

STUDY GUIDE
BACHELOR OF SCIENCE IN PSYCHOLOGY
FACULTY OF SOCIAL AND BEHAVIOURAL SCIENCES
UNIVERSITY OF GRONINGEN
2011-2012

Department of Psychology
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1 Bachelor of Science in Psychology (B.Sc. Psychology)

Welcome to the Bachelor of Science in Psychology programme in Groningen.

This course catalogue provides you with the necessary information about the aims and structure of the English bachelor's in Psychology degree programme.

The most important legal rules that apply to this programme can be found in the following documents:

- Student regulations
(<http://www.rug.nl/studenten/regelingen/studentenstatuut/index>)
- Teaching and Examination Regulations (OER), (chapter 9)
- Rules and regulations (chapter 10)

All students who enrolled in the Psychology programme in Groningen are expected to be familiar with these rules.

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 provides an overview of 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 *Nestor*, the electronic learning environment of the University of Groningen (see www.nestor.rug.nl and the community site for English language students, PSBA-EN, in particular).

1.2 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				
Block 1a		Block 1b		
7 weeks	2 weeks	7 weeks	2 weeks	3 weeks
Lectures	Exams	Lectures	Exams	Re-sits

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

For the specific dates, please refer to the *Academic Year Calendar 2011-2012* which you can download as part of the Course Catalogue.

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 Major and Minor

The programme can be divided into various sub-parts. One important distinction is that between the propaedeutical phase and the post-propaedeutical phase. The propaedeutical phase comprises the courses that are being taught in the first year of the programme. It is considered the basis of the programme, without which students cannot successfully complete the remaining two years. This is mirrored in the rules for the Binding Study Advice (see section 4.3 and Teaching and Examination Regulations) and the rules that regulate access to higher-year courses (see section 7 Teaching and Examination Regulations). Moreover, the programme distinguishes between a Major and Minor part. The Major comprises the first two years, plus half of the course load of the third year. For the most part, its courses are compulsory for all students in the programme. The Minor comprises 30 EC and offers an opportunity for individual choices with respect to topics and courses.

The various parts of the programme are explained in more detail below.

The Major

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 practice. A course on the theory of science provides perspective for the topical courses. Finally, 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.

Students continue the Major in the third year. They choose four specialisation courses, at least two of which are from the same specialisation. The specialisations are closely related to the Master degree programmes offered at the University of Groningen: *Industrial and Organizational Psychology*, *Cognitive Psychology and Clinical Neuropsychology*, *Clinical and Developmental Psychology*, and *Social Psychology and its applications*. Finally, the bachelor thesis projects offer students an opportunity to get to know all phases of a research project. They work in small groups on a research project. Each student writes an

individual thesis about the project.

The Minor

The third year of the programme also includes the Minor. This part of the programme can be realized according to the student's individual preferences:

- Students can do a Minor at the University of Groningen, but outside the Psychology programme, or
- They can do the Faculty Minor on Health Psychology, or
- They can do a *Free Choice Minor*. This can either be a pre-specified set of courses that has been suggested by the faculty, or an individual programme. In the latter case, the set of minor courses must be approved by the examinations committee beforehand.

For more information, please consult the *Minor brochure* on Nestor.

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 credits on top of the 180 EC of the regular three-year Bachelor programmes. The Honours College programme consists of a broadening component (20 EC) and in-depth discipline-specific courses (25 EC). The latter are offered by lecturers at the Psychology programme.

The selection procedure for the Honours College takes place at the end of the first semester. First-year undergraduates have the opportunity to apply for a place in the Honours College. Information on this selection procedure is available on the website of the Honours College, www.rug.nl/honours/index.

For talented students who do not participate in the Honours College, there may be an opportunity to enrol in second-year courses originating from the discipline-specific part of that Honours 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. Please see article 3.7 of the Teaching and Examination Regulations) for a description of the courses in this Programme of Excellence.

Important: The Programme of Excellence is offered only when there are vacancies after the Honours College has completed their selection procedure.

More information about the in-depth disciplinary part of the Honours College programme and the Psychology-specific Programme of Excellence can be found on the Nestor Bachelor community site (www.nestor.rug.nl, PSBA-EN).

1.3 A Word of Advice

Studying successfully 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 assist students with their study planning and can offer confidential advice about 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

Please note that 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.

Literature studies:

Students receive a pre-specified list of readings that have to be studied individually.

Bachelor's thesis:

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

1.5 Registration for Courses

It is necessary to register for each course, whether lecture, practicum, or Bachelor's thesis. 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. Students must register online, via the internet site *ProgressWWW* (<https://progresswww.nl/rug/>). Registration for the Minor in the first semester of the third year is possible from 11 May - 16 July.

1.5.1 Course Schedules

Date, time and place of a course are published in our online timetables. These timetables can be accessed via Nestor, both on the community site for English language students (PSBA-EN, under *Schedule and Academic Year calendar*) and within each course Nestor environment (under *Course Information*). The schedules are also published on the website.

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

1.6 Academic Calendar for 2011-2012

Semester 1: 5 September 2011 – 10 February 2012

Block 1a:	5 September 2011 – 21 October 2011	Lectures
	24 October 2011 – 4 November 2011	Exams
Block 1b:	7 November 2011 – 23 December 2011	Lectures
	9 January 2012 – 20 January 2012	Exams
	23 January 2012 – 10 February 2012	Re-sits

Semester 2: 8 February 2011 – 9 July 2011

Block 2a:	13 February 2011 – 30 March 2012	Lectures
	2 April 2012 – 13 April 2012	Exams
Block 2b:	16 April 2012 – 8 June 2012	Lectures
	11 June 2012 – 22 June 2011	Exams
	25 June 2012 – 13 July 2012	Re-sits

In 2011-2012 no lectures or examinations will be held on the following dates:

26 December 2011 – 6 January 2012	Winter break
Friday 6 April	Good Friday
Monday 9 April	Easter Monday
Monday 30 April	Queen's day
Thursday 17 May	Ascension Day
Monday 28 May	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. In the first year, courses may offer the first-chance exam in two parts (partial exams). Please note that in a given course, all content that has been discussed so far can be subject of examination. That is, a second partial exam may very well test the student's knowledge of the first part of a course. Also note that re-sits are always given as one complete exam, that is, 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 each course. In general, only one chance per year is given to pass practica. The dates and locations of exams are posted on our online timetables (see section 1.5.1). Exams last two hours, unless stated otherwise.

2.2 Registration for Exams

Students who want to take part in an exam *must* be registered for the exam. Each exam and each interim exam requires prior registration. *Exams taken without registration will not be graded*

The precise rules for registration have been specified in the *Rules and Regulations*. Please refer to this document for detailed (and legally binding) information. In the following, the rules are summarized for your information:

Registering for courses

Students can register for regular courses online, using Progress WWW:

- during the course block that precedes the course
- until one week before the course starts.

For practical courses, registration closes *two* weeks before the course starts. If a course comprises both lectures and practicals, students must register for each part separately.

Additional rules:

- For first-year course registration, there are different rules (see also *Nestor*).
- Students can register for courses in the first course block of the second year from August 1st.
- For a Minor in the first semester of the third year, registration must take place before April 15th (University Minor) or July 16th (Faculty Minor). For a Free-Choice

Minor, registration can take place as soon as registration for these courses has been opened.

- Students who do not register can be excluded from a course.
- Registration is only possible via *ProgressWWW* or the Student Service Desk.
- After registration, students gain access to the respective course materials on Nestor.
- In case of problems with the registration, students can turn to the Student Service Desk.

Registering for exams and resits

Each course has two exams per year. Practicals can be followed at least once a year. Date and place of exams are published online, in the courses' time tables: <http://www.rug.nl/gmw/informatieVoor/studenten/Roosters/index1112>.

The following rules apply:

- Registering for exams, including resits, is **compulsory**.
- Registration takes place online (*ProgressWWW*), starting the third Monday of the course block during which the corresponding course is being taught, until the *fourth* working day before the exam. Thus, if an exam takes place on Friday, registration closes the Monday before, at 23:59.
- If a student was registered for an exam, but did not pass, he/she will automatically be registered for the resit in the same year. For resits in the next academic year, students need to register themselves.
- Students who want to take part in a resit in order to improve their (passing) grade need to register themselves. Please take into account that the LAST grade counts!
- Students who were registered for an exam, but did not take part, are not automatically registered for the resit. They have to re-register themselves.

Special rules for practicals:

Students who have registered for a practical, but fail the practical because of a lack of attendance, can only re-do the practical at a later point in time *if there is a sufficient number of places left*. For mandatory courses, the programme plans a sufficient number of places (yet, you will be admitted last). For Minor or specialisation courses, however, it is possible that the course is full, meaning that you cannot follow the course a second time.

Partial exams

In the first year, a number of courses offer partial exams. That is, the first exam takes place after several weeks of the course, and the second exam takes place during the subsequent exam period.

The following rules apply:

- Students must register at least four working days before the first partial exam.
- Students must check *ProgressWWW* regularly in order to track registration deadlines.

In all cases, students are responsible for registration themselves. **Important: As of the year 2011-2012, the option of *late registration* at the student service desk has been abolished.** If you did not register for an exam, you cannot take part. Even if you take part erroneously, you will **not** receive an official grade and/or course credits for the exam.

Grade norms

The students' knowledge can be tested by means of essay question exams, papers, or multiple choice exams.

In order to pass a multiple choice exam, students must know the answers to 56% of the questions, with chance being taken into account. For example, in an exam with 60 three-choice questions, students are expected to score 20 questions correct on the basis of chance alone. Thus, they need to pass at least 20 questions plus $(60-20)*56\%$, which sums up to 42,4. Please note that this differs from a scheme that simply requires 56% of correct answers!

The results of an exam are always rounded to full grades. The results of a bachelor's thesis may be expressed in half grades, but must always be at least 6.0 to pass.

2.3 Exam Results

All exams and papers are graded and the grades are submitted to the registrar within five (multiple choice) or ten (all other exam forms) working days. Grades are posted on 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 inspect exam questions. However, this opportunity is limited to only those students who actually took part in the exam.

2.4 The Examinations Committee

The Psychology Bachelor Programme has an Examinations Committee. The Examinations Committee deals with requests for exemptions from an examination, and applications for the Propedeutical and Bachelor certificates. The Examinations Committee is also accessible for requests and complaints with respect to Exams.

Before contacting the Examinations Committee, please read the corresponding regulations carefully. In particular, the following documents provide the basis for possible exemptions, requests or complaints: the *Teaching and Examination Regulations* (OER), the *Rules and Regulations* and the *Student Charter Section*. You can download these documents as part of the course catalogue.

Furthermore, in case of complaints, please first contact the teacher of the course, the year coordinator and the Program coordinator (in that order) before you turn to the Examinations Committee.

Requests for exceptions to the rules will be granted only if the issue was for a demonstrable reason beyond the student's control. If you doubt whether your request/complaint is an issue to be dealt with by 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 secretarial support 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 (except for July and August, when a decision may take longer) of receiving the letter.

Address:

Examinations Committee
Ms. J.M. Baan
Grote Kruisstraat 2/1
9712 TS Groningen
Tel. 363 6366

Additional information about the Examinations Committee can be found on the Nestor Bachelor community site (www.nestor.rug.nl).

You can appeal a decision of and examiner or the examinations committee. This appeal must be submitted to the *Board of Appeal for Examinations* (College van Beroep voor de Examens, CBE) within four weeks after the formal decision. You can find the corresponding procedure explained on the following site:

<http://www.rug.nl/bureau/expertisecentra/abjz/producten/cbe>

In case you think that the programme fails to provide a correct service, you can make use of your right for *collective complaints* (collectief beklag). The complaint must be signed by at least five students and must be submitted to the Dean of the Faculty of Behavioural and Social Sciences. The right for collective complaints has been defined in the faculty rules.

2.5 Binding Study Advice (in Dutch “Bindend Studie Advies” or BSA)

Students who start the programme in 2011-2012 are subject to the so-called Binding Study Advice (*Bindend Studie Advies*, BSA). This is a rule that has been introduced university-wide in order to make sure that students early-on during their education find the right programme and receive the right kind of support. Specifically, full-time students are bound to the following rules:

1. They must collect at least 40 out of 60 ECs from the propaedeutic phase (i.e., the first-year courses). Failing to do so results in immediate exclusion from the programme (*binding study advice*).
2. They must pass the propaedeutic exam within a maximum period of two years. Failing to do so results in immediate exclusion from the programme (*binding study advice*).

Students who nevertheless want to re-enrol into a Psychology programme have to wait for at least two years.

For more information (e.g., with respect to exceptions, Force Majeure, etc.) please refer to the university home page:

<http://www.rug.nl/studenten/studiebegeleiding/eerstejaars/bsa/index>. Here, you can also find information about how to appeal a BSA.

2.6 Mandatory course sequences

In the bachelor's programme, some courses require previous knowledge from other courses in order to be completed successfully. Therefore, these courses must be taken in a specific, pre-defined order. For the detailed set of rules, please refer to the respective sections (Paragraph 4 Teaching and Examination Regulations). The most important rules are summarised here:

For students who have started the programme in 2009-2010 or earlier, the following rules hold:

1. You can only register for second-year exams (which are part of the compulsory post-propaedeutic programme) after having completed a minimum of 45 ECs of propaedeutic courses, including the courses *Introduction to Psychology* and *Statistics IA*.
2. In the third year of the Psychology programme, you cannot register for any exam if you have not fully completed your propaedeutic phase. This rule includes students who enrolled later than September.

For *all* students holds:

<i>In order to register for:</i>	<i>You first need to pass:</i>
Test Theory (<i>PSBE2-06</i>)	Statistics IA (<i>PSBE1-08</i>)
Statistics II (<i>PSBA2-07</i>); Research Practicum (<i>PSBE2-09</i>)	Statistics IA (<i>PSBE1-08</i>) and Statistics IB (<i>PSBE1-09</i>)
Statistics III (<i>PSBE2-12</i>)	Statistics IA (<i>PSBE1-08</i>) and Statistics IB (<i>PSBE1-09</i>) and Statistics II (with a 5.0 or higher) (<i>PSBE2-07</i>)
Bachelor's thesis (<i>PSBE3-BT</i>)	Test theory (<i>PSBE2-06</i>) and Statistics II (<i>PSBE2-07</i>) and Research methods (<i>PSBE2-08</i>) and Research practicum (<i>PSBE2-09</i>)

You can only register for third-year courses if you have completed the propaedeutic programme.

For students who started the programme before the academic year 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.

2.7 Propedeutical and Bachelor's Exams

Upon successful completion of the first-year programme a "propedeutical" diploma will be issued. Students will automatically receive an invitation for the diploma presentation, which takes place three times per year. The corresponding dates can also be found on Nestor. 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.

Requesting the diploma has become a part of the electronic submission of the bachelor's thesis. When submitting their thesis to the library system, students will be linked through to a page in *ProgressWWW*. Here, they can edit their personal details and subsequently select the courses that they want to be shown on the diploma supplement. If necessary, they can also specify the courses that they are *planning* to add to the list. The resulting list of program units will be submitted to the exam committee for approval and students will receive the decision per email. After the diploma has been requested, the list of program units has been approved, and all exams have been passed, the official diploma will be printed. Students can follow the course of their application via *ProgressWWW*.

In case of changes (e.g., because a student unexpectedly did not pass a planned exam), the application can be changed at the Student Service Desk.

If a student would like to follow additional classes, on top of the required 180 ECs, he/she is required to include those courses in the official list of program units that is submitted to the exam committee. Students who fail to do so will not have the opportunity to follow additional courses, as they have formally completed the programme.

Students who are waiting for their final diploma to be issued can request a preliminary document from the exam committee, if all requirements of the diploma have been met.

The diploma ceremony for the Bachelor's degree takes place four times per year. The dates of the diploma ceremonies can be found at the Nestor Bachelor Community site.

Please note that, if students hand in their request for the diploma too late, the exam committee can decide to assign a different end date for the programme. That is, the official end date will differ from the date of the last exam (i.e., the normal end date). *In some cases, this may require the student to enrol for an additional year.*

3 More Things Worth Knowing

3.1 Mathematics Requirement

The statistics courses require a basic 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 have excelled in Statistics, the Intervention and Dialogue or the Communication and Diagnostic Skills practicum may be eligible for a teaching assistantship. Students with Statistics teaching assistantships assist by supervising sections of the Statistics practica. Third-year students who excelled in Intervention and Dialogue or Communication and Diagnostic Skills may be eligible to become a teaching assistant in these courses. During role-playing exercises, students must have demonstrated excellent skills of observation and have provided fellow students with thoughtful, constructive feedback. You will need a recommendation from your instructor.

Students who complete the propedeutical phase within one year are invited to apply to work as a student mentor. Student mentors work together with the instructors of the NACOP-course to assist students in developing academic skills. Further, they give specific advice on how (and when) to study other programme components.

Interested students should contact the respective course coordinators:

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. 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

The costs of course materials (i.e., books, readers, etc.) are €590,- during the propaedeutic programme (first year) and about €950,- for the major programme (second and third year). The respective costs are listed together with the course description. Please note that additional costs (e.g., depending on the minor) are possible, but that in general we follow the official policy of the University of Groningen.

According to this policy, the amount of money that students are required to spend on study materials should not exceed the government grant. Each programme phase (propedeutical, post-propedeutical or Master) therefore has a cost 'ceiling' of € 680,- per year. In rare cases, students might have to go beyond the ceiling amount. If that is the case, it is possible to apply to the *Faculty Board* for reimbursement of half the extra expenditure, provided that receipts are 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:

dr. 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 Programme

Successful completion of the Bachelor's programme guarantees admission to the Master of Science in Psychology programme. This is a scientific programme, in which fundamental and applied research are central. An important component of this programme is an independent, academic research project reported in a Master thesis.

The Master programme takes one year and consists of two specialisation courses, a skills practicum, a methodology course, and two electives in addition to the Master thesis. It is possible to gain conditional admission to the Master programme after completion of at least 165 EC of the Bachelor programme, including the Bachelorthesis. Note that admission, or conditional admission, to the Master programme is required before any Master courses can be taken.

4.2 Alternative Master Programmes: Admission Requirements

Psychology students can choose one of the three English-language, two-year Research Master 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 selection is usually based on grades and overall prior performance.

The programme *Behavioural and Social Sciences* is a Research Master programme in the areas Social and Organizational Psychology, Sociology, Clinical Psychology, Education and Development, or Psychometrics and Statistics. Given the strong emphasis on research methods, interested students are strongly encouraged to hone their methodological skills during their Minor semester.

Behavioural and Cognitive Neurosciences is an interdisciplinary Research Master programme. A strong background in neurophysiology, cognitive neuroscience or computational modelling will help in gaining admission. The Free-Choice Psychology Minor "Cognitive Neuroscience" or "Cognitive Science" is recommended for this Master programme.

The programme 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. Students with other Minors can request admission but might be asked to resolve deficiencies before being allowed to enroll.

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 Department of Psychology is part of the Faculty for Behavioural and Social Sciences. The faculty is managed by the Faculty Board, which includes the dean, vice-dean, portfolio Finances, and an advisory student member. The *Faculty Council* advises the Faculty Board. It has 18 members, 9 staff members and 9 students.

The Department of Psychology has two programmes: a bachelor programme and a master programme. All research is managed by the Heymans institute.

The department has two directors: a director of teaching and a director of research. The *director of teaching* is responsible for the planning and implementation of the department's teaching programmes. He/She 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.

The general coordinator of the bachelor programme is dr. M.M. Lorist.

Address of the Department:

Heymansgebouw and Muntinggebouw
Grote Kruisstraat 2/1
9712 TS Groningen

Opening hours: Monday-Thursday, 8.00 am-9.30 pm, Friday 8.00 am-5.30 pm.

Phone: 3636 6314 (porter's desk).

Teaching takes place in various locations. Small-group courses are mainly taught in our buildings in Bloemstraat 36.

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 35 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: B.E.G.Limbeek@rug.nl
Room: Heymans 0147
Tel.: 363 6367

5.4 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.

Phone: 363 6301
E-mail: owbalie.gmw@rug.nl
Hours: Monday- Friday, 9.00 am-5.00 pm

5.5 Library Services

The Library of Behavioural and Social Sciences is situated on the first floor of the Heymans building.

In addition to a wide range of specialist's books and journals, the library offers access to electronic journals and databases.

It is also possible to study in the library. There are about 130 study places and 24 student computers. You need a valid student card to borrow materials. Students may also use the other RUG libraries.

The address: Grote Kruisstraat 2/1
9712 TS Groningen
tel. 050 363 6555
e-mail: gmw-bibliotheek@rug.nl
internet: www.rug.nl/gmw/library

The opening hours of the Library of Behavioural and Social Sciences are: Monday – Thursday, 9.00 a.m. – 21.30 p.m. and Friday, 9.00 a.m. – 17.00 p.m.

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
e-mail: Servicedesk.gmw@rug.nl
Telephone: 363 3469

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

5.9 The Faculty Council

The participation of staff members and students of the Faculty of Behavioral and Social Sciences (BSS) is arranged by law via the Faculty Council and consists of nine elected staff and student members, respectively. The nine seats of the student representatives are divided between the two student parties, SVGMW and PSB, on basis of the election outcome.

The Faculty Council discusses various matters regarding education, research, personnel management, and finances. There are a number of recurring issues, such as the education and examination regulations (Dutch abbreviation: OERen) and the strategic plan of the faculty, but the members can also contribute ideas themselves about matters that concern the entire Faculty, such as computer rooms.

Contact in general: faculteitsraad.gmw@rug.nl

Contact SVGMW: svgmw@rug.nl

Contact PSB: psb.gmw@rug.nl

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 possible cultural issues.

An important advantage of membership of 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 Charter

The “rights and duties” of the student are described in the Student Charter, a short version of which is included in this study guide.

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:

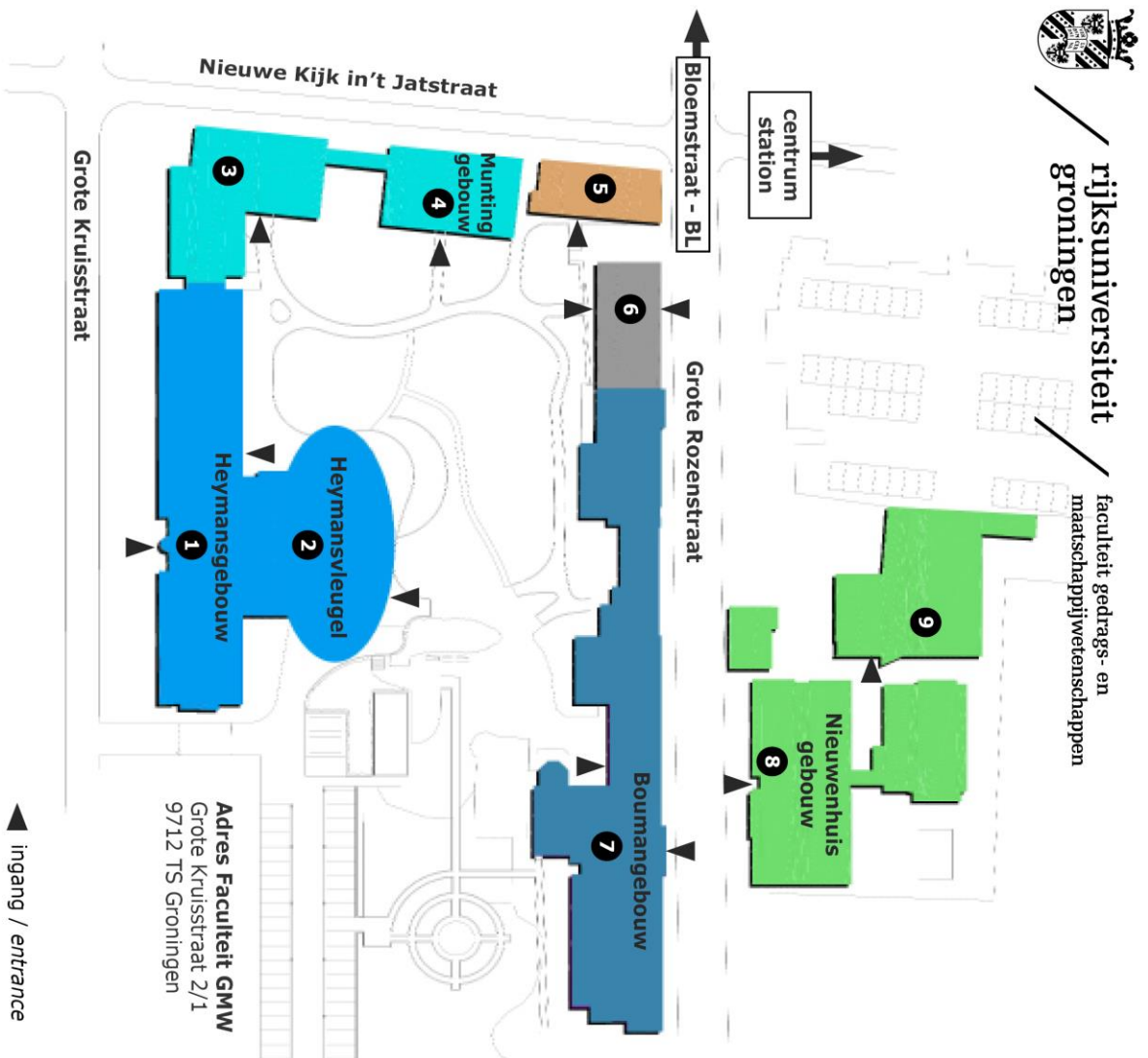
<http://www.rug.nl/bureau/expertisecentra/amd/gezondheidenwelzijn/gewbeeldschermwerk/gewBswRsi>.

7 Faculty Contact Information

363 6406	Akyürek, dr. E.G. ¹⁰	Tues	11.00-12.00	0255 H
363 8239	Albers, dr. C.J.	Mon	9.00-10.00	0181 H
363 6944	Ashton-James, dr. C.E.	Tue	13.00-14.00	0404 H
363 6479	Bockting, prof. C.L.H.	Thurs	13.00-14.00	0320 H
363 6772	Brookhuis, prof. K.A. ⁴	Fri	11.00-12.00	0206 H
361 4663	Brouwer, prof. W.H.	Mon	10.00-11.00	UMCG
363 7608	Bouman, dr. T.K.	By appointment		0306 H
363 9374	Burkolter, dr. D.	Wed	13.30-14.30	0273 H
363 6486	Dalley, dr. S.E.	Wed	14.00-15.00	0414 HV
363 6457	Dehue, prof. G.C.G	By appointment		0151 H
363 6338	Derksen, dr. M.	Mon	13.00-14.00	0163 H
363 8729	Dijkstra, prof. A.	Wed	09.00-10.00	0418 HV
363 7034	Donofrio, dr. S.M. ¹	Tues	15.00-16.00	0205 M
363 6325	Douma, drs. A. ²	Tues	15.00-16.00	0210 M
T.B.A.	Egberink, dr. I.	By appointment		0179 H
363 6457	Eijbergen, prof. R. van	By appointment		0457 H
363 7632	Epstude, dr. K.	Thurs	11.00-12.00	0409 H
363 6309	Geert, prof. P.L.C. van	Mon	13.30-14.15	0378 H
363 7901	Goede, de, F.J. M.Sc. ³	Mon	14.00-15.00	0215 H
363 6395	Gordijn, prof. E.H.	Tues	10.00-11.00	0378 H
363 6811	Grassmann, dr. S.	By appointment		0215 H
363 6424	Heesink, dr. J.A.M.	Mon	10.00-11.00	0414 H
363 7609	Hout, dr. W.J.P.J. van	Tues	12.00-12.30	0304 H
363 6764	Huntjens, dr. R.J.C.	Tues	10.00-11.00	0331 H
363 6348	Jolij, dr. J. ⁸	Fri	10.00-12.00	0276 H
363 6403	Jong, prof. P.J. de	Fri	16.30-17.30	0312 H
363 6463	Jong, prof. R. de	Mon	10.00-11.00	0263 H
363 6384	Johnson, prof. A.	Tues	13.00-14.00	0271 H
363 7305	Kamans, dr. E.	Wed	13.00-14.00	0415 H
363 6461	Keizer, dr. K.E.	Wed	11.00-12.00	0449 H
363 6376	Lorist, dr. M.M. ⁵	By appointment		0262 H
363 6407	Meere, dr. J.J. van der ¹¹	Mon	16.00-17.00	0368 H
363 6339	Meijer, Prof. R.R.	By appointment		0180 H
363 6254	Morey, dr. C.C. ⁶	Wed	16.00-17.00	0279 H
363 7021	Morey, dr. R.D.	Wed	16.00-17.00	0169 H
363 6450	Nauta, dr. M.H. ⁹	Wed	13.00-14.00	0325 H
363 6754	Nieuwenstein, dr. M.R.	Tues	14.00-15.00	0169 H
363 6630	Rot, dr. M. aan het	Wed	9.00-10.00	0325 H
363 9434	Rus, dr. D.C.	Mon	11.00-12.00	0257 H
363 6290	Rijn, dr. D.H. van	Tues	11.00-12.00	0341 H
363 7904	Sanchez, dr. X.	By appointment		0485 H
363 6778	Sarampalis, dr. A. ⁷	Mon	14.00-15.00	0285 H
363 7904	Scheibe, dr. S.	Mon	14.00-15.00	0471 H
363 6244	Schleim, S. MA	Thurs	13.00-14.00	0157 H
363 6974	Sprenger, dr. S.A.	Tues	13.00-14.00	0286 H
363 7993	Steenbeek, dr. H.W.	Mon	13.30-14.15	0384 H
363 6482	Steg, prof. E.M.	Wed	09.00-10.00	0476 H
363 6782	Steyvers, dr. F.J.J.M.	Tue	09.00-10.00	0384 H
363 6509	Stroebe, dr. K.E.	By appointment		0425 H
363 6341	Täuber, dr. S.	Mon	13.00-14.00	0439 H

363 6953	Tendeiro, drs. J.N.	Wed	16.00-17.00	0185 H
363 9164	Tucha, Prof. O.M.	Wed	11.00-12.00	0360 H
363 9165	Tucha-Mecklinger, dr. L.I.	Wed	14.00-15.00	0373 H
363 6761	Waard, dr. D. de	Mon	09.00-10.00	0360 H
363 7617	Wessel, dr. J.P.	Mon	12.00-13.00	0373 H
363 6466	Wijers, dr. A.A.	Wed	13.00-14.00	0212 H
363 6511	Zomeren, van, dr. M.	By appointment		0406 H

- ¹ Internationalization coordinator
- ² Alumni coordinator
- ³ Assistant Programme director
- ⁴ Programme director
- ⁵ Programme coordinator
- ⁶ 1st-year coordinator
- ⁷ 2nd-year coordinator
- ⁸ 3th-year coordinator
- ⁹ Coordinator Faculty minor
- ¹⁰ Coordinator Bachelor thesis
- ¹¹ Coordinator Free-choice minor



rijksuniversiteit
 groningen

faculteit gedrags- en
 maatschappijwetenschappen

◀ ingang / entrance

- 1 Heymansgebouw**
Grote Kruisstraat 2/1
Psychologie / Psychology
Kantine / Canteen
ICT Helpdesk
Bibliotheek / Library
Onderwijsbale / Student Services 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: 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

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; communication skills and group dynamics (PSBE1-10)	
The nature of psychology (PSBE1-11)			
The presentation of psychology (PSBE1-13)			

All courses in this year are compulsory.

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	PSBE-1-10	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

Course descriptions

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 I a

Format: lecture, practicum

4 hours of lecture and 2 hours of practicum

Hours per week: 6

Language: English

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

Lecturer: 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 I b
Format: Lecture
Hours per week: 4
Language: English
Assessment: written exam (multiple choice)
Literature:
 · Reader
 · Baron, R.A., Branscombe N.R., & Byrne, D. (2008). *Social Psychology (12th ed.)*. Pearson Education. (ISBN: 9780205619214), € 57,00

Developmental psychology

PSBE1-03

Lecturer: dr. S. Grassmann
Contact: dr. S. Grassmann
Objective: Students will get an overview of when during lifetime humans normally develop and loose which social, cognitive, social-cognitive and motor-skills. Students will be encouraged to develop their own views and evaluate empirical methods and theoretical approaches to the development of behavior and cognition.
Content: This course takes a life-span developmental perspective to psychological phenomena in various domains. For example, the milestones in the human ontogeny of the body and brain, (social) cognition, communication, morality, and emotion will be discussed. The lecture also gives an introduction to theoretical approaches and ways do describe developmental processes.
EC: 5
Semester: semester II a
Format: Lecture
Hours per week: 4
Language: English
Assessment: assignments, written exam (multiple choice)
Literature:
 · Carol K. Sigelman & Elizabeth A. Rider, , *Human Development Across The Life Span, International Edition 7e*(ISBN: 9781111343156) , € 65.00

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 II b
Format: Lecture
Language: English
Assessment: written exam (multiple choice)

Literature:

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

Personality and individual differences**PSBE1-05****Lecturer:** dr. K.E. Stroebe**Contact:** dr. K.E. Stroebe

Objective: To give insight into the concept of personality, the different perspectives focusing on personality and the most important themes within research on personality and individual differences.

Content: The course gives students a broad introduction into the major themes that govern personality psychology. The lectures will define personality and give a comprehensive overview of the different perspectives on personality (trait, biological, intrapsychic, cognitive/experiential, learning) as well as, in the second part of the course, focusing on a number of main themes that are central to research on personality and individual differences (e.g., motivation, intelligence, personality disorders).

EC: 5**Semester:** semester II b**Format:** Lecture**Hours per week:** 4**Language:** English**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), € 52.00

History of psychology**PSBE1-06****Lecturer:** 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 I a**Format:** Lecture**Hours per week:** 2**Language:** English**Assessment:** written exam (multiple choice)

Remarks: The text is a custom edition of Hothersall's book, including chapters 2, 4, 6, 8 and 9.

Literature:

- Hothersall, D., *History of Psychology. (Custom 4th edition)*(ISBN: 9781121168411) , € 33.00

Applied psychology**PSBE1-07****Lecturers:** dr. S.E. Dalley, guest lecturers**Contact:** dr. S.E. Dalley**Objective:** To acquaint the student with the principal applications of psychology for the benefit of the individual and society.**Content:** Applied psychology is the use of theory and findings in psychological science to solve practical problems in important areas of the human environment. With this definition in mind this introductory course seeks to acquaint students with how the appropriate application of psychological theory can benefit both the individual and society.**EC:** 2**Semester:** semester I a**Format:** Lecture**Hours per week:** 2**Language:** English**Assessment:** written exam (multiple choice)**Literature:**

- Reader available via Nestor

Statistics Ia**PSBE1-08****Lecturer:** dr. I. Egberink**Contact:** dr. I. Egberink**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 I b**Format:** lecture, practicum
(4 hours lecture and 2 hours practicum)**Hours per week:** 6**Language:** English**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.(2009) , *Introduction to the practice of statistics (6th ed.)*. New York: W.H. Freeman and Company.(ISBN: 0716762829), € 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 II a
Format:	lecture, practicum (4 hours lecture and 2 hours practicum)
Hours per week:	6
Language:	English
Assessment:	essay, assignments, written exam (multiple choice)
Literature:	<ul style="list-style-type: none"> Howitt, D. & Cramer, D.(2008). , <i>Introduction to SPSS in Psychology (4th ed.)</i> Harlow: Pearson/Prentice Hall. (ISBN: 978-0-13-205164-4), € 30.00 Moore, D.S., & McCabe, G.P.(2006) , <i>Introduction to the practice of statistics (6th ed.)</i>. New York: W.H. Freeman and Company.(ISBN: 0716762829), € 68.00 Reader, electronic document

Intervention and dialogue; communication skills and group dynamics

PSBE1-10

Lecturer:	various instructors
Contact:	dr. S.M. Donofrio
Prerequisite(s)	This course is not open to incoming exchange students.
Objective:	At the end of this course, students should be able to identify and use basic interview skills (listen, structure, influence the course of the interview) in a psychological interview; give fellow students constructive feedback; identify how interpersonal and groups processes affect how a group functions; and be able to design and implement a basic skill-training program
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
Language:	English
Assessment:	Assignments
Remarks:	(the books will be available as a package under ISBN: 9781848782594)
Literature:	<ul style="list-style-type: none"> Johnson & Johnson, <i>Custom edition of Joining Together: group theory and group skills</i>, € 37.95 Young, M.E., <i>Learning the Art of Helping</i>, € 44.95

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
Language: English
Assessment: Assignments
Literature:
 · *Reader, electronic documents*

The Conduct of Psychology**PSBE1-12**

- Lecturer:** various instructors
Contact: dr. C.C. Morey
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
Language: English
Assessment: assignments, written exam
Literature:
 · Pelham, B.W., & Blanton, H. (2006). , *Conducting research in psychology (3rd ed.)*. Wadsworth.(ISBN:9780495172093), € 48.00

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

Language:

English

Assessment:

Assignments

Literature:

- Dunn, D.S. (2008). , *A short guide to writing about psychology (2nd ed.)*. New York: Pearson Longman.(ISBN: 205521562), € 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

Honours programme

Block	code	course	EC
Block 1b	PSBA2-HO2	Honours theoretical seminar	2
Block 2b	PSBA2-HO1	Honours research seminar	2
Block 1a/b and Block 2a/b	PSBA2-HO3	Honours thematic meetings	4
Block 1a/b and Block 2a/b	PSBA2-HO4	Honours research internship	7

Course descriptions

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 II a

Format: Lecture

Hours per week: 4

Language: English

Assessment: written exam (multiple choice)

Literature:

- Groome, D.(2006). , *An introduction to cognitive psychology. Processes and disorders* (2nd ed.). Hove: Psychology Press. (ISBN: 978-1-84169-544-0), € 30.50

Clinical and health psychology PSBE2-02

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

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 I b

Format: Lecture

Hours per week: 4

Language: English

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****Lecturer:** 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 I a**Format:** Lecture**Hours per week:** 4**Language:** English**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), € 51.00

Social environment and behaviour**PSBE2-04****Lecturers:** guest lecturers, dr. K.E. Keizer**Contact:** dr. 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 I a
Format: Lecture
Language: English
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

Lecturer: S. Schleim, MA
Contact: S. Schleim, MA
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? Which models try to explain the development of sciences in general and what does this mean for scientists? Do neuroimaging techniques deliver snapshots of the mind? Will psychology as a science be replaced by neuroscience in the future?

EC: 5
Semester: semester II b
Format: Lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature:

- Students will have the opportunity to buy a compilation of the relevant literature at the repro office.

Test theory

PSBE2-06

Lecturer: 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 I b
Format: Lecture
Hours per week: 4
Language: English
Assessment: written exam (multiple choice)
Literature:

- R.M. Kaplan & D. P. Saccuzo, *Psychological testing: principles, applications, and issues. Seventh edition. 2009. Thomson & Wadsworth.*

Statistics II

PSBE2-07

Lecturer: J.N. Tendeiro, MSc.
Contact: J.N. Tendeiro, MSc.
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
Language: English
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: 9781429286640), € 57.77
6th. edition

Research methods

PSBE2-08

Lecturer: 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 II a
Format: Lecture
Hours per week: 2
Language: English
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:

- Rosenthal and Rosnow, *Behavioural Research Methods (custom publication)*(ISBN: 9781121067479), € 45.00

Research practicum

PSBE2-09

Lecturer: 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

Language: English

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

Lecturer: various instructors

Contact: dr. S.M. Donofrio

Objective: At the end of this course, students should be familiar with and be able to structure a conversation based on various conversation models used in psychological interviews. Students will practice professional communication skills and be able to discuss the use of assessment tools with a client.

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 (i.e., by using video recordings) students will learn to methodologically hold psychological interviews, from the assessment phase to the action phase.

EC: 5

Semester: semester I

Format: Practicum

Hours per week: Variable

Language: English

Assessment: Assignments

Remarks: This course is not open to incoming exchange students

Literature:

- T.B.A.

Statistics III**PSBE2-12****Lecturer:** J.N. Tendeiro, MSc.**Contact:** J.N. Tendeiro, MSc.**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 II 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**Language:** English**Assessment:** assignments, written exam (multiple choice)

Compulsory reports in which a given data set has to be analysed will constitute 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****Lecturer:** various instructors**Contact:** dr. S.E. Dalley**Objective:** Introduce students to a career development decision-making model, provide an overview of careers in psychology and identify the competencies they require.**Content:** This course seeks to enhance student awareness about effective career preparation and management. With this in mind, students are introduced to a career development decision-making model, and are presented with a series of guest lectures delivered by professionals from various fields of psychology.**EC:** 5**Semester:** semester II b**Format:** Practicum**Language:** English**Assessment:** Assignments**Literature:**

- T.B.A.

Honours research seminar**PSBA2-HO1***Lecturer:* dr. J.P. Wessel*Contact:* dr. J.P. Wessel*Prerequisite(s):* Admission to the Excellence program psychology or in-depth disciplinary part of the Honours College*Objective:* Deepening of knowledge about and further development of a critical attitude towards empirical research methods and communication about empirical results.*Content:* In meetings and by means of assignments students learn to critically evaluate several concepts and methods that are used in empirical research. In addition, they focus on the process of communication of empirical results. They are introduced to different ways of writing for different audiences, learn how to comment on the work of others in a constructive fashion and extend their presentation skills.*EC:* 2*Semester:* semester II b*Format:* Practicum*Hours per week:* Variable*Assessment:* Assignments*Remarks:* The seminar takes place in the resit of the exams of the second semester.*Literature:*· *Articles on Nestor***Honours theoretical seminar****PSBA2-HO2***Lecturer:* Prof. G.C.G. Dehue*Contact:* Prof. G.C.G. Dehue*Prerequisite(s):* Admission to the Honours Program Psychology.*Objective:* Learning to discuss the assumptions and social consequences of the neurobiological turn in psychology and associated domains.*Content:* The neurobiological turn in psychology and related disciplines is associated with significant changes in these disciplines as well as society at large.

People are increasingly using biochemical and other neurotechnological means to repair and enhance their bodies and minds. In addition, various kinds of electronics, be they external or implantable, extend our capacity to think and will extend our senses in the near future.

Students read articles and watch documentaries and movies about these issues. The write essays and give presentations about them.

EC: 2*Semester:* semester I b*Format:* Colloquium*Hours per week:* Variable*Assessment:* Assignments*Remarks:* The seminar takes place during the resit of the exams of the first semester.*Literature:*· *Material to read and watch Nestor, € 14.00*

Honours Thematic meetings**PSBA2-HO3**

- Lecturers:* Prof. G.C.G. Dehue, dr. J.P. Wessel
- Contact:* dr. J.P. Wessel
- Prerequisite(s):* Admission to the Excellence program psychology or in-depth disciplinary part of the Honours College
- Objective:* Deepening of theoretical knowledge and reflection on research skills.
- Content:* Students in the Honours Program meet regularly during the year. The common denominator of these meetings is critical reflection on several themes in Psychology. The format of the meetings varies. Examples are taking part in discussion groups, attending lectures (both inside and outside the Psychology department), and watching movies on topics that are relevant to the domain. Controversies are not shunned.
- EC:* 4
- Semester:* whole year
- Format:* Practicum
- Hours per week:* Variable
- Assessment:* Assignments
- Literature:*
- *Articles on Nestor*

Honours research internship**PSBA2-HO4**

- Lecturer:* various instructors
- Contact:* dr. J.P. Wessel
- Prerequisite(s):* Admission to the Excellence program psychology or in-depth disciplinary part of the Honours College
- Objective:* Introduction to all aspects of doing research in practice.
- Content:* Immediately at the start of their Honours year, students are assigned to a faculty member of the Heijmans Institute for Psychological research. They join “their” faculty member during the entire year and acquaint themselves with all facets of doing research. Next to practical activities, they participate in the research group, e.g., by attending relevant meetings (“lab-meetings”). In addition, they visit a symposium or conference relevant to their research area.
- EC:* 7
- Semester:* Whole year
- Format:* Practicum
- Hours per week:* Variable
- Assessment:* Participation
- Literature:*
- *To be discussed with the instructor.*
 - *To be assigned by the supervisor.*

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
Room: Heymans 0325 Tel.: 363 6450
Office hour: Wednesday 1:00 pm - 2:00 pm

Specialization (Faculty) Minor “Psychology and Health care”			
Block 1A	Block 1 b	Block 2 A	Block 2 B
Deception in clinical settings (PSBAM-13)	Learning: Theory and practice (PSBAM-HG1)		Cognitive behavioural processes across disorders: A transdiagnostic approach (PSBAM-KO1)
	Gerontology (PSBAM-HG5)		
	Diagnosis and assessment (PSBEM-CD1)		
Literature study (PSBEM-LS)			

Specialization (Faculty) minor

Block	code	course	EC
Block 1a	PSBAM-13	Deception in clinical settings	5
Block 1b	PSBAM-HG1	Learning: Theory and practice	5
Block 1b	PSBAM-HG5	Gerontology	5
Block 1b	PSBEM-KO1	Diagnosis and assessment	5

Block 2b	PSBAM-KO1	Cognitive behavioural processes across disorders: A transdiagnostic approach	5
Block 1a/1b			
Block 2a/2b	PSBEM-LT	Literature study	5

Free choice minor courses			
Block 1A	Block 1 b	Block 2 A	Block 2 B
Social influence in organisations PSBAM-AOP4	Work motivation (PSBAM-AOP5)	Psychopathology and phenomenology (PSBE3-CD1)	Cognitive behavioural processes across disorders: a transdiagnostic approach (PSBAM-KO1)
Introduction to Sport and exercise psychology (PSBAM-AOP6)	Human error (PSBAM-AOP3)		
Thinking and decision making (PSBAM-HG2)	Learning: Theory and practice (PSBAM-HG1)		
Intragroup processes (PSBAM-SPT1)	Gerontology (PSBAM-HG5)		
Evolutionary psychology of interpersonal processes (PSBAM-SPT2)	Perception PSBAM-HG7		
The social psychology of communication (PSBAM-SPT3)	Consumer and economic psychology (PSBAM-o6)		
Experimental methods (PSBAM-o7)	Philosophy of psychology (PSBAM-o9)		
Deception in clinical settings (PSBAM-13)	Topics in diversity (PSBAM-10)		
Programming for psychologists (PSBAM-11)	Social influence (PSBAM-SPT7)		
	Diagnosis and Assessment (PSBEM-CD1)		

Free choice minor

Block	code	course	EC
Block 1a	PSBAM-AOP4	Social influence in organisations	5
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	Introduction to sport and exercise psychology	5
Block 1a	PSBAM-KO1	Cognitive behavioural processes across disorders: A transdiagnostic approach	5
Block 1b	PSBAM-AOP5	Workmotivation	
Block 1b	PSBAM-SPT2	Evolutionary psychology of inter-personal 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	PSBEM-CD1	Diagnosis and assessment	5
Block 1b	PSBAM-HG7	Perception	5
Block 1b	PSBAM-SPT7	Social influence	5

Note: PSBEM-LS (Literature study) can be followed in Block 1a or Block 1b and Block 2a or Block 2b.

Differentiation component		
Semester I	Semester II	
Period 1b	Period 2 a	Period 2 b
Introduction to cognitive behavioural therapies (PSBA3-KO10)	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)
	Cognition and attention (PSBA3-HG2)	The social psychology of emotions (PSBA3-SPT9)
	Psychopathology: Phenomenology and theory (PSBE3-CD1)	Developmental neuropsychology PSBA3-HG3
	School neuropsychology Mind, brain, and education (PSBA3-KO9)	
	Intergroup processes (PSBA3-SPT2)	
	Intrapersonal processes PSBA3-SPT4	

Dynamic skills in groups PSBA3-AOP1
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	Cognition and attention	5
Block 2a	PSBE3-CD1	Psychopathology: Phenomenology and theory	5
Block 2a	PSBA3-KO9	School neuropsychology: Mind, brain and education	5
Block 2a	PSBA3-SPT2	Intergroup processes	5
Block 2a	PSBA3-SPT4	Intrapersonal processes	5
Block 2a	PSBEM-CD1	Psychopathology: Phenomenology and theory	5
Block 2a/2b	PSBA3-AOP1	Dynamic skills in groups	5
Block 2b	PSBA3-AOP2	Diversity in organizations	5
Block 2b	PSBA3-AOP8	Decision making in organizations	5
Block 2b	PSBA3-HG3	Developmental neuropsychology	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 1a and Block 2a and is executed in two periods (blocks)

Course descriptions

Bachelor thesis

PSBE3-BT

Lecturer: various instructors

Contact: dr. E.G. Akyürek

Prerequisite(s): PSBE2-6, PSBE2-7, PSBE2-8 and PSBE2-9

Objective: With the Bachelor's thesis, students learn how to design, conduct and report on research. They learn how to formulate a scientific problem definition and to answer it by applying psychological theories and methodological knowledge. Finally, they learn how to communicate about research by writing an individual report.

Content: The content-related activities include the development of a problem definition, the choice of research method, conducting the research, analyzing the results and discussing the results and their implications. The research themes will be announced via Nestor. The working method will depend on the character of the research that forms the basis of the Bachelor's thesis. Research will be conducted in small groups (5 students). The Bachelor's thesis will contain an individual report of the research written according to internationally recognized guidelines within psychology.

EC: 10

<i>Semester:</i>	whole year
<i>Format:</i>	Practicum
<i>Language:</i>	English
<i>Assessment:</i>	practical, paper (individual) The bachelor thesis is executed in two periods (blocks), and will finish with an obligatory presentation at the Bachelor's Thesis Conference at the end of the semester (end of January and June)
<i>Remarks:</i>	Apart from a starting session, there are usually weekly meetings with the supervisor. In addition to the thesis, participation and effort are part of the grading. The grade will become valid only after the thesis is handed in to the library as a .pdf-file. In addition, students have to participate in the bachelor's thesis conference. These conferences are organized twice a year and each group must present the results of their thesis work. More information can be found in the "bachelor's thesis brochure" and in "writing in the bachelor programme Psychology (both available at the Nestor site of the bachelor thesis). Sign-in takes place via ProgressWWW. Selection of a research group is done via Nestor.

Dynamic skills in groups

PSBA3-AOP1

<i>Lecturers:</i>	dr. S.M. Donofrio, dr. J.A.M. Heesink
<i>Contact:</i>	dr. J.A.M. Heesink
<i>Objective:</i>	Learning to recognize and deal with processes of group dynamics. Becoming able to recognize and analyze how one functions in a group.
<i>Content:</i>	During this course, students practice skills and roles that are necessary to become a group leader for Intervention and Dialogue. Attention will be paid to group processes and their effect on how a group functions. In particular, students will discuss the following topics: the role of the group leader; how individual group members' functioning effects how the group as a whole functions; coaching employees; leaders and teams; team development; and third-party interventions during conflicts. After two intense days of training, students will start applying their skills as teaching assistants for the practical course Intervention and Dialogue. During the semester, an additional six meetings will take place, during which students reflect on their experiences, discuss group processes in more depth and all participants actively play a role in the training. The students' learning process will be individually coached throughout the semester. The course ends with a written report.
<i>EC:</i>	5
<i>Semester:</i>	semester II
<i>Format:</i>	Practicum
<i>Hours per week:</i>	8
<i>Language:</i>	English
<i>Assessment:</i>	Practical
<i>Remarks:</i>	Having passed BE1-10 is strongly advised (an exemption is not enough). The course starts in block 2a and is comprised of 10 training sessions and 12 sessions as a group leader for Intervention and Dialogue that are spread out over the entire second semester. An information session will be held three weeks before the start of the course. After signing up for this course in Progress, students need to submit a form that can be found on Nestor. Each student will lead one group of Intervention and

Dialogue. The possibility of leading a second group as a paid position can be discussed. More information about the course is available on Nestor.

Literature:

- Articles will be handed out during the course
- Johnson & Johnson. (2009), *OR Joining Together: group theory and group skills*.(ISBN: 9780205645213)

Diversity in organizations

PSBA3-AOP2

Lecturer: dr. S. Scheibe

Contact: dr. S. Scheibe

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 II b

Format: lecture, practicum

Hours per week: 2

Language: English

Assessment: assignment, written exam (multiple choice)

Literature:

- J.W. Hedge, W.C. Borman, S.E. Lammlein (2006), *The aging workforce: Realities, myths, and implications for organizations*. American Psychological Association. (ISBN: 978-1-59147-319-0) , € 30.00
- M. S. Stockdale & F.J. Crosby (2004), *The psychology and management of workplace diversity*. Wiley Blackwell.(ISBN: 978-1-4051-0096-0) , € 36.00

Organisational change

PSBA3-AOP7

Lecturer: Prof. R. van Eijbergen, guest lecturers

Contact: Prof. 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 II a
Format: Lecture
Hours per week: 2
Language: English
Assessment: written exam (essay), essay
Literature:
 · T.B.A.

Decision making in organisations

PSBA3-AOP8

Lecturer: dr.D.C. Rus, various instructors

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 II b
Format: Lecture
Hours per week: 2
Language: English
Assessment: assignments, written exam (multiple choice)
Literature:
 · Bazerman, M. H., & Moore, D. A. (2009), *Judgment in Managerial Decision Making*. (ISBN: 9780470049457) , € 40.00
 · Selection of journal articles will be available via Nestor

Clinical Neuropsychology

PSBA3-HG1

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. 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, stroke, brain tumour and epilepsy will be discussed. The main emphasis will be on adult patients.
EC: 5
Semester: semester II a
Format: Lecture
Hours per week: 4
Language: English
Assessment: written exam (multiple choice)
Literature:
 · Ogden, J.A. (2005). , *Fractured minds: A case-study approach to clinical neuropsychology (2nd ed.)*. New York: Oxford University Press. (ISBN: 9780195171365) € 42.00
 · In addition: A reader will be available at the beginning of the course.

Cognition and Attention

PSBA3-HG2

Lecturer: Prof. A. Johnson
Contact: dr. D.H. van Rijn
Objective: To introduce various topics in the field of Cognitive Science, focussing on how our brain processes information and how this is modulated by attention.
Content: The course gives an overview of the topics and methodology in experimental research in human information processing. Topics that will be discussed include selective and divided attention, organisation and regulation of task performance, and individual differences.
EC: 5
Semester: semester II a
Format: Lecture
Hours per week: 4

Language: English
Assessment: written exam (essay)
Literature:

- Johnson, A. & Proctor, R.W. (2004), *Attention: Theory and Practice*. Thousand Oaks CA: Sage. (ISBN: 978076192717), € 65.00
- Reader available via Nestor.

Developmental neuropsychology

PSBA3-HG3

Lecturer: Prof. J.J. van der Meere
Contact: Prof. J.J. van der Meere
Content:

This course introduces students to the neuropsychological approach to developmental disorders in childhood and adolescence. The development of the nervous system will be discussed, with particular attention to the plasticity and vulnerability of the developing brain at different stages of development. Associations between disordered development of the nervous system and disorders in cognitive, behavioural and emotional development will be reviewed. A number of disorders which are frequently encountered in clinical practice, and which differ in etiology will be examined. These include ADHD, dyslexia, autism, Fetal Alcohol syndrome and problems resulting from chronic stress in early childhood.

EC: 5
Semester: semester II b
Format: Lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature:

- Anderson, V., Northam, E., Hendry, J. & Wrennall, J (2001), *Developmental Neuropsychology: A Clinical Approach. Chapters 1-9*. Hove: Psychology Press. (ISBN: 0863777058), € 42.80
- Reader, € 10.00

Human factors

PSBA3-HG4 & PSBA3-AOP4

Lecturers: dr. D. Burkolter, Prof. A. Johnson
Contact: dr. D. Burkolter
Objective:

To introduce the field of cognitive ergonomics and to provide an understanding of man-machine interaction and how it is studied.

Content: Cognitive ergonomics applies knowledge of human abilities and limitations to the design of user-friendly systems and products. Systems and products are designed to increase performance efficiency while decreasing the chances of error or accidents. The emphasis in this course will be on applying basic concepts from information processing, including the nature of perception, attention, and memory, to the development and evaluation of work and training environments, human-machine interfaces, and consumer products.

EC: 5
Semester: semester II a
Format: Lecture
Hours per week: 4
Language: English
Assessment: written exam (multiple choice), paper (individual)

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.

Cognitive Neuroscience**PSBA3-HG6****Lecturer:** dr. A.A. Wijers**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 II b**Format:** Lecture**Hours per week:** 4**Language:** English**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

School Neuropsychology: Mind, brain & Education**PSBA3-KO9****Lecturers:** 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 II a
Format: Lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Remarks:
Literature:
 · Reader

Introduction to cognitive behavioural therapies

PSBA3-KO10

Lecturers: Prof. C.L.H. Bockting, Prof. 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 I b
Format: Lecture
Hours per week: 4
Language: English
Assessment: written exam (multiple choice)
Literature:

· Ramnero, J, & Torneke, N. (2008), *The ABCs of Human Behavior. Behavioral Principles for the Practicing Clinician. USA: New Harbinger Publications*(ISBN: 9781608824342), € 43.00

Intergroup processes

PSBA3-SPT2

Lecturer: Prof. E.H. Gordijn
Contact: Prof. E.H. Gordijn
Objective: To provide students with an up-to-date overview of the theories and methods relevant to current intergroup research. The focus will be on prejudice, stereotyping and discrimination.
Content: The course gives an overview of the most relevant theoretical and empirical developments in the social psychology of intergroup processes. Besides introducing social psychological approaches focusing on the cause and function of negative relations within groups (intergroup conflict, discrimination, stereotyping, and prejudice), discrimination, stereotyping and prejudice will also be discussed from the perspective of the recipient. Finally, interventions to improve intergroup relations will be presented.

EC: 5
Semester: semester II a
Format: Lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature:

- Reader available via nestor
- B E. Whitley Jr & M. E. Kite , *The psychology of prejudice and discrimination. Second edition*(ISBN: 0-495-60522-0) , € 45.00

Intrapersonal processes

PSBA3-SPT4

Lecturer: dr. K. Epstude
Contact: dr. K. Epstude
Objective: Providing overview of theories, models, and recent empirical research in the field of social cognition.
Content: Social cognition is concerned with how people perceive, interpret, and explain social reality. The key idea is that individuals have expectations, prejudice, motives, and goals that influence the processing of social information. Research in social cognition investigates the role of cognitive and affective processes influencing judgments about the self and others, social comparisons, stereotyping, and person perception. The focus is always on basic empirical research in combination with real-life examples and anecdotes. Topics will include: memory models, automatic behavior and automatic thoughts, the influence of cognition on motivation, social judgments, impression formation, and affective influences on social cognition. In the weekly lectures the topics from the book will be examined based on examples and results from recent empirical studies.

EC: 5
Semester: semester II a
Format: Lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature:

- Reader (electronic) on Nestor
- Moskowitz, Gordon B. (2005), *Social Cognition: Understanding self and others. New York: Guilford Press*(ISBN: 1593850859), € 47.00

The social psychology of emotions

PSBA3-SPT9

Lecturer: 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 II b
Format: Lecture
Hours per week: 2
Language: English
Assessment: assignments, written exam (multiple choice)
Remarks:
Literature:
 · To be announced

Consumer and economic psychology

PSBAM-06

Lecturers: dr. K.E. Keizer, Prof. E.M. Steg, 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 that economic theories are often not accurate in explaining everyday behaviour, and why individuals often not make 'rational' decisions.

EC: 5
Semester: semester I b
Format: Lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature:
 · Reader available on Nestor

Experimental methods

PSBAM-07

Lecturers: dr. D. de Waard, dr. A.A. Wijers
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 attaching 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 respiration, 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 I a
Format: lecture, practicum
Hours per week: 14
Language: English
Assessment: practical, paper
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 with theory on each subject*, € 20.00

Philosophy of Psychology

PSBAM-09

Lecturer: S. Schleim, MA.
Contact: S. Schleim, MA.
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: Psychology is the science of mind and behavior. Because it investigates these particularly in human beings and with a variety of methods including biological measurements and statistics, psychology has a unique position between the humanities (geestwetenschappen), life sciences (levenswetenschappen), and natural sciences (bètawetenschappen). Its research questions comprise all of these fields. We will reflect on the theoretical presumptions, philosophical roots and modern challenges of psychology. A central question is whether the human mind can be reduced to behavior or brain activations. Can all important knowledge about human beings be discovered in their brains? Is it true that we are not free as some neuroscientists claim? Can consciousness be explained completely by empirical science? Will the success of the neurosciences make psychology as a science superfluous in the future?

EC: 5
Semester: semester I b
Format: Lecture
Hours per week: 2
Language: English
Assessment: Essay
Literature:
 · T.B.A.

Topics in diversity**PSBAM-10**

- Lecturer:* various instructors
Contact: dr. E. Kamans
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 I b
Format: Lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature:
 · Moghaddam, F. M. , *Multiculturalism and Intergroup Relations: Psychological Implications for Democracy in Global Context*.(ISBN: 1433803070) €57.00

Programming for psychologists**PSBAM-11**

- Lecturers:* dr. R.D. Morey, dr. D.H. van Rijn
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 I a
Format: Practicum
Hours per week: 4
Language: English
Assessment: Paper
Literature:
 · *Sheets available via Nestor*

Deception in clinical settings**PSBAM-13**

- Lecturer:* 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 disorders) and psychiatric disorders (e.g., posttraumatic stress disorder) 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 I a
Format: Lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature:
 · Reader will be available at the beginning of the course.

Human error

PSBAM-AOP₃

Lecturers: Prof. K.A. Brookhuis, dr. D. de Waard
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, this is a limited view on the matter, as people act within a system and most people do not wish to make errors or cause disasters. Moreover, 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 I b
Format: Lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice), paper (individual)
Literature:

· Woods, D.D., Dekker, S., Cook, R., Johannesen, L., Sarter, N. (2010), *Behind Human Error* (ISBN: 978-0-7546-7834-2), € 30.00

Social influence in organisations**PSBAM-AOP4**

Lecturers: dr. S. Scheibe , prof. B.M. Wisse

Contact: prof. B.M. Wisse

Objective: To provide an understanding of social influence processes in organizations and to provide a platform for students to further develop their scientific writing and presenting.

Content: The primary goal of this course is to provide students with a solid background in theories, principles, and strategies of social influence as they apply to everyday organizational contexts. Students will gain familiarity with findings from empirical investigations on persuasion, social influence, and compliance gaining, will learn about strategies and techniques of persuasion relating to a wide variety of real-life communication settings, and will learn how to apply these to the organizational context. For instance, the course will zoom in on how students, as future employees, may gain competence in influencing others, how they may recognize influence attempts of peers, supervisors and subordinates and, if necessary, prevent them from being successful. The course will require students not only to learn about theoretical underpinnings, but will also require them to write and present about an in-depth topic (in groups of 4).

EC: 5

Semester: semester I a

Format: lecture, practicum

Hours per week: 4

Language: English

Assessment: assignments, written exam (multiple choice)

Literature:

- Huczinski, A., *Influencing within organizations*(ISBN: eBook)
- papers
- Gass, R.H., Seiter, J.S., *Persuasion: Social influence and compliance gaining*, € 53.00

Workmotivation**PSBAM-AOP5**

Lecturer: dr. E. Orehek

Contact: dr. E. Orehek

EC: 5

Semester: semester I b

Format: lecture

Hours per week: 2

Language: Dutch

Assessment: assignments, written exam (essay), written exam (multiple choice)

Literature:

- T.B.A.

Introduction to sport and exercise psychology**PSBAM-AOP6****Lecturer:** 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 I a**Format:** lecture**Hours per week:** 2**Language:** English**Assessment:** written exam (multiple choice)**Remarks:****Literature:**

- Weinberg, R.S., & Gould, D. (2011), *Foundations of sport and exercise psychology (5th Edition)*(ISBN: 9780736083232) , € 66.00

Learning: Theory and practice**PSBAM-HG1****Lecturers:** Prof. P.J. de Jong, Prof. R. 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 I b**Format:** Lecture**Hours per week:** 2**Language:** English**Assessment:** Assignments**Remarks:****Literature:**

- Reader available via Nestor

Thinking and decision making**PSBAM-HG2****Lecturer:** 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 I a**Format:** Lecture**Hours per week:** 3**Language:** English**Assessment:** written exam (multiple choice)**Literature:**

- David Hardman (2009)., *Judgment and Decision Making: Psychological Perspectives*. Chichester: BPS Blackwell.(ISBN: 978-1-4051-2398-3), € 30.00

Gerontology**PSBAM-HG5****Lecturers:** Prof. W.H. Brouwer, guestlecturer(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 I b

Format: Lecture

Hours per week: 2

Language: English

Assessment: essay, written exam (multiple choice)

Literature:

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

Perception

PSBAM-HG7

Contact: dr. E.G. Akyürek

Objective: To provide insight into the human ability to perceive the environment by reviewing psychonomic research on sensation and perception.

Content: The ability to perceive is vital to every organism. Perception is rightfully viewed as one of the cornerstones of life itself. Human perception is realized through a number of processes in the brain, which realize both the simplest forms of sensation ("hot!"), as well as complex percepts ("this is a mobile phone").

This course covers the physiological basis of the senses, and how these achieve perception of varied things, such as color, brightness, loudness, pitch, or pain. More complex perceptual processing is also considered in the review of studies on object recognition, the perception of music, motion and space, and how these relate to consciousness. Finally, the development of perception across the lifespan and the effects of learning and practice will be reviewed.

EC: 5

Semester: semester I b

Format: Lecture

Hours per week: 3

Language: English

Assessment: written exam (essay), essay

Literature:

- Coren, S., Ward, L. M., & Enns, J. T., *Sensation and Perception (6th Edition)*. Hoboken, NJ: John Wiley & Sons Inc. (ISBN: 9780471272557), € 55.00

Cognitive behavioural processes across disorders: A transdiagnostic approach

PSBAM-KO1

- Lecturers:** Prof. P.J. de Jong, 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 comorbidity observed among the different disorders. Implications for diagnosis and treatment will also be discussed.
EC: 5
Semester: semester II b
Format: Lecture
Hours per week: 2
Language: English
Assessment: written exam (essay)
Literature:
 · Harvey, A., Watkins, E., Mansell, W., & Shafran, R. , *Cognitive behavioural processes across disorders: A transdiagnostic approach to research and treatment*. (ISBN: ISBN 9780198528883), € 50.00

Intragroup processes

PSBAM-SPT1

- Lecturer:** dr. S. Täuber
Contact: dr. S. Täuber
Objective: To get an overview over the most important and influential theories of intragroup processes and how they can be applied.
Content: This course aims to provide in-depth theoretical analyses of intragroup phenomena, such as the functions of groups, why and how people identify with groups, the life cycles of groups, the impact of group norms on individuals, creativity and performance in groups, decision making in groups, and collective action.
 Sample questions that will be addressed in the course are: How do groups form? How does group membership affect our thoughts, emotions, and actions? How do people respond to changes in the groups they belong to? Why do group members work on behalf of their group? What determines the extent to which people commit themselves to the group?
 The lecture will be completed with a multiple-choice test.
EC: 5
Semester: Semester I a
Format: Lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature:
 · *Additional articles/chapters*, € 20.00

- Brown, R. (2000), *Group Processes: Dynamics within and between groups (second edition)*. Oxford: Blackwell (ISBN: 0631184961/631218521), € 35.10

Evolutionary psychology of interpersonal processes

PSBAM-SPT2

Lecturer: Drs. G. Stulp

Contact: Drs. G. Stulp

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 I a

Format: Lecture

Hours per week: 2

Language: English

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 via Nestor

The social psychology of communication

PSBAM-SPT3

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 I a
Format: Lecture
Language: English
Assessment: written exam (multiple choice)
Literature:
 · Reader available via Nestor

Social influence

PSBAM-SPT7

Lecturers: dr. K.E. Keizer, Prof. E.M. Steg, guest lecturers
Contact: dr. 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 I b
Format: Lecture
Hours per week: 2
Language: English
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

Psychopathology : phenomenology and theory

PSBE3-CD1

Lecturers: Prof. C.L.H. Bockting, Prof. P.J. de Jong, guest lecturers
Contact: Prof. P.J. de Jong
Objective: To impart knowledge of the most important theoretical perspectives on psychopathology and how to apply these models to explain the etiology and persistence of psychopathological symptoms. To give insight in the importance of theories for improving clinical practice and knowledge of

Content:	<p>how theoretical models can be tested by scientific research.</p> <p>Ability to read research papers and to differentiate between theory, model, fact, hypothesis, and prejudice.</p> <p>Knowledge of the DSM-IV-TR classification and ability to make proper DSM classifications on the basis of phenomenological data.</p> <p>During this course psychopathological disorder will be presented and most important mechanisms will be discussed that are assumed to play a major role in the etiology and maintenance of disorders such as depressive disorders, anxiety disorders, addiction, eating disorders, sexual dysfunctions, somatoform disorders, and dissociative identity disorder .</p> <p>As the starting point a number of prominent theoretical perspectives is selected in which the emphasis varies from the role of development, the influence of conditioning experiences, the role of cognitive processes (e.g., memory, attention), and finally the reciprocal relationship between (neuro)physiology and behaviour. During the lectures the various mechanisms will be discussed in an integrated manner and illustrated by means of concrete cases.</p>
EC:	5
Semester:	semester II a
Format:	Lecture
Hours per week:	4
Language:	English
Assessment:	Report
Remarks:	<p>The DMS-IV TR is available online via RUG website: Psychiatry online (first log in to the GMW library)</p> <p>http://www.psychiatryonline.com/resourceTOC.aspx?resourceID=1</p>
Literature:	<ul style="list-style-type: none"> · <i>DSM-IV-TR / Bureau edition* Book; Paperback. Harcourt Assessment B.V. (ONLINE AVAILABLE)(ISBN: 13: 9789026516962)</i> · <i>Reader available via Nestor</i>

Diagnosis and assessment

PSBEM-CD1

Lecturer:	various instructors
Contact:	Prof. 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:	<p>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.</p>
EC:	5

Semester: semester I b
Format: Practicum
Hours per week: 6
Language: English
Assessment: written exam (multiple choice), written assignments, practical
Literature:
· Reader, € 10.00

Literature study**PSBEM-LS**

Lecturer: various instructors
Contact: various instructors
EC: 5
Semester: semester I
Language: English
Assessment: oral exam, paper

Faculty of Behavioural and Social Sciences Teaching and

Examination Regulations:

2011-2012

Bachelor of Science in Psychology degree

programme

Contents

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- 2 Structure of the degree programme**
- 3 The propaedeutical phase of the degree programme**
- 4 Study progress including Study Advice**
- 5 The post-propaedeutical phase of the degree programme**
- 6 The Excellence Programme and the Honours College**
- 7 Examinations and final assessment of the degree programme**
- 8 Entry requirements**
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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)
- 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. Degree programme: the Bachelor's degree programme listed in Article 1.1 of these Regulations, comprising a coherent whole of educational units
- d. ECTS credit point: a unit of credit, whereby one ECTS credit point equals 28 hours of study
- e. Course: a teaching unit of the programme within the meaning of the Act
- f. Propedeutical phase: the first 60 EC credits of the formal Bachelor degree programme as defined in Art. 7.8 of the Act (WHW 2002)
- g. Post-propedeutical phase: that part of the Bachelor degree programme following the propedeutical phase
- h. Definitive study advice: an advice within the meaning of Article 7.8b.1 of the Act.
- i. Binding Study Advice (BSA): a negative definitive study advice within the meaning of Article 7.8 b.3 of the Act, given by the Faculty Board on behalf of the Board of the University, regarding the student's enrolment in a degree programme
- j. Study progress overview: an overview of the credit points earned thus far
- k. Provisional study advice: a written interim study advice concerning continuing with the degree programme
- l. Major: all compulsory courses in the propedeutical and post-propedeutical phases
- m. ‘Deepening’ Minor: a coherent package of courses related to the Major, followed in the post-propedeutical phase
- n. ‘Broadening’ 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
- o. Free-choice Minor: a package of general, faculty-wide or disciplinary courses that are followed in the post-propedeutical phase
- p. Final assessment: the final assessment for the propedeutical phase or Bachelor degree
- q. Academic year: the period of time that starts on 1 September and ends on 31 August of the following year
- r. 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, or starting on a date determined by the Board of the University and ending on 31 August
- s. Practicum: a practical exercise, as referred to in Article 7.13 of the Act, in one of the following forms:
 - a thesis
 - a written assignment or a draft design

- research assignments
- participation in fieldwork or an excursion
- completion of a placement
- participation in another educational activity designed to teach certain skills.

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:
Psychology, 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”.

Article 1.6 Refusal of registration (Iudicium abeundi)

1. In extraordinary cases of reprehensible behaviour and/or statements made by a student, the Board of the University may, on the recommendation of the Examinations Committee or the Faculty Board, terminate said student’s registration.
2. The Board of the University will not make a decision as referred to in Article 1.6.1 until after the student in question has been heard about the proposed decision, any interests of the student and the institution have been carefully assessed and it has been proven reasonable to assume that the student’s behaviour and/or statements prove him/her to be unsuitable for one or more of the professions which he/she is being trained for in his/her degree programme or for the practical preparation for the profession. In such cases the Faculty Board, the Board of Examiners and the Board of the University will follow the Protocol Iudicium Abeundi [protocol for refusal of registration] as approved by the Nederlandse Federatie van Universitaire Medische Centra [Netherlands Federation of University Medical Centres] on 1 November 2010.

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

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.

The propedeutical phase has a study load of 60 EC.

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 propaedeutical phase of the DEGREE 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 Study progress including Study Advice

Article 4.1 Overview of study progress

In the first year of registration, students will be sent a study progress overview in or around week 13 of the academic year, and certainly during the first semester of the degree programme, comprising an overview of the credit points earned so far.

Article 4.2 Provisional study advice / binding study advice

- 1 In about week 23 of the academic year, and if possible before the start of the second semester, students will be sent a written provisional study advice relating to their chosen degree programme at the University of Groningen.
- 2 The provisional study advice should be considered as a warning if there is a question of insufficient study progress, giving students the chance to improve their performance.
- 3 If the study progress is such that the student cannot reasonably be expected to satisfy the conditions listed in Article 4.3.2, he or she will be invited to a meeting with the study advisor.
The aim of the meeting is to discuss the student's study habits, to reassess the

choice of degree programme and perhaps to refer to a different degree programme.

4. If the results dictate this, the provisional study advice will be converted into a binding (negative) study advice within the meaning of Article 4.3.2, in accordance with the procedure set out in Article 4.5.

Article 4.3 Definitive study advice / binding study advice

1. In week (fill in week number) of the academic year, and at any rate before the end of the second semester of the first year of registration, students will again be sent a written advice concerning continuing their degree programme - the definitive study advice.
2. Subject to the provisions of Article 4.6, this study advice may be made 'binding' if the student has earned fewer than 40 ECTS credit points (for part-time degree programmes less than 20 ECTS) in the first year of registration, or has failed the propaedeutic final assessment at the end of the second year of registration (for a part-time degree by the end of the third year of registration; this negative advice is known as the binding study advice.
3. The BSA is valid for the next two academic years and covers the CROHO degree programme for which the student has registered, as well as to CROHO degree programmes that the Board of the University has marked as related and listed in the Appendix to these regulations.
4. When determining the number of ECTS credit points earned, only those ECTS for the course units referred to in Section 3 will count.
When determining the number of ECTS credit points earned, the ECTS from exemptions and the results of partial examinations that have been passed will count.

Article 4.4 Definitive study advice / binding study advice exceptions

1. No definitive study advice will be issued to students who request to be deregistered as of 1 February of the first year of registration.
If such students reregister for a subsequent academic year, a definitive study advice will be issued in that academic year.
2. Students who register for a Bachelor's degree programme at the University of Groningen starting on 1 February will be issued with a binding (negative) study advice if they earn less than 20 ECTS credit points in this degree programme by the end of the second semester of the first year of registration (less than 10 ECTS for part-time programmes). In all other cases, the provisions of Article 4.3 will apply.

Article 4.5 Definitive study advice / binding study advice procedure

1. A definitive study advice / binding study advice is issued on behalf of the Board of the University by the Faculty Board.
2. Before a binding (negative) study advice can be issued, the student in question will

be given the opportunity to put his or her case to the Faculty Board or a representative thereof.

Article 4.6 Personal circumstances

1. When deciding whether to issue a binding study advice, the Faculty Board will take a student's personal circumstances into account at that student's request. Only personal circumstances that have been reported by the student to the study advisor as soon as could reasonably be expected after they arose will be taken into consideration by the Faculty Board when making its decision.
2. If the circumstances referred to in Article 4.6.1 result in a binding (negative) study advice not being issued, a study advice within the meaning of Article 4.3 will be issued to that student at the end of the next academic year.
3. Circumstances as referred to in Article 4.6.1 do not automatically lead to a successful application to a grant from the Graduation Fund.

Article 4.7 Conditions for appeal

The decision will also state the applicable safeguards of legal rights.

Section 5 THE POST-PROPEDEUTICAL PHASE OF THE DEGREE PROGRAMME

Article 5.1 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.

Article 5.2 Criteria for admission to the post-propaedeutical phase

1. Holders of a propaedeutical certificate will be admitted to the second study year of the degree programme, the post-propaedeutical phase.
2. Students who have earned at least 40 (38) ECTS credit points in the first year of the propaedeutical phase will be provisionally admitted.
3. Provisional admission does not apply to the Minor or the third year of the degree programme. For that, the propaedeutical certificate is required.

4. Provisional admission lapses if the student does not satisfy the conditions set out in Article 4.3.2.

SECTION 6 THE PROGRAMME OF EXCELLENCE AND THE HONOURS COLLEGE

Article 6.1 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 6.2 The Honours College

The Faculty of Behavioural and Social Sciences participates in the University of Groningen Honours College by means of a Joint Regulation.

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.

The Teaching and Examination Regulations of the Honours College apply to the honours programme.

Completion of the Honours Programme will lead to a notation on the Diploma Supplement of the obtained Bachelor degree.

SECTION 7 EXAMINATIONS AND FINAL ASSESSMENT OF THE DEGREE PROGRAMME

Article 7.1 General

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

Article 7.2 Compulsory order

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.

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.

Notwithstanding the provisions of Article 7.2.2, 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

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 7.3 Examination frequency and periods

1. The opportunity to take examinations in the courses referred to in Article 3, Article 5 and Article 6.1 is provided twice in the semester in which the course in question is offered.
2. Notwithstanding the provisions of Article 7.3.1, alternative regulations apply to some courses. The Appendix sets out when this is the case.
3. Notwithstanding the provisions of Article 7.3.1, 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 7.4 Form of examinations

1. The examinations for the courses referred to in Article 3, Article 5 and Article 6.1 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.
3. 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 7.5 Oral examinations

Unless the Examinations Committee decides otherwise, an oral examination may only be taken by one student at a time.

Oral examinations are public, unless the Examinations Committee stipulates otherwise.

Article 7.6 Determining the examination results and publication thereof

After an oral examination, the examiner will assess the examination immediately and provide the student with the relevant signed exam sheet.

The examiner will mark a written examination with essay questions within 10 working days of the day it was taken and mark a written examination with multiple choice questions within 5 working days, and will provide the Faculty administration with the necessary details for written confirmation of the result to be sent to the student.

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.

The written exam sheet with the results of an examination will inform the student of his right of inspection, as stipulated in Article 7.8.1, as well as of the possibility of an appeal to the Board of Appeal for Examinations.

The exam results will be regarded as definitive six weeks after their announcement.

Article 7.7 Validity

Completed courses remain valid indefinitely.

Contrary to the provisions of Article 7.7.1, 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 7.8 Right of inspection

1. On request, students have the right to inspect their marked work during a period of at least six 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 7.8.1, 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. A possible collective, inspection or perusal of examination is organised in which on request of the student feedback is given on the correct answers of the questions of the exam. The examiner announces before the date of examination when the inspection or perusal will take place, but at least within 15 working days after the examination date. If the persons 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 7.8.1.

Article 7.9 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:

has completed part of a university or higher vocational degree that is equivalent in content and level

can demonstrate by work experience that he/she has sufficient knowledge and skills with respect to the course in question.

Article 7.10 Final assessment

The Examinations Committee determines the result of the final assessment as soon as the student has passed all the required examinations, thereby acquiring the necessary academic training, and to that end issues a certificate.

Before the final assessment can be determined, the Examinations Committee may decide to test the student's knowledge of one or more course units or components of the degree programme, if and in as much as the marks for these course units provide a reason for doing so.

By determining the result of the final assessment, the Examinations Committee also commits itself to a speedy processing of the degree certificate ceremony.

If a student wishes to postpone the date of graduation due to extra examinations that still need to be taken, he must submit a request to this end to the Examinations Committee in good time.

Article 7.11 Degree

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

Artikel 7.12 Assessment plan

An assessment plan has been approved by the Faculty Board, comprising the following topics:

1. the learning outcomes of the degree programme;
2. the course units of the degree programme and the learning outcomes of each course unit;
3. the relationship between course units and learning outcomes;
4. the test method to be used and the test moments for each course unit;
5. the test design and assessment procedures, assessment criteria and pass mark definition used;
6. who is/are responsible for the implementation of the various components of the assessment policy;
7. the method of regular evaluation.

SECTION 8 ENTRY REQUIREMENTS

Article 8.1 Enrollment limits

The degree programme of Psychology 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 8.2 Educational deficiencies

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

Under certain circumstances, the Examinations Committee can request a university lecturer in the relevant subject to arrange one or more examinations.

Article 8.3 Dutch

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

Article 8.4 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 8.5 Enrollment

It is not possible to enrol in a degree programme before the conditions set out in Articles 8.2 and 8.3 or Articles 8.3 and 8.4 have been satisfied.

SECTION 9 ACADEMIC PROGRESS ADMINISTRATION

Article 9.1 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 9.2 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.

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 10 TRANSITIONAL AND FINAL PROVISIONS**Article 10.1 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 10.2. Amendments

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.

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.

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 10.3 Publication

The Faculty Board shall duly publish these Regulations, any rules and guidelines formulated by the Examinations Committee, and any amendments to these documents.

Copies of the documents referred to in Article 10.3.1 are available from the Faculty Office.

Article 10.4 Date of commencement

These Regulations shall take effect on 1 September 2011.

As decreed by the Faculty Board on May 24th 2011.

Teaching and Examination Regulations (“OER”)
Bachelor of Science Degree Programme in Psychology
Faculty of Behavioural and Social Sciences
2011-2012

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 programme is to realise the following learning outcomes:
 Knowledge and understanding of psychology, and psychological skills;
 General 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 offered in the English language. A Bachelor of Science Degree Programme in Psychology is offered in the Dutch language at our Faculty as well (see the course catalogue "Psychologie bacheloropleiding"). Assuming the language requirement is met (see Article 8.3 of the GMW-OER), 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 indicated:

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; communication skills and group dynamics	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

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

The examination of a course mentioned in this Article cannot be taken before the related practicum is successfully completed in the same academic year as or in the academic year preceding the examination of the course.

For the following courses the successful completion of the practicum is considered equivalent to passing the examination of the course: BE1-10, BE1-11 and BE1-13.

Paragraph 3 The post-propedeutical phase of the programme

Article 3.1 Structure of the post- propedeutical phase

1. The post-propedeutical 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 compulsory component of 60 EC;
 - b. A differentiation component of 20 EC;
 - c. A bachelor thesis of 10 EC.
3. The Minor consists of one of the following options:
 - a. A Specialisation Minor, Psychology and Health Care, consisting of a predefined set of courses offered within the degree programme;
 - b. A University Minor, selected from the broadening minors offered at the University of Groningen. Minors offered by the degree programme in Psychology are excluded from this selection;
 - c. A Free-Choice Minor, consisting of a selection of courses offered within the degree programme in Psychology or another degree programme, approved by the Examinations Committee of the Department of Psychology. Courses offered by university bachelor programmes at other universities in the Netherlands or abroad can, given approval from the Examinations Committee of the Department of Psychology, also be part of the Free-Choice Minor.

Article 3.2 Compulsory component of the Major

1. The compulsory component of the Major contains the following courses with a 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 3.2.1 contain, in addition to teaching in

the form of lectures, a practicum in the form and size as indicated:

BE2-07	Exercises and assignments	28 hours
BE2-09	Exercises, assignments and papers	140 hours
BE2-11	Exercises, assignments and papers	140 hours
BE2-12	Exercises and 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 related practicum is successfully completed in the same academic year as or in the academic year preceding the examination of the course.
4. For the following courses the successful completion of the practicum is considered equivalent to passing the examination of the course: 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 differentiation 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.

The compulsory component of the Major contains the following courses in the differentiation areas with the study load as indicated:

1. Industrial and organisational psychology

BA3-AOP1	Dynamic skills in groups	5 EC
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
BAM-AOP3	Human error	5 EC
BAM-AOP4	Social influence in organisations	5 EC
BAM-AOP5	Workmotivation	5 EC
BAM-AOP6	Sport and exercise psychology	5 EC

2. Cognitive psychology and clinical neuropsychology

BA3-HG1	Clinical neuropsychology	5 EC
BA3-HG2	Cognition and Attention	5 EC
BA3-HG3	Developmental Neuropsychology	5 EC
BA3-HG4	Human factors	5 EC
BA3-HG6	Cognitive neuroscience	5 EC
BAM-HG1	Learning: theory and practice	5 EC
BAM-HG5	Gerontology	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
BAM-KO1	Cognitive behavioural processes across disorders: a transdiagnostic approach	5 EC
BAM-13	Deception in clinical settings	5 EC
BEM-CD1	Diagnosis and assessment	5 EC

BEM-LS	Literature study	5 EC
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4. Social psychology and its applications

BA3-SPT2	Intergroup processes	5 EC
BA3-SPT4	Intrapersonal processes	5 EC
BA3-SPT9	The social psychology of emotions	5 EC
BAM-SPT1	Intragroup processes	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

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

Ba3-AOP1	Exercises and assignments	140 hours
BA3-AOP2	Exercises and assignments	12 hours

Article 3.4 Bachelor thesis

The bachelor thesis is a practicum in the form and size as indicated:

PSBE3-BT	Exercises, assignment and paper	280 hours
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For the following courses the successful completion of the practicum is considered equivalent to passing the examination: PSBE3-BT.

Article 3.5 The Minor

The Specialisation Minor Psychology and Health Care contains the following courses with a load as indicated:

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-CD1	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 Specialisation Minor Psychology and Health Care.

The Free-Choice Minor may contain a subset of the following courses offered by the Department of Psychology with a study load as indicated:

BAM-AOP3	Human error	5 EC
BAM-AOP4	Social influence in organisations	5 EC
BAM-AOP5	Workmotivation	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-HG7	Perception	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

The following courses mentioned in Article 3.3.1, and Article 3.5.1 and Article 3.5.2 contain, in addition to teaching in the form of lectures, a practicum in the form and size as indicated:

BAM-07	Exercises and assignments	140 hours
BAM-11	Exercises and assignments	140 hours
BEM-CD1	Exercises and assignments	140 hours

The examination of a course mentioned in Article 3.3, Article 3.5.1, and Article 3.5.2 cannot be taken before the related practicum is successfully completed in the same academic year as or the academic year preceding the examination of the course.

For the following courses the successful completion of the practicum is considered equivalent to passing the examination of the course: BAM-07, BAM-11 and BEM-CD1.

Courses offered in the differentiation component of the Major as listed in Artikel 3.3 can count toward the requirements for the Free-Choice Minor.

The courses offered in the Free-Choice Minor as listed in Article 3.5.2 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 count toward the requirements for the Major.

Examinations of the courses listed in Article 3.3, Article 3.5.1, and Article 3.5.2 are taken in written form, with the exception of BEM-LS, which can also be taken orally.

Article 3.6 Equivalencies

The courses listed below under 'Current code' cannot be taken by students who have, in an earlier academic year, successfully completed the corresponding courses listed under 'Previous code'.

Current 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 excellence programme

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

Ba2-HO1	Honours research seminar	2 EC
Ba2-HO2	Honours theoretical seminar	2 EC
Ba2-HO3	Honours thematic meetings	4 EC
Ba2-HO4	Honours research internship	7 EC

2. The courses' load of a total of 15 EC is in addition to the regular post-propedeutical programme of 120 EC.
3. The following courses mentioned in Article 3.7.1 contain a practicum in the form and size as indicated:

Ba2-HO1	Exercises, assignments and papers	56 hours
Ba2-HO2	Exercises, assignments and papers	56 hours
Ba2-HO3	Exercises, assignments and papers	112 hours
Ba2-HO4	Exercises, assignments and papers	196 hours

The examination of a course mentioned in this Article cannot be taken before the related practicum is successfully completed in the same academic year as the examination of the course.

For the following courses, the successful completion of the practicum is considered equivalent to passing the examination: BE2-HO1, BE2-HO2, BE2-HO3 and BE2-HO4.

Admissible to the excellence programme are those students who have passed the propedeutical exam in their first year of study. Admissible students 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.

Selected students follow all courses of the academic excellence programme mentioned in Article 3.7.1. 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 before passing courses BE1-08 and BE1-09;
 - c. Course BE2-09 before passing courses BE1-08 and BE1-09;
 - d. Course BE2-12 before passing courses BE1-08, BE1-09 and BE2-09 (grade \geq

- 5.0);
 - e. Course PSBE3-BT (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 Regulation: access to the post-propedeutical phase of the programme for students without the propaedeutical certificate is restricted to the compulsory component of the major, as described in Article 3.2.
 3. 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 the following requirements are met:
 - a. At least a course load of 45 EC, chosen from the courses mentioned in Article 2.1, has been successfully completed;
 - b. The courses BE1-01 and BE1-08 have been successfully completed.

Access to the post-propedeutical phase of the programme is restricted to the compulsory component of the major, as described in Article 3.2.

Paragraph 5 Admission

Article 5.1 Language

1. Students should be able to show that they have sufficient knowledge of the English language. The following qualifications are accepted as sufficient proof of mastery:
 - a. a preparatory scientific education degree, Dutch "VWO" or equivalent including the English language;
 - b. a TOEFL test outcome of greater than or equal to 237 (computer based) or greater than or equal to 580 (paper based) or greater than or equal to 92-93 (internet based);
 - c. an IELTS test outcome greater than or equal to 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. English as a first language;
 - g. a secondary or higher education diploma issued by an English-language institution.

RULES AND REGULATIONS
Of the Examinations Committee of the Bachelor of Science
degree programme
in Psychology for academic year 2011-2012
(May 16th 2011)

Article 1 – Applicability

These Rules and Regulations apply to the examinations provided by 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 ... 2011.
- 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 7.10.2 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 examinee will be failed.
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.

Note: when determining the predicate 'cum laude' in subsection 1 and 2 of this section only those courses which form part of the degree programme will be considered. Examinees who have followed more courses than needed for the

degree programme must when requesting a final assessment indicate clearly which courses qualify for the degree programme. The other courses that have been successfully completed will be listed under the heading 'Additional courses'.

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: this subsection applies to all courses and exams that are taken by the student during or in the scope of the programme, being part of, or not, of the exam programme, since the predicate refers to intellectual as well as ethical excellence.

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 subsection 1, as far as possible no examinations will be planned concurrently.
3. Changes to a time as referred to in subsection 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 the latest on the fourth working day before the day when the particular course begins or the particular examination will be held.
 - b. Registration for practicals occurs at the latest on the 11th working day before day that the practical begins. In individual cases the registration for a practical may be done later if necessitated by the temporal order of the admission procedure.
5. Due to the production of exams with seat allocation no registration can be done after the closure of the period for registration by means of ProgressWWW.
6. Registration for an oral examination is not done via the ProgressWWW system but by means of a personal appointment with the examiner.
7. For modules that have a practical according to applicable articles of the Examination Regulations, where the practical is a condition for, or a part of, the examination, or is the examination, examinees have the obligation to end the registration in the case of non-attendance, not later than at the moment the possibility of registration closes. Students who do not comply will only be admitted at the following occasion of the module if there is sufficient capacity.
8. In exceptional circumstances, the Examinations Committee may depart from the provisions of the previous subsections with regard to the place and time of registration.

9. Registration for the propaedeutic examination will proceed automatically, as soon as all modules of the programme are finished successfully. The examinee will receive an invitation for the next possibility to receive the degree certificate.
10. Examinees are invited to register for the final examination when handing in the thesis. If or as soon as it is clear that the prerequisites of the final exam are fulfilled the examinations committee will notify in writing the examinee within 20 working days, mentioning the examination date and the date of the diploma presentation. The examinee will receive an invitation to attend at least five working days before the date of the diploma presentation.
11. An examinee who wants to complete additional modules before registering for the final exam, or to resit a passed module, has to notify the examination committee of this plan when registering for the final examination.

Note: ad 2) the first exam is the first exam for a course given in an academic year. If this is a third time the exam will be taken, the examinee is not automatically registered.

Ad 8 and 9) the dates and deadlines of the propaedeutic and 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 4.1.3. 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 may be obtained before the module(s) is/are to be followed. Approval of (already finished) modules will only be granted if these modules meet the requirements of valid free-choice minor modules: only a package with university modules that do not overlap with modules in the programme's propaedeutic or major phase, and that contains at most 10 EC of modules at propaedeutic level of a non-psychology programme, will be approved.
3. The examinations committee decides within a month after receiving the request, notifying the examinee in writing.

Note: All third-year modules of the programme, with the exception of some practicals in the specialization minor, as mentioned in the Examination Regulations, are eligible and automatically approved for a free-choice minor package. 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 ("broadening" minors) of the University of Groningen. Examinees who select their own minor packages that contain courses not provided by the BSc-psychology programme have to request approval. 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.

1. 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 passport, driver's license or the like, which is mandatory for people of 14 years and older in The Netherlands. In that case the examinee has to show the student card afterwards to the examiner as soon as possible. If an examinee cannot identify him/herself this means that the examination will be declared invalid and the examinee will have to leave the room. In the case of examinations with many examinees it may be practically impossible to control each examinee present. However, participation does not imply validity of the examination. This means that afterwards, before the results become final, a result still may be declared invalid if it appears that it is based on an illegitimate participation, for instance due to non-registration as stipulated in Article 8 of these Rules and Regulations.

2. An examinee who arrives late for an examination may be banned from participation by the examiner.

Note: in practice a student will be granted access as long as no participating student did leave the room, with a maximum of half an hour for a 2-hour or longer exam, or proportionately shorter for shorter exams.

3. 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.

4. During an examination, only those documents provided or approved by or on behalf of the examiner are permitted.

5. Examinees may only leave the room where the examination is taking place with the permission of the examiner or invigilator.

6. Examinees who have not registered for the examination or final assessment may not participate in the examination. The examiner, or his or her representative, may banish that person from the examination hall.

Note: see also the note added to subsection 2 of this article.

7. If an examinee ignores one or more of the directions referred to in subsection 4, or acts without permission as referred to in subsections 5 and 6, may be banned from further participation in the relevant examination by the Examinations Committee or the examiner.

8. 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.

9. Exclusion as referred to in subsection 2, 3, 7 or 8 means that no result will be provided for that examination.
10. Practicals are a prerequisite for, or a part of an exam, as stipulated in the Examination Regulations. The following rules of order are applicable:
11. Attending practicals is obligatory, as stipulated in the Examination Regulations.
12. Student who do not attend or are too late, fail to meet this obligation.
13. Students may miss one session per block, provided they have announced this beforehand and there is a proven situation of Force Majeure.
Note: that means that "just being absent", or being absent due to a holiday, a celebration or another situation without Force Majeure will not be accepted.

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 fraud during or in connection with an examination or final assessment, the Examinations Committee is authorised to exclude the examinee from further participation in the examination in question and/or from one or more exams or final assessments of the institution for a period of no more than one year after the discovery of the fraud, or impose another suitable measure.
 In case of serious fraud the committee can propose the board of the university to permanently ban the examinee as a student of the programme.
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 a measure within the meaning of subsection 2; the examinee and the examiner will be informed of the decision in writing.
8. A measure means that no result will be recorded for the examination or final assessment referred to in subsection 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 the ‘Bachelor’s thesis’ 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 ‘Research methodologies: practical’ and ‘Bachelor’s thesis’ are exceptions – they will be assessed with a mark. The assessment of the ‘Bachelor’s thesis’ may also be expressed with a half (x.5) on condition that the assessment does not fall outside the series 1 to 10, and is not 5.5.
8. Examinees will be graded if during an examination the questions were handed to them, or they attended minimally one practical session. No grade will be given if the participation in the examination or practical was illegitimate, or a measure due to fraud is imposed.

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”.

Ad 8) The rules for practicals that were successfully finished in a previous academic year, as stipulated in the Examination Regulations, remain valid; as well as exemptions that are granted.

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 subsection 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 7.8 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 7.8.2 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 subsection 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 subsections 2 and 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

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- 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 2011.

As decreed by the Examinations Committee of the Bachelor's degree programme in Psychology on May 16th 2011.

11. Student charter

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: Visserstraat 49, 9712 CT Groningen, the Netherlands

Postal address: Visserstraat 47-49, 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 47-49, 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/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

Opening hours: Monday – Friday 12 - 4 p.m.

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 (please refer to your studentnumber)

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