Committee. This committee advises on matters pertaining to the Teaching and Examination Regulations, the programme, quality control and course evaluations. Students can contact the Education Committee via e-mail: ocpsychologie@rug.nl.

General comments or complaints about the programme can be registered via the "Serviceknop GMW" button on the homepage of the Faculty of Social and Behavioural Sciences on Nestor. Remember that your complaint can only lead to changes if it is formulated in a constructive way. The "Serviceknop GMW" button is not intended for questions about courses or the programme. Information about the programme can be found in this Course Catalogue and on the Nestor course and Bachelor's Community sites.

5.3 SONA

As part of the course "Nature of Psychology" in the first year, you are required to participate in about 30 hours worth of experiments. Sign-up for an experiment is possible via SONA, and the SONA coordinator is B.E.G. (Greetje) Limbeek.

Contact information:

B.E.G. (Greetje) Limbeek
e-mail: sona.gmw@rug.nl
Room: Heymans 0147
Tel.: 363 6367

5.4 The Student Services Desk (Onderwijsbalie)

The Student Services Desk is staffed by members of the Department of Student and Academic Affairs. They handle all aspects of registration and student administration including: late registration for exams, providing transcripts, making appointments with academic advisors, etc. The Student Services Desk is located near the entrance to the library, on the first floor of the Heymans building.

5.5 Library Services

The library is on the first floor of the Heymans building. In addition to a wide range of specialist books and journals, it has reserve copies of all texts used during the courses offered in the programme. Most journals and many books are also available electronically.

Contact information:

e-mail: Bibliotheek.gmw@rug.nl
Telephone: 363 6555

Hours: Monday – Thursday, 9:00 am – 21:30 pm
Friday, 9:00 am – 17:00 pm
Hours are restricted on University holidays.

5.6 Computers

Computer labs are spread throughout the Heymans and Munting buildings. Help with computer-related problems is available at the ICT Service Desk located on the ground floor of the Heymans building.

ICT Service Desk
Heymans building, Room 50 A
Telephone: 363 3469
Servicedesk.binnenstad@rug.nl

5.7 Statistical Consulting

Advice concerning research designs or statistical problems is available at the “Methodologiewinkel”, located on the first floor (Room 125) of the Heymans building.

Methodologiewinkel
Heymans building, Room 125
Telephone: 363 6190
e-mail: methodologywinkel@rug.nl

Hours:

Monday – Friday, 13:00 pm – 17:00 pm

5.8 Readers and Copy Services

If a course requires a reader, it can be purchased at the Copy Shop, Grote Rozenstraat 3.

Copy Shop
Grote Rozenstraat 3
Telephone: 363 6228

Hours:

Monday – Friday, 8:15 am – 12:30 pm , 13:15 pm -16:30 pm

6 Student Services

6.1 Student Organisation (VIP)

Psychology has a student organisation, the VIP. The VIP organises a range of activities throughout the year, including day trips to other institutions and career orientation activities. The VIP also matches “buddies” to international students, to aid the international student in navigating through the Dutch system and handling cultural issues which are unclear.

An important advantage of membership in the VIP is that course books can be ordered through the VIP at a discount.

Contact information:

Website: www.vipsite.nl
e-mail: vip.gmw@rug.nl
Telephone: 363 6323

6.2 Student Statute

The “rights and duties” of the student are described in the Student Statute, a short version of which is included in this Course Catalogue.

6.3 Working Conditions

The University of Groningen is committed to providing a healthy workplace for students. Because students might spend long hours at the keyboard, repetitive strain injury (RSI) is a particular risk at the University. There is a special “prevent RSI when working at a computer” webpage with information about the *Screen Safety Trainer* (BVT) and the rest break programme TypeSAFE. This latter programme, which may be installed on personal computers, gives regular reminders to take a break.

More information may be obtained at the internet site:

<http://www.rug.nl/bureau/expertisecentra/amd/gezondheidenwelzijn/gewbeeldschermwerk/gewBswRsi>.

Phone	Name	Office hour	Office
363 6944	Ashton-James, Dr. C.E.	Tues 9:00-10:00	0441 H
363 6479	Bockting, Dr. C.L.H.	Thurs 1:00-2:00	0320 H
363 7608	Bouman, Dr. T.K.	by appointment	0306 H
363 6772	Brookhuis ⁵ , Prof. K.A.	Fri 11:00-12:00	0206 H
363 4663	Brouwer, Prof. W.H.	Mon 10:00-11:00	UMCG ¹
t.b.a.	Burkolter, Dr. D.	t.b.a.	t.b.a.
363 6486	Dalley Dr. S.E.	Wed 2:00-3:00	0206 M
363 7034	Donofrio Dr. S.M. ³	Tues 3:00-4:00	0205 M
363 6338	Derksen, Dr. M.	Mon 1:00-2:00	0163 H
363 8729	Dijkstra, Prof. A.	Wed 9:00-10:00	0409 H
363 6325	Douma ⁴ Drs. A.	Tues 3:00-4:00	0210 M
363 6547	Eijbergen, R.	t.b.a.	t.b.a.
363 7632	Epstude, Dr. K.	Thurs 11:00-12:00	0447 H
363 6309	Geert, Prof. P.L.C. van	Mon 1:30-2:15	0378 H
t.b.a.	Grassmann, Dr. S.	t.b.a.	t.b.a.
363 7609	Hout, Dr. W.J.P.J. van	Tues 12:00-1:00	0304 H
363 6764	Huntjens, Dr. R.J.C.	Tues 10:00-11:00	0331 H
363 6348	Jolij, Dr. J.	Fri 10:00-12:00	0276 H
363 6384	Johnson, Prof. A.	Tues 1:00-3:00	0271 H
363 6403	Jong, Prof. P.J. , de	Fri 4:30-5:30	0312 H
363 6463	Jong, Prof. R., de	Mon 10:00-11:00	0263 H
363 6461	Keizer, Drs. K.E.	Wed 11:00-12:00	0407 H
363 6162	Keijzer, Dr. F.A. (Filosophical Institute)	By appointment	²
363 6241	Lange, Dr. A.H., de	Mon 3:00-4:00	0484 H
363 6376	Lorist ⁶ Dr. M.M.	Tues 9:00-10:00	0262 H
363 6407	Meere, Prof. J.J. van der ¹²	Mon 4:00-5:00	0368 H
363 6339	Meijer, Prof. R.R.	Tues 12:00-1:00	0180 H
363 7021	Morey, Dr. R.D.	Wed 4:00-5:00	0169 H
363 6450	Nauta ¹⁰ , Dr. M.	Wed 1:00-2:00	0325 H
363 6754	Nieuwenstein, Dr. M.R.	Tues 2:00-3:00	0257 H
363 7151	Pollet, Dr. T.V.	Wed 5:00-6:00	0449 H
363 6290	Rijn, Dr. D.H., van	Tues 11:00-12:00	0270 H
363 6161	Romeijn, Dr. J.W.	by appointment	²
363 6630	Rot, Dr. M., aan het	Wed 1:00-2:00	0341 H
363 9434	Rus, Dr. D.C.	Mon 11:00-12:00	0463 H
t.b.a.	Sanchez, Dr. X.	by appointment	t.b.a.
363 3065	Sanderman, Prof. R.	by appointment	UMCG ³
363 6778	Sarampalis ⁸ , Dr. A.	Mon 2:00-3:00	0285 H
363 6244	Schleim, Dr. S.	Thurs 1:00-2:00	0157 H
363 6450	Sportel, Drs. B.E.	Fri 10:00-11:00	0325 H
363 6974	Sprenger, Dr. S.	Tues 1:00-2:00	0286 H
363 7993	Steenbeek, Dr. H.W.	Mon 1:30-2:15	0384 H
363 6482	Steg, Prof. E.M.	Wed 9:00-10:00	0476 H
363 6782	Steyvers ¹¹ ,Dr. F.J.J.M.	Tues 9:00-10:00	0207 H
363 6509	Stroebe, Dr. K.E.	by appointment	0425 H
363 6953	Tendeiro, Drs. J.N.	Wed 4:00-5:00	0104aM
363 9165	Tucha, Dr. L.I.	Wed 2:00-3:00	0373 H

363 9164	Tucha, Prof. O.M.	Wed 11:00-12:00	0360 H
363 6761	Waard, Dr. D. de	Mon 9:00-10:00	0212 H
363 7617	Wessel, Dr. J.P.	Mon 12:00-1:00	0307 H
363 6466	Wijers, Dr. A. A.	Tues 9:00-10:00	0260 H
363 6511	Zomeren, Dr. M. van	Tues 9:00-10:00	0439 H

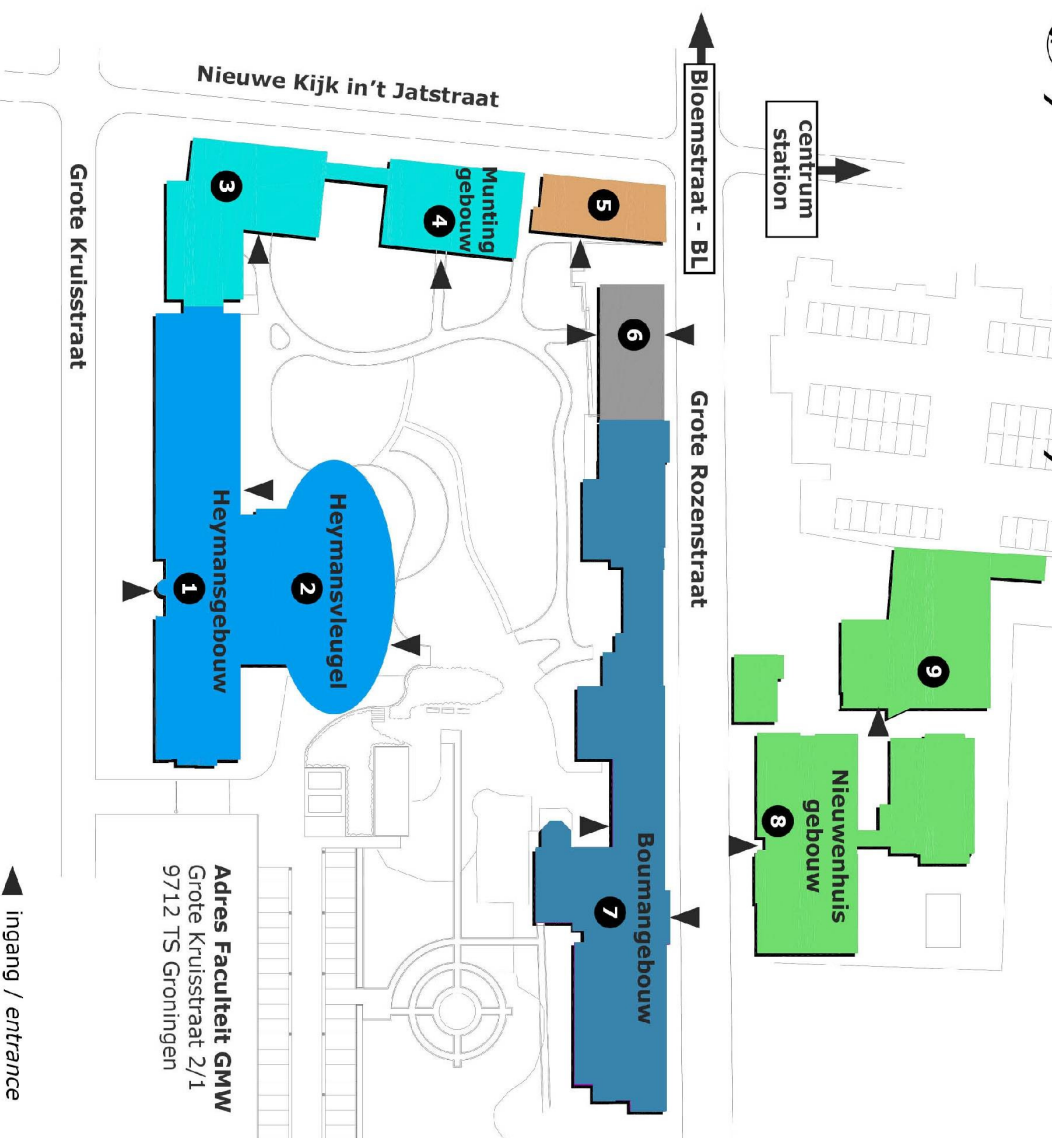
- ¹ UMCG Poortweg 4, 2nd floor, Neuropsychology
- ² Philosophical Institute, Oude Boteringestraat 52
- ³ Internationalization coordinator
- ⁴ Alumni coordinator
- ⁵ Programme director
- ⁶ Programme coordinator
- ⁷ 1st-year coordinator
- ⁸ 2nd-year coordinator
- ⁹ 3rd-year coordinator
- ¹⁰ Coordinator Specialisation (Faculty) minor
- ¹¹ Coordinator Bachelor thesis
- ¹² Coordinator Free-choice minor



rijksuniversiteit
 groningen

faculteit gedrags- en
 maatschappijwetenschappen

centrum
 station



ingang / entrance

- 1 Heymansgebouw**
Grote Kruisstraat 2/1
Psychologie / Psychology
Kantine / Canteen
ICT Helpdesk
Bibliotheek / Library
Onderwijsballe / Student Service Desk
- 2 Heymansvleugel - Hv**
Onderwijsruimten Hv / Lecture rooms Hv
- 3 Muntinggebouw**
Faculteitsbureau / Faculty's office
- 4 Muntinggebouw - M**
Onderwijsruimten M / Lecture rooms M
- 5 Nieuwe Kijk In't Jatstraat 68/70**
Instituut ISW
- 6 Grote Rozenstraat 3**
Repro - Klapperwinkel / Copy shop
- 7 Boumangebouw - B**
Grote Rozenstraat 31
Sociologie / Sociology
Onderwijsruimten B / Lecture Rooms B
- 8 Nieuwenhuisgebouw - N**
Grote Rozenstraat 38
Pedagogische Wetenschappen en
Onderwijskunde / Pedagogy & Educational
Sciences
Onderwijsruimten N / Lecture Rooms N
- 9 Nieuwenhuisgebouw - N**
Grote Rozenstraat 38
Universitair Ambulatorium Groningen

Studentcomputers:

Bibliotheek
Heymansvleugel: 306, 307, 312, 313,
406, 407, 412, 413
Boumangebouw: 111, 119, 129
Nieuwenhuisgebouw: 026b, 132
Bloemstraat

8 Programme

Questions about individual courses should be addressed to the course coordinator. Questions about the programme in general should be addressed to the Programme Coordinator:

Dr. M. M. (Monique) Lorist
 e-mail: M.M.Lorist@rug.nl
 Room Heymans 0262
 Tel: 363 6376
 Office hour: Tuesday 9.00 am-10.00 am

8.1 The propedeutical phase

Coordinator: Dr. C.C. (Candice) Morey
 e-mail: c.c.morey@rug.nl
 Room Heymans 0247
 Tel: 363 6254
 Office hour: Wednesday 4:00 pm - 5:00 pm

All courses in this year are compulsory.

Semester I		Semester II	
Block 1 a	Block 1 b	Block 2 a	Block 2 b
Introduction to psychology (PSBE1-01)	Social and cross-cultural psychology (PSBE1-02)	Developmental psychology (PSBE1-03)	Biopsychology (PSBA1-04)
History of psychology (PSBE1-06)	Statistics Ia (PSBE1-08)	Statistics Ib (PSBE1-09)	Personality and individual differences (PSBE1-05)
Applied psychology (PSBE1-07)			
The conduct of psychology (PSBE1-12)		Intervention and dialogue (PSBE1-10)	
The nature of psychology (PSBE1-11)			
The presentation of psychology (PSBE1-13)			

Block	code	course	EC
Block 1a	PSBE1-01	Introduction to psychology	5
Block 1a	PSBE1-06	History of psychology	3
Block 1a	PSBE1-07	Applied psychology	2
Block 1a and b	PSBE1-12	The conduct of psychology	5
Block 1b	PSBE1-02	Social and cross-cultural psychology	5
Block 1b	PSBE1-08	Statistics 1a	5
Block 2a	PSBE1-03	Developmental psychology	5
Block 2a	PSBE1-09	Statistics 1b	5
Block 2a and b	PSBE1-10	Intervention and dialogue	5
Block 1a/b and 2a/b	PSBE1-13	The presentation of psychology	5
Block 1a/b and 2a/b	PSBE1-11	The nature of psychology	5

Introduction to psychology**PSBE1-01****Lecturers:** Dr. C.C. Morey, various instructors**Contact:** Dr. C.C. Morey**Objective:** To give an overview of the important theories and topics in psychology and of how the topics in psychology relate.**Content:** This course considers behaviour from perspectives ranging from its biological substrate to social interactions. It thus covers topics from everyday cognition to serious disorders of personality, and it emphasizes both the techniques that psychologists use and the meaning of the findings in the context of larger ideas.**EC:** 5**Semester:** semester 1 a**Format:** lecture, practicum
4 hours of lecture and 2 hours of practicum**Hours per week:** 6**Assessment:** written exam (multiple choice)**Remarks:** A computer-based practicum will accompany this course. Material handled in the practicum may also be tested in the exam.**Literature:**

- Gray, P. (2010). , *Psychology (6th ed.)* New York: Worth. (including CD-ROM). (ISBN: 1429219475), € 56.00

Social and cross-cultural psychology**PSBE1-02****Lecturers:** Dr. K.E. Stroebe**Contact:** Dr. K.E. Stroebe**Objective:** To give insight into the many different manners in which our thoughts, feelings and behaviors are influenced by others and to show how differences between cultures may determine how these processes take place.**Content:** The course gives students a broad introduction into the major themes of social and cross-cultural psychology. The lectures will cover the many ways in which we can be influenced by other people and the social environment we live in. The first section of this course will look at the social cognitive processes that shape our perceptions of ourselves and others, and determine our behaviours, including basic social cognition (how we categorize our environment), social perception (how we see others), the self (how we see ourselves) and attitudes (how we form/change our opinions). In the second section of this course the focus lies on the social relations between people, such as intergroup relations (intergroup conflict, discrimination), interpersonal relations (when and why are you attracted to others) and group processes (how people interact within groups). Social psychological processes can help shape culture (for example via communication) while at the same time culture influences how certain social psychological processes take place (for example how we perceive ourselves). Therefore we will, where relevant, focus on cultural variations in behaviour.**EC:** 5**Semester:** semester 1 b**Format:** lecture**Hours per week:** 4**Assessment:** written exam (multiple choice)**Literature:**

- *Reader*
- Baron, R.A., Branscombe N.R., & Byrne, D.(2008), *Social Psychology (12th ed.)*. Pearson Education. (ISBN: 9780205619214), € 69.00

Developmental psychology**PSBE1-03****Lecturers:** Dr. S. Grassmann**Contact:** Dr. S. Grassmann**Objective:** To provide a review of psychological development over the lifespan.**Content:** Developmental psychology covers the entire range of psychological questions and problems from a perspective of change across the lifespan, from infancy to old age. This course reviews the key movements within the field and theories of both normal and abnormal development.**EC:** 5**Semester:** semester 2 a**Format:** lecture**Hours per week:** 4**Assessment:** written exam (multiple choice)**Literature:**

- Papalia, D.E., Olds, S.W., & Feldman, R.D.(2007). , *Human Development (11th ed.)*. Boston: McGraw-Hill (ISBN: 9780071280747), € 62.00

Biopsychology**PSBE1-04****Lecturers:** Dr. J. Jolij, Dr. M.R. Nieuwenstein**Contact:** Dr. M.R. Nieuwenstein**Objective:** To outline the main concepts and methods of neuroscience and thereby provide an understanding of the physical processes underlying behaviour.**Content:** Lectures, augmented by video clips, provide a cognitive neuroscience perspective on: the anatomy and physiology of the nervous system, the processing of information, the regulation of internal processes (homeostasis) and behaviour (the motor system), rhythmic processes (including sleep), emotion and motivation, lateralization of the brain, language, and psychopathology.**EC:** 5**Semester:** semester 2 b**Format:** lecture**Assessment:** written exam (multiple choice)**Literature:**

- Kalat, J.W., *Biological Psychology (10th ed.)*. (ISBN: 0495603007), € 52.00

Personality and individual differences**PSBE1-05****Lecturers:** Dr. K.E. Stroebe**Contact:** Dr. K.E. Stroebe**Objective:** To give insight into the concept of personality and the different perspectives on personality function.**Content:** The course gives students a broad introduction into the major themes of the study of personality. It is built around the most important perspectives on personality: dispositional, biological, intrapsychic, cognitive and social. Students will learn to reflect on and (critically) compare these perspectives on personality. In addition, attention will be paid to personality disorders.**EC:** 5**Semester:** semester 2 b**Format:** Lecture**Hours per week:** 4**Assessment:** written exam (multiple choice)**Literature:**

- Larsen, R. J., & Buss, D.M. (2010). , *Personality Psychology: Domains of knowledge about human nature (4th ed.)*. Boston: McGraw-Hill. (ISBN: 9780070164994), € 56.00

History of psychology**PSBE1-06***Lecturers:* Dr. M. Derksen*Contact:* Dr. M. Derksen*Objective:* To critically review past developments that have shaped the theory and practice of contemporary psychology.*Content:* Key episodes from the history of psychology and related fields are used to illustrate the interplay of theory, methodology, and practice in the emergence of today's psychology and its place in contemporary society.*EC:* 3*Semester:* semester 1 a*Format:* Lecture*Hours per week:* 2*Assessment:* written exam (multiple choice)*Literature:*

- Fancher, R.E. (1996). , *Pioneers of Psychology (3rd ed.)*. (ISBN: 9780393969948), € 28.00

Applied psychology**PSBE1-07***Lecturers:* Dr. S.E. Dalley, guest lecturer(s)*Contact:* Dr. S.E. Dalley*Objective:* To acquaint the student with the principal applications of psychology for the benefit of society.*Content:* The perspectives outlined in the "Introduction to Psychology" course are extended to illustrate the application of psychology to societal needs. Some of the areas of application, such as drug use and aberrant behaviour, are obvious; others, such as cultural integration and the everyday environment, are less so.*EC:* 2*Semester:* semester 1 a*Format:* Lecture*Hours per week:* 2*Assessment:* written exam*Literature:*

- Reader available via Nestor

Statistics Ia**PSBE1-08***Lecturers:* Dr. R.D. Morey, various instructors*Contact:* Dr. R.D. Morey*Objective:* To establish a grasp of basic statistical concepts and techniques and an ability to interpret statistical analyses.*Content:* After an overview of the primary methods for collecting, representing, and describing data, the concepts of random sampling and distributions are considered.*EC:* 5*Semester:* semester 1 b*Format:* lecture, practicum
(4 hours lecture and 2 hours practicum)*Hours per week:* 6*Assessment:* assignments, written exam (multiple choice)*Literature:*

- Howitt, D. & Cramer, D.(2008). , *Introduction to SPSS in Psychology (4th ed.)*. Harlow: Pearson/Prentice Hall. (ISBN: 978-0-13-205164-4), € 30.00
- Moore, D.S., & McCabe, G.P.(2006) , *Introduction to the practice of statistics (6th ed.)*. New York: W.H. Freeman and Company. (ISBN: 9781429216227), € 68.00
- Reader, electronic document

Statistics Ib**PSBE1-09***Lecturers:* Dr. R.D. Morey, various instructors*Contact:* Dr. R.D. Morey*Objective:* To establish a knowledge of the principles and applications of inferential statistics, particularly those based on the average and proportion.*Content:* Topics include sample distributions, confidence intervals, significance testing, comparisons of averages and proportions, and meta-analysis.*EC:* 5*Semester:* semester 2 a*Format:* lecture, practicum
(4 hours lecture and 2 hours practicum)*Hours per week:* 6*Assessment:* essay, assignments, written exam (multiple choice)*Literature:*

- Howitt, D. & Cramer, D.(2008). , *Introduction to SPSS in Psychology (4th ed.)* Harlow: Pearson/Prentice Hall. (ISBN: 978-0-13-205164-4), € 30.00
- Moore, D.S., & McCabe, G.P.(2006) , *Introduction to the practice of statistics (6th ed.)*. New York: W.H. Freeman and Company. (ISBN: 9781429216227), € 68.00
- Reader, electronic document

Intervention and dialogue**PSBE1-10***Lecturers:* Dr. S.M. Donofrio, various instructors*Contact:* Dr. S.M. Donofrio*Objective:* To acquaint the student with basic professional dialogue techniques and give insight into group dynamics.*Content:* In the first part of the course, students are introduced to professional dialogue skills such as paraphrasing, summarizing, and reflection. Through role-playing, observation and feedback, students learn to put basic skills to use. In the second half of the course, the focus is on group dynamics. Topics such as leadership, conflict resolution and decision making will be discussed.*EC:* 5*Semester:* semester II*Format:* Practicum*Hours per week:* 3*Assessment:* Assignments*Remarks:* the books will be available as a package under ISBN: 9781848782594*Literature:*

- T.B.A.

The Nature of psychology**PSBE1-11***Lecturers:* Dr. C.C. Morey, various instructors*Contact:* Dr. C.C. Morey*Objective:* To introduce the nature of psychology as a scientific discipline.*Content:* The scientific study of psychology is contrasted with pseudosciences that also deal with mind and behavior. Also examined are the ways in which psychology is portrayed in the media and conceived and misconceived by the general public. The importance of falsifiability and operationism in theory construction is stressed, and the relative strengths and weaknesses of the case study, correlational, and experimental approaches are weighed.*EC:* 5*Semester:* whole year*Format:* Practicum*Assessment:* Assignments*Literature:*

- Stanovitch, K.E. (2009), *How to think straight about psychology (9th ed.)* (ISBN: 020576092-9), € 33.00

The Conduct of Psychology**PSBE1-12***Lecturers:* Dr. D. Burkolter, various instructors*Contact:* Dr. D. Burkolter*Objective:* To introduce the basic concepts of data collection and experimentation.*Content:* After a consideration of some general measurement issues, including whether a measure is reliable and valid, this course provides a detailed analysis of the principal methods of psychological enquiry—namely, the case study, questionnaire, correlational study, and experiment.*EC:* 5*Semester:* semester I*Format:* lecture, practicum

2 hours of lecture and 2 hours of practicum (practicum combined with PSBE1-11 and PSBE1-13)

Hours per week: 4*Assessment:* assignments, written exam*Literature:*

- Pelham, B.W., & Blanton, H. (2006). , *Conducting research in psychology (3rd ed.)*. Wadsworth. (ISBN: 9780495172093), € 66.00

The Presentation of Psychology**PSBE1-13***Lecturers:* Dr. C.C. Morey, various instructors*Contact:* Dr. C.C. Morey*Objective:* To teach and provide practice in the arts of written and oral presentations.*Content:* An essential component of psychology, as of any science, is the presentation of its findings, and it is important that this be done well. This course offers instruction and practice in accurate, clear, and graceful writing. The same three criteria are also applied to oral presentations. The content of the written and oral exercises will sometimes draw upon the material covered in The Nature of Psychology and The Conduct of Psychology courses.*EC:* 5*Semester:* whole year*Format:* practicum*Assessment:* assignments*Literature:*

- Dunn, D.S. (2008). , *A short guide to writing about psychology (2nd ed.)*. New York: Pearson Longman. (ISBN: 9780205521562), € 21.00

8.2 Programme: The Second year

The Second year:

Coordinator: Dr. A. (Anastasios) Sarampalis
 e-mail: a.sarampalis@rug.nl
 Room Heymans 0285
 Tel: 363 6778
 Office hour: Monday 2.00 pm-3.00 pm

All courses in this year are compulsory.

Semester I		Semester II	
Block 1 a	Block 1 b	Block 2 a	Block 2 b
Psychology in the workplace (PSBE2-03)	Clinical and health psychology (PSBE2-02)	Cognitive psychology and cognitive neuropsychology (PSBE2-01)	Theory of science (PSBE2-05)
Social environment and behaviour (PSBE2-04)	Test theory (PSBE2-06)	Research methods (PSBE2-08)	Career perspectives (PSBE2-13)
Statistics II (PSBE2-07)		Research practicum (PSBE2-09)	
Communication and diagnostic skills (PSBE2-11)		Statistics III (PSBE2-12)	

Block	code	course	EC
Block 1a	PSBE2-03	Psychology in the workplace	5
Block 1a	PSBE2-04	Social environment and behaviour	5
Block 1a and b	PSBE2-11	Communication and diagnostic skills	5
Block 1a and b	PSBE2-07	Statistics 2	5
Block 1b	PSBE2-02	Clinical and health psychology	5
Block 1b	PSBE2-09	Test theory	5
Block 2a	PSBE2-01	Cognitive psychology and cognitive neuropsychology	5
Block 2a	PSBE2-08	Research methods	5
Block 2a and b	PSBE2-09	Research practicum	5
Block 2a and b	PSBE-2-12	Statistics III	5
Block 2b	PSBE2-05	Theory of science	5
Block 2b	PSBE2-13	Career perspectives	5

Cognitive psychology and cognitive neuropsychology

PSBE2-01

Lecturers: Dr. S.A. Sprenger, Dr. L.I. Tucha

Contact: Dr. L.I. Tucha

Objective: To give insight in cognitive and neuropsychological theories concerning mental functions and functional disorders. Attention will also be paid to the application of this knowledge in actual practice.

Content: The lectures on cognitive psychology will deal with major topics in cognitive psychology, such as perception, attention, memory and language. Special attention will be paid to experimental research in these areas, including recent findings in cognitive neuroscience. The lectures on cognitive neuropsychology will discuss disturbances of these functions in patients with brain disorders. Application of theory to clinical practice (e.g., assessment and rehabilitation following brain injury) will be considered.

EC: 5

Semester: semester 2 a

Format: Lecture

Hours per week: 4

Assessment: written exam (multiple choice)

Literature:

- Groome, D.(2006). , *An introduction to cognitive psychology. Processes and disorders (2nd ed.)*. Hove: Psychology Press. (ISBN: 9781841695440), € 30.50

Clinical and health psychology

PSBE2-02

Lecturers: Prof.R. Sanderman, Dr. M. aan het Rot, prof.A. Dijkstra

Contact: Dr. M. aan het Rot

Objective: To give an introduction into the fields of clinical and health psychology.

Content: The course will provide an overview of (1) clinical psychology theory and research, the diagnosis and treatment of abnormal behaviour, and the characteristics of several examples of psychopathology; and (2) important topics in health psychology, in particular the impact of (un)healthy lifestyles, research into illness prevention and behaviour change, and dealing with chronic illness.

EC: 5

Semester: semester 1 b

Format: Lecture

Hours per week: 4

Assessment: written exam (multiple choice)

Literature:

- Ogden J. & Nolen-Hoeksema S., *Selected chapters: Customised publication for the course "Introduction to clinical and health psychology"(PSBA2-02 and PSBE2-02)*. McGraw Hill publishers (ISBN: 9780077129958), € 60.00

Psychology in the workplace**PSBE2-03****Lecturers:** Dr. D.C. Rus**Contact:** Dr. D.C. Rus**Objective:** To provide a theoretical and practical orientation to the psychological approach to work and job design, organizations and organizational change, as well as personnel selection and human resource development.**Content:** Work, Organizational, and Personnel Psychology takes a three-pronged approach in understanding how personal, social, and environmental factors are related to people's attitudes and performance in their work environment. The course will discuss, illustrate and critically evaluate these three main research streams (work, organizational, and personnel psychology). Specific topics include: 1) job and task performance, employee health and wellbeing (work), 2) employee motivation, leadership and power, as well as group processes, such as cooperation, conflict, and decision making (organizational), and 3) the design and consequences of human resource policies (personnel).**EC:** 5**Semester:** semester 1 a**Format:** Lecture**Hours per week:** 4**Assessment:** written exam (multiple choice)**Literature:**

- Landy, F.J. & Conte, J.M. (2010), *Work in the 21st century: An introduction to Industrial and Organizational Psychology (3rd ed.)* Boston: McGraw-Hill. (ISBN: 9781405190251), € 48.00

Social environment and behaviour**PSBE2-04****Lecturers:** drs. K.E. Keizer, guest lecturer(s)**Contact:** drs. K.E. Keizer**Objective:** To provide an overview of how theories in social psychology can be applied to better understand the causes of behaviour in social environments and how behaviour can be changed.**Content:** This course focuses on how to apply theories, interventions, and methods in social psychology. Lectures describe the social area in question, which behaviours are relevant in the particular area, which factors affect the relevant behaviours, and which interventions can be developed to change behaviour in the particular area of application. Application areas may include: education (e.g., motivation of students, truancy), ethnic minorities (e.g., integration), environment (e.g., promoting energy conservation), health care (e.g., smoking cessation, safe sex), traffic and transport (e.g., reducing aggressive traffic behaviour and increasing traffic safety), and consumer behaviour (e.g., the effects of media and commercials). We will give a brief overview of the application of relevant theories and of forms of applied research, such as survey research, correlational research, quasi-experimental research, experimental research, and evaluation research.**EC:** 5**Semester:** semester 1 a**Format:** Lecture**Assessment:** written exam (multiple choice)**Literature:**

- Steg, L., Buunk, A.P. & Rothengatter, J.A. , *Applied social psychology: Understanding and managing social problems*. Cambridge: Cambridge University Press. (ISBN: 9780521690058), € 35.00
- Reader available on Nestor

Theory of Science**PSBE2-05***Lecturers:* Dr. S. Schleim*Contact:* Dr. S. Schleim*Objective:* To provide an introduction to debates on the definition of science, in particular with regard to psychology.*Content:* According to early twentieth-century philosophers of science, science represents objectively observable facts and airtight assumptions about those facts. However, the question of what objective observation and airtight assumptions actually were, immediately evoked different opinions. The debate on what science is continues. This course teaches students to think about such questions as: Must psychological research methods be adapted to a multicultural society?, Do neuroimaging techniques deliver snapshots of the mind?, and Has the idea of a value-free science not become a dangerous myth now that science is increasingly commercialized?*EC:* 5*Semester:* semester 2 b*Format:* Lecture*Hours per week:* 2*Assessment:* written exam (multiple choice)*Literature:*

· T.B.A.

Test theory**PSBE2-06***Lecturers:* Prof.R.R. Meijer*Contact:* Prof.R.R. Meijer*Objective:* To give an understanding of the function, nature and application of psychological tests and of the most important concepts from classic test theory and items response theory.*Content:* This course gives an overview of the central topics that are important for understanding how tests are developed and validated. Topics include: historical developments and applications of psychological tests, the administration of tests, reliability and validity, and new developments in the field of test construction.*EC:* 5*Semester:* semester 1 b*Format:* Lecture*Hours per week:* 4*Assessment:* written exam (multiple choice)*Literature:*· R.M. Kaplan & D. P. Saccuzo, *Psychological testing: principles, applications, and issues*. Seventh edition. 2009. Thomson & Wadsworth (ISBN: 9780495506355). € 47.00**Statistics II****PSBE2-07***Lecturers:* Dr. J.N. Tendeiro*Contact:* Dr. J.N. Tendeiro*Prerequisite(s):* PSBE1-08 PSBE1-09*Objective:* To give insight and understanding of several statistical analysis techniques, and how to apply and interpret them in behavioural research.*Content:* This course builds on the first-year statistics courses. Covered topics include analysis of variance, simple and multiple regression analysis, logistic regression and nonparametric tests. The basic principles of these techniques will be discussed and explained in the lectures. During the practicals, exercises will be made using SPSS in order to gain insight in how to apply the methods to situations from practice.*EC:* 5*Semester:* Semester I*Format:* lecture, practicum

- Assessment:** assignments, written exam (multiple choice)
Remarks: The book is also used in Statistics 1A and 1B.
Literature:
 · Moore, D.S. & McCabe, G.P. & Craig, B.A. (2008). , *Introduction to the practice of Statistics* (6th ed.). New York: Freeman. (ISBN: 1429216220), € 57.77

Research methods**PSBE2-08**

- Lecturers:** Dr. A. Sarampalis
Contact: Dr. A. Sarampalis
Objective: To give an understanding of which methods and techniques should be applied in data acquisition and processing in order to answer a range of research questions and of the Code of Ethics of the researcher.
Content: This course reviews and extends the material introduced in other courses concerning experimental design and data analysis. On the basis of case studies, pitfalls in design are discussed. Emphasis is placed on finding the appropriate design for a given research question, the practicalities of data handling, and the ethical responsibilities of the researcher.
EC: 5
Semester: semester 2 a
Format: Lecture
Hours per week: 2
Assessment: written exam (multiple choice)
Remarks: The theory dealt with in this course will be applied in PSBE2-09, Research Practicum. It is strongly recommended that the two courses be followed together.
Literature:
 · T.B.A.

Research practicum**PSBE2-09**

- Lecturers:** Dr. A. Sarampalis, various instructors
Contact: Dr. A. Sarampalis
Objective: To gain exposure to four phases of experimental research: (1) formulating a question based on an overview of the literature, (2) developing and reporting the method used to answer the question, (3) analyzing the data and reporting the results, and (4) discussing the results in the context of the literature.
Content: Students work in small groups in which they participate in experiments and, in turns, complete each phase of developing, analysing, discussing, and reporting a research question.
EC: 5
Semester: semester II
Format: Practicum
Hours per week: Variable
Assessment: Assignments
Remarks: It is strongly recommended that PSBE2-08, Research Methods, be followed in parallel with this course.
Literature:
 · T.B.A.

Communication and diagnostic skills**PSBE2-11***Lecturers:* Dr. S.M. Donofrio*Contact:* Dr. S.M. Donofrio*Objective:* To familiarize the student with various conversation models for professional consultancy and counseling sessions as well as how to apply them. To provide practice in professional communication skills and applying diagnostic tools.*Content:* This practicum consists of about 12 3.5-hour weekly sessions spread over the two blocks of semester 1. By means of group discussions, role-playing and giving and receiving concrete feedback, for instance by way of video recording, students will learn to methodologically hold counseling interviews, from the assessment phase to the action phase.*EC:* 5*Semester:* semester I*Format:* practicum*Hours per week:* variable*Assessment:* assignments*Literature:*

· T.B.A.

Statistics III**PSBE2-12***Lecturers:* Dr. J.N. Tendeiro*Contact:* Dr. J.N. Tendeiro*Prerequisite(s):* PSBE1-08 PSBE1-09*Objective:* To provide an understanding of and skill in the use of common regression and analysis of variance techniques. Emphasis will lie on the conceptual background of these techniques, how to use SPSS to carry them out, and how to interpret and analyse the resulting SPSS outcome.*Content:* Continuing where Statistics 2 ended, this course will discuss some new topics as well as some known topics in more depth. There will be five main topics: multiple regression, nonlinearity, the use of dummy variables, and interactions between both categorical and continuous variables.

The theory behind each topic will be introduced during the lectures, after which the methods will be applied using SPSS during the practical.

EC: 5*Semester:* semester II*Format:* lecture, practicum*Hours per week:* variable*Assessment:* assignments, written exam (multiple choice)

A compulsory report in which a given data set has to be analysed will constitute of the grade

Literature:· Cohen, J., Cohen, P., West, S.G., Aiken, L.S., *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences (Third Edition)* (ISBN: 0805822232), € 55.00**Career perspectives****PSBE2-13***Lecturers:* Dr. S.E. Dalley, various instructors*Contact:* Dr. S.E. Dalley*Objective:* To give an overview of psychological careers and the competencies they require.*Content:* Psychologists find work in a broad range of environments. Whereas many psychologists find work in health-related contexts, many others work in organisations, for the government, as trainers, or as researchers. In this course we focus on the skills specific to different careers, the skills and interests of the student, and how skills can further be developed in the third year of the programme to prepare the student for one or more work environments.*EC:* 5*Semester:* semester 2 b

Format: practicum
Assessment: written assignments
Literature:
· *T.B.A.*

8.3 Programme: The third year

The Third year:

Coordinator: Dr. J. (Jacob) Jolij
e-mail: j.jolij@rug.nl
Room Heymans 276
Tel: 363 6348
Office hour:

The third year consists of a minor and the differentiation phase of the major. Questions about the minor can be addressed to:

Minor coordinator: Prof.J.J. (Jaap) van der Meere (general questions and free-choice minor)
E-mail: j.j.van.der.meere@rug.nl
Room: Heymans 0368
Tel.: 363 6407
Office hour: Monday 4:00 pm - 5:00 pm

Dr. M. H. (Maaïke) Nauta (Faculty minor)
E-mail: m.h.nauta@rug.nl@rug.nl
Room: Heymans 0325
Tel.: 363 6450
Office hour: Wednesday 1:00 pm - 2:00 pm

Specialization (Faculty) Minor	
Semester I	
Block 1 a	Block 1 b
Cognitive behavioural processes across disorders: A transdiagnostic approach (PSBAM-KO1)	Learning: Theory and practice (PSBAM-HG1)
Deception in clinical settings (PSBAM-13)	Gerontology (PSBAM-HG5)
Literature study (PSBEM-LS)	Diagnosis and assessment (PSBEM-KO1)

Specialization (Faculty) minor

Block	code	course	EC
Block 1a	PSBAM-KO1	Cognitive behavioural processes across disorders: A transdiagnostic approach	5
Block 1a	PSBAM-13	Deception in clinical settings	5
Block 1a	PSBEM-LT	Literature study	5
Block 1b	PSBAM-HG1	Learning: Theory and practice	5
Block 1b	PSBAM-HG5	Gerontology	5
Block 1b	PSBEM-KO1	Diagnosis and assessment	5

Free Choice Minor courses	
Semester I	
Block 1 a	Block 1 b
Experimental methods (PSBAM-07)	Consumer and economic psychology (PSBAM-06)
Programming for psychologists (PSBAM-11)	Philosophy of psychology (PSBAM-09)
Deception in clinical settings (PSBAM-13)	Topics in diversity (PSBAM-10)
Sport and exercise psychology (PSBAM-AOP6)	Human error (PSBAM-AOP3)
Cognitive behavioural processes across disorders: A transdiagnostic approach (PSBAM-KO1)	Learning: Theory and practice (PSBAM-HG1)
The social psychology of communication (PSBAM-SPT3)	Thinking and decision making (PSBAM-HG2)
Evolutionary psychology of interpersonal processes (PSBAM-SPT2)	Gerontology (PSBAM-HG5)
	Social influence (PSBAM-SPT7)
Literature study (PSBEM-LS)	

Free choice minor

Block	code	course	EC
Block 1a	PSBAM-07	Experimental methods	5
Block 1a	PSBAM-11	Programming for psychologists	5
Block 1a	PSBAM-13	Deception in clinical settings	5
Block 1a	PSBAM-AOP6	Sport and exercise psychology	5
Block 1a	PSBAM-KO1	Cognitive behavioural processes across disorders: A transdiagnostic approach	5
Block 1b	PSBAM-SPT2	Evolutionary psychology of interpersonal processes	5
Block 1a	PSBAM-SPT3	The social psychology of communication	5
Block 1b	PSBAM-06	Consumer and economic psychology	5
Block 1b	PSBAM-09	Philosophy of psychology	5
Block 1b	PSBAM-10	Topics in diversity	5
Block 1b	PSBAM-AOP3	Human error	5
Block 1b	PSBAM-HG1	Learning: Theory and practice	5
Block 1b	PSBAM-HG2	Thinking and decision making	5
Block 1b	PSBAM-HG5	Gerontology	5
Block 1b	PSBAM-SPT7	Social influence	5

Note. PSBEM-LS (Literature study) can be followed in Block 1a or Block 1b.

Differentiation component	
Semester II	
Period 2 a	Period 2 b
Human factors (PSBA3-AOP4)	Diversity in organizations (PSBA3-AOP2)
Organisational change (PSBA3-AOP7)	Decision making in organisations (PSBA3-AOP8)
Clinical neuropsychology (PSBA3-HG1)	Cognitive neuroscience (PSBA3-HG6)
Information processing and task performance (PSBA3-HG2)	Introduction to cognitive behavioural therapies (PSBA3-KO10)
Psychopathology: Phenomenology and theory (PSBE3-CD1)	The social psychology of emotions (PSBA3-SPT9)
Mind, brain, and education (PSBA3-KO9)	
Intergroup processes (PSBA3-SPT2)	
Bachelor's thesis (PSBE3-BT)	

Differentiation courses

Block	code	course	EC
Block 2a	PSBA3-AOP4	Human factors	5
Block 2a	PSBA3-AOP7	Organisational change	5
Block 2a	PSBA3-HG1	Clinical neuropsychology	5
Block 2a	PSBA3-HG2	Information processing and task performance	5
Block 2a	PSBE3-CD1	Psychopathology: Phenomenology and theory	5
Block 2a	PSBA3-KO9	Mind, brain and education	5
Block 2a	PSBA3-SPT2	Intergroup processes	5
Block 2b	PSBA3-AOP2	Diversity in organizations	5
Block 2b	PSBA3-AOP8	Decision making in organizations	5
Block 2b	PSBA3-HG6	Cognitive neuroscience	5
Block 2b	PSBA3-KO10	Introduction to cognitive behavioural therapies	5
Block 2b	PSBA3-SPT9	The social psychology of emotions	5

Note. The bachelor's thesis (PSBE3-BT) starts in Block 2a and continues through Block 2b.

Course Descriptions

Cognitive behavioural processes across disorders:

PSBAM-KO1

A transdiagnostic approach

Lecturers: Dr. R.J.C. Huntjens

Contact: Dr. R.J.C. Huntjens

Objective: To give insight in shared dysfunctional cognitive and behavioural processes across psychological disorders.

Content: This course focuses on trying to understand the etiology and maintenance of psychological disorders by focusing on what they have in common. Instead of examining specific disorders in isolation, several important shared cognitive and behavioral processes across disorders will be discussed. Specifically, we look at

attention, memory, reasoning, thought, and behavior processes. These so-called transdiagnostic processes also provide an account for the high co morbidity observed among the different disorders. Implications for diagnosis and treatment will also be discussed.

EC: 5
Semester: semester 1 a
Format: lecture
Hours per week: 2
Assessment: assignments
Literature:

- Harvey, A., Watkins, E., Mansell, W., & Shafran, R. , *Cognitive behavioural processes across disorders: A transdiagnostic approach to research and treatment*. ISBN 9780198528883 € 50.00

Deception in clinical settings

PSBAM-13

Lecturers: Dr. L.I. Tucha
Contact: Dr. L.I. Tucha
Objective: To give insight in (1) faked syndromes and how they differ from genuine syndromes, and (2) in methods that allow the detection of deception in clinical settings.
Content: Clinicians are usually trained to believe their patients and are, therefore, often not aware of the potential for deception in the clinical setting. However, some patients deliberately produce false or grossly exaggerate symptoms to gain external incentives (malingering) or to assume the sick role (factitious disorders). This course will give an introduction to the field of malingering and factitious disorders. Recent studies about malingering of cognitive disturbances (e.g., memory and attention disorders) and psychiatric disorders (e.g., posttraumatic stress disorder and ADHD) will be discussed. Furthermore, this course will look at recent research and case reports in the field of factitious disorders (e.g., Munchausen syndrome and Munchausen syndrome by proxy).
EC: 5
Semester: semester 1 a
Format: lecture
Hours per week: 2
Assessment: written exam (multiple choice)
Literature: to be announced

Literature study

PSBEM-LS

Lecturers: various instructors
Contact: various instructors
EC: 5
Semester: semester I
Assessment: oral exam, written assignment

Learning: Theory and practice

PSBAM-HG1

Lecturers: Prof. R. de Jong, prof.P.J. de Jong, prof.P.L.C. van Geert
Contact: Prof. R. de Jong
Objective: To provide an overview of the key principles and theories of declarative and procedural learning, and of their applications in various domains.
Content: Approximately half of the lectures will deal with fundamental principles and theories of various forms of declarative and procedural learning, and with their implementation in the brain. The other half of the lectures will deal with possible applications of this knowledge in the domains of education, training, rehabilitation, and therapy. Each week, students prepare and submit an essay based on the assigned readings. After the lecture, they review this essay and hand in a second, revised and improved version.

EC: 5
 Semester: semester 1 b
 Format: lecture
 Hours per week: 2
 Assessment: assignments
 Remarks:
 Literature:
 · Reader available via Nestor

Gerontology

PSBAM-HG5

Lecturers: Prof.W.H. Brouwer, guest lecturers, prof.W.H. Brouwer
 Contact: Prof.W.H. Brouwer
 Objective: To provide knowledge about psychological and physical changes in healthy aging and in aging- related diseases, in particular dementia syndromes.
 Content: Aging, disease, self, mood and independent functioning in mutual relationship are discussed from various theoretical and social perspectives. Approaches to promote and increase healthy and successful aging will also be discussed.
 Topics include:
 Biological and psychological theories of aging;
 Genetic aspects of aging and health;
 Research designs in gerontology;
 Bodily changes and changes in sensory, cognitive and motor functions over the adult life-span;
 Emotions, mood, personality and cognitive styles over the adult life span;
 Effects of adult development and aging in social relations, work, technology and traffic participation in interaction with environmental and social demands;
 Aging and health care, including objective and subjective health in aging;
 Aging-related disorders, particularly of the central nervous system; Dementia syndromes, causes, courses and treatments.
 Influence of aging and aging-related diseases on subjective well-being and the etiology and course of mood disorders, particularly depression; Psychological and other non-pharmaceutical interventions (e.g. diets, exercise) in aging and age related diseases.

EC: 5
 Semester: semester 1 b
 Format: lecture
 Hours per week: 2
 Assessment: essay, written exam (multiple choice)
 Literature:

· Erber, Joan T. (2nd. ed.) (2009), *Aging and Older Adulthood* (ISBN: 9781405170055), € 37.90

Diagnosis and assessment

PSBEM-KO1

Lecturers: drs. B.E. Sportel, various instructors, Dr. T.K. Bouman
 Contact: Dr. T.K. Bouman
 Prerequisite(s): The course is not accessible for students who are following or will follow the course PSBAM-KO8.
 Objective: To gain insight into the diagnostic procedures in clinical practice, becoming acquainted with clinical test methods, and to practice with a number of diagnostic methods and skills.
 Content: In an introductory lecture the broader clinical diagnostic framework is outlined. In a series of workgroups various diagnostic methods and issues will be presented and demonstrated by various lecturers. Students will acquire hands-on experience with these methods in a series of consecutive small scale practicum sessions. Therefore, every week during this course there will be a workgroup and a practicum session. Topics covered are the anamnestic interview, the semistructured clinical interview, self-report questionnaires, and intelligence tests. In addition two clinicians from the field will describe their diagnostic

activities, and will present case material. Students also practice the interpretation and integration of test results, as well as psychological report writing.

EC: 5
Semester: semester 1 b
Format: practicum
Hours per week: 6
Assessment: practical, written exam (multiple choice), written assignments
Literature:
 · Reader, € 10.00

Experimental methods

PSBAM-07

Lecturers: Dr. A.A. Wijers, Dr. D. de Waard
Contact: Dr. A.A. Wijers
Objective: To acquire experimental research skills in the areas of experiment steering, EEG measurement and analysis, and cardiovascular measurement and analysis techniques.

Content: The module comprises three parts, each part containing a practical and a limited theoretical part. A. The Experiment Steering practical will provide the basic skills concerning stimulus presentation and reaction time measurement and focus on setting up and carrying out experiments. The software application Eprime will be used. B. In the EEG practical, attention will be paid to the entire measuring and processing cycle: from confirming electrodes, measuring and registering EEG, to analysing the measurements obtained. In the cardiovascular practical, this cycle will be repeated when measuring heartbeat, blood pressure and inhalation, preprocessing the data and the frequency analysis of the derived signals. Each part will start with one or more lectures dealing with the underlying theory, followed by five half-day practicals.

EC: 5
Semester: semester 1 a
Format: lecture, practicum
Hours per week: 14
Assessment: written assignment, practical
Remarks: Each part starts with a lecture on the underlying theoretical principles, and is followed by practical sessions. For each part there is an examination about the theory. The practical sessions are finished with a group report.

Literature:
 · Steven J. Luck (2005), *An Introduction to the Event-Related Potential Technique*. Cambridge, Ma: MIT Press. (ISBN: 0-262-12277-4), € 40.00
 · Reader, € 20.00

Programming for psychologists

PSBAM-11

Lecturers: Dr. R.D. Morey
Contact: Dr. R.D. Morey
Objective: To give an introduction in the basic concepts in programming, in the context of experimental design, data analysis and presentation, and psychological models.

Content: The R language will be used. Specific topics will depend in part on students' interests.

EC: 5
Semester: semester 1 a
Format: practicum
Hours per week: 4
Assessment: written assignment
Literature:
 · Sheets available via Nestor

Deception in clinical settings**PSBAM-13***Lecturers:* Dr. L.I. Tucha*Contact:* Dr. L.I. Tucha*Objective:* To give insight in (1) faked syndromes and how they differ from genuine syndromes, and (2) in methods that allow the detection of deception in clinical settings.*Content:* Clinicians are usually trained to believe their patients and are, therefore, often not aware of the potential for deception in the clinical setting. However, some patients deliberately produce false or grossly exaggerate symptoms to gain external incentives (malingering) or to assume the sick role (factitious disorders). This course will give an introduction to the field of malingering and factitious disorders. Recent studies about malingering of cognitive disturbances (e.g., memory and attention disorders) and psychiatric disorders (e.g., posttraumatic stress disorder and ADHD) will be discussed. Furthermore, this course will look at recent research and case reports in the field of factitious disorders (e.g., Munchausen syndrome and Munchausen syndrome by proxy).*EC:* 5*Semester:* semester 1 a*Format:* lecture*Hours per week:* 2*Assessment:* written exam (multiple choice)*Literature:* to be announced**Sport and exercise psychology****PSBAM-AOP6***Lecturers:* Dr. X. Sanchez*Contact:* Dr. X. Sanchez*Objective:* To give basic knowledge and understanding into the research and practice developed within the field of sport and exercise psychology.*Content:* The course provides students with the opportunity of gaining an insight into the history, current status and the different roles developed by sport and exercise psychologists. Within the area of sport psychology, personal (e.g., motivation, emotion) and group factors (e.g., cohesion, communication) that affect sport performance will be discussed. Psychological techniques used to improve and optimise sport performance will be presented (e.g., emotional profiling, imagery, goal setting). Within the area of exercise psychology, the various roles psychological factors play in health and physical activity will be addressed. This course provides a wide-ranging overview of sport and exercise psychology.*EC:* 5*Semester:* semester 1 a*Format:* lecture*Hours per week:* 2*Assessment:* written exam (multiple choice)*Remarks:**Literature:*

- Weinberg, R.S., & Gould, D. (2007), *Foundations of sport and exercise psychology* (4th Edition) (ISBN: 9780736064675), € 64.00

Evolutionary psychology of interpersonal processes**PSBAM-SPT2***Lecturers:* Dr. T.V. Pollet*Contact:* Dr. T.V. Pollet*Objective:* To give an overview of topics in interpersonal relations, predominantly following evolutionary theory.*Content:* This course provides an overview of the issues and theories of interpersonal relations with emphasis on evolutionary perspectives. Evolutionary

explanations for courtship, sex differences and social behaviour are considered. In addition, other theories are discussed (e.g. social exchange theory, attachment theory). The course will consider the development of relationships; the role of kinship for relations; the maintenance of relationships; the influence of relationships on well-being; dealing with loneliness; friendships; the differences between multiple kinds of attraction; the role of physical appearance in attraction and relationships; reproductive decision making; parental investment; marriage and divorce; the evolution of social behaviour; social cognition; the background and consequences of jealousy; and conflicts/aggression in relationships.

EC: 5
Semester: semester 1 a
Format: lecture
Hours per week: 2
Assessment: written exam (multiple choice)

Literature:

- Barrett, Dunbar and Lycett. (2002) (Palgrave or Princeton University Press), *Human Evolutionary Psychology*. Basingstoke: Palgrave. (ISBN: 0333725581), € 35.00
- Reader available through Nestor

The social psychology of communication

PSBAM-SPT3

Lecturer: Prof.A. Dijkstra
Contact: Prof.A. Dijkstra
Objective: To give knowledge and insight into human communication in its different forms from a social psychological perspective
Content: Communication is the essence of social behavior. Effective communication enables people to fulfill their physical and social needs and to accomplish things they could never do as an individual. This course covers phenomena such as negotiation, cross-cultural communication, communication within and between groups, deception, language, emotion expression and recognition, conflict, and flirting. The course will cover the traditional model of communication, in which a sender codes a message and sends it to a receiver, who in turn decodes the message. This framework can be used to understand many communication effects between individuals, as well as mass communication effects. The course goes beyond what is said to help students understand why people communicate in certain ways. For evolutionary or other reasons, people may want support, they may want to influence others, or to affiliate with them. Prevention of miscommunication starts with proper understanding of such motives, by attending to non-verbal signals such as emotions, gestures and voice intonation and by realizing that people may try to deceive each other. Against this background, communication via the Internet is an interesting and contemporary phenomenon with social disadvantages as well as benefits. The course will also cover the role of social context in preventing miscommunication: Attending to the influence of group boundaries, the social position of a source, etc. Using these basic principles, social psychology provides an inspiring theoretical account of phenomena we encounter every day.

EC: 5
Semester: semester 1 a
Format: lecture
Assessment: written exam (multiple choice)

Literature:

- Reader available via Nestor

Consumer and economic psychology

PSBAM-o6

Lecturers: Prof.E.M. Steg, drs. K.E. Keizer, guest lecturer(s)
Contact: Prof.E.M. Steg
Objective: To provide an overview of psychological mechanisms that underlie economic and

- consumer behaviour.
- Content:** This course examines the psychological processes underlying economic and consumer behaviour and discusses individual, social and cultural factors that influence these processes. Effects of information and experiences with products and services on affect (emotions), cognitions (beliefs and judgements) and behaviour (purchase decisions and consumption-related practices) are discussed. We demonstrate why economic theories are often not accurate in explaining everyday behaviour, and why individuals often not make 'rational' decisions.
- EC:** 5
- Semester:** semester 1 b
- Format:** lecture
- Hours per week:** 2
- Assessment:** written exam (multiple choice)
- Literature:**
- Reader available on Nestor

Philosophy of psychology

PSBAM-09

- Lecturers:** Dr. J.W. Romeijn, dr. F.A. Keijzer
- Contact:** Dr. F.A. Keijzer
- Objective:** To give an overview of a number of debates in the philosophy of psychology, key concepts from the philosophy of science, and philosophical aspects of some of the major theoretical starting points in psychology.
- Content:** A number of important themes in the philosophy of science and the philosophy of psychology are presented, and illustrated with some examples from psychological science. The course consists of lectures on the following topics: an introduction to theoretical psychology, psychological experiments, measurements and methods; behaviourism and the cognitive revolution; the computational theory of mind; the reduction of mind to brain; evolutionary psychology; and theories of consciousness.
- EC:** 5
- Semester:** semester 1 b
- Format:** lecture
- Hours per week:** 2
- Assessment:** written exam (essay)
- Literature:**
- Bem, S. & Looren de Jong, H. (2006). , *Theoretical Issues in Psychology*. (2nd edition) London: Sage Publications. (ISBN: 9780761942016), € 30.00

Topics in diversity

PSBAM-10

- Lecturers:** Dr. M. van Zomeren, various instructors
- Contact:** Dr. M. van Zomeren
- Objective:** To provide knowledge about and insights into social-psychological theorizing and research (as well as applications of theorizing and research) on topics of diversity.
- Content:** Many pressing issues face today's multi-cultural and demographically dynamic society. This course provides a diverse theoretical introduction into the social-psychological processes that relate to diversity. From multiple perspectives in psychology, topics include the drawbacks and benefits of diversity in the workplace (e.g., for productivity), within society (e.g., for immigration and integration issues), and between cultures (e.g., for understanding differences in moral values and ways of thinking). The course ends with a written exam.
- EC:** 5
- Semester:** semester 1 b
- Format:** lecture
- Hours per week:** 2
- Assessment:** written exam (multiple choice)
- Literature:**

- Moghaddam, F. M. , *Multiculturalism and Intergroup Relations: Psychological Implications for Democracy in Global Context*. (ISBN: 1433803070)

Human error**PSBAM-AOP3**

Lecturers: Dr. D. de Waard, prof.K.A. Brookhuis

Contact: Dr. D. de Waard

Objective: To introduce the topics of human error, techniques to investigate human error and institutional safeguards against human error.

Content: All too often the human is considered a hazard – a system component whose unsafe acts are implicated in the majority of catastrophic breakdowns. However there is another perspective that should be studied in its own right – the human as hero, whose adaptations and compensations bring troubled systems back from the brink of disaster. The basic premise of this course is that even when an accident can be traced to the erroneous act of an individual, the actions of the individual need to be understood within the context of environmental, societal, and organizational factors. This course provides an introduction to basic topics in work and cognitive psychology central to minimizing human error. Topics such as designing work to maximize performance and health, work-related mental stress, and selection and training are accompanied by an introduction to techniques used to investigate human error. Emphasis is given to institutional safeguards against error situations.

EC: 5

Semester: semester 1 b

Format: lecture

Hours per week: 2

Assessment: written exam (multiple choice), written assignment

Literature:

- Reason, J (2008), *Human Error* (ISBN: 978-0-521-31419-0), € 23.00
- Reason, J. (2008), *The Human Contribution: Unsafe acts, accidents and heroic recoveries*. Farnham: Ashgate Publishing. (ISBN: 978-0-7546-7402-3), € 28.00

Learning: Theory and practice**PSBAM-HG1**

Lecturers: Prof.R. de Jong, prof.P.J. de Jong, prof.P.L.C. van Geert

Contact: Prof.R. de Jong

Objective: To provide an overview of the key principles and theories of declarative and procedural learning, and of their applications in various domains.

Content: Approximately half of the lectures will deal with fundamental principles and theories of various forms of declarative and procedural learning, and with their implementation in the brain. The other half of the lectures will deal with possible applications of this knowledge in the domains of education, training, rehabilitation, and therapy. Each week, students prepare and submit an essay based on the assigned readings. After the lecture, they review this essay and hand in a second, revised and improved version.

EC: 5

Semester: semester 1 b

Format: lecture

Hours per week: 2

Assessment: assignments

Remarks:

Literature:

- Reader available via Nestor

Thinking and decision making**PSBAM-HG2***Lecturers:* Dr. M.R. Nieuwenstein*Contact:* Dr. M.R. Nieuwenstein*Objective:* To introduce methods, theory and data in the context of research on thinking and decision making and to increase understanding of how people think, how they should think, and how they can improve their thinking.*Content:* Decision making is a central aspect of (human) information processing. It involves choosing between different options on the basis of beliefs about which of these options will yield the best outcome. In this course, we will explore how people think and reason when they form opinions, when they make decisions, and when they think about their goals. In examining these matters, we will draw upon insights from psychology, neuroscience, political science, philosophy, mathematics, and economics. Some specific issues that will be addressed include the nature of rationality, the relationship between emotions and rational thinking, the moral principles that apply to decisions that affect not only ourselves but other people as well, the extent to which people are rational in making decisions that involve risks such as potential financial losses, the relationship between intuition and reasoning, the heuristics that people use in thinking, the various kinds of biases that cause irrational thinking, and, the neural mechanisms that underlie human thinking and decision making.*EC:* 5*Semester:* semester 1 b*Format:* lecture*Hours per week:* 3*Assessment:* written exam (multiple choice)*Literature:* To be announced

Gerontology**PSBAM-HG5****Lecturers:** Prof.W.H. Brouwer, guest lecturer(s)**Contact:** Prof.W.H. Brouwer**Objective:** To provide knowledge about psychological and physical changes in healthy aging and in aging- related diseases, in particular dementia syndromes.**Content:** Aging, disease, self, mood and independent functioning in mutual relationship are discussed from various theoretical and social perspectives. Approaches to promote and increase healthy and successful aging will also be discussed.

Topics include:

Biological and psychological theories of aging;

Genetic aspects of aging and health;

Research designs in gerontology;

Bodily changes and changes in sensory, cognitive and motor functions over the adult life-span;

Emotions, mood, personality and cognitive styles over the adult life span;

Effects of adult development and aging in social relations, work, technology and traffic participation in interaction with environmental and social demands;

Aging and health care, including objective and subjective health in aging;

Aging-related disorders, particularly of the central nervous system; Dementia syndromes, causes, courses and treatments.

Influence of aging and aging-related diseases on subjective well-being and the etiology and course of mood disorders, particularly depression; Psychological and other non-pharmaceutical interventions (e.g. diets, exercise) in aging and age related diseases.

EC: 5**Semester:** semester 1 b**Format:** lecture**Hours per week:** 2**Assessment:** essay, written exam (multiple choice)**Literature:**

- Erber, Joan T. (2nd. ed.) (2009), *Aging and Older Adulthood* (ISBN: 9781405170055), € 37.90

Social influence**PSBAM-SPT7****Lecturers:** drs. K.E. Keizer, prof.E.M. Steg, guest lecturer(s)**Contact:** drs. K.E. Keizer**Objective:** To provide an overview of the theories and applications of social influence processes.**Content:** Why do people buy products that they do not need? Why is telemarketing effective? This course discusses social influence tactics, that is, techniques, procedures, or manipulations capable of changing the beliefs or behaviour of individuals, in terms of a need for certainty and affiliation. Also discussed is how social influence tactics can be used to influence behaviour and enhance the credibility of messages. Topics to be addressed include: motives for behavior, processes which form the basis for information-exchange, and the influence of publicity and advertisement campaigns on attitudes and behavior.**EC:** 5**Semester:** semester 1 b**Format:** lecture**Hours per week:** 2**Assessment:** written exam (multiple choice)**Literature:**

- Cialdini, R.B. (2001), *Influence: Science and practice (international edition 2001)*. Boston, MA: Allyn & Bacon. (ISBN: 9780205663781), € 35.00
- Reader available via Nestor

Human factors**PSBA3-AOP4**

Lecturers: Dr. F.J.J.M. Steyvers, Dr. D. Burkolter

Contact: Dr. F.J.J.M. Steyvers

Objective: To introduce the field of Cognitive Ergonomics and to provide an understanding of human-machine interaction and how it is studied.

Content: Cognitive ergonomics is focused on the application of knowledge about human skills and limitations to the design of systems and products. This knowledge is applied to design systems that are user-friendly while increasing the productivity of employees and decreasing the chances of accidents. The starting point is that trustworthiness, efficiency and the usability of systems and products must be optimized during the design process. The emphasis in this course is on how basic knowledge of information processing observing information, cognition and implementing actions and the theories and techniques, to study such topics as system reliability, error analysis (predicting and judging human errors), the determination of mental load and has contributed to task analysis.

EC: 5

Semester: semester 2 a

Format: lecture

Hours per week: 4

Assessment: written assignment (individual), written exam (multiple choice)

Remarks:

Literature:

- Wickens, C.D. & Hollands, J.G. (2000)., *Engineering psychology and human performance (3rd edition)*. Upper Saddle River, New Jersey: Pearson Prentice Hall. (ISBN: 0-321-04711-7), € 71.00
- Reader available via Nestor.

Organisational change**PSBA3-AOP7***Lecturer:* Dr. R. van Eijbergen*Contact:* Dr. R. van Eijbergen*Objective:* To provide an introduction to the psychological factors of organisational change.*Content:* This module provides an introduction to organizational change from a psychological perspective. When carrying out an organizational change project, different strategies and interventions will be used by organizational consultants. These different approaches will be discussed by addressing the following key questions: 1) What needs to change, culture, structure, or both? 2) To what extent can employees participate in a course of change (top-down or bottom-up)? 3) What is the extent of expertise that needs to be brought in during the course of change? 4) What is the role of the consultants, and what should it be: expert or process consultants?

The content of the seven meetings (each consists of a theoretical introduction and an assignment) will be: 1) Business consultant, trainer, coach, change agent as a profession, organizational development or restructuring, and action research. 2) How to conduct a organizational diagnose? 3) Future search conference. 4) Scenario planning. 5) Self-directed teams. 6) Group work.

EC: 5*Semester:* semester 2 a*Format:* lecture*Hours per week:* 2*Assessment:* essay, written exam (essay)*Literature:* T.B.A.**Clinical neuropsychology****PSBA3-HG1***Lecturer:* Prof.O.M. Tucha*Contact:* Prof.O.M. Tucha*Objective:* To provide an overview of the psychological consequences of brain pathology.*Content:* In this lecture the neuropsychological consequences of brain pathology will be discussed. The main focus will be placed upon common neuropsychological impairments and their impact on patients and families, including disorders of attention, voluntary movement and emotion. Furthermore, a range of methods for the assessment and rehabilitation of neuropsychological impairments will be introduced. Moreover, the neuropsychological profile of a range of neurological disorders including traumatic brain injury and epilepsy will be discussed. The main emphasis will be on adult patients.*EC:* 5*Semester:* semester 2 a*Format:* lecture*Hours per week:* 3*Assessment:* written exam (multiple choice)*Remarks:**Literature:*

- Halligan, P.W. et al. (2010), *Handbook of clinical neuropsychology (2nd ed.)*. Oxford: Oxford University Press. (ISBN: 97801999234110) € 85.00
- Reader available via Nestor

Information processing and task performance**PSBA3-HG2***Lecturers:* various instructors(s), prof. A. Johnson, Dr. D.H. van Rijn*Contact:* Dr. D.H. van Rijn*Objective:* To introduce various topics in the field of Information Processing and Task Performance in Experimental Psychology*Content:* The course gives an overview of the topics and methodology in experimental research in human task performance. Topics that will be discussed include selective and divided attention, organisation and regulation of task performance,

and individual differences.

EC: 5

Semester: semester 2 a

Format: lecture

Hours per week: 4

Assessment: written exam (essay)

Literature:

- Johnson, A. & Proctor, R.W. (2004), *Attention: Theory and Practice*. Thousand Oaks CA: Sage. (ISBN: 0761927611), € 65.00
- Reader available via Nestor.

Diversity in organizations

PSBA3-AOP2

Lecturers: Dr. A.H. de Lange, various instructors(s)

Contact: Dr. A.H. de Lange

Objective: To give an understanding of the social processes within organizations that are the result of diversity and how to design interventions that take these underlying processes into account.

Content: The work environment is becoming more and more diverse, with regard to unchangeable features, such as sex, cultural backgrounds and age, as well as changeable features, such as professional background and work experience. This may have negative, but also positive consequences for the interaction between staff members. Co-operation between employees with different backgrounds is often difficult and may lead to conflicts, communication problems and subgroup formation. However, diversity may also have positive consequences in terms of increased creativity and improved adaptability. This course will deal with the effects of diversity within organizations on work processes and results. Attention will be paid to various forms of diversity and extra attention will be given to effects of age diversity. In addition, there will be a focus on the work-related factors that determine whether diversity has a positive or negative effect.

EC: 5

Semester: semester 2 b

Format: lecture, practicum

Hours per week: 4

Assessment: practical, written exam (multiple choice), written assignment

Remarks: In addition to the individual exam, students work in teams on a research proposal.

Literature:

- K.S. Shultz, G.A. Adams (2007), *Aging and work in the 21st century*. Mahwah, NJ: Erlbaum. (ISBN: 9780805857276), € 36.95
- A.P. Brief (2008), *Diversity at work*. Cambridge: Cambridge University Press. (ISBN: 9780521677639), € 32.99

Decision making in organisations

PSBA3-AOP8

Lecturer: Dr. D.C. Rus

Contact: Dr. D.C. Rus

Objective: To (1) provide an understanding of the foundations, failures, scope, and implications of individual and group-level decision making processes in organizational contexts, (2) to develop individual decision making skills, and (3) to foster critical reflection on decision making in the business environment.

Content: This course will provide an overview of research in behavioral decision making with a specific focus on decision making in the organizational context. As such, it builds on insights from behavioral economics, as well as organizational, social, and cognitive psychology. A better understanding of how managers and groups make decisions, and why they sometimes make the wrong decisions, is crucial for effective leadership and organizational functioning. A core focus of the course will lie in identifying potential decision making traps, as well as in providing strategies for avoiding and overcoming them. Throughout the course, students

will be exposed to different perspectives in the study of individual and group decision making and they will critically reflect on the pros and cons of various theories and approaches stemming from these perspectives. It is designed to foster analytical thinking about the way decisions are made by individuals and groups in a business environment, as well as to develop practical skills for better decision making. Some of the discussed topics include: the role of rationality/non-rationality in managerial decision making, competitive and motivated biases in negotiations, fairness, ethics and rationality, group decision making, improving judgment and decision making.

EC: 5
Semester: semester 2 b
Format: lecture
Hours per week: 2
Assessment: assignments, written exam (multiple choice)
Literature:

- Bazerman, M. H., & Moore, D. A. (2009), *Judgment in Managerial Decision Making*. (ISBN: 9780470049457), € 40.00

Cognitive neuroscience

PSBA3-HG6

Lecturers: Dr. A.A. Wijers, prof. R. de Jong
Contact: Prof. R. de Jong
Objective: To provide an introduction to the central theoretical themes and research methods and techniques of the interdisciplinary field of Cognitive Neurosciences.
Content: Cognitive neurosciences is the study of the relationships between task performance, task environment and physiological processes as made apparent using neuroimaging methods such as EEG, PET, fMRI. This concerns both fundamental research into the architecture and neuro-anatomical foundation of specific processes that are fundamental to mental functions and applied research into changes in cognition and brain mechanisms resulting from psychiatric and neuropsychological disorder, mental fatigue and ageing.

EC: 5
Semester: semester 2 b
Format: lecture
Hours per week: 4
Assessment: written exam (essay)
Literature:

- Purves, D. et al. (2008), *Principles of Cognitive Neuroscience*. Sunderland, MA: Sinauer Associates, Inc. (ISBN: 978-0-87893-69406), € 53.95

Introduction to cognitive behavioural therapies

PSBA3-KO10

Lecturers: Dr. M.H. Nauta, Dr. C.L.H. Bockting, Dr. T.K. Bouman, Dr. W.J.P.J. van Hout
Contact: Dr. M.H. Nauta
Objective: To give an understanding of the backgrounds, principles and application areas of directive and complaint-oriented interventions over the entire life span.
Content: The lectures will deal with action-oriented and directive therapies as applied to children, adolescents and adults. The theoretical starting points of behaviour therapy and cognitive therapy will be discussed, as well as new developments in cognitive behavioural therapy. In addition, there will be a focus on the cognitive behavior therapy process and the factors affecting it. By way of video examples, therapeutic interventions will be explained and their effectiveness will be discussed.

EC: 5
Semester: semester 2 b
Format: lecture
Hours per week: 4

Assessment: written exam (multiple choice)

Remarks:

Literature:

· To be announced

The social psychology of emotions

PSBA3-SPT9

Lecturers: Dr. C.E Ashton-James, T.B.A.

Contact: Dr. C.E Ashton-James

Objective: To provide students with an understanding of the causes, experience and expression, social function and consequences of moods and emotions.

Content: This course will review research pertaining to the causes, experience, and expression, social function, and consequences of moods and emotions. Students will learn about the neurological, cognitive, physiological, evolutionary, and environmental causes of emotions, and use this knowledge to broaden their understanding of social behaviour. In particular, students will gain insight into the conditions under which specific emotions arise, and consider the impact of these emotions on health, personal well-being, workplace performance, and interpersonal and intergroup relations. Students will engage with classic theoretical debates over the nature and structure of emotions, and critically reflect upon the degree to which human emotions guide their thoughts, judgments, and behaviours.

EC: 5

Semester: semester 2 b

Format: lecture

Hours per week: 2

Assessment: assignments, written exam (multiple choice)

Remarks:

Literature:

· To be announced

Mind, brain and education

PSBA3-KO9

Lecturers: Prof. O.M. Tucha, Dr. H.W. Steenbeek, prof. P.L.C. van Geert

Contact: Prof. O.M. Tucha

Objective: To give insight in (1) the relationship between the brain and its development on the one hand and education, in particular learning and teaching in schools, on the other hand; (2) school-related problems of children with medical conditions involving the brain and approaches to assessment, the curriculum and intervention.

Content: School neuropsychology is a new discipline studying the relationships between the working of the developing brain and the processes of learning and teaching in schools. First, this course will provide a general, system-oriented (holistic) framework for theory, research and practice involving the relationships between mind, brain and education and discuss issues such as the mutuality of brain development and education, brain plasticity, and how these issues relate to assessment, the curriculum, teaching practice and intervention.

Second, school neuropsychology acknowledges that there is an increasing number of children with medical/psychiatric conditions involving the brain which affect school performance. Furthermore, there is an increased use of psychoactive medications but also illicit drugs which affects academic achievement. In this course, applications of school neuropsychology in children from special populations (e.g. ADHD) and children with academic disabilities (e.g. dyslexia) or processing deficits (e.g. brain tumours) will be discussed, based on a holistic view on the effect of disorders on school achievement.

EC: 5

Semester: semester 2 a

Format: lecture

Hours per week: 2

Assessment: written exam (multiple choice)

Remarks:

Literature:

· *Reader*

Faculty of Behavioural and Social Sciences Teaching and Examination Regulations:

2010-2011

Bachelor of Science in Psychology degree programme

Contents

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Section 1 General provisions

Article 1.1 Applicability

These Regulations apply to the teaching and examinations of the Bachelor degree programme in Psychology, hereafter referred to as 'the degree programme'. The degree programme is provided by the Faculty of Behavioural and Social Sciences of the University of Groningen, hereinafter referred to as 'the Faculty'.

Article 1.2 Definitions

The following definitions apply to these Regulations:

- a. Act: the Higher Education and Research Act (WHW; Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek)
- b. Student: a person enrolled in the University for the purpose of taking courses and/or examinations leading to the conferral of a university degree
- c. Propedeutical phase: the first 60 EC of the formal Bachelor degree programme as defined in Art. 7.8 of the Act (WHW 2002)
- d. Post-propedeutical phase: that part of the Bachelor degree programme following the propedeutical phase
- e. Course: a teaching unit of the degree programme within the meaning of the Act
- f. Practicum: a practical exercise, as referred to in Art. 7.13 of the Act, in one of the following forms:
 - a thesis
 - a written paper or draft
 - a research assignment
 - participation in a field trip or excursion
 - completion of a placement
 - participation in another educational activity designed to teach certain skills
- g. Major: all compulsory courses in the propedeutical and post-propedeutical phases
- h. 'Specialization' (Faculty): a coherent package of courses related to the Major, followed in the post-propedeutical phase
- i. 'Broadening' (university) Minor: a coherent package of faculty-wide or disciplinary courses, offered by a degree programme other than one's own within the University of Groningen and followed in the post-propedeutical phase
- j. Free-choice Minor: a package of general, faculty-wide or disciplinary courses that are followed in the post-propedeutical phase
- k. Final assessment: the final assessment for the propedeutical phase or Bachelor degree
- l. Semester: part of the academic year, either starting on 1 September and ending on a date to be determined by the Board of the University on or around 31 January, or starting on the aforementioned date determined by the Board of the University and ending on 31 August.

The other definitions shall have the meaning that the Act ascribes to them.

Article 1.3 Aim of the degree programme

The aim of the degree programme is set out in the appendix:
Teaching and Examination Regulations (OER) appendix: The programme; hereinafter referred to as 'the appendix'.

Article 1.4 Type of degree programme

The degree programme is offered as a full-time and as a part-time programme. The Examinations Committee determines the conditions under which the programme may be followed part-time.

Article 1.5 Language of instruction

The language of instruction and examination is English. A complete Dutch-language Psychology degree programme is also offered. See the course catalogue "Psychologie bacheloropleiding".

Section 2 Structure of the degree programme

Article 2.1 Organization and examinations of the degree programme

1. The following final assessments are held:
 - a. The propedeutical final assessment;
 - b. The final assessment or Bachelor examination.
2. The degree programme is divided into a propedeutical phase and a post-propedeutical phase.

Article 2.2 Study load

1. The degree programme has a study load of 180 European Credit Transfer System credits (EC), whereby one EC is the equivalent of 28 hours of study.
2. The propedeutical phase has a study load of 60 EC.
3. The study load is expressed in whole EC.

Article 2.3 Academic training

The degree programme followed by a student must, in the opinion of the Examinations Committee, contain sufficient elements relating to the academic training of the student, particularly with regard to:

- a independent academic thinking and conduct
- b academic communication, both oral and written
- c applying disciplinary expertise in a wider and/or philosophical and social context.

*Section 3 The propedeutical phase of the study programme***Article 3 Structure of the propedeutical phase**

The courses in the propedeutical phase, the related study load and, if applicable, the related practica are listed in the Appendix.

*Section 4 The post-propedeutical phase of the degree programme***Article 4 Structure of the post-propedeutical phase**

1. The post-propedeutical phase comprises the following courses:
 1. Courses followed for the Major (90 EC)
 2. A Minor (30 EC)
2. The courses in the post-propedeutical phase, the related study load and, if applicable, the related practica are listed in the Appendix.
3. On request, the Examinations Committee may enable students who started in academic year 2006-2007 or earlier to complete the post-propedeutical phase of the programme offered to these students up to 31 August 2010 before 31 August 2011.

Section 5 The Programme of Excellence and the Honours College

Article 5.1 The Programme of Excellence

A Programme of Excellence is offered by the degree programme in the post-propedeutical phase for particularly talented students. The Programme significantly increases the course load. Should any conflicts arise because of the scheduling of Programme components, the Examinations Committee will decide what, if any, action must be taken. The Programme and selection procedure are described in the Appendix.

Article 5.2 The Honours College

1. The Faculty of Behavioural and Social Sciences participates in the University of Groningen Honours College by means of a Joint Regulation.
2. Students must be selected by the Dean of the Honours College to participate in this Honours Programme. Please refer to the Teaching and Examination Regulations of the Honours College for the selection procedure.
3. The Teaching and Examination Regulations of the Honours College apply to the honours programme.
4. Completion of the Honours Programme will lead to a notation on the Diploma Supplement to the Bachelor degree that the Honours Certificate has been obtained.

Section 6 Examinations and final assessment of the degree programme

Article 6.1 General

1. The results of an examination are given as pass or fail, in figures expressed as 6 or above or 5 or below, respectively.

Article 6.2 Compulsory order

1. Some courses may not be taken or examinations sat before the conditions of a different course or courses have been satisfied. The Appendix sets out when this is the case.
2. Students who started their degree programme in the academic year 2009/2010 or earlier may not take any course in the post-propedeutical phase until all parts of the propedeutical final assessment have been passed.
3. Notwithstanding the provisions of Article 6.2.2, students may on request be permitted to take certain examinations in the post-propedeutical phase before they have passed the final examination of the propedeutical phase under the following conditions:
 - a. the student has earned 45 EC by following the propedeutical courses listed in the Appendix
 - b. the student has passed the required propedeutical courses listed in the Appendix
 - c. the permission applies for no more than twelve months.

The Examinations Committee may depart from the conditions of this Article based on a motivated written request by a student, if the Committee considers that the student could not satisfy the conditions as formulated due to force majeure and by which he or she runs the risk of significant study delay.

Article 6.3 Examination frequency and periods

1. The opportunity to take examinations in the courses referred to in Article 3, Article 4 and Article 5.1 is provided twice in the semester in which the course in question is offered.
2. Notwithstanding the provisions of Article 6.3.1, alternative regulations apply to some courses. The Appendix sets out when this is the case.
3. Notwithstanding the provisions of Article 6.3.1, the opportunity to sit an examination in a course that has not been taught in a certain academic year shall only be provided once in that year.

Article 6.4 Form of examinations

1. The examinations for the courses referred to in Article 3, Article 4 and Article 5.1 are written examinations. If appropriate, an alternative form of examination is noted by the relevant courses in the Appendix.
2. At a student's request, the Examinations Committee may allow an examination to be taken in a form different from that stipulated above.
2. Students with a performance disability will be given the opportunity to take examinations in a form that will compensate as far as possible for their individual handicap. If necessary, the Examinations Committee will seek expert advice on this matter.

Article 6.5 Oral examinations

1. Unless the Examinations Committee decides otherwise, an oral examination may only be taken by one student at a time.
2. Oral examinations are public, unless the Examinations Committee stipulates otherwise.

Article 6.6 Determining the examination results and publication thereof

1. After an oral examination, the examiner will assess the examination immediately and provide the student with the relevant signed exam sheet.
2. The examiner will mark a written examination within 10 working days of the day it was taken, and will provide the Faculty administration with the necessary details for written confirmation of the result to be sent to the student.
3. If an examination is taken in a form other than oral or written, the Examinations Committee will determine in advance how and when students will receive written confirmation of the result.
4. The written exam sheet with the results of an examination will inform the student of his right of inspection, as stipulated in Article 6.8.1, as well as of the possibility of an appeal to the Board of Appeal for Examinations.
5. The answers to multiple-choice examinations will be published within one working day of the examination. No rights may be derived from these answers regarding examination results. The requirement to make the exam answers available within one working day will lapse if the examiner guarantees that the results will be announced within five working days.
6. The exam results will be regarded as definitive four weeks after their announcement.

Article 6.7 Validity

1. Completed courses remain valid indefinitely.
2. Contrary to the provisions of Article 6.7.1, the Examinations Committee may decide to require a student to take a supplementary or substitute examination for a course taken more than six years previously before allowing that student to progress to the final assessment.

Article 6.8 Right of inspection

1. On request, students have the right to inspect their marked work during a period of at least four weeks after the results of a written examination have been made known. Also on request, students will be provided with a copy of the work at cost price.
2. Within the timeframe stipulated in Article 6.8.1, the examinee may request that they be allowed to peruse the examination paper and the assessment criteria.
3. The Examinations Committee can determine, upon a student's request, to provide this student with a copy of one or more examination questions and assignments at cost price.

4. The Examinations Committee can determine that inspection or perusal of examination papers will take place at a certain place and at least one set time. If the person concerned can show that they were prevented by force majeure from attending at the indicated places and times, they will be offered another opportunity, if possible within the period stated in Article 6.8.1.

Article 6.9 Exemptions

At a student's request, the Examinations Committee, having discussed the matter with the examiner in question, may grant exemption from an examination on condition that the student:

- a. has completed part of a university or higher vocational degree that is equivalent in content and level
- b. can demonstrate by work experience that he/she has sufficient knowledge and skills with respect to the course in question.

Article 6.10 Final assessment

1. Students who have passed all the examinations for a degree programme, or have satisfied the requirements for all parts of the programme approved by the Examinations Committee, must apply for the certificate no later than four weeks after doing so.
The examination date entered on the certificate by the Examinations Committee is the date on which the student is deemed by the Committee to have satisfied the final assessment requirements.
2. If the student applies for the certificate after the period specified in Article 6.10.1, the examination date entered on the certificate shall be the date on which the student is deemed by the Examinations Committee to have satisfied all the examination requirements, even if the date on which the Committee takes this decision is in a subsequent academic year and the student is required to register for that year.
3. Before the final assessment can be determined, the Examinations Committee may itself decide to test a student's knowledge of one or more courses or aspects of the programme, if and inasmuch as the marks for these courses provide a reason for doing so.

Article 6.11 Degree

1. Those who have passed the examination are granted the degree 'Bachelor of Science'.
2. The degree awarded shall be registered on the degree certificate.

Section 7 Prior education

Article 7.1 Enrolment limits

The degree programme has a limited number of 750 places available.

The places will be allocated in line with the ballot rules of the DUO (*Dienst Uitvoering Onderwijs*, previously the IB-Groep, the Dutch education executive agency).

Article 7.2 Educational deficiencies

1. Deficiencies in prior education in the subjects listed below may be compensated for by passing the relevant examinations at the level of the VWO final examination to the satisfaction of the Examinations Committee: Mathematics¹
2. Under certain circumstances, the Examinations Committee can request a university lecturer in the relevant subject to arrange one or more examinations.

Article 7.3a Dutch

The Dutch language proficiency requirement is met by passing the national examination in Dutch as a Foreign Language programme 2 (NT2-II).

Article 7.3b English

The English language proficiency requirement for the degree programme is met by presenting one of the following proofs:

- a. A Dutch VWO certificate
- b. A TOEFL test score of at least 237 (computer-based) or 580 (paper-based) or at least 92-93 (internet-based)
- c. An IELTS test score of at least 6.5
- d. A CAE (level C1) with grade A, B or C
- e. A CPE (level C2) with grade A, B or C
- f. Proof that English is the mother tongue
- g. A secondary school certificate issued by an English-language educational institute.

Article 7.4 Colloquium Doctum

The entrance examination as defined in Art. 7.29 of the Act refers to the following subjects at the stated level:

Mathematics A1, English and Biology

Article 7.5 Enrolment

It is not possible to enrol in a degree programme before the conditions set out in Articles 7.2 and 7.3 or Articles 7.3 and 7.4 have been satisfied.

¹ Applicants who do not have a mathematics diploma equivalent to a VWO diploma, or one that is considered to be the equivalent in law, are considered to be deficient in mathematics. Students with a HBO diploma or propedeutical certificate are considered not to be deficient in mathematics on the basis of Article 7.28 of the Higher Education and Research Act.

Section 8 Academic progress administration

Article 8.1 Academic progress administration

1. The Faculty registers the individual results of the students.
2. The Faculty provides each student with a digital overview of the results once a year, at the end of the academic year.
3. The Faculty will provide students with an authenticated written overview of the obtained results at their request.

Article 8.2 Academic advising

The Faculty Board will organize the introduction and the academic advising of students registered for the degree programme, also with a view to potential study options within and outside the degree programme.

Article 8.3 Study advice

The text concerning the BSA will be provided a.s.a.p. by the CvB.

Section 9 Final provisions

Article 9.1 Alternative requirements for VWO 'old style'

The holder of a VWO diploma which was gained under the 31 July 1998 provisions applying to or pursuant to the Secondary Education Act may compensate for deficiencies in the subjects listed below by passing the relevant examinations at the level of the VWO final examination to the satisfaction of the Examinations Committee: Mathematics

Article 9.2. Amendments

1. Any amendments to these Regulations will, after due consultation with the departmental committees and the Faculty Council, be confirmed by the Faculty Board in a separate decree.
2. An amendment to these Regulations shall not apply to the current academic year, unless it may reasonably be assumed that the amendment will not harm the interests of students.
3. In addition, an amendment may not influence any other decision concerning a student taken by the Examinations Committee under these Regulations to the detriment of students.

Article 9.3 Publication

1. The Faculty Board shall duly publish these Regulations, any rules and guidelines formulated by the Examinations Committee, and any amendments to these documents.
2. Copies of the documents referred to in Article 9.3.1 are available from the Faculty Office.

Article 9.4 Date of commencement

These Regulations shall take effect on 1 September 2010.

As decreed by the Faculty Board on 20 April 2010.

**Teaching and Examination Regulations (OER)
Bachelor of Science Degree Programme in Psychology**

Faculty of Behavioural and Social Sciences

2010-2011

Appendix: The programme

Paragraph 1 Aim of the programme and language of the courses

Article 1.1 Aim of the programme

The aim of the program is to realize the following learning outcomes:

- Knowledge, skills and understanding of psychology;
- Academic training;
- Preparation for the qualifications required for the admission to the master degree programme in psychology at the University of Groningen.

Article 1.2 Language

The programme courses and exams are in the English language. A complete Dutch-language programme is also offered. See the course catalogue "Psychologie bacheloropleiding". Assuming the language requirement is met (see Article 6.3a), it is possible to request admission to the Dutch-language programme after obtaining the propedeuse.

Paragraph 2 The propedeutical phase of the programme

Article 2.1 Structure of the propedeuse

The propedeuse contains the following courses with a study load as mentioned:

BE1-01	Introduction to psychology	5 EC
BE1-02	Social and cross-cultural psychology	5 EC
BE1-03	Developmental psychology	5 EC
BE1-04	Biopsychology	5 EC
BE1-05	Personality and individual differences	5 EC
BE1-06	History of psychology	3 EC
BE1-07	Applied psychology	2 EC
BE1-08	Statistics Ia	5 EC
BE1-09	Statistics Ib	5 EC
BE1-10	Intervention and dialogue	5 EC
BE1-11	The nature of psychology	5 EC
BE1-12	The conduct of psychology	5 EC
BE1-13	The presentation of psychology	5 EC

Article 2.2 Propedeutical practica

1. The following propedeutical courses contain, besides teaching in the form of lectures, a practicum in the form and size as indicated

BE1-01	exercises and assignments	10 hours
BE1-08	exercises and assignments	20 hours
BE1-09	exercises and assignments	20 hours
BE1-10	exercises, assignments and papers	140 hours
BE1-11	exercises, assignments and papers	140 hours
BE1-12	exercises, assignments and papers	10 hours
BE1-13	exercises, assignments and papers	140 hours

2. The examination of a course mentioned in this Article cannot be taken before the practicum is successfully completed in the same academic year as or the year preceding the examination.
3. For the following courses the successful completion of the practicum is considered equivalent to passing the examination: BE1-10, BE1-11, BE1-13.

Paragraph 3 The postpropedeutical phase of the programme

Article 3.1 Structure of the programme

1. The postpropedeutical phase contains:
 - a. courses that belong to the Major 90 EC;
 - b. courses that belong to the Minor 30 EC.
2. The Major contains the following components with a study load as indicated:
 - a. a general compulsory component of 60 EC;
 - b. a differentiation component of 20 EC;
 - c. a bachelor thesis of 10 EC.
3. The Minor can consist of:
 - a. A "specialization" (Faculty) Minor *Psychology and health*, consisting of a coherent set of courses offered within the degree programme;
 - b. A "broadening" (University) Minor, selected from the University minors offered at the University of Groningen. The minors offered by the degree programme are excluded from this selection;
 - c. A Free Choice Minor, consisting of a selection of courses offered within the degree programme or another degree programme, with approval of the Examinations Committee. Courses offered by university bachelor programmes at other universities in the Netherlands or abroad can, given approval of the Examinations Committee, also be selected.

Article 3.2 General compulsory component of the Major

1. The general compulsory component of the Major contains the following courses with the study load as indicated:

BE2-01	Cognitive psychology and cognitive neuropsychology	5 EC
BE2-02	Clinical and health psychology	5 EC
BE2-03	Psychology in the workplace	5 EC
BE2-04	Social environment and behaviour	5 EC
BE2-05	Theory of science	5 EC
BE2-06	Test theory	5 EC
BE2-07	Statistics II	5 EC
BE2-08	Research methods	5 EC
BE2-09	Research practicum	5 EC
BE2-11	Communication and diagnostic skills	5 EC
BE2-12	Statistics III	5 EC
BE2-13	Career perspectives	5 EC

2. The following courses mentioned in Article 3.2 lid 1 contain, in addition to teaching in the form of lectures, a practicum in the form and size as indicated:

BE2-07	exercises, assignments	28 hours
BE2-09	exercises, assignments and papers	140 hours
BE2-11	exercises, assignments and papers	140 hours
BE2-12	exercises, assignments	12 hours
BE2-13	exercises, assignments and papers	140 hours

3. The examination of a course mentioned in this Article cannot be taken before the practicum is successfully completed in the same academic year as or the year preceding the examination.
4. For the following courses the successful completion of the practicum is considered equivalent to passing the examination: BE2-09, BE2-11 and BE2-13.

Article 3.3 Differentiation component of the Major

1. The differentiation component of the Major contains courses in four areas (1-4). At least two courses as named in this Article must be taken from one area. The other two courses may be freely chosen from the courses listed in this Article.

Differentiation areas:

1. Industrial and organisational psychology

BA3-AOP2	Diversity in organizations	5 EC
BA3-AOP4	Human factors	5 EC
BA3-AOP7	Organisational change	5 EC
BA3-AOP8	Decision making in organisations	5 EC
2. Cognitive psychology and clinical neuropsychology

BA3-HG1	Clinical neuropsychology	5 EC
BA3-HG2	Information processing and task performance	5 EC
BA3-HG4	Human factors	5 EC
BA3-HG6	Cognitive neuroscience	5 EC
3. Clinical and developmental psychology

BE3-CD1	Psychopathology: phenomenology and theory	5 EC
BA3-KO9	Mind, brain, and education	5 EC
BA3-KO10	Introduction to cognitive behavioural therapies	5 EC
4. Social psychology

BA3-SPT2	Intergroup processes	5 EC
BA3-SPT9	The social psychology of emotions	5 EC

2. The following courses mentioned in this Article contain, in addition to teaching in the form of lectures, a practicum in the form and size as indicated:

BA3-AOP2	exercises, assignments	12 hours
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Article 3.4 The bachelor thesis

1. The bachelor thesis is a practicum in the form and size as indicated: exercises, assignment and paper, 280 hours
2. For the following courses the successful completion of the practicum is considered equivalent to passing the examination: bachelor thesis.

Article 3.5 Minor component of the postpropedeutical phase

1. The Specialization (Faculty) Minor *Psychology and health* contains the following courses with a load as mentioned:

BAM-HG1	Learning: Theory and practice	5 EC
BAM-HG5	Gerontology	5 EC
BAM-KO1	Cognitive behavioural processes across disorders: A transdiagnostic approach	5 EC
BAM-13	Deception in clinical settings	5 EC
BEM-KO1	Diagnosis and assessment	5 EC
BEM-LS	Literature study	5 EC

Only students who are registered in the English-language Bachelor of Science in Psychology can participate in the specialization (Faculty) Minor.

2. The Free Choice Minor contains the following courses with a study load as mentioned:

BAM-AOP3	Human error	5 EC
BAM-AOP6	Sport and exercise psychology	5 EC
BAM-HG1	Learning: Theory and practice	5 EC
BAM-HG2	Thinking and decision making	5 EC

BAM-HG5	Gerontology	5 EC
BAM-KO1	Cognitive behavioural processes across disorders: A transdiagnostic approach	5 EC
BAM-SPT2	Evolutionary psychology of interpersonal processes	5 EC
BAM-SPT3	The social psychology of communication	5 EC
BAM-SPT7	Social influence	5 EC
BAM-06	Consumer and economic psychology	5 EC
BAM-07	Experimental methods	5 EC
BAM-09	Philosophy of psychology	5 EC
BAM-10	Topics in diversity	5 EC
BAM-11	Programming for psychologists	5 EC
BAM-13	Deception in clinical settings	5 EC
BEM-LS	Literature study	5 EC

3. The following courses mentioned in Article 3.5 lid 1, and Article 3.5 lid 2 contain, in addition to teaching in the form of lectures, a practicum in the form and size as indicated:

BAM-07	exercises, assignments	140 hours
BAM-11	exercises, assignments	140 hours
BEM-KO1	exercises, assignments	140 hours

4. The examination of a course mentioned in Article 3.3, Article 3.5 lid 1, and Article 3.5 lid 2 cannot be taken before the practicum is successfully completed in the same academic year as or the year preceding the examination.
5. For the following courses the successful completion of the practicum is considered equivalent to passing the examination: BEM-KO1, BAM-07, BAM-11.
6. The courses in the differentiation component of the Major as mentioned in Article 3.3 can, if so approved by the Examinations Committee, count toward the requirements for the Minor.
7. The courses listed in Article 3.5 lid 2 with an AOP (Industrial and Organisational psychology), HG (Cognitive psychology and Clinical Neuropsychology), KO (Clinical and Developmental psychology), or SPT (Social psychology) course code can, if so approved by the Examinations Committee, count toward the requirements for the Major.
8. The examinations of the courses listed in Article 3.3, Article 3.5 lid 1, and Article 3.5 lid 2 are taken in written form, with the exception of BEM-LT, which can also be taken verbally.

Article 3.6 Equivalencies

1. The courses named in this Article can not be taken by students who have, in an earlier academic year, successfully completed the corresponding course.

Present code		Previous code
BA3-KO10	Introduction to cognitive behavioural therapies	BA3-KO6, BAM-KO6
BAM-SPT2	Evolutionary psychology of interpersonal processes	BA3-SPT3
BAM-SPT7	Social influence	BA3-SPT7
BAM-07	Experimental methods	BA-KV11
BAM-09	Philosophy of psychology	BA-KV15

Article 3.7 The academic excellence programme

1. An academic excellence programme for talented students is offered in the first year of the postpropedeutical phase. The academic excellence programme consists of the following courses with a study load as indicated:

a.	BE2-HO1	Honours research seminar	2 EC
b.	BE2-HO2	Honours theoretical seminar	2 EC
c.	BE2-HO3	Honours thematic meetings	4 EC
d.	BE2-HO4	Honours research internship	7 EC
2. The course load expressed in EC is in addition to the regular postpropedeutical programme of 120 EC.
3. The following courses mentioned in Article 3.7 lid 1 contain a practicum in the form and size as indicated:

a.	BE2-HO1	exercises, assignments and papers	56 hours
b.	BE2-HO2	exercises, assignments and papers	56 hours
c.	BE2-HO3	exercises, assignments and papers	112 hours
d.	BE2-HO4	exercises, assignments and papers	196 hours
4. The examination of a course mentioned in this Article cannot be taken before the practicum is successfully completed in the same academic year as the examination.
5. For the following courses, the successful completion of the practicum is considered equivalent to passing the examination: BE2-HO1, BE2-HO2, BE2-HO3, BE2-HO4.
6. Admissible to the academic excellence programme are those students who have passed the propedeutical exam in their first year of study. The selection is made on the basis of a letter of motivation. Students who are not invited to apply but who have passed the propedeutical exam in their first year of study can apply for a place in the programme by sending a letter of motivation, grade list, and the paper written for the course BE1-13 to the Programme Coordinator. Selection for the programme will be based on these materials.
7. Selected students follow, in principle, all courses of the academic excellence programme mentioned in Article 3.7 lid 1. Each of the courses that is completed successfully is listed on the degree supplement.

Paragraph 4 Examination and exams in the degree programme**Article 4.1 Compulsory order of examinations**

1. Students cannot take part in the examinations of the courses stated below before they have passed the examinations of the courses indicated:
 - a. Course BE2-06 before passing course BE1-08;
 - b. Course BE2-07 and BE2-12 before passing courses BE1-08 and BE1-09;
 - c. The bachelor thesis before passing the courses BE2-06, BE2-07, BE2-08 and BE2-09.
2. In addition to the criteria mentioned in article 6.2 of the BSS Teaching and Examination Regulations students who started their studies in study year 2009-2010 or before are not allowed to participate in courses of the post-propedeutical phase until after the following requirements are met:
 - a. At least 45 EC of the courses mentioned in article 2.1 has been successfully completed;
 - b. the courses Introduction to psychology and Statistics Ia have been successfully completed.

**RULES AND REGULATIONS
Of the Examinations Committee of the Bachelor of Science degree programme
in Psychology for academic year 2010-2011
(03 March 2010)**

Article 1 – Applicability

These Rules and Regulations apply to the examinations for the Bachelor of Science degree programme in Psychology, hereinafter called ‘the programme’.

Article 2 – Definitions

The following definitions apply to these Rules and Regulations:

- Examination regulations: the Teaching and Examination Regulations for the programme, most recently updated on 20 April 2010.
- Examinations Committee: the Examinations Committee for the Bachelor degree programme in Psychology
- Examinee: a person taking an examination or final assessment
- Final assessment: the final assessment for the Bachelor’s degree programme.

The other definitions shall have the meaning that the Examination Regulations or the Act ascribes to them.

Article 3 – Day-to-day affairs of the Examinations Committee

1. The chairperson and the secretary of the Examinations Committee are responsible for the day-to-day affairs of the Examinations Committee. They can be supported by an administrative secretary and advised by the programme’s study advisor(s).
2. The decisions of the Examinations Committee or the examiner, respectively, are subject to an appeals procedure.

Article 4 – Decision to set an oral examination

With the permission of the examinee, an examiner may decide that a certain examination will be an oral examination.

Article 5 – Determining the results of the final assessment

1. If the Examinations Committee decides to instigate an investigation within the meaning of Article 6.10.3 of the Examination Regulations, the Examinations Committee will determine the result by a simple majority of votes.
2. If there is not a majority, then the examinations committee will fail the examinee.
3. At least three members of the Examinations Committee, including the chairman or the secretary, must be involved in the determination of the result.

Article 6 – Cum laude

1. The result of the final assessment may be awarded the predicate ‘cum laude’ if the following conditions at least have been satisfied:
 - a) the weighted average mark for the modules passed for the degree programme is 8 or higher, with no rounding off.
 - b) the mark awarded for the Bachelor’s thesis module is 8 or higher, with no rounding off
 - c) none of the modules in the programme has been assessed with a mark less than 7.
2. The ‘cum laude’ predicate will not be awarded to the propaedeutic certificate if fewer than 50 ECTS credits have been gained within the propaedeutic phase of the degree programme. In individual cases the committee may decide otherwise on request.
3. The ‘cum laude’ predicate will not be awarded to the final assessment if fewer than 90 ECTS credits have been gained within the postpropaedeutic phase of the degree programme. In individual cases the committee may decide otherwise on request.

4. Candidates for the final assessment who have been subject to measures for fraud within the framework of Article 13 of these Rules and Regulations, or for misbehaviour, will be excluded from gaining the predicate 'cum laude'.

Note: when determining the predicate 'cum laude', only those modules which form part of the examination programme will be considered. Examinees who have followed more modules than needed for the degree programme must when requesting a final assessment indicate clearly which modules qualify for the degree programme. Only those modules will be listed on the diploma supplement. The other modules that are successfully concluded will be listed under the heading 'Additional courses'.

Article 7 – Times

1. Written examinations must be taken at the times set by the Examinations Committee in consultation with the relevant examiners. These times will be published before the start of the semester in question.
2. When determining the times as referred to in Article 7.1, as far as possible no examinations will be planned concurrently.
3. Changes to a time as referred to in Article 7.1 may only take place as a result of force majeure, for example the non-availability of the required examination hall.
4. Oral examinations will be taken at a time to be agreed between the examiner or examiners in question and the examinee.

Article 8 – Registration

1. Examinees must register for a programme module and to take an examination.
2.
 - a. Examinees who have registered for the first examination are automatically also registered for the related resit if they do attend the first examination but do not pass it.
 - b. Examinees who have registered for the first examination but do not actually attend it, have to register again for the related resit.
 - c. This regulation does not affect the fact that examinees can register for a resit even if they have not registered for the first examination.
3. Examinees who have not registered for a module or for an examination may not take that module or examination. No mark will be awarded for such an examination.
4.
 - a. Registration occurs by means of the ProgressWWW system at least five working days before the time when the relevant module begins or the relevant exam will be held.
 - b. The registration period for practicals closes 10 working days before the practical begins.
5.
 - a. If the term listed in Article 8.4 is exceeded, registration for an examination can still be done in writing at the relevant Education Office, until the end of the working day before the day on which the relevant examination will be taken, bearing in mind the opening times of the Education Office.
 - b. Registration by the method described in Article 8.5.a is not possible for practicals.
6. Registration for an oral examination is not done via the ProgressWWW system but by means of a personal appointment with the examiner.
7. In exceptional circumstances, the Examinations Committee may depart from the provisions of Article 8.1 with regard to the place and time of registration.
8.
 - a. Registration for the propaedeutic examination must be done at the Student Administration Office of the degree programme. Registration is possible as soon as all modules of the programme are finished successfully. The registration period for the propaedeutic examination ends 15 working days before the date that the degree certificates will be awarded.
 - b. Registration for the final examination must be done at the office of one of the study advisors. Registration is possible as soon as all modules of the programme are finished successfully. The registration period for the final examination ends 20 working days before the date that the degree certificates will be awarded.
9. The examinee will receive an invitation to attend at least five working days before the date that the degree certificates will be awarded.

Note: the dates and deadlines of the final exam will be published on the website of the programme.

Article 9 – Nullifying declarations

An examination that is taken or a practical that is followed in the wrong order (see the order of modules set out in the Examination Regulations for the degree programme) will be considered not to have been taken or followed. No mark will be awarded for that module.

Article 10 – Request for exemption

1. A request for exemption from the examination of a course must be submitted in writing to the Examinations Committee, in line with the relevant specifications which are available from the Education Office.
2. The Examinations Committee will make its decision within a month of receipt of the request. The person making the request will be informed of the decision in writing.
3. It is not possible to be exempted from the requirements of the Bachelor's thesis. This must be written within the framework of the programme and under the supervision of an examiner of the programme in accordance with the usual procedure as published in the Bachelor's thesis guide of the academic year in question.

Article 11 – The free choice minor

1. A request for approval of courses for the free choice minor in accordance with article 3.5.6 and 3.5.7 in the appendix of the Examination Regulations must be addressed to the Examinations Committee, in writing, using the appropriate form to be obtained at the Student Service Desk or from the website of the programme.
2. Approval must be obtained before the course(s) is/are to be followed.
3. The examinations committee decides within a month after receiving the request.
Note: The programme offers a number of pre-approved free-choice minor packages. For such a package no approval need to be requested. Approval is also automatically obtained for all interfaculty minors and faculty minors ("University" minors) of the University of Groningen. Examinees who select their own minor courses have to request approval. Approval is granted only for university courses that do not overlap with courses in the programme's propaedeutic or major phase. At most two courses at propaedeutic level will be approved. A form and the procedure are published on the programme's Nestor site..

Article 12 – Order during examinations

1. The Examinations Committee will ensure that invigilators are appointed to supervise written examinations; on behalf of the examiner, they will ensure that the examination proceeds in good order. The Examinations Committee will delegate this responsibility to the relevant examiner or his/her substitute.
2. Examinees must identify themselves by means of their student card at the request or behest of the Examinations Committee. Examinees may not participate in an examination if they are unable to identify themselves.
Note: in order to be able to control the registration of a examinee and his of her valid participation examinees have to legitimize by showing a valid student card. As an alternative an examiner may accept a valid identification document, such as a pass port, driver's license or the like, which is mandatory for people of 14 years and older in The Netherlands. No identification means that the examination is declared invalid and the examinee has to leave the room. In the case of examinations with many examinees it will be practically impossible to control each examinee present. However, participation does not imply validity. It means that, before the result of the examination is permanent, an invalid participation will invalidate the result afterwards, for instance when the examinee was not registered for the examination, as referred to in Article 8.
3. An examinee who arrives late for an examination may be banned from participation by the examiner.
4. Examinees are obliged to follow all the directions published by the Examinations Committee or the examiner before the start of the final assessment or examination as well as those given by or on behalf of the examiner during the final assessment or examination or immediately afterwards.
5. During an examination, only those documents provided or approved by or on behalf of the examiner are permitted.

6. Examinees may only leave the room where the examination is taking place with the permission of the examiner or invigilator.
7. Examinees who have not registered for the examination may not participate in the examination. The examiner, or his or her representative, may banish that person from the examination hall.
8. If an examinee ignores one or more of the directions referred to in Article 12.4, or acts without permission as referred to in Articles 12.5 and 12.6, may be banned from further participation in the relevant examination by the Examinations Committee or the examiner.
9. The duration of an examination is such that the examinee may reasonably have enough time to answer the questions. All written examinations within the degree programme will last for two hours. Partial examinations may have a different duration.
10. Exclusion as referred to in Articles 12.2, 12.3, 12.7 or 12.8 means that no result will be provided for that examination.

Article 13 – Fraud

1. Fraud is defined as the actions or omissions of a examinee whereby an inaccurate assessment of his or her or someone else's knowledge, understanding and skills may be formed and used to acquire credits.

Note: Plagiarism in particular is a very serious type of fraud. Plagiarism is the adoption of the formulations of others without using quotation marks or stating the source, as well as the adoption of the ideas of others without stating the source. Other examples of fraud consist of communicating during the exam in any means (chatting, non-verbal signalling, using electronic communication aids, etc.), copying or giving opportunity to copy and the like, whereby it makes it impossible to assess whether the work was achieved by the examinees own knowledge and effort.

2. In the event of cheating or plagiarism during or related to an examination or the final assessment, the Examinations Committee may deprive the examinee(s) involved of the right to take one or more examinations or the final assessment at the institution for a period of no more than a year after the fraud is discovered, or decide to apply a different, suitable measure.
3. A fraud investigation will be started as a result of a written report of an examiner concerning his or her detected or suspected case of fraud.
4. In cases requiring swift action, the examiner may decide to impose a provisional ban based on a verbal report by the invigilator or lecturer.
5. The Examinations Committee will inform the examinee in writing of the fact that a notification of fraud has been made that involves him or her.
6. The Examinations Committee shall give the examinee and the examiner the opportunity to put their cases.
7. The Examinations Committee will then decide whether or not to apply an exclusion within the meaning of Article 13.2; they will inform the examinee and the examiner of their decision in writing.
8. A ban means that no result will be recorded for the examination or final assessment referred to in Article 13.2.

Note: if the examination's committee detects that the result of an examination is based on fraud, the committee may annihilate the result, even when this result was declared definite. This is in accordance with judgements of the Board of Appeal for the Examinations, and the Judge in Administrative Law.

Article 14 – Scope of the examination

1. The scope of an examination shall not exceed the content of the sources upon which the examination is based. These sources will be made public in general terms before the start of the module that will prepare for the examination. The precise content of the examination subjects shall be published not later than six weeks before the examination.
2. The questions and assignments that comprise the examination will be divided as evenly as possible over the sources.
3. The examination will be representative of the learning objectives with regard to content and form.

4. The questions and assignments in the examination will be clear and contain sufficient indications of the detail required in the answers.
5. The form of examination listed in the study guide is the guiding principle. An examiner may only depart from this with the approval of the Examinations Committee, and must announce the change to a different type of examination at least six weeks in advance.

Article 15 – Assessment

1. The assessment of written examinations is conducted in line with assessment criteria set out in advance in writing.
2. The assessment of practicals can be conducted partly on the basis of a written progress test and a written final report.
3. The assessment of a module as referred to in Article 3.4 in the appendix of the Examination Regulations is conducted in line with the agreements set out in the supervision contract between the examinee and the examiner.
4. The means of assessment is such that the examinee can check how the results of his or her examination have been arrived at.
5. A module within the degree programme is considered to have been passed if the final result is a 'pass'. This is equivalent to a knowledge percentage of at least 56%.
6. The assessment will be expressed as a full number from the series 1 to 10. A 6 or above is considered to be a 'pass', a 5 or lower as a 'fail'.
7. A module which consists only of a practical, within the meaning of the description in the Examination Regulations, will be given either a 'pass' or a 'fail' grade. The modules Ba2-09 'Research methodologies: practical' and Ba3-01 'Bachelor's thesis' are exceptions – they will be assessed with a mark. The assessment of the Ba3-01 'Bachelor's thesis' module may also be expressed as a decimal (x.5) on condition that the assessment does not fall outside the series 1 to 10, and is not 5.5.

Note: results from courses outside the programme will be handled as follows. A) A course from the University of Groningen will be treated as a course of the programme and, if approved, the mark will be copied. B) a course outside the University of Groningen, that was finished before the programme is commenced, will at approval result in exemption. C) A course outside the University of Groningen that is started during the programme. Courses from a Dutch university will at approval maintain the Dutch mark.. Courses outside the Netherlands will at approval result in a "pass", without copying any marks, due to the non-comparability of foreign grading systems. Note that this may possibly influence the award of the predicate "cum-laude".

Article 16 – Quality Assurance for Examinations

1. To ensure quality assurance for examinations, the Examinations Committee will appoint an assessment committee.
2. The assessment committee will comprise at least two experts in the field of test construction and evaluation. They will be appointed by the Examinations Committee from the examiners for the degree programme. At least one member of the assessment committee will be a member of the Examinations Committee. The teaching quality officer of the Education Office of the degree programme will function as the official secretary of the assessment committee.
3. The assessment committee will meet at least once a semester and report on the quality of the examinations to the Examinations Committee and to the Degree Programme Advisory Committee.

Article 17 – Allocation of marks

1. No marks will be awarded for modules for which a mark has already been awarded.
2. If an examination for a module is taken several times, the result from the latest examination will apply.

Article 18 – Announcement of the results

1. Once an examination or equivalent has been taken, the examiner will issue a statement to the Student Administration Office announcing the results. This statement will be signed by the examiner.

2. The statement referred to in Article 18.1 may also contain a collective list of results, on condition that it is signed by the examiner and by a representative of the Student Administration Office for the degree programme.
3. At the end of oral examinations, the examiner will complete an exam slip and fill in the exam mark and his/her signature in the relevant places; duplicates will be immediately supplied to the examinee and to the Student Administration Office of the degree programme.

Article 19 – Right to inspection

1. As soon as possible after publication of the results of an oral examination, there will be a discussion of the results between the examiner and the examinee, either on request or at the initiative of the examiner. The results will then be explained.
2. The inspection as referred to in Article 6.8 of the Examination Regulations will take place at a time and place to be determined by the examiner.
3. If the Examinations Committee arranges a collective inspection for an examination, then an examinee may submit a request as defined in Article 6.8.1 of the Examination Regulations if he or she attended the collective inspection and motivates the request, or if he or she is unable to attend the collective inspection due to force majeure.
4. The provisions in Article 19.3 also apply if the Examinations Committee or the examiner enable the examinee to compare his or her solutions with model answers.
5. The Examinations Committee or the examiner may permit exceptions to the provisions of Article 19.2 and 19.3.

Article 20 – Standards

The examiners when making their decisions must adhere to the following standards:

- a. The preservation of the quality and selection criteria of each examination
- b. Effectiveness criteria, concentrating on:
 - the limiting of time lost by examinees who are progressing well with their studies
 - timely termination of the degree programme by examinees who are unlikely to pass the exams
- c. Protect examinees who want to do too much from themselves
- d. Be understanding towards examinees who, through clear force majeure, have suffered study delay.

Article 21 – Amendments to the Rules and Regulations

No amendments shall be made that have an effect on the current academic year, unless the interests of examinees would otherwise be harmed.

Article 22 – Date of Commencement

These Rules and Regulations will take effect on 1 September 2010.

As decreed by the Examinations Committee of the Bachelor's degree programme in Psychology on 03 March 2010.

11. Student Charter section

The Student Charter

The Student Charter provides an overview of the rights and obligations of both students and the University. It is based on national legislation, particularly the Higher Education and Research Act (WHW), supplemented by regulations that are specific to the University of Groningen. These latter regulations are set out in the appendices to the Student Charter.

The Act stipulates that the Student Charter comprises two sections: a university-wide section and a programme-specific section.

The **university-wide section** describes the rights and obligations that apply to the university as a whole, such as registration and protection of rights. You can find this section on the internet (www.rug.nl/studenten/ > Legal position > Students' Charter).

The university-wide section of the Student Charter does not literally quote the articles from acts and regulations but describes them as clearly as possible. The various topics are accompanied by links to the relevant articles of the act or regulation in question.

The **programme-specific sections** describe the rights and obligations that apply to specific degree programmes. These sections include the Teaching and Examination Regulations (OER), Rules and Regulations for examinations and final assessment and other regulations and provisions set by the various degree programmes and faculties. You can consult your programme-specific section at the faculty Education Offices and in the Study Guides.

Applicability

The Student Charter applies to academic year 2010-2011. The university-wide section of the Student Charter is approved annually by the Board of the University and endorsed by the University Council. In the event that the Charter challenges or contradicts any legal regulations, these legal regulations will take priority.

Publication

At the start of the academic year all students will be sent an e-mail by the Board of the University informing them where they can find the Student Charter on the internet and where they can consult a hardcopy of the Student Charter.

Using the Student Charter

All students are expected to be familiar with the contents of the Student Charter. Not complying with the rules in the Charter may affect your rights, for example the right to financial support from the Graduation Fund.

Some of these regulations may not be as hard and fast as they sound. Rules and regulations are by definition general in character, and this Student Charter is no exception. This means that the applicability of these regulations in concrete situations and individual instances is not always a predictable and straightforward matter. Students who have registered for the first time this year may find that the regulations that apply to them are different to those for students who have reregistered. Make sure you are provided with the right information by your faculty and/or the Student Service Centre (SSC) and read the Student Charter and the associated regulations carefully!

Items in the Student Charter

The university-wide section of the Student Charter contains information on the rights and obligations of students regarding the following items:

- admission,
- registration and deregistration,
- teaching, including the binding study advice,
- examinations and final assessments,
- financial assistance,
- consultative participation,
- rules of behaviour,
- legal rights.

12. Addresses Central bodies University of Groningen

GENERAL ADDRESSES

Board of the University (CvB)

Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands

Telephone: (050) 363 5285

University Council (U-raad)

Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands

Telephone: (050) 363 8535

E-mail: uraad@rug.nl

Internet: www.rug.nl/uraad

Legal Affairs Office (ABJZ)

Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands

Telephone: (050) 363 5440

E-mail: abjz@rug.nl

Internet: www.rug.nl/bureau/expertisecentra/abjz

Donald Smits Center for Information Technology (CIT)

Visiting address: Zernikeborg, Nettelbosje 1

Postal address: P.O. Box 11044, 9700 CA Groningen, the Netherlands

Telephone: (050) 363 9200

E-mail: secretariaat-cit@rug.nl

Internet: www.rug.nl/cit

CIT Helpdesk:

Telephone: (050) 363 3232

E-mail: servicedesk-centraal@rug.nl

Health, Safety and Environment Service (AMD)

Visiting address and postal address: Visserstraat 49, 9712 CT Groningen, the Netherlands

Telephone: (050) 363 5551

E-mail: amd@rug.nl

Internet: www.rug.nl/amd

Office of the Confidential Advisor

Marijke Dam, Confidential Advisor

Visiting and postal address: Visserstraat 47, 9712 CT Groningen, the Netherlands

Telephone: (050) 363 5435

E-mail: j.m.dam@rug.nl

Internet: www.rug.nl/vertrouwenspersoon

Complaints Committee for harassment, sexual harassment and aggressive, violent or discriminatory behaviour

Postal address: Antwoordnummer 172, 9700 AB Groningen

ADDRESSES FOR STUDENTS

Student Service Desk

Visiting address: Broerstraat 5

Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands

Telephone: (050) 363 8004

Internet/e-mail: www.rug.nl/hoezithet, www.rug.nl/insandouts

International Service Desk (ISD)

Visiting address: Broerstraat 5

Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands

Telephone: (050) 363 8181

E-mail: isd@rug.nl

Internet: www.rug.nl/isd

Student Counsellors, a department of the Student Service Center

Visiting address: Uurwerkersgang 10

Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands

Telephone: (050) 363 8004

Internet/e-mail: www.rug.nl/ssc

Psychological Counselling Service, a department of the Student Service Center

Visiting address: Uurwerkersgang 10

Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands

Telephone: (050) 363 5544

E-mail: studentenpsychologen@rug.nl

Internet: www.rug.nl/ssc

Centre for Study Support and Academic Skills (SO), a department of the Student Service Center

Visiting address: Uurwerkersgang 10

Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands

Telephone: (050) 363 5548

E-mail: y.m.robert@rug.nl

Internet: www.rug.nl/ssc

Talent and Career Center (T&CC)

Visiting address: Munnekeholm 2, 9711 JA Groningen

Postal address: P.O. Box 7117, 9701 JC Groningen, the Netherlands

Telephone: (050) 311 1589

E-mail: info@talentcareercenter.nl

Internet: www.talentcareercenter.nl

Board of Appeal for Examinations (CBE)

Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands

Telephone: (050) 363 5439

University Funds Committee (UFC)

Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands

E-mail: ufc@rug.nl