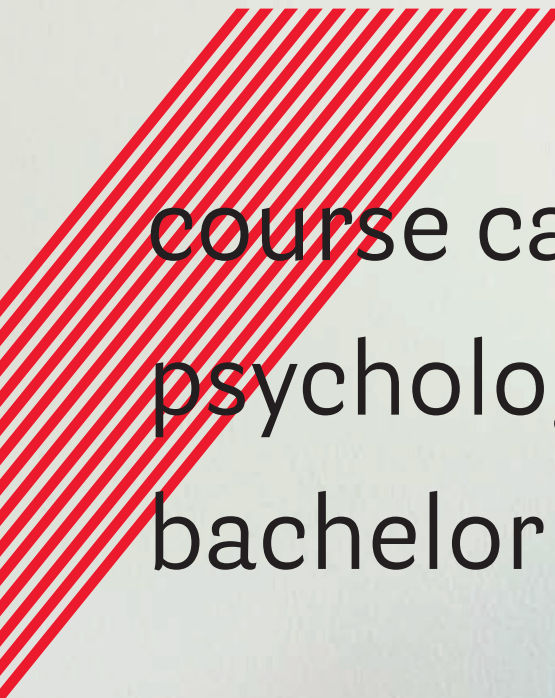




university of
 groningen

faculty of behavioural
and social sciences

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course catalogue 2014/2015

psychology

bachelor programme



Contents

Part I – General Information

1. The Bachelor of Science in Psychology in Groningen	4
1.1 Aim of the Programme.....	4
2. Dates and timetables	5
2.1 The academic year.....	5
3. Structure of the programme	7
3.1 The Major.....	7
3.2 The Minor.....	7
3.3 Honours College and Psychology Programme of Excellence	8
3.4 Types of Courses	8
4 Study Progress: rules and procedures	9
4.1 Binding Study Advice (in Dutch “Bindend Studie Advies” or BSA).....	9
4.2 Mandatory course sequences	9
4.3 Exemptions	10
4.4 Registration for courses and Exams	10
4.6 Exam Results.....	11
4.7 Objections, appeals and complaints	11
4.8 Propaedeutical exam	12
4.9 Bachelor's exam and Diploma Ceremony	12
5 Organizational structure of the Psychology programme	14
5.1 The Faculty board	14
5.3 The Department of Psychology	14
5.4 Committees	14
6 Practical information	16
6.1 Means of communication	16
6.2 Costs of Course Materials.....	16
6.3 Studying Abroad.....	16
6.4 Information activities.....	16
7 Student services	18
7.1 Student Services Desk (Onderwijsbalie)	18
7.2 Academic advisors.....	18
7.3 Library Services	18
7.4 Computers and the ICT Service Desk	19
7.5 Statistical Consulting.....	19
7.6 Readers and Copy Services	19
7.7 International Office	19
7.8 Student Organization (VIP)	19
8 Faculty Contact Information	20
9 Map of the faculty	22
10 The First Year – propaedeutic phase.....	23
10.1 Aims of the Propaedeutic Phase.....	23
10.2 Overview of the first year's programme.....	23
11. The Second Year	25
11.1 Aims of the second year.....	25
11.2 Overview of the second year programme	25
12. The Third year.....	27

12.1	Aims of the third year	27
12.2	Programme.....	27
12.3	The minor package	27
12.4	The differentiation package	27
12.5	The Bachelor thesis	27
12.6	The list of courses in the third year	28
12.7	Year overview	30
13.	Description of the individual courses	31
14.	Teaching and Examination Regulations (OER)	80
15.	Teaching and Examination Regulations (OER) – Programme	103
16.	Rules and Regulations	112
17.	Student charter	121
18.	Addresses Central bodies University of Groningen	123
19.	Code of Conduct.....	126
	Appendix: adaptations Study Guide as from July / August 2014	127

1. The Bachelor of Science in Psychology in Groningen

Welcome

to the Bachelor of Science in Psychology programme in Groningen.

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.

This study guide 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://myuniversity.rug.nl/infonet/studenten/regelingen-klacht-inspraak/regelingen/2014-2015>)
- Teaching and Examination Regulations (OER), (chapter 9)
- Rules and regulations (chapter 10)
- Code of conduct (chapter 14)

All students who enrolled in the Psychology programme in Groningen are expected to be familiar with these rules. If unclear or inconsistent information is provided, even in this catalogue, then the formal rules always have priority.

1.1 Aim of the Programme

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.

1.2 Aim of the Study guide

This Study guide 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).

2. Dates and timetables

2.1 The academic year

The academic year consists of two semesters. 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 each block. Re-sits are held in the third week after the exams.

Semester 1						
Block 1a			Block 1b			
1 week	7 weeks	2 weeks	2 weeks	1 week	5 weeks	2 weeks
Start week	Lectures	Exams	Lectures	Re-sits	Lectures	Exams

Semester 2									
Block 2a				Block 2b					
2 wk	1 wk	5 wk	2 wk	2 wk	1 wk	5 wk	2 wk	1 wk	2 wk
Lectures	Re-sits	Lectures	Exams	Lectures	Re-sits	Lectures	Exams	Break	Re-sits

2.2 Dates

Semester 1:	1 September 2014 - 30 January 2015
Block 1a:	Study start week
	1 September 2014 – 5 September 2014
	Lectures
	8 September 2014 – 24 October 2014
	Exams
	27 October 2014 – 7 November 2014
Block 1b:	Lectures
	10 November 2014 – 21 November 2014
	Re-sits block 1a
	24 November 2014 – 28 November 2014
	Lectures
	1 December 2014 – 16 January 2015
	Exams
	19 January 2015 – 30 January 2015

Semester 2:	
Block 2a:	Lectures
	2 February 2015 – 13 February 2015
	Re-sits block 1b
	16 February 2015 – 20 February 2015
	Lectures
	23 February 2015 – 27 March 2015
	Exams
	30 March 2015 – 10 April 2015
Block 2b:	Lectures
	13 April 2015 – 24 April 2015
	Re-sits block 2a
	28 April 2015 – 1 May 2015
	Lectures
	4 May 2015 – 5 June 2015
	Exams
	8 June 2015 – 19 June 2015
	Re-sits block 2b
	29 June 2015 – 10 July 2015

2.3 Holidays in 2014 – 2015

No lectures or examinations will be held on the following dates:

aa

Winter Break	Monday 22 December 2014 – Friday 2 January 2015
Good Friday	Friday 3 April 2015
Easter Monday	Monday 6 April 2015

Kings Day	Monday 27 April 2015
Liberation Day	Tuesday 5 May 2015
Ascension Day	Thursday 14 May 2015
Whitsun	Monday 25 May 2015
Summer Break	Monday 13 July 2015 – Friday 28 August 2015

Apart from these holidays you are expected to be available for educational activities on weekday in the period from 1 September 2014 until 11 July 2015.

2.4 Course schedules

Course schedules can be found on our website: www.rug.nl/gmw/roosters. Dates and times may alter during the year, even at the last moment. Therefore it is strongly advised to check the schedules regularly, especially in the week before the start of a block. No rights can be derived from any errors in the course schedules.

3. Structure of the programme

Each year of the programme has a study load of 60 *European Credit Transfer System credits* (EC). The year consists of two semesters of 30 EC each.

The programme can be divided into various sub-parts. One important distinction is that between the propaedeutic phase and the post-propaedeutic phase. The propaedeutic 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 consists of 150 or 165 EC.. The Minor comprises 15 or 30 EC in the third year 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.

3.1 The Major

The first year of the Bachelor programme (the *propaedeutic 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 specialization courses, at least two of which are from the same specialization. The specializations 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.

3.2 The Minor

The third year of the programme also includes the Minor of 15 or 30 EC. 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 a *Free Choice Minor*. Students can choose 15 or 30 EC freely from courses offered in the Psychology Programme

3.3 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 enroll in second and third-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 20 EC on top of the 120 EC of the regular second and third 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 Nestor.

3.4 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.

Practicals: Many courses, or parts thereof, take the form of practicals, 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.

Each course will be offered once every year. The amount of EC is determined before the start of a course. For some courses, assignments, essays or presentations are mandatory and as such part of the exam.

4 Study Progress: rules and procedures

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

Students who start or started the programme in 2011-2012 or later 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. During their first year in the programme they must pass for at least 45 out of 60 ECs from the propaedeutic phase (i.e., the first-year courses). Failing to do so results in 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 exclusion from the programme (*binding study advice*).

Students who nevertheless want to re-enroll 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 RUG website. Here, you can also find information about how to appeal a BSA.

Students with exceptional conditions (e.g. dyslexia, family problems) due to which they may fail to collect 45 EC, are advised to make an appointment with an academic advisor.

4.2 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 hold:

In order to register for:	You first need to pass:
Second year courses	Propaedeutical exam (P) or (provisional) positive BSA (+B)
Test Theory (<i>PSBE2-06</i>)	P or +B with Statistics IA (<i>PSBE1-08</i>) and/or Statistics IB (<i>PSBE1-09</i>)
Statistics II (<i>PSBE2-07</i>);	P or +B with Statistics IA (<i>PSBE1-08</i>) and Statistics IB (<i>PSBE1-09</i>), or one passed and at least a grade 5 on the other course.
Statistics III (<i>PSBE2-12</i>) Research Practicum (<i>PSBE2-09</i>)	P or +B and 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>)
All third year courses	Propaedeutical exam (P)
Bachelor Internship (<i>PSB3E-SI</i>)	Clinical Psychology (<i>PSBE2-22</i>), Psychology in the workplace (<i>PSBE2-03</i>), Social environment and

	behaviour (<i>PSBE2-04</i>), Theory of Science (<i>PSBE2-05</i>), Communications and diagnostic skills (<i>PSBE2-11</i>), Career perspectives (<i>PSBE2-13</i>) and of of the following two courses: Cognitive psychology (<i>PSBE2-23</i>) and Introduction to Clinical neuropsychology (<i>PSBE2-24</i>) (or the former combined course <i>PSBE2-21</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>)

4.3 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. For the Bachelor Thesis no exemption will be granted.

4.4 Registration for courses and Exams

!Registration for courses and exams is mandatory!

Registering 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/>). First-year students will be registered for the courses (and exams) of the first semester by the Student Service Desk.

New in 2014-2015

As soon as you successfully register for a course, you are also registered for the first exam opportunity for that course. If you fail or do not attend, you are automatically registered for the resit. Only if you want to redo a passed exam, e.g., to get a better grade, you have to let yourself register by the Student Service Desk.

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/roosters>

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.

4.5.1 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.

[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.]

4.6 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.

4.7 Objections, appeals and complaints

Examinations

When you don't agree with the result of an exam or a decision regarding examination, you can send an appeal to the examinations committee.

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 an 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 six weeks after the formal decision. You can find the corresponding procedure explained on the following site:

<http://www.rug.nl/studenten/regelingen/klachtenBezwaarBeroep>

Programme

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.

Other matters

In case you have complaints and/or questions regarding *other matters* (discrimination, discourteous treatment, stalking etc.) you can get in touch with the RUG Confidential Advisor, Vlisserstraat 47-49, 9712 TC Groningen, Phone: 050 363 5435. You can also visit the Central Portal for the Legal Protection of Student Rights (CLRS): <http://www.rug.nl/education/laws-regulations-complaints/>

4.8 Propaedeutical exam

Upon successful completion of the first-year programme a “propaedeutical” 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.

4.9 Bachelor's exam and Diploma Ceremony

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 enroll for an additional year.*

5 Organizational structure of the Psychology programme

5.1 The Faculty board

The Department of Psychology is part of the Faculty of Behavioural and Social Sciences. The faculty is managed by the Faculty Board, which includes the dean (Prof dr. H.A.L. Kiers) , vice-dean (Prof. dr. M.C. Timmerman), portfolio Finances (Dr. R.J. Landeweerd), and an advisory student member.

5.2 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.

Contact in general: faculteitsraad.gmw@rug.nl; Contact SVGMW: svgmw@rug.nl; Contact PSB: psb.gmw@rug.nl

5.3 The Department of Psychology

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 Educational Committee.

Director of teaching Psychology: Prof. dr. K.A. Brookhuis

Secretariat: Mw. S.E.A. Heimink-Groot

Daily coordination of the bachelor programme: Dr. F.J.J.M. Steyvers

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: 050 363 6314 (porter's desk).

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

5.4 Committees

Educational Committee

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

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 Propaedeutic 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 study guide.

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.

Chairperson: Dr. M.E. Timmerman

Secretary: Dr. F.J.J.M. Steyvers

Secretariat: Ms. J.M. Baan

6 Practical information

6.1 Means of communication

The Psychology programme uses different media to communicate with its students. These are:

Email: your RUG account, which can be accessed at: <http://googleapps.rug.nl>

Letters: to the address as known by the RUG through studielink

Nestor: the digital learning environment: <http://nestor.rug.nl>

ProgressWWW: The system for enrollment in courses and exams: <http://www.progresswww.nl/rug>

To ensure for yourself that you don't miss any important information, it is very important to check these media regularly. Make sure to log on to Nestor regularly, so you catch up on the latest course announcements. Make sure you keep your mail address up to date. Important letters are sent by regular mail.

6.2 Costs of Course Materials

The costs of course materials (i.e., books, readers, etc.) are €600,- during the propaedeutic programme (first year) and about €1000,- 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 (propaedeutic, post-propaedeutic or Master) therefore has a cost 'ceiling' of € 720,- 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 Desk.

6.3 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 - 5:00 pm

6.4 Information activities

During the academic year various information activities are being organized. In the table below, you will find an overview of all of the regular information activities. In the introductory lectures, relevant and practical information for the upcoming academic year is being presented. There is

also information about important changes in the study programme, rules or procedures. 'Master Your Talent' is an information session for third-year Bachelor students who want to know more about the different Master programmes and other options for further education. When major changes in the study programme occur, an information event will always be organized.

Event	Period	Announcement
1 st years introduction lecture	Early September	Invitation through: www.rug.nl/psy/start_up_info
2 nd years introduction lecture	Early September	<ul style="list-style-type: none"> - Invitation through e-mail - Announcement in Nestor - Announcement on the information screens - Announcement through: www.rug.nl/psy/start_up_info
3 rd years introduction lecture	Early September	<ul style="list-style-type: none"> - Invitation through e-mail - Announcement in Nestor - Announcement on the information screens - Announcement through: www.rug.nl/psy/start_up_info
Master your Talent	November and March	<ul style="list-style-type: none"> - Announcement in Nestor - Announcement on the information screens - Announcement through: www.rug.nl/masteryourtalent - Announcement on posters in the Faculty

7 Student services

7.1 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: 050 363 6301

For questions, first visit: www.rug.nl/gmw/vraagenantwoord

Hours: Monday - Friday, 9:00 am – noon, 13:00 pm - 17:00 pm

7.2 Academic advisors

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 advisors:

- Dr. L. (Laura) Ballato: E-mail: l.ballato@rug.nl Room: Heymans 0023 Tel.: 050 363 7066
Office hour: Tuesday and Thursday 11:00 am - 12:00 pm
- Dr. L. (Libbe) Kooistra: E-mail: libbe.kooistra@rug.nl Room: Heymans 0007
Tel.: 050 363 6773
Office hour: Wednesday 11:00 am – 12:00 pm
- Drs. B.M.A. (Berber) Munstra: email: b.m.a.munstra@rug.nl Room: Heymans 0009
Tel.: 050 363 6453
Office hour: Monday and Friday 11:00 am – 12:00 pm
- Mw. I. (Inge) Cnossen, MSc.: email: i.cnossen@rug.nl Room Heymans 0017
Tel.: 050 363 6680
Office hour: Monday and Friday 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.

7.3 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: <http://myuniversity.rug.nl/infonet/studenten/bibliotheek/diensten/bibgmw/>

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. During holiday periods, opening hours are different.

7.4 Computers and the ICT Service Desk

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 (ground floor), Room 50 A
Opening hours: 8:30 am – 17:00 pm
E-mail: citservicedesk@rug.nl
Phone: 050 363 3232

7.5 Statistical Consulting

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

Methodologiewinkel
Grote Rozenstraat 19, Room 0113 (first floor)
Phone: 050 363 6190
e-mail: methodologiewinkel@rug.nl

Hours: Monday – Friday, 13:00 pm – 17:00 pm

7.6 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

Phone: 050 363 6228

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

7.7 International Office

When you have questions on becoming an exchange student or studying abroad, you can contact the International Office at room Heymans 0025 (ground floor).

Phone: 050 363 6559

Opening hours: Monday – Friday 9:30 am – 11:30 am

7.8 Student Organization (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

Phone: 050 363 6323

8 Faculty Contact Information

Phone	Name	Office hour	Office
363 6406	Akyürek, dr. E.G.	Tues	10.00-12.00 0255 H
363 8239	Albers, dr. C.J.	Wed	09.00-11.00 0181 H
363 6479	Bockting, prof. C.L.H.	Thurs	12.00-14.00 0320 H
363 6772	Brookhuis, prof. K.A. 4	Fri	10.00-12.00 0203 M
363 7608	Bouman, dr. T.K.	By appointment	0306 H
363 6486	Dalley, dr. S.E.	Wed	14.00-16.00 0414 HV
363 6457	Dehue, prof. G.C.G	By appointment	0165 H
363 6338	Derksen, dr. M.	Mon	13.00-15.00 0163 H
363 8729	Dijkstra, prof. A.	Wed	09.00-11.00 0418 HV
363 7034	Donofrio, dr. S.M. 1	Tues	15.00-17.00 0209 H
363 6366	Egberink, dr. I.	By appointment	0176 H
363 6457	Eijbergen, prof. R. van	By appointment	0457 H
363 7632	Epstude, dr. K.	Thurs	11.00-13.00 0409 H
363 6395	Gordijn, prof. E.H.	Tues	10.00-12.00 0414 H
363 8299	Greijdanus, H.J.E., MSc. 9	By appointment	0231 H
363 9421	Groen, dr. Y. 6	Tues	15.00-17.00 0370 H
363 6424	Heesink, dr. J.A.M.	Mon	10.00-12.00 0486 H
363 7609	Hout, dr. W.J.P.J. van	Tues	12.00-14.00 0304 H
363 6764	Huntjens, dr. R.J.C.	Wed	10.00-12.00 0331 H
363 6348	Jolij, dr. J.	Fri	10.00-12.00 0281 H
363 6403	Jong, prof. P.J. de	Fri	15.30-17.30 0312 H
363 6463	Jong, prof. R. de	Mon	09.00-11.00 0268 H
363 6384	Johnson, prof. A.	Tues	13.00-15.00 0270 H
363 6461	Keizer, dr. K.E.	Wed	11.00-13.00 0449 H
363 6342	Klavina, dr. L.	Wed	09.00-11.00 0239 H
363 6236	Leander, dr. N.P.	By appointment	0473 H
363 6376	Lorist, prof. dr. M.M.	By appointment	0262 H
363 6407	Meere, prof. dr. J.J. vd	By appointment	0368 H
363 6339	Meijer, Prof. R.R.	By appointment	0180 H
363 7021	Morey, dr. R.D.	By appointment	0169 H
363 6450	Nauta, dr. M.H.	Wed	13.00-15.00 0325 H
363 6754	Nieuwenstein, dr. M.R.	Tues	13.00-15.00 0257 H
363 4722	Ostafin, dr. B.D.	Woe.	13.00-15.00 0317 H
363 7901	Romeijn, J. M.Sc. 3	By appointment	0212 H
363 6630	Rot, dr. M. aan het	Wed	09.00-11.00 0315 H
363 6290	Rijn, dr. D.H. van	Tues	10.00-12.00 0276 H
363 6778	Sarampalis, dr. A.	Mon	14.00-16.00 0285 H
363 7904	Scheibe, dr. S.	Volgens afspraak	0471 H
363 6244	Schleim, S. MA	By appointment	0179 H
363 7993	Steenbeek, dr. H.W.	Mon	13.30-15.30 0384 H
363 6482	Steg, prof. E.M.	Wed	09.00-11.00 0476 H
363 6782	Steyvers, dr. F.J.J.M. 5	Mon	09.00-11.00 0207 H

363 6509	Stroebe, dr. K.E.	By appointment		0425 H
363 6953	Tendeiro, drs. J.N.	Wed	15.00-17.00	0185 H
363 9164	Tucha, Prof. O.M.	By appointment		0360 H
363 9165	Tucha-Mecklinger, dr. L.I.	By appointment		0373 H
363 6454	Vries, dr. P.H. de 7	Mon	09.30-11.30	0273 H
363 6761	Waard, dr. D. de	By appointment		0205 M
363 7617	Wessel, dr. J.P.	Wed	09.00-11.00	0314 H
363 6466	Wijers, dr. A.A.	Wed	13.00-15.00	0260 H
363 6187	Zacher, dr. H.	Tues	14.00-16.00	0479 H
363 6511	Zomeren, van, dr. M.	By appointment		0406 H

- 1 Internationalization coordinator
- 2 Alumni coordinator
- 3 Assistant director of Teaching
- 4 Director of Teaching
- 5 Programme coordinator
- 6 1st-year coordinator
- 7 2nd-year coordinator
- 8 3th-year coordinator - Vacancy
- 9 Coordinator Bachelor thesis

Programme: The First Year

Dr. F.J.J.M. (Frank) Steyvers

e-mail: F.J.J.M.Steyvers@rug.nl

Room Heymans 0207

Tel: 363 6782

Office hour: Monday 9.00 am- 11.00 am

The Propaedeutic Phase

Coordinator: Various coordinators

Programme: The Second Year

Coordinator: Dr. P.H. (Pieter) de Vries

e-mail: p.h.de.vries@rug.nl

Room Heymans 0273

Tel: 363 6454

Office hour: Monday 09.30 am-11.30 am

Programme: The Third Year

Coordinator: Dr. K.E. Keizer

e-mail: k.e.keizer@rug.nl

Room Heymans 0449

Tel: 363 6461

Office hour: Wednesday 11.00 am – 13.00 am

Bachelorthesis coordinator: H.J.E. (Hedy) Greijdanus, MSc

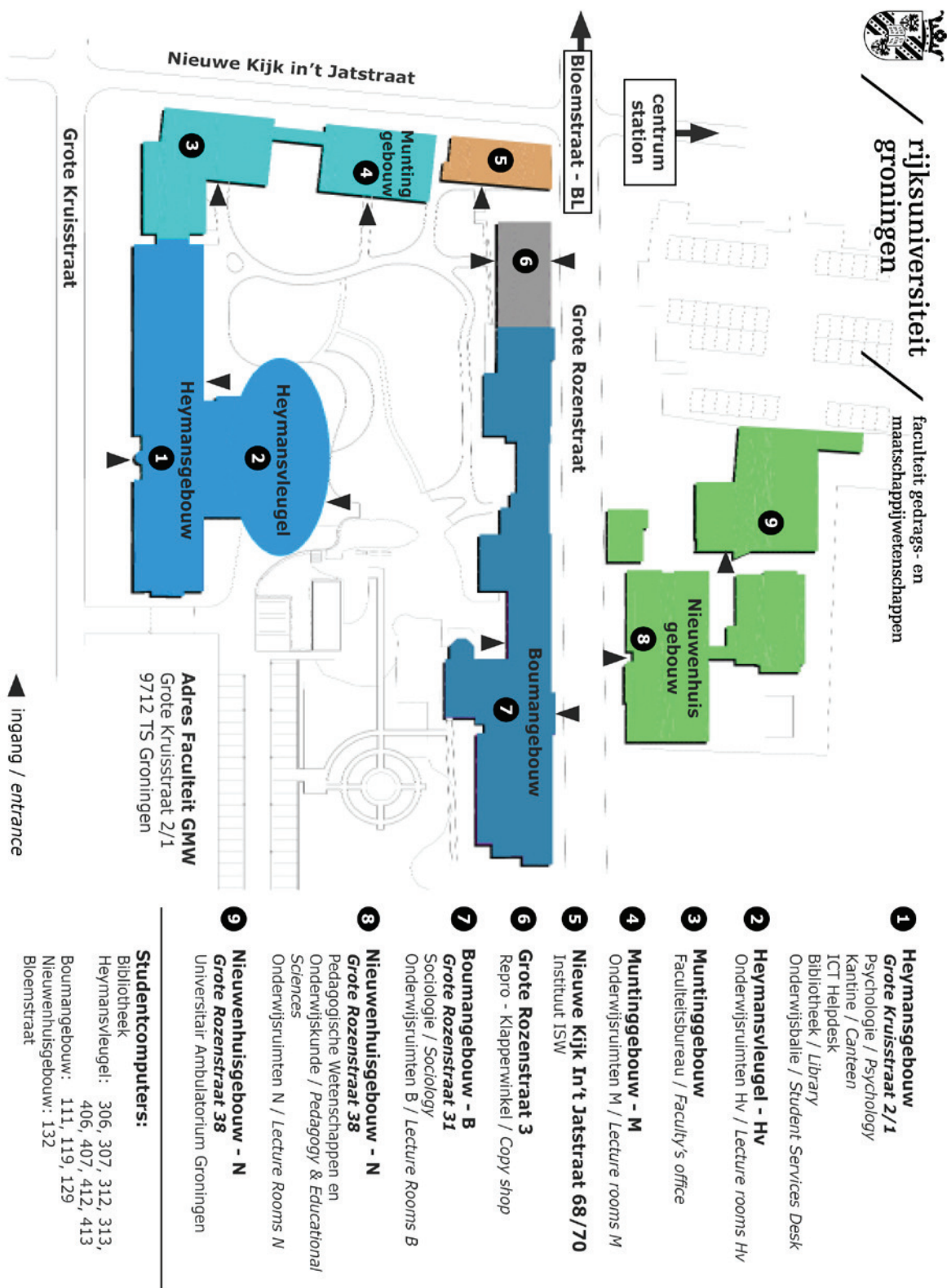
e-mail: h.j.e.greijdanus@rug.nl

Room Heymans 0231

Tel: 363 8299

Office hour: By appointment

9 Map of the faculty



10 The First Year – propaedeutic phase

Coordinator: various coordinators

10.1 Aims of the Propaedeutic Phase

The aims of the propaedeutic phase are:

1. To acquire an introductory overview of:
 - a the foundations of psychology
 - b and her methods and techniques
2. To acquire an orientation on the discipline:
 - a where it concerns research
 - b where it concerns working as a professional in the field
3. To improve the reflective abilities of the student

10.2 Overview of the first year's programme

Semester I		Semester II	
Block Ia	Block Ib	Block IIa	Block IIb
Introduction to psychology (PSBE1-01) 5ec	Psychology : history and application (PSBE1-26) 5ec	Developmental psychology (PSBE1-03) 5ec	Personality and individual differences (PSBE1-05) 5 ec
Statistics-Ia (PSBE1-08) 5ec	Statistics-Ib (PSBE1-09) 5ec	Social and cross-cultural psychology (PSBE1-02) 5ec	Biopsychology (PSBE1-04) 5ec
		Intervention and dialogue: communication skills and group dynamics (PSBE1-10) 5 ec	
Introduction to research methods (PSBE1-24) 7,5ec			
Academic Skills (PSBE1-25) 7,5ec			

Block	code	course	EC
Block 1a	PSBE1-01	Introduction to psychology	5
Block 1a	PSBE1-08	Statistics 1a	5
Block 1b	PSBE1-26	Psychology: history and application	5
Block 1b	PSBE1-09	Statistics 1b	5
Block 2a	PSBE1-02	Social and cross-cultural psychology	5
Block 2a	PSBE1-03	Developmental psychology	5
Block 2b	PSBE1-05	Personality and individual differences	5
Block 2b	PSBE1-04	Biopsychology	5
Block 2a and b	PSBE-1-10	Intervention and dialogue	5

Block 1a/b and 2a/b PSBE1-24	Introduction to research methods	7,5
Block 1a/b and 2a/b PSBE1-25	Academic Skills	7,5

Transition regulation for students of cohort 2013-2014

Students who haven't passed PSBE1-06 History of Psychology or PSBE1-07 Applied Psychology, have one extra chance to pass one of these courses during the exam period in block 1a (October 27th 2014 – November 7th 2014). When they do not pass this resit, they must follow PSBE1-26 Psychology: history and application in block 1b.

11. The Second Year

Coordinator: Dr. P.H. de Vries, phone: 363 6454

11.1 Aims of the second year

The aims of the second year are:

1. To acquire an overview of the most important application fields in psychology and the methods and techniques of the academic practice of psychology. Learning theory and skills for designing, setting up and carrying out psychological research.
2. Deepening of professional skills and acquiring further knowledge on career perspectives and the next part of the program.

11.2 Overview of the second year programme

All courses in this year are compulsory, with the following exception: students must follow either Cognitive Psychology or Introduction to Clinical Neuropsychology as a compulsory part of their second year. Additionally they can follow the other course during their third year.

Block 1a	PSBE2-06	Test theory	5
Block 1a	PSBE2-23	Cognitive psychology	5
Block 1a	PSBE2-24	Introduction to clinical neuropsychology	5
Block 1a and b	PSBE2-07	Statistics 2	5
Block 1a and b	PSBE2-11	Communication and diagnostic skills	5
Block 1b	PSBE2-22	Clinical psychology	5
Block 1b	PSBE2-03	Psychology in the workplace	5
Block 2a	PSBE2-04	Social environment and behaviour	5
Block 2a	PSBE2-08	Research methods: theory and ethics	5
Block 2a and b	PSBE2-09	Research practicum	5
Block 2a and b	PSBE-2-12	Statistics III	5

* For your second year you must choose BE2-23 or/and BE2-24. During your third year you can

Semester I		Semester II	
Block 1 a	Block 1 b	Block 2 a	Block 2 b
Test theory (PSBE2-06) 5EC	Psychology in the workplace (PSBE2-03) 5 EC	Social environment and behaviour (PSBE2-04) 5 EC	Theory of science (PSBE2-05) 5 EC
Cognitive psychology (PSBE2-23)* 5 EC	Clinical psychology (PSBE2-22) 5 EC	Research methods: theory and ethics (PSBE2-08) 5 EC	Career perspectives (PSBE2-13) 5 EC
Introduction to clinical neuropsychology (PSBE2-24)* 5 EC			
Statistics II (PSBE2-07) 5 EC		Research practicum (PSBE2-09) 5 EC	
Communication and diagnostic skills (PSBE2-11) 5 EC		Statistics III (PSBE2-12) 5 EC	

follow the other course.

Block 2b	PSBE2-05	Theory of science	5
Block 2b	PSBE2-13	Career perspectives	5

Honours Programme

Block	code	course	EC
Block 2a/b	PSBE2-HO1	Research seminar	2
Block 1a/b and Block 2a/b	PSBE2-HO6	Research internship I	5
Block 1a/b and Block 2a/b	PSBE2-HO3	Thematic meetings	4

Transition regulation for students of cohort 2012-2013

During the Study Start Week (September 1st 2014 – September 5th 2014) a final resit for PSBE2-21 Cognitive psychology and neuropsychology took place. If you haven't passed this course, this year you will have to follow PSBE2-23 Cognitive psychology or/and PSBE2-24 Introduction to clinical neuropsychology.

12. The Third year

Coordinator: dr. K.E. Keizer, phone: 050 363 6461

Bachelor thesis coordinator: H.J.E. Greijdanus, MSc., phone: 050 363 8299

12.1 Aims of the third year

The aims of the third year are:

- 1 the preparation for the master in psychology, by differentiation courses,
- 2 concluding the academic bachelor in psychology with a bachelorthesis,
- 3 offering minor and differentiation courses for broadening and deepening.

12.2 Programme

The programme of the third year has the following parts:

- A minor package of 2x15 or 30 EC
- A differentiation package of 20 or 15 EC
- A bachelorthesis of 10 or 15 EC

12.3 The minor package

To fulfill the obligations of the minor package there are a few options:

- 1 The university minor: a package of courses from other faculties, see the website www.rug.nl/minor.
- 2 Free minor: a minor package of your own choice. For actual information see the minor on Nestor.

Free minor package requirements:

- university bachelor courses
- no propaedeutic psychology courses
- maximum 10 EC propaedeutic non-psychology courses
- no beginners courses in a language
- no courses that are part of the obligatory 1^e and 2^e year courses.

Potentially, a bachelor internship (PSB3E-SI) of 5 EC, to be organised and arranged by the student, can be done in semester 1b of year 3.

12.4 The differentiation package

Differentiation courses are listed below with a code containing the following letter combinations – IO (Industrial and organisational psychology, used to be AOP), CP (cognitive and physiological psychology), CN (Clinical neuropsychology), KP (Klinical psychology), OP (Developmental psychology), and/or SP (Social Psychology).

12.5 The Bachelor thesis

The Bachelor thesis is a practical for scientific research. The thesis is conducted in small groups, but the product, the thesis is an individual research report according to the standard (APA-format). The thesis may be started at the beginning of each semester.

12.6 The list of courses in the third year

Courses sorted to differentiation route.

All differentiation courses may serve as a differentiation course or as a minor course.

block	code	course	EC
Differentiation courses			
<i>Industrial and organisational psychology</i>			
II	PSB3E-IO09	Dynamic skills in groups	7,5
Ila	PSB3E-IO03	Personnel psychology	5
Ia	PSB3E-IO04	Current topics in organisational psychology	5
Ia	PSB3E-IO05	Teaching research in psychology	
Ia	PSB3E-IO06	Sport and exercise psychology	5
Ila	PSB3E-IO07	Organisational change	5
<i>Cognitive Psychology and Psychophysiology</i>			
Ila	PSB3E-CP02	Cognition and attention	5
Ia	PSB3E-CP03	Thinking and decision making	5
Ila	PSB3E-CP04	Human factors	5
Ilb	PSB3E-CP06	Cognitive neuroscience	5
Ib	PSB3E-CP07	Perception	5
<i>Clinical Neuropsychology</i>			
Ila	PSB3E-CN01	Clinical neuropsychology	5
Ila	PSB3E-CN02	School neuropsych.: Mind, brain and education	5
Ilb	PSB3E-CN03	Developmental neuropsychology	5
Ib	PSB3E-CN05	Gerontology	5
<i>Clinical Psychology</i>			
Ila	PSB3E-KP05	Diagnosis and assessment	5
Ia	PSB3E-KP01	Psychopathology: symptoms, classification and diagnosis	5
Ilb	PSB3E-KP06	Cognitive behavioural processes across disorders: a trans-diagnostic approach	5
Ib	PSB3E-KP07	Introduction to cognitive behavioural therapies	5
<i>Developmental psychology</i>			
Ila	PSB3E-CN02	School neuropsych.: Mind, Brain and education	5
<i>Social Psychology</i>			
Ia	PSB3E-SP01	Group dynamics	5
Ila	PSB3E-SP02	Intergroup relations	5
Ia	PSB3E-SP03	The social psychology of communication	5
Ila	PSB3E-SP04	Social cognition and affect	5
Ia	PSB3E-SP05	Interpersonal relations	5
Ib	PSB3E-SP06	Consumer and economic psychology	5
Ib	PSB3E-SP07	Social influence	5
<i>Free differentiation courses</i>			
Ib	PSB3E-M06	Human error	5
Ia	PSB3E-M15	Experimental skills	5
Ib	PSB3E-M09	Philosophy of psychology	5
I	PSB3E-M10	Teaching Skills	7,5
Ib	PSB3E-M11	Programming for psychologists	5
Ia	PSB3E-M13	Deception in clinical settings	5

Ib	PSB3E-M14	Learning: theory and practice	5
I/II	PSB3E-LT	Literature study	5
Ib	PSB3E-SI	Bachelor Internship	5
Thesis			
I/II	PSB3E-BT10	Bachelor thesis	10
I/II	PSB3E-BT15	Bachelor thesis	15

You can choose either the 10 or 15 EC Bachelor thesis. The 10 EC thesis is the regular one. The 15 EC thesis is primarily meant for those who have the ambition to become a researcher.

Honours Programme

Block	code	course	EC
Block 1a/b and 2a/b	PSBE3-HO7	Research internship II	7
Block 2a/2b	PSBE3-HO2	Theoretical Seminar	2

12.7 Year overview

Ia	Ib	IIa	IIb
Current topics in organisational psychology PSB3E-IO04		Organisational change PSB3E-IO07	
Sport and exercise psychology PSB3E-IO06		Personnel Psychology PSB3E-IO03	
Thinking and decision making PSB3E-CP03	Perception PSB3E-CP07	Cognition and attention PSB3E-CP02	Cognitive neuroscience PSB3E-CP06
Teaching research in psychology PSB3E-IO05		Human factors PSB3E-CP04	
	Gerontology PSB3E-CN05	Clinical neuropsychology PSB3E-CN01	Developmental Neuropsychology PSB3E-CN03
	Bachelor Internship PSB3E-SI	Mind, brain and education PSB3E-CN02	
Psychopathology: symptoms, classification and diagnosis PSB3E-KP01		Diagnosis and assessment PSB3E-KP05	Cognitive behavioural processes across disorders: a trans-diagnostic approach PSB3E-KP06
	Introduction to cognitive behavioural therapies PSB3E-KP07		
Group dynamics PSB3E-SP01	Learning: theory and practice PSB3E-M14	Dynamic skills in groups PSB3E-IO09	
The social psychology of communication PSB3E-SP03	Consumer and economic psychology PSB3E-SP06	Intergroup relations PSB3E-SP02	
Interpersonal relations PSB3E-SP05	Social influence PSB3E-SP07	Social cognition and affect PSB3E-SP04	
Experimental skills PSB3E-M15	Human error PSB3E-M06		
Deception in clinical settings PSB3E-M13	Philosophy of psychology PSB3E-M09		
	Programming for psychologists PSB3E-M11		
Teaching Skills PSB3E-M10			
Literature study PSB3E-LT	Literature study PSB3E-LT	Literature study PSB3E-LT	Literature study PSB3E-LT
Bachelor thesis PSB3E-BT10 / BSB3E-BT15		Bachelor thesis PSB3E-BT10 / PSB3E-BT15	

Note. The bachelor's theses (PSBE3-BT10 and PSB3E-BT15) may start in Block 1a or Block 2a and continues through Block 1b or Block 2b, respectively.

13. Description of the individual courses

Introduction to psychology

PSBE1-01

Lecturers: various instructors, dr. J. Jolij

Contact: dr. J. Jolij

Objective: Upon successfully completing this course, students:

- know the most important definitions and terms in psychology
- know the different areas of specialization within the field of psychology, and how these are interconnected
- know the most important psychological theories and their empirical support
- can put statements made about psychology, either made within the broader programme, or outside the programme, in a scientific frame of reference.

Content: This course considers behaviour from perspectives ranging from its biological substrate to social interactions. It thus covers topics from everyday cognition to major disorders, 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
4 hours of lecture

Hours per week: 4

Language: English

Assessment: written exam (multiple choice)

Literature:

- Gazzaniga, M., Heatherton, T., & Halpern, D. (2011), *Psychological Science* (4th ed.) Norton. (ISBN: 0393913368), € 53.00

Social and cross-cultural psychology

PSBE1-02

Lecturer: dr. K.E. Stroebe

Contact: dr. K.E. Stroebe

Objective: By the end of this course students:

- have insight into the many different manners in which thoughts, feelings and behaviors are influenced by others,
- understand the influence of culture on social psychological processes,
- can summarize the characteristics of, as well as knowing the main theories, research and scientists of the different areas of social psychology (e.g., social cognition, intergroup relations),
- understand social psychological concepts by relating different theories and areas of social psychology to each other,
- can apply their knowledge of social and cross-cultural psychology to analyze societal examples,
- can formulate societal implications of social and cross-cultural psychology,
- are aware of the historical development of social and cross-cultural psychology (note that this part of the course is largely covered in the lectures rather than the book).

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), attitudes (how we form/change our opinions) and social influence (when and how we are influenced by others). In the second section of this course the focus lies on the social relations between people, such as prosocial behavior (when do we help others), interpersonal relations (when and why are we attracted to others), group processes (how do we interact within groups) and intergroup relations (why do we have intergroup conflict, why are people prejudice and how do they respond to discrimination). Our behavior always takes place within a certain cultural context. Social psychological processes can help shape culture (for example via communication). Culture can also influence how certain social psychological processes take place (for example how we perceive ourselves, other individuals and groups). Throughout the course we will, where relevant, focus on cultural variations in behavior. In addition one of the lectures will focus on this theme.

EC: 5
Semester: semester II a
Format: lecture
 Lectures
Hours per week: 4
Language: English
Assessment: written exam (multiple choice)
 Written exam (multiple choice)

Literature:

- Miles Hewstone, Wolfgang Stroebe, Klaus Jonas, *An introduction to social psychology (5th edition)*, BPS Blackwell (ISBN: 978-1-4443-3544-6), € 68.00
- Reader

Developmental psychology

PSBE1-03

Lecturers: N.M.P. de Ruiter MSc.
Contact: N.M.P. de Ruiter MSc.
Objective: After the course the students:

- can think critically about developmental theories and pioneering developmental theorists,
- know the core differences between developmental theories and between pioneering developmental theorists,
- can think critically about study designs commonly used in Developmental Psychology,
- know what the advantages and disadvantages are of the different study designs used in Developmental Psychology,
- know basic concepts, classic experiments, and milestones relevant to Cognitive development and Social-emotional development,

- know the importance and the scope of the role that proximal and distal environmental factors have on development.
- Content:** This course takes a life-span and topical approach to development. Important domains of development are discussed separately, and an overview is given of how each domain develops across the relevant stages of the lifespan. During the lectures, special attention is paid to how developmental processes can be approached and understood based on different theoretical perspectives.
- EC:** 5
- Semester:** semester II a
- Format:** lecture
- Hours per week:** 2
- Language:** English
- Assessment:** 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. M.R. Nieuwenstein, dr. J. Jolij
- Contact:** dr. M.R. Nieuwenstein
- Objective:** After the course the student knows:
- the methods used in research in the field of (cognitive) neuroscience,
 - the principles underlying neural communication,
 - neuroanatomy and the principles mediating development and plasticity of the nervous system,
 - the physiological mechanisms underlying sensation, movement, learning and memory, language, consciousness, emotions, temperature regulation, sleep and waking,
 - the biological basis of depression and schizophrenia.
- Content:** This course deals with the anatomy and physiology of the nervous system, and how the nervous system enables 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
- Hours per week:** 4
- Language:** English
- Assessment:** written exam (multiple choice)
- Literature:**
- Kalat, J.W., *Biological Psychology (11th ed.)*. (ISBN: 1111831009), € 60.00

Personality and individual differences**PSBE1-05**

- Lecturer:** dr. K.E. Stroebe
- Contact:** dr. K.E. Stroebe
- Objective:** At the end of the course students can:
- define and understand the overarching concept of personality,

- summarize and have an understanding of the characteristics of the main theories, research and scientists of the different perspectives on personality (trait, biological, intrapsychic, cognitive/experiential),
- relate research findings to the different perspectives,
- indicate whether research confirms or disconfirms a certain perspective,
- provide an overall definition of a personality disorder,
- name and elaborate on the different types of personality disorders,
- evaluate the different perspectives on personality and name both strong and weak points of each perspective,
- apply their knowledge of both personality perspectives and personality disorders such that they can analyze societal examples based on (one of) the perspectives,
- formulate societal implications of the different perspectives.

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). In addition the lectures will focus on a number of main themes that are central to research on personality and individual differences (e.g., intelligence, happiness, personality disorders).

EC: 5

Semester: semester II b

Format: lecture
Lectures

Hours per week: 2

Language: English

Assessment: written exam (multiple choice)
Written exam (multiple choice)

Literature:

- Larsen, R.J., & Buss, D.M. & Wismeijer, A. (2013, 5th edition)., *Personality Psychology Domains Of Knowledge About Human Nature*. Boston: McGraw-Hill. (ISBN: 9780077145644), € 55.00

Statistics Ia

PSBE1-08

Lecturer: dr. R.D. Morey

Contact: dr. R.D. Morey

Objective: After the course, the student knows:

- how to determine and interpret the measurement scale of data,
- summary statistics to describe the central tendency and spread of data,
- graphical summaries to visually represent the central tendency and spread of data,
- summary statistics and graphical summaries to understand the association between variables,
- the basic laws of probability, and how to use them,
- how to model count data using the binomial distribution,
- how to describe the sampling distribution of the sample mean.

Content: Statistical data are the primary means by which hypothesis are tested and inferences are drawn in the sciences. When a psychologist runs an experiment to learn about memory; when a sociologist surveys people

about their social connections; and when a biologist measures how allele frequency changes over time in a population of bacteria, the results are data. Knowing how to interpreting and learn from data is critical to being a successful researcher. Statistics 1A introduces students to data: it's properties, how to describe it, how to visualize it, and an introduction to modeling data using probability theory. The knowledge gained in Statistics 1A will lay the foundation for Statistics 1B, in which students will learn the basics of statistical inference.

EC: 5

Semester: semester I a

Format: lecture, practicum
(4 hours lecture and 2 hours practicum)

Hours per week: 6

Language: English

Assessment: assignments, written exam (multiple choice)

Remarks: (Not accessible to external students)

Literature:

· *Literature will be announced via Nestor.*

Statistics Ib

PSBE1-09

Lecturer: R.M. de Vries, MSc.

Contact: R.M. de Vries, MSc.

Objective: After the course, the student knows:

- the basic logic of classical statistical inference,
- for a given basic research design, what statistical procedures to apply,
- the mechanics of simple statistical procedures for simple designs,
- the assumptions underlying these statistical procedures,
- procedures to apply if these assumptions are suspected to be false,
- how to avoid common conceptual errors about statistical inference,
- the drawbacks of classical statistical inference.

Content: In science, we are often concerned with large populations. For instance, an ecologist might wonder what proportion of the population of a particular plant is afflicted by a disease; a political scientist might wonder what proportion of people in a given country endorse a particular attitude; and a psychologist might wonder whether the population of children who would particulate in a reading intervention would increase their reading ability. In real life, however, we have to settle for small samples of from the population, because testing an entire population would be impossible. Statistics is the study of how one draws inferences from a sample, which we observe, to a population, which we cannot observe. Statistics is therefore the primary way by which scientists obtain knowledge in the sciences. Statistics 1B introduces students to foundational ideas of statistical inference: how can we test a hypothesis about populations? How can we estimate means of populations? How can we quantify our uncertainty about the population, given our sample? Statistics 1B lays the basic foundational knowledge for students to understand how statistical inference happens in actual practice.

EC: 5

Semester: semester I b

Format: lecture, practicum
 (4 hours lecture and 2 hours practicum)
Hours per week: 6
Language: English
Assessment: essay, assignments, written exam (multiple choice)
Remarks: (Not accessible to external students)
Literature:
 · Literature will be announced via Nestor.

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:
 - can identify and use basic interview skills (listen, structure, influence the course of the interview) in a psychological interview,
 - can give fellow students constructive feedback,
 - can identify how interpersonal and groups processes affect how a group functions,
 - can 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: 4
Language: English
Assessment: assignments
Remarks: (the books will be available as a package under ISBN: 9781848782594)
Literature:
 · Johnson & Johnson, *Custom edition of Joining Together: group theory and group skills (based on the 11th edition)* (ISBN: 9781782730866)
 · Young, M.E., *Learning the Art of Helping (5th edition)*. (ISBN: 9781782730866)

Introduction to research methods

PSBE1-24

Lecturers: various instructors, dr. E.F. Rietzschel
Contact: K. van der Pijl MSc.
Objective: At the end of the course the student is able to:
 - distinguish scientific thinking from pseudoscience and common sense,
 - name and explain the stages in the research process,
 - use literature,
 - name ethical guidelines in psychological research,
 - explain the meaning of: samples, populations, generalization, validity, reliability,

- determine which measurement scale is most useful in different situations,
- explain the meaning of psychological tests and other measures,
- explain which research design is best suited in different situations,
- describe the meaning of: experiment, variable, independent variable, dependent variable, effect, main effect, interaction effect, hypotheses, data, individual differences. Getting familiar with common research methods of psychology, including the basic concepts of data collection and experimentation.

Content:

This course is presented in the first semester and consists of a series of lectures, concluded with an exam, and two practicals. The lectures are given in block-Ia. In the lectures theoretical issues of research are presented and discussed. Various assignments are done in the practicals. The first practical is also in block-Ia, concurrent with the lectures. The knowledge of the theoretical part will be practiced and tested. The assignments also fit with the sister-course Academic skills. The course Introduction to Research Methods is an important basis for methodology courses in the second year and the bachelors thesis in the third.

In the second practical, in block-Ib, students are acquainted with doing research themselves and processing data themselves in studies that are presented on a computer. A supervisor will be present and will encourage cooperation, answer questions and assist with solving the study problems. The learning outcomes of the second practical are;

After the practica students know (at least) the following basic concepts of research: experiment, variable, independent variable, dependent variable, effect, main effect, interaction effect, hypothesis, data, individual differences;

- students are acquainted with five experiments from the core of research that was or is done in the department of psychology of the University of Groningen from its foundation in 1892 to date;
- students have an elementary notion of the theoretical basis of these experiments;
- students can participate in the experiments and can process the acquired data in a simple form on the level of statistics-Ia and partly -Ib;
- students can compare the processed data with the hypothesis and draw tentative conclusions about supporting or rejecting the hypothesis;

All sessions take place in the first semester. Apart from that the SONA credits to be earned are part of the course. This can be done in both semesters.

To pass this course students must:

- pass the exam;
- attend all practical sessions;
- completed the sona credits.

*EC:**Semester:*

whole year

Format:

lecture, practicum

2 hours of lecture and 2 hours of practicum (practicum combined with PSBE1-25)

Hours per week: Variable

Language: English
Assessment: practical, written exam
Remarks: This course is 7, 5 EC. (Not accessible to external students)
Literature:

- Pelham, B.W., & Blanton, H. (20013)., *Conducting research in psychology (4rd ed.)*. Wadsworth. (ISBN: 9780495598206)

Academic Skills

PSBE1-25

Lecturer: various instructors
Contact: dr. L. Klavina
Objective: After the course the students:

- can differences between scientific and pseudoscientific thinking in psychology,
- can apply critical thinking skills by recognizing and defending against fallacies in reasoning and substantiating one's statements,
- can use effective study skills to successfully study psychology as a scientific discipline,
- complete a literature review process, including formulation of a defensible thesis statement, seeking, critically evaluating and integrating information from various sources, and formulating conclusions,
- can apply APA standards when reporting information from existing sources and in formatting one's own writing,
- present the results of a literature review during a formal oral presentation,
- can reflect on their own progress and professional skills.

Content: Students develop their academic skills such as effectively finding and evaluating scientific literature and presenting the results of their scientific inquiry in the form of papers and oral presentations. Characteristics of psychology as a scientific discipline are discussed and contrasted with pseudosciences that also deal with mind and behavior. The course offers instruction and practice in accurate, clear, concise and formal writing and presenting skills. Instructed by a faculty and a student mentor students work together in small groups on developing their academic skills by reflecting on their own progress and making use of feedback from peers and mentors.

EC:
Semester: whole year
Format: practicum
Hours per week: 2
Language: English
Assessment: assignments, practical
Remarks: This course is 7, 5 EC. (Not accessible to external students)
Literature:

- Effective Writing in Psychology (2nd ed.). Boston: Wiley-Blackwell. Beins, B. C. & Beins, A. M. (2012). 9780470672440 € 24.00
- Forshaw, M. (2012), *Critical thinking for psychology. A student guide*. Chichester: BPS Blackwell. (ISBN: 9781405191173), € 19.00

Psychology: History and application**PSBE1-26***Lecturer:* dr. M. Derksen*Contact:* dr. S.E. Dalley*Objective:* After this course students can:

- recognize the main facts from the history of psychology between 1850 and 1930,
- analyze historians' interpretations of the history of psychology,
- demonstrate that psychological phenomena can be understood from different perspectives and studied at different levels of analysis,
- describe, explain and apply a self-determination perspective of motivation,
- describe, explain and apply a self-regulation perspective of health behavior,
- describe, explain and apply key constructs in positive psychology.

Content: Key episodes from the history of psychology are used to illustrate the interplay of theory, methodology, and practice in the emergence of today's psychology and its place in contemporary society. Following on from this, students are introduced to specific psychological theories that solve problems in the human environment and enhance individual and societal functioning.

EC: 5*Semester:* semester I b*Format:* lecture

Course material will be provided electronically.

Hours per week: 2*Language:* English*Assessment:* written exam (multiple choice)*Remarks:* Course material will be provided electronically.**Psychology in the workplace****PSBE2-03***Lecturer:* dr. N.P. Leander*Contact:* dr. N.P. Leander

Objective: This course offers a theoretical and practical orientation to the psychological approach to work and job design, organizations and organizational change, as well as personnel issues and human resource development. The course covers a wide range of topics, such as the impact of individual differences on work-related variables, personnel selection and evaluation, training and development, attitudes and motivation, leadership and power, group dynamics, as well as organizational structure and climate. The knowledge gained from this course is meant to be relevant and useful to your own personal and professional life.

After this course students can:

- apply psychology to human behavior in the workplace through selecting the right strategies or theories to help solve to a problem presented to them,
- explain how and why I/O psychology is both a theoretical and an applied science,
- explain what a theory is and why we need them,
- distinguish different theoretical perspectives from each other, and do so

for each topic covered,
 - interpret charts, figures, tables, and research results,
 - indicate how the results of research may (or may not) apply to real-world issues,
 - demonstrate to have general knowledge on both 'Industrial' and 'Organizational' aspects of I/O psychology.

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 well-being (work psychology), 2) employee motivation, leadership and power, as well as group processes, such as cooperation, conflict, and decision making (organizational psychology), and 3) the design and consequences of human resource policies (personnel psychology).

EC: 5

Semester: semester I b

Format: lecture

Hours per week: 4

Language: English

Assessment: written exam (multiple choice)

Remarks: A much cheaper "E-textbook" is available online at:
<http://www.coursesmart.co.uk/work-in-the-21st-century-an-introduction/landy-frank-j-conte-jeff-m/dp/9781118291207>
 Please note: The older, 3rd edition book overlaps by 90-95% but was poorly rated by students. I will teach the course assuming you have the 4th edition book; you use an older version at your own risk.

Literature:

- Landy, F.J. & Conte, J.M., *Work in the 21st century: An introduction to Industrial and Organizational Psychology (2013, 4th ed.)* Hoboken, NJ: Wiley. (ISBN: 978-1-118-29120-7), € 90.00

Social environment and behaviour

PSBE2-04

Lecturers: dr. K.E. Keizer, dr. N. Hansen

Contact: dr. N. Hansen

Objective: After attending this course, students can:

- explain how human perception and behaviour affect various societal problems (e.g., health, traffic safety, environmental problems),
- analyze how human behaviour is influenced by individual factors as well as the social and physical environment,
- apply psychological theories, methods, and interventions to understand and manage societal problems,
- explain different psychological interventions that aim at changing people's perceptions and behaviour,

- explain the strengths and weaknesses of different research methods that can be used to investigate societal problems,
- evaluate the effectiveness of different interventions.

Content: This course focuses on how to apply theories, methods, and interventions in social psychology to societal phenomena. Each lecture is dedicated to a different topic. Relevant theories will be discussed and applied to specific phenomena. You will learn more about the factors that influence behaviour and how interventions should be developed to change behavior as well as how they should be implemented and evaluated in different areas of application. You will gain insight in both the application of social-psychological theories and different research methods such as survey research, quasi-experimental research, experimental research, and evaluation research. Application areas include for example 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), consumer behaviour (e.g., the effects of media and commercials), and development aid (e.g., information communication technology).

EC: 5

Semester: semester II a

Format: lecture

Hours per week: 2

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. A new edition of this book should be available in 2014 by Steg, Keizer, & Buunk! (ISBN: 9780521690058), € 35.00
- Reader available on Nestor

Theory of Science

PSBE2-05

Lecturer: S. Schleim PhD.

Contact: S. Schleim PhD.

Objective: After this course student can:

- describe classical stances on what science is and how it develops,
- distinguish and discuss the three basic views on facts and reality, namely, realism, instrumentalism, and constructivism,
- analyze how science and society influence each other, discussing recent examples such as the free will or enhancement debates,
- describe and reflect on the neuroscience turn in psychology,
- distinguish and apply basic ways of understanding classification in the social sciences and its consequences, especially with respect to mental disorders.

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 neuro-imaging 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:

· The literature for this course will be available on Nestor

Test theory

PSBE2-06

Lecturer: Prof. dr. R.R. Meijer

Contact: Prof. dr. R.R. Meijer

Objective: After this course students can:

- formulate the aim of psychological testing,
- formulate the principles for the quality of psychological tests,
- name the major psychological tests used in different fields of psychological testing such as intelligence testing, personality testing and testing in the clinical field,
- give a basis for the use of these tests,
- reproduce the principles of classical test theory,
- formulate different types of validity and reliability estimation methods
- calculate elementary psychometric indicators to assess the quality of tests: item-total correlations and reliability estimation methods.

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 a

Format: lecture

Hours per week: 4

Language: English

Assessment: written exam (multiple choice)

Remarks: Students can only take this course when having passed either Statistics 1a or Statistics 1b.

Literature:

· Kaplan, R.M. & Saccuzo, D.P., *Psychological testing: principles, applications, and issues*. Eighth edition. 2013. Cengage Learning., € 52.00

Statistics II**PSBE2-07***Lecturer:* dr. J.N. Tendeiro*Prerequisite(s):* PSBE1-08, Statistics 1a; PSBE1-09 Statistics 1b: both passed, or one passed and one with grade 5.

Objective: After successful completion of this course the student:

- can compute and interpret statistical tests and confidence intervals,
- can compute and report power and effect sizes
- can fit and analyze results from the ANOVA model (one- and two-way),
- can fit and analyze results from the regression model (simple and multiple),
- can interpret interaction effects (categorical x categorical in ANOVA/regression, continuous x continuous in regression),
- can create and use code variables,
- can fit and analyze results from the logistic regression model,
- can apply some nonparametric tests (Wilcoxon ran sum test, Kruskal-Wallis test),
- is able to read research papers using some of these methodologies discussed in the course.

Content: The central theme of this course is the deep understanding of statistical inferential models such as ANOVA and regression. After having learned how to describe, process, and perform basic inference on empirical data (courses Statistics 1a and Statistics 1b), students will now be introduced to some of most widely used statistical models in the social sciences. The knowledge to be acquired in this course is fundamental to enable students to properly analyze data and to make sound inferences. This will have a direct impact on the students' success on other courses in the curriculum such as Research Methods and the bachelor thesis, in which data will most likely need to be analyzed.

The topics covered by this course include analysis of variance, simple and multiple regression analysis, logistic regression, and nonparametric tests. In all cases the goal is to show how each technique can be applied, under which conditions the analyses hold, and how the results can be interpreted and reported.

The basic principles of these techniques will be discussed and explained in the lectures. During the practical classes, exercises will be made (primarily using SPSS but R will also be introduced) in order to gain insight in how to apply the methods in practical situations. Practical classes are built with two goals in mind: Think about the theoretical framework of the analysis being conducted, and learn how to conduct it in practice. Computer assignments requiring students to apply some of the statistical techniques learned in the course to data will also be provided in the practical classes.

EC: 5*Semester:* semester I*Format:* lecture, practicum*Hours per week:* 2*Language:* English*Assessment:* computer assignments, written exam (multiple choice)*Remarks:* Moore & McCabe is probably already purchased for Statistics 1A and 1B (the 7th edition is also usable), Cohen & Cohen will also be used in

Statistics III. (Not accessible to external students)

Literature:

- Cohen, J., Cohen, P., West, S.G., Aiken, L.S., *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences (Third Edition)* (ISBN: 0805822232), € 90.00
- Moore, D.S. & McCabe, G.P. & Craig, B.A. (2012)., *Introduction to the practice of Statistics (7th ed.)*. New York: Freeman. (ISBN: 1429286644), € 65.00

Research methods: theory and ethics

PSBE2-08

Lecturer: dr. A. Sarampalis

Contact: dr. A. Sarampalis

Objective: By the end of the course, students can:

- discuss the nature of the scientific process and how it applies to Psychology,
- discuss the principles of experimental design,
- highlight the ethical issues involved in conducting psychological research,
- discuss the methods and techniques involved in data acquisition and processing, in psychological research,
- identify the research designs best suited to answering a range of research questions.

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

Prerequisite(s): Statistics-Ia and Ib (PSBa1-05, PSBa1-08), and Statistics II (PSBA2-07, at least a 5). Once a 5 is granted for PSB2-07 access to this course will remain possible in spite of an unfortunate lower grade for the resit.

Objective: After the course students are:

- able to evaluate the merits and limitations of different research methods, with practical examples and applications,
- able to report background, methods, analysis, and conclusions of a Psychological study in APA format,
- able to design hypotheses and studies to follow up on the interpretation

of available data,
 - able to present data in concise and informative ways,
 - familiar with the research techniques within the department and with the researchers themselves.

Content: Students perform research under the guidance of a teacher, where the following skills are addressed:

- critically searching, reading and evaluating literature
- formulating appropriate research questions and hypothesis
- designing a quasi-experimental research project
- applying for permission from the Psychology Ethical Committee
- collecting data
- analyzing data (descriptive statistics, ANOVA and item analysis) and
- individually presenting the results, both in writing and verbally.

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. (Not accessible to external students).

Literature:

· N/A

Communication and diagnostic skills

PSBE2-11

Lecturer: various instructors

Contact: dr. S.M. Donofrio

Prerequisite(s): This course is not available to exchange students.

Objective: At the end of this course, students:

- can structure a conversation based on various conversation models used in psychological interviews,
- can practice professional communication skills,
- can discuss the use of assessment tools with a client.

Content: This practicum consists of 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 relationship-building phase to the assessment phase.

EC: 5

Semester: semester I

Format: practicum

Hours per week: Variable

Language: English

Assessment: assignments

Remarks: Supplemental reading may be announced later.

Literature:

- Young, M.E., *Learning the Art of Helping, 5th edition (Already used in BE1-10, Intervention and dialogue)* (ISBN: 9780132989817), € 70.00
- *Syllabus on Nestor*

Statistics III**PSBE2-12****Lecturer:** dr. J.N. Tendeiro**Prerequisite(s):** PSBE1-08; PSBE1-09; PSBE2-07 (with a 5 or higher)**Objective:** After this course students:

- can apply techniques of regression analysis and analysis of variance in research of social sciences,
- analyse datasets with techniques of regression analysis and analysis of variance,
- critically interpret reported results of regression analysis and analysis of variance.

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 when writing two reports.

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

Remarks: (Not accessible to external students)**Literature:**

- Cohen, J., Cohen, P., West, S.G., Aiken, L.S., *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences (Third Edition)*, used in Statistics II (ISBN: 0805822232), € 90.00

Career perspectives**PSBE2-13****Lecturer:** various instructors**Contact:** dr. S.E. Dalley**Objective:** By the end of this course the student will be able to:

- Describe and explain a career development decision making model.
- Demonstrate an awareness of personal qualities and career values.
- Evaluate psychology career options in terms of personal qualities and career values.
- Justify a psychology career choice in terms of personal qualities and career values.
- Apply a career development decision making model to enhance career preparation.
- Construct a career development portfolio.

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
Hours per week: 2
Language: English
Assessment: assignments
Remarks: (Not accessible to external students)

Clinical psychology

PSBE2-22

Lecturers: Gastdocent(en), dr. J.P. Wessel, dr. B.D. Ostafin, dr. G.H.M. Pijnenborg, dr. M. aan het Rot, dr. M.H. Nauta
Contact: dr. M. aan het Rot
Objective: At the end of this course students:
 - can discuss the assessment of abnormal behaviour and the diagnosis of psychological disorders,
 - can describe in detail the characteristics, theory, and treatment of several forms of psychopathology.
 A list of 20 more explicit learning outcomes is available on Nestor
Content: The goal of this course is to provide an introduction to a major branch of psychology. Clinical psychology aims to explain and treat abnormal behaviour (i.e. psychopathology) through assessment, diagnosis, therapeutic intervention, and research.
EC: 5
Semester: semester I b
Format: lecture
Hours per week: 4
Language: English
Assessment: written exam (multiple choice)
Literature:

- Davey, G. (2014) Psychopathology: Research, Assessment and Treatment in Clinical Psychology – Custom for University of Groningen. Wiley & Sons Ltd. ISBN: 9781119921851. Please note that this is a new book, containing the DSM-5 updates and several additional changes. We advise to not use the 2012 book.
- Capita Selecta in Clinical Psychology (2012), Compiled by I. Wessel & M. aan het Rot for the courses PSBA2-22 and PSBE2-22. Pearson Education Limited. ISBN 978-1-78134-967-0.
- Article: Fredrickson, Barbara L. (2001) The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. American Psychologist, 56, 218-226

Cognitive psychology

PSBE2-23

Lecturers: dr. D.H. van Rijn, prof. dr. R. de Jong
Contact: dr. D.H. van Rijn
Objective: After successful completion of this course:
 - you will have a solid understanding of the central topics, theories, and models of human cognitive functions (such as perception, language, memory, learning and decision making),
 - you will have knowledge of a broad range of modern methods and techniques used in cognitive psychology; and will know about the strengths

and weaknesses of the discussed methods,

- you will be able to apply the gained knowledge in the analysis and description of human cognitive behavior.

Content: Cognitive Psychology focusses on those mental functions that are the foundations of human behavior: perception, attention, problem solving, reasoning, language, learning and memory, motivation, emotion, decision making, etc. The goal of cognitive psychology is to gain insight in and therefore understand how these functions shape behavior, and answer questions like: "Why do we think or reason like we do? What is knowledge? Is perception just objective observation of the world around us? Why do we make errors, and how can we prevent ourselves from making errors? How to optimize the learning of new knowledge? Are we indeed so bad at multitasking?". Recent years have seen a development towards explaining or understanding human cognitive performance in terms of how mental functions are implemented in the brain, and how these different functions interact to support complex human behavior, topics which will also be discussed.

In this course we'll explore "the science of the human mind", and discuss how we, using well controlled experiments, can increase our knowledge about mental functions (and their disorders), and how these insights can be used in applied settings.

EC: 5

Semester: semester I a

Format: lecture

Hours per week: 4

Language: English

Literature:

- Reisberg, D, *Cognition: Exploring the Science of Mind* (2012, 5th Edition, International Student Edition). New York, London: W. W. Norton & Company. (ISBN: 978-0393920734), € 50.00

Introduction to Clinical Neuropsychology

PSBE2-24

Lecturer: dr. L.I. Tucha

Contact: dr. L.I. Tucha

Objective: After the course, the student knows and understands about potential consequences of brain damage including:

- disorders of perception and attention,
- disorders of movement,
- disorders of memory,
- disorders of thinking,
- disorders of language,
- disorders of emotion and personality.

Content: The course provides an overview of the relationship between brain and behavior. This is done from a neuropsychological perspective by discussing the potential consequences of various forms of brain damage. Students will learn about the clinical presentations of common neuropsychological syndromes occurring after brain damage, how these syndromes can be assessed and how clinicians can treat patients with these syndromes. In the lectures, case reports are presented to clarify and illustrate contents as

well as to translate the scientifically based knowledge into the applied field. These case reports will also support students to understand how neuropsychological syndromes are experienced by the patients in their everyday life.

EC: 5
Semester: semester I a
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature:
 · To be announced

Bachelor thesis

PSB3E-BT10

Lecturer: various instructors
Prerequisite(s): PSBE2-6, PSBE2-7, PSBE2-8 and PSBE2-9
Objective: After having successfully completed the Bachelor Thesis students are able to:

- apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results;
- apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyse the results effectively;
- communicate about research by writing an individual report and by giving a research presentation;
- work and cooperate successfully with others in a research group.

Content: Choosing a 10 EC Bachelor Thesis means the research project will be less intensive and requires 280 hours.

The Bachelor Thesis starts twice a year, at the beginning of the first and second semester, and runs two full blocks (i.e., the whole semester). During this time, apart from a general starting session, there are usually weekly meetings with the supervisor. 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. To a degree, the working method will depend on the nature of the research that forms the basis of the thesis. Prior to the start of the Bachelor Thesis, students are offered a (limited) choice of research topics. Research will be conducted in small groups. The Bachelor Thesis culminates in an individual report of the research written according to internationally recognized guidelines within psychology.

EC: 10
Semester: whole year
Format: Practicum
Language: English
Assessment: practical, paper (individual)

In addition to the quality of the thesis itself, participation and effort are part of the grading. The Bachelor Thesis is concluded with an obligatory presentation at the Bachelor Thesis Conference at the end of the semester (end of January and June).

Remarks: It is highly recommended that you inform yourself about the Bachelor

Thesis by reading the "Bachelor Thesis Manual". It is available for download in the general Nestor bachelor environment, in the third year section. (Not accessible to external students)

Bachelor thesis

PSB3E-BT15

<i>Lecturer:</i>	various instructors
<i>Contact:</i>	dr. E.G. Akyürek
<i>Prerequisite(s):</i>	PSBE2-6, PSBE2-7, PSBE2-8 and PSBE2-9
<i>Objective:</i>	<p>After having successfully completed the Bachelor Thesis students are able to:</p> <ul style="list-style-type: none"> - apply psychological theories in order to formulate a research question, develop and conduct research and evaluate the research results; - apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyse the results effectively; - communicate about research by writing an individual report and by giving a research presentation; - work and cooperate successfully with others in a research group.
<i>Content:</i>	<p>Choosing a 15 EC Bachelor Thesis means the research project will be more intensive and requires 420 hours. The Bachelor Thesis starts twice a year, at the beginning of the first and second semester, and runs two full blocks (i.e., the whole semester). During this time, apart from a general starting session, there are usually weekly meetings with the supervisor. 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. To a degree, the working method will depend on the nature of the research that forms the basis of the thesis. Prior to the start of the Bachelor Thesis, students are offered a (limited) choice of research topics. Research will be conducted in small groups. The Bachelor Thesis culminates in an individual report of the research written according to internationally recognized guidelines within psychology.</p>
<i>EC:</i>	15
<i>Semester:</i>	whole year
<i>Format:</i>	Practicum
<i>Language:</i>	English
<i>Assessment:</i>	<p>practical, paper (individual)</p> <p>In addition to the quality of the thesis itself, participation and effort are part of the grading. The Bachelor Thesis is concluded with an obligatory presentation at the Bachelor Thesis Conference at the end of the semester (end of January and June).</p>
<i>Remarks:</i>	<p>It is highly recommended that you inform yourself about the Bachelor Thesis by reading the "Bachelor Thesis Manual". It is available for download in the general Nestor bachelor environment, in the third year section. (Not accessible to external students)</p>

Clinical Neuropsychology

PSB3E-CN01

<i>Lecturer:</i>	prof. dr. O.M. Tucha
<i>Contact:</i>	prof. dr. O.M. Tucha
<i>Objective:</i>	After the course students know:

- different forms of brain pathologies (e.g. traumatic brain injury, brain tumours, degenerative disorders and epilepsy),
- brain abnormalities underlying neurological disorders,
- clinical presentations and neuropsychological consequences of various neurological conditions,
- methods for the assessment of neuropsychological impairments,
- approaches to the treatment of patients with neurological conditions and neuropsychological impairments,
- consequences of neuropsychological impairments for patients and their families.

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 treatment 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. Contents will be illustrated by numerous case reports of patients with neurological conditions. 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:

- , *A few journal articles*
- Ogden, J.A. (2005)., *Fractured minds: A case-study approach to clinical neuropsychology* (2nd ed.). New York: Oxford University Press.

School Neuropsychology: Mind, Brain & Education

PSB3E-CN02

Lecturers: prof. dr. O.M. Tucha, T.B.A.

Contact: prof. dr. O.M. Tucha

Objective: After the course the students:

- can integrate neuropsychological concepts in educational settings,
- know assessment and management of academic skills and deficiencies,
- know special needs populations in the school settings (e.g. children with ADHD, dyslexia, brain tumors),
- know psychological and social problems arising from academic deficiencies.

Content: School neuropsychology is a new discipline studying the relationships between the developing brain and the processes of learning and teaching in schools. It integrates neuropsychological and educational principles involving the relationships between mind, brain and education in order to provide an optimal learning environment for children and adolescents. School neuropsychology also acknowledges that there is an increasing number of children with medical and 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 tumors) will be discussed, based on a holistic view on the effect of disorders on school achievement. Consequences for and requirements of assessment strategies, the curriculum, teaching practice and interventions are discussed.

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

Developmental Neuropsychology

PSB3E-CN03

Lecturer: prof. dr. J.J. van der Meere
 Objective: After the course the student knows about:
 - the development of brain - behavior relations,
 - cognitive and psycho-physiological mechanisms producing the symptomatology of common developmental disorders such as ADHD and autism,
 - developmental effects of hydrocephalus, epilepsy, traumatic brain injury and metabolic disturbances on cognitive functioning,
 - recent trends in developmental neuroscience.

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)

Gerontology**PSB3E-CN05***Lecturer:* dr. J. Koerts*Contact:* dr. J. Koerts*Objective:* After the course the student knows:

- psychological and cognitive changes that accompany healthy aging,
- biological changes that accompany healthy aging,
- biological and psychological theories of aging,
- signs and symptoms of the most common dementia syndromes,
- the neurobiological underpinnings of the most common dementia syndromes,
- The daily life consequences of dementia syndromes for patients and their families.

Content: Gerontology is a discipline that studies the social, psychological and biological aspects of aging. During this course brain-behavior relationships in the contexts of healthy aging and the most common types of dementia are presented. With regard to healthy aging the psychological, cognitive, social and biological changes that accompany healthy aging are described as well as biological and psychological theories of aging. The types of dementia that will be discussed are Alzheimer's disease, Dementia with Lewy Bodies, Vascular dementia, Parkinson's disease dementia and Frontotemporal dementia. Furthermore, the diagnosis of Mild Cognitive Impairment, a precursor of dementia, will be introduced. Finally, consequences of having a dementia on the daily life of patients and their families will be discussed, including the capacity to make medical and financial decisions and the ability to drive. Students will acquire knowledge through presentations of clinical case studies and research outcomes.

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

- Will be announced on nestor.

Cognition and Attention**PSB3E-CP02***Contact:* Dr. E.G. Akyürek*Objective:* On successful completion of this course, students will be expected to be able, at threshold level, to:

- Compare and contrast different theoretical models of attention
- Critically evaluate different methods used to study attentional processing
- Outline the interaction of attention and other cognitive functions

Content: Understanding attention. The ability to selectively attend to relevant information in the world around us or to divide attention among multiple tasks are different facets of attentional processing. Attention prevents distraction and enables humans and animals to dedicate perceptual, cognitive, and motor resources to deal with the most pressing environmental challenges. When attention systems of the brain are dysfunctional, the impact for the individual and society can be significant,

and therefore, understanding the neural mechanisms of this core cognitive function is a central goal in neuroscience. In addition, understanding how attention mechanisms operate is critical for advancing the important mission of developing the most effective training regimes for a wide range of tasks, as well as for creating new methods for education.

This course addresses the basic neuroscience of how the brain controls and maintains the focus of attention, and how attention influences sensory and motor processes. A selection of theoretical models, mechanisms and findings in the neuroscience of attentional control and selection will be discussed in this course.

EC: 5
Semester: semester II a
Format: Lecture
Hours per week: 4
Language: English
Assessment: written exam (essay)
Literature:
 · TBA

Thinking and decision making

PSB3E-CP03

Lecturer: dr. M.R. Nieuwenstein

Contact: dr. M.R. Nieuwenstein

Objective: After the course the student:

- knows the methods used in research on human judgment and decision making,
- knows the biases and heuristics that characterize human judgment and decision making,
- knows the main theories of decision making under certainty and uncertainty,
- knows the role of emotions and morality in judgment and decision making,
- can apply formal procedures in decision analysis,
- can recognize errors in judgment and reasoning.

Content: 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, political science, philosophy, mathematics, and economics. Some of the subjects that will be addressed in detail are the nature of rationality, the relationship between emotions and rational thinking, 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 various heuristics that describe how people think, and the many ways in which people are often irrational in their opinions, judgments, and choices.

EC: 5
Semester: semester I a
Format: Lecture
Hours per week: 4
Language: English

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

Literature:

- Jonathan Baron, *Thinking and Deciding* (4th edition, 2007). Cambridge University Press. (ISBN: 9780521680431), € 40.00

Human factors

PSB3E-CP04

Lecturer: various instructors, guest lecturer(s)

Contact: prof. dr. K.A. Brookhuis

Objective: After this course students

- know and understand the principles of cognitive ergonomics,
- know and can explain the ergonomic applications of psychological theories and models,
- know and can apply the most important ergonomic evaluation and research methods,
- can make a simple hierarchical task analysis.

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: paper (individual), presentation, written exam (essay), written exam (multiple choice)

Literature:

- C. D. Wickens et al., *An introduction to Human Factors Engineering* (ISBN 9781292022314) appr. € 60.00

Cognitive neuroscience

PSB3E-CP06

Lecturer: dr. A.A. Wijers

Contact: prof. dr. R. de Jong

Objective: Upon successful completion of the course, the student:

- knows the central theoretical trends and themes of the interdisciplinary field of Cognitive Neuroscience,
- knows the research methods and techniques currently used in this field to study brain-behavior relations.

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)

exam consists of multiple-choice questions and essay questions

Literature:

- Purves, D. et al. (2013, 2nd edition), *Principles of Cognitive Neuroscience*. Sunderland, MA: Sinauer Associates, Inc. (ISBN: 978-0-87893-573-4), € 95.00

Perception

PSB3E-CP07

Lecturers: dr. A. Sarampalis, dr. E.G. Akyürek

Contact: dr. E.G. Akyürek

Objective: After the course, the student has insight into the human ability to perceive the environment, as revealed by 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, or pitch. 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), written exam (multiple choice)

The exam consists of multiple choice questions for the most part, but also features a limited number of open questions.

Remarks: We are currently in the process of selecting a new textbook, so the book listed above might be replaced.

Literature:

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

Personnel Psychology

PSB3E-IO03

Lecturer: dr. H. Zacher

Contact: dr. H. Zacher

Objective: After passing this course the student:

- Understands the importance of human resource management for organizations;
- Knows how to validate selection methods and interpret validation results;
- Is aware of different ways to assess the content of jobs and employees' performance;
- Can distinguish effective from ineffective methods to attract and recruit employees;
- Knows which personnel selection methods are most / least effective, and why;
- Knows how to design effective and fair interviews and assessment centers;
- Is aware of the interests of different stakeholders involved in HR management;
- Understands the steps to be taken to develop effective training programs.

Content: In the lectures, the main themes in the field of personnel psychology will be addressed: measurement and decision making, job description and analysis, performance criteria, performance appraisal, personnel planning and recruitment, personnel selection methods, and training and development. Particular attention will be given to the theoretical and methodological expertise that psychologists bring to personnel management, as well as to the link between research and practice in personnel psychology.

EC: 5

Semester: semester II a

Format: Lecture

Hours per week: 2

Language: English

Assessment: written exam (multiple choice), written assignments

Literature:

- *Articles and assignments through Nestor.*
- *To be announced.*

Current topics in organisational psy.

PSB3E-IO04

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

Contact: prof. dr. B.M. Wisse

Objective: After the course students:

- have insight in important current topics of organizational psychology that are not covered in other course offerings,
- have advanced scientific writing skills (i.e., formulate a research question, hypotheses and theoretical model; write a well-structured and argued theoretical introduction; develop and describe 2 research methods),
- have advanced presenting skills.

Content: The course will consist of lectures and practicum sessions. During lectures, students are introduced to current topics in organizational psychology that are not part of the existing course offerings. Topics may vary from year to year; examples are emotions, decision making, justice, and negotiation. Next year, the focus will be on the role of emotions in organizations. Neglected for many years, emotion research has become a strong field in organizational psychology, based on findings that emotions and moods can

have a strong impact on employees' cognitions, attitudes, motivation, and behavior. Students will gain an understanding of emotional processes at different organizational levels (within person, between persons, teams, and organization-wide). Specific topics include for example, emotional intelligence, emotional labor, emotional contagion, emotions and leadership, and emotional work climate. The course will also require students to work out and present a paper about an in-depth topic related to the course content (in groups of 4). Practicum sessions will lead students through the writing process and will also be a platform to receive multiple in-depth feedback from instructors.

EC: 5
Semester: semester I a
Format: lecture, practicum
Hours per week: 4
Language: English and Dutch
Assessment: assignments, written exam (multiple choice)
 course attendance is required
Remarks: This course is specifically developed for students who prepare for a master in Organizational psychology, and is not open to students from outside the faculty

Literature:

- *Journal articles and chapters; these will be announced at the beginning of the course.*
- *Journal artikelen en boekhoofdstukken. Welke dat zijn wordt voor aanvang van de cursus bekend gemaakt*

Teaching Research in Psychology

PSB3E-IO05

Lecturers: E.M. Wolthuis MSc., K. van der Pijl MSc.
Contact: dr. E.F. Rietzschel
Objective: After this course, students:
 - can connect scientific research in psychology and society,
 - can teach others how to evaluate scientific research,
 - know and understand the pitfalls surrounding conducting and interpreting scientific research,
 - can supervise work groups of first-year psychology students.
Content: As a psychologist, you are excellently suited to connect science and society, and to explain this link to others. A central aspect of this is your knowledge of research methods, and your ability to communicate about this. In this course, you supervise work groups of first-year psychology students, and teach them some important aspects of research methods in psychology. In doing so, you will not only develop your own teaching skills, but also your understanding of research methods.
EC: 5
Semester: semester I a
Format: lecture, practicum
Hours per week: Variable
Language: English
Assessment: participation, report
Remarks: In this course, you will take part in plenary sessions and will supervise two first-year student groups for Introduction to Research Methods. The

maximum number of participants therefore is 24 (12 for the English Bachelor and 12 for the Dutch bachelor). Supervising a group is part of the course requirements. For the second group, you will get an appointment as student assistant. Therefore, beside enrolling through Progress, you will have to officially apply for the job of student assistant through the "student jobs"-site (see Nestor). Only those students who are selected can take part in the course. Selections are made on the basis of references and motivation. More information can be obtained from: e.f.rietzschel@rug.nl.

Literature:

- *Literatuur wordt nog bekendgemaakt. Literature to be announced.*

Sport and exercise psychology

PSB3E-IO06

Lecturers: J.R. den Hartigh MSc., M. Schuls MSc.

Contact: J.R. den Hartigh MSc.

Objective: After this course students know and understand:

- differences between sport and exercise psychology,
- psychological theories of individual sport-performance,
- psychological theories of team sport-performance,
- psychological interventions to improve sport performance,
- psychological theories of health and physical activity,
- compare current theories in sport and exercise psychology.

Content: This course provides an overview of current knowledge in sport and exercise psychology. 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. Furthermore, psychological techniques used to improve sport performance will be presented (e.g., emotional profiling, imagery, goal setting). Within the area of exercise psychology, various psychological factors that influence health and physical activity will be addressed.

EC: 5

Semester: semester I a

Format: Lecture

Hours per week: 2

Language: English

Assessment: written exam (multiple choice)

Literature:

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

Organisational change

PSB3E-IO07

Contact: prof. dr. R. van Eijbergen

Objective: After the course, students:

- know and understand the different roles a management consultant can play,
- have an overview on the different theories on organizational change,
- have an overview and understanding on the most important models for conducting an organizational diagnosis,
- have introductory knowledge on the different models and theories on strategy formulation,

Content:	<p>- know the different theories on organizational restructuring.</p> <p>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:</p> <ol style="list-style-type: none"> 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? <p>The content of the seven meetings (each consists of a theoretical introduction and an assignment) will be:</p> <ol style="list-style-type: none"> 1) Business consultant, trainer, coach, change agent as a profession, organizational development or restructuring, and action research. 2) How to conduct an 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:	essay, written exam (essay)
Literature:	<p>Robbins, S.P., & Barnwell, N. (2006), <i>Organization Theory: Concepts and Cases</i>. French's Forest: Pearson Education Australia (ISBN: 9789058981240)</p>

Dynamic skills in groups

PSB3E-IO09

Lecturers:	dr. S.M. Donofrio, dr. J.A.M. Heesink
Contact:	dr. S.M. Donofrio
Prerequisite(s):	This course is not open to exchange students.
Objective:	After successfully completing this courses, students will: be able to manage processes of group dynamics; have insight into how he/she functions in a group; be able to set up and run a short training program on group dynamics; be able to manage a group in a first-year practical course.
Content:	<p>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.</p> <p>After two intense days of training, students will start applying their skills as teaching assistants for the practical course Intervention and Dialogue (12</p>

sessions). 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.

EC:

Semester: semester II

Format: Practicum

Hours per week: 8

Language: English

Assessment: Practical

Remarks: Having passed BE1-10 is strongly advised (an exemption is not enough). There is a maximum number of students that can participate in the course; selections based on recommendations and academic motivation will be made if needed. Enrollment will only be considered final when a student has submitted the intake form that can be found on Nestor. An information session will be held before the start of the course. Each student will lead one group of Intervention and Dialogue. It might be possible to lead a second group as a paid position; this will be discussed. More information about the course is available on Nestor.

Literature:

- Johnson & Johnson. 2013, *Joining Together: group theory and group skills (11th edition)*. (ENTIRE BOOK - so not the custom edition from Intervention and Dialogue) (ISBN: 9780132989794)

Psychopathology: symptoms, classifications and diagnosis

PSB3E-KP01

Lecturers: dr. M.H. Nauta, dr. R.J.C. Huntjens, prof. dr. C.L.H. Bockting, prof. dr. T.K. Bouman

Contact: prof. dr. C.L.H. Bockting

Objective: After this course the student:

- knows a broad spectrum of psychopathological conditions as defined in the DSM-5,
- can identify symptoms of mental disorders,
- can identify criteria for differential classification and diagnosis across several stages of life,
- can use the DSM-5.

Content: In this course we will provide an in depth review of a broad spectrum of psychopathological conditions as defined in the leading DSM-5. The DSM-5 classification of mental disorders and the criteria for classifying these conditions will be presented. After this course you will be able to apply the DSM-5 system in determining classification of psychopathological conditions. The pros and cons of a diagnostic classification system like the DSM-5 will be discussed as well. In the lectures several (guest)lecturers with a clinical background demonstrate the characteristic features of (common) psychopathological disorders. Dvd- and patient material will be used to illustrate these conditions.

EC: 5

Semester: semester I a

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

- American Psychiatric Association, *Desk Reference to the Diagnostic Criteria from DSM-5* (ISBN: 0890425566), € 60.00

Diagnosis and assessment

PSB3E-KP05

Contact: dr. B.D. Ostafin
 Prerequisite(s): This course is only accessible to Psychology students. The course is not accessible for students who are following or will/did follow the course PSB3N-KP04 or PSB3N-OP04 or PSBAM-KO8
 Objective: After this course students:
 - have insight into the assessment procedures in clinical practice,
 - know and understand clinical test methods,
 - can use a number of assessment methods and skills.
 Content: An influential clinician once said that "Many, if not most, therapeutic errors are assessment errors". This course will cover a broad range of assessment practices useful for clinical practice. Topics covered include the intake interview, the semi-structured clinical interview, explicit (self-report) and implicit measures, neuropsychological tests, intelligence, and personality assessment. In addition, two clinicians from the field will describe their diagnostic activities, and will present case materials. Students will acquire hands-on experience with these methods in a series of practical homework assignments. As part of the experiential training, students will also practice the interpretation and integration of test results, as well as psychological report writing.
 EC: 5
 Semester: semester II a
 Format: Practicum
 Hours per week: 6
 Language: English
 Assessment: practical, written exam (multiple choice), written assignments
 Remarks: The number of students for this course is limited to 80. (Not accessible to external students.)
 Also note that class attendance is mandatory.
 Literature:
 · *E-Reader with articles and test material*, € 15.00

Cognitive behavioural processes across disorders:

PSB3E-KP06

A transdiagnostic approach

Lecturers: dr. J.P. Wessel, dr. B.D. Ostafin, prof. dr. P.J. de Jong, dr. R.J.C. Huntjens
 Contact: dr. R.J.C. Huntjens
 Objective: After the course, the student can/has:
 - describe dysfunctional cognitive and behavioural processes in psychopathology,
 - describe the most often used experimental paradigms in the field,
 - name transdiagnostic (common) processes in different disorders,

- describe implications for diagnosis and treatment.

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

Introduction to cognitive behavioural therapies

PSB3E-KP07

Lecturers: prof. dr. C.L.H. Bockting, prof. dr. T.K. Bouman, dr. B.D. Ostafin, dr. G.H.M. Pijnenborg

Contact: dr. M.H. Nauta

Objective: After this course students can:

- name the historical background of behaviour therapy, cognitive therapy, and the new developments in CBT (such as mindfulness),
- list the treatment components of CBT interventions,
- recognize components of CBT interventions from case descriptions,
- map and explain problem behavior by means of a functional analysis,
- describe which behavioural interventions are indicated given a specific case example,
- describe which cognitive interventions are indicated given a specific case example,
- make an outline of the supposed underlying working mechanisms of CBT interventions,
- recognize the effectiveness of CBT techniques and CBT interventions.

Content: Cognitive-behavioral therapy is often applied in clinical practice and is often recommended as the treatment of choice for a variety of mental disorders. The current course will provide information on these interventions: the theoretical background, the applications, the procedures and the effectiveness.

The lectures review various cognitive behavioral therapies as applied to children, adolescents and adults. The theoretical background of behavior therapy and cognitive therapy will be discussed, as well as new developments in cognitive behavioral therapy such as Mindfulness-based cognitive therapy. In addition, there will be a focus on the cognitive behavior therapy processes, and on analyzing behaviors by (functional) analyses or cognitive case formulations.

By way of (video) examples and case descriptions, therapeutic interventions will be illustrated in a variety of mental disorders including anxiety disorders, mood disorders, eating disorders, psychosis, behavioural problems in children, and substance misuse.

In addition to the theoretical background and the practical procedures, we will also review the empirical support on the effectiveness of the interventions.

EC: 5

Semester: semester I b

Format: Lecture

Hours per week: 4

Language: English

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

Literature:

- Additional papers through Blackboard
- Farmer, R.F. & Chapman (2008), *Behavioral interventions in cognitive behavior therapy: Practical guidance for putting theory into action*. (e-version available through the university library) (ISBN: 978-1433802416)
- Beck, J. (2011), *Cognitive Behavior Therapy, Basics and Beyond*. (SECOND edition in ENGLISH) (ISBN: 978-1609185046), € 45.00

Literature study

PSB3E-LT

Lecturer: various instructors

Contact: prof. dr. A. Johnson

Objective: Variable, dependent on the literature studied; to be specified by the examiner. In general, after a literature course a student is able to answer questions aiming at the specific content of the literature, to demonstrate the knowledge gained.

Content: A literature course is an examination about a topic and relevant literature that is agreed upon between an examiner and a student. This exam may be taken orally or in writing as an exam or as a paper. In principle each staff member may be asked for a literature course; students should approach an examiner on their own initiative. Some units may have a stock of predefined literature courses. Precise information may be found in the general third-years community site on Nestor, as well as the Nestor pages that go with this course.

EC:

Semester: whole year

Format: self-study (You can take only one literature study in your exam programme.)

Language: English

Assessment: written exam (essay), paper, oral exam

Prerequisites: You should first have contacted the course coordinator.

Remarks: Please consult the brochure on Nestor for more information about registration and finding an examiner. (Not accessible to external students). Please note: This course can be 2, 3, 4 or 5 EC, depending on the amount of literature and assignments.

Human error**PSB3E-M06****Lecturers:** dr. D. de Waard, prof. dr. K.A. Brookhuis**Contact:** dr. D. de Waard**Objective:** After the course students:

- know conditions that make human errors become disasters,
- know and understand the importance and the scope of the wider area of the context in which such disasters happen,
- know basic concepts for the cognitive and work psychology that form the foundation of such disasters,
- know methods to investigate the relation between the basic concepts and disaster conditions,
- know how knowledge and application of these basic concepts in the design of work, situations and activities may promote more safety,
- know the concept "safety culture" and related aspects,
- can analyze in a case description the underlying aspects that contributed to errors becoming a disaster.

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 and classify 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)
combination of individual assignment and MC exam

Literature:

- Reason, J. (2013), *A life in error. From little slips to big disasters* (ISBN: 978-1-4724-1841-8), € 27.00
- Klein, G. (2011), *Streetlights and Shadows: Searching for the Keys to Adaptive Decision Making* (ISBN: 978-0262516723), € 15.00

Philosophy of Psychology**PSB3E-M09****Lecturer:** S. Schleim PhD.**Contact:** S. Schleim PhD.**Objective:** After the course students can:

- describe the philosophical definitions and implications of reductionism,
- analyze and to discuss basic facts about the mind-body-problem, historically as well as with respect to modern approaches,
- summarize and reflect on the meaning of basic views on the mind, such as dualism, epiphenomenalism, materialism, and functionalism,
- describe basic facts about the scientific incentive system and how this affects scientists' behaviors,
- identify features of science communication and how they drive science internally as well as in popular accounts,
- reflect on and discuss basic proposals to improve science communication.

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? Can consciousness be explained completely by empirical science?

Since this course is also an extension of the 2nd-year Theory of Science (Wetenschapstheorie) course, special attention will be given to science communication and how it drives hype as well as recent critiques of the science system. However, successful completion of the Theory of Science course is not mandatory for this course.

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

If possible, the exam is based on open questions; thus depends on the number of students, though.

Literature:

· The reading material will be provided in the lecture.

Teaching skills**PSB3E-M10****Lecturer:** J.B. Rozema MSc.**Contact:** dr. S.M. Donofrio

Prerequisite(s): Students must have successfully completed Intervention and Dialogue (PSBE1-10) and Communication and Diagnostic Skills (PSBE2-11).

Objective: After successfully completing this courses, students:

- know and can apply basic teaching skills,
- can give small-scale education to youths or adults,

- can critically evaluate education and training.

Content: In this course, students practice with general educational skills, such as giving lecture-style talks and supervising discussions. We will cover both technical skills, such as structuring a presentation, and group dynamic skills, such as motivating students and giving effective feedback. In practical sessions, students will practice skills in smaller groups, where the teacher and the other participants observe and give feedback. Academic skills such as being able to link one's progress toward a chosen learning objective to theory as described in the literature will also be covered. In addition, the skills taught in this course are immediately put into practice by leading groups in the second year course 'Communication and Diagnostic Skills' (PSBE2-11).
In this course, students will formulate a personal learning objective that they would like to achieve. They will receive support in working toward this goal from, for example, a coach (from the course PSMAV-5).

EC:

Semester: Semester I

Format: practicum

Hours per week: Variable

Language: English

Assessment: assignments

Remarks: This course runs throughout the entire first semester. A number of group sessions will be held, as well as intervision meetings, "tutor" sessions, and a number of coaching sessions spread over the whole first semester. Students will only be registered for this course once they have both enrolled via ProgressWWW and submitted an intake form, which can be found on Nestor. There is a maximum number of students that can participate in the course; selections based on recommendations and academic motivation will be made if needed. This course is labor-intensive. More information on the course will be provided during the introduction meeting (toward the end of June - check Nestor for details).

Literature:

· To be announced

Programming for psychologists

PSB3E-M11

Lecturers: dr. D.H. van Rijn, dr. R.D. Morey

Objective: After the course, the student knows:

- the basics of using R,
- data structures, such as scalars, vectors, matrices, and data frames,
- ways to control program flow, such as conditionals and loops,
- the basics of functions, including arguments and return values,
- how to plan writing a complete program,
- the basics of debugging code,
- good programming practices, such as commenting code and abstraction.

Content: Psychologists increasingly rely on computers for all aspects of research. Programming is a useful skill for a psychological researcher, particularly for data analysis, modeling and simulation, and creating experiments. Having basic programming skills will open up a wide array of possibilities for researchers, whereas not understanding programming places limits on

what a researchers can accomplish without the help of others. Programming for Psychologist is a basic course in programming, intended to introduce students to fundamental ideas in programming, including planning, writing, and debugging programs. It is intended that by the end of the course, the student will be able to independently create a fully functioning, moderately complex program that does something useful, and will have enough knowledge of programming basics that they can extend their knowledge unsupervised.

EC: 5
Semester: semester I b
Format: lecture, practicum
Hours per week: 4
Language: English
Assessment: practical, programming assignments
Literature:
 · *Sheets available via Nestor*

Deception in clinical settings

PSB3E-M13

Lecturer: dr. L.I. Tucha
Contact: dr. L.I. Tucha
Objective: After the course the student knows:
 - different forms of deception in clinical settings,
 - differences between faked and genuine syndromes,
 - methods allowing the assessment and detection of various forms of deception in clinical settings,
 - approaches to the management and treatment of faked syndromes,
 - research approaches applied in this field,
 - ethical and legal pitfalls related to 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 and journal articles*

Learning: Theory and practice**PSB3E-M14***Lecturers:* prof. dr. P.J. de Jong, prof. dr. R. de Jong,*Contact:* prof. dr. R. de Jong*Objective:* Upon successful completion of the course, the student:

- knows current theories of the major forms or systems of learning and memory,
- appreciates and understands the various opportunities and challenges with regard to applications of this knowledge in the domains of education, training and rehabilitation, and therapy.

Content: Each of the lectures will focus on a specific type of learning and memory, such a classical conditioning, operant conditioning, skill acquisition, and working memory. Fundamental principles and theories will be discussed, with an emphasis on how this knowledge currently is, or could be, applied in the domains of education, training, and therapy (for instance, application of principles of classical conditioning in the treatment of phobias or the use of working-memory training methods in the treatment of learning disorders). Each week, students will hand in a written assignment or essay, based on the lecture and assigned readings.

EC: 5*Semester:* semester I b*Format:* lecture*Hours per week:* 2*Language:* English*Assessment:* assignments

weekly assignments

Remarks: Each week an essay will be written, based on a number of assigned articles, and submitted by each student in advance of the lecture on that specific topic. After each lecture, students will reflect critically upon their essay and will have the possibility to submit a revision. (Not accessible to external students)

Literature:

- Reader available via Nestor

Experimental skills**PSB3E-M15***Lecturers:* dr. A.A. Wijers, dr. D. de Waard*Contact:* dr. A.A. Wijers

Objective: To acquire experimental research skills in the areas of experiment steering, EEG measurement and analysis, and cardiovascular measurement and analysis techniques.

Content: The module comprises three parts, each part containing a practical and a limited theoretical part. A. The Experiment Steering practical will provide the basic skills concerning stimulus presentation and reaction time measurement and focus on setting up and carrying out experiments. The software application E-prime 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: participation

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. In the practical sessions assignments are made and a final group report has to be made. Full attendance is mandatory (Not accessible to external students)

Literature:

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

Bachelor internship

PSB3E-SI

Lecturers: various instructors

Contact: N. de Jong

Objective: After the internship, the student is able to:

- recognize which activities during the internship are related to the Psychology programme,
- indicate which theoretical backgrounds are relevant in relation to the path of differentiation in the Bachelor programme,
- extract a case from the performed activities,
- connect this case to named theoretical backgrounds,
- use this theoretical analysis to describe a working intervention plan for the case,
- reflect on the activities and the analysis.

Content: The internship has to be organised by the student himself, after he or she has registered with the internship coordinator. This means that he has to contact the company or institution; has to find an internal supervisor there; finds an appropriate supervisor / assessor in the Psychology programme; then performs the internship and writes a report to conclude the internship with. The report consists of a process report with reflection, and a case-based theoretically oriented analysis. ECs will be awarded after both timesheet and report have been approved. It is mandatory that the internship doesn't compete with the (sometimes scarce) internships for the Master programme.

For more information, please check Nestor (Bachelor's community, third year). Here you will find a list of companies and institutions that already provide internships in the Master programme. You are NOT ALLOWED to approach these companies and institutions for this social internship in the Bachelor programme.

EC: 5

Semester: semester I b

Format: Internship

Hours per week: Variable

<i>Language:</i>	English
<i>Assessment:</i>	participation, internship report
<i>Remarks:</i>	This internship is only accessible for students in the Psychology programme.
<i>Prerequisites:</i>	The following s econd year courses need to be completed: BE2-22 Clinical psychology, BE2-03 Psychology in the workplace, BE2-04 Social environment and behaviour, BE2-05 Theory of science, BE2-11 Communication and diagnostic skills, BE2-13 Career perspectives, either BE2-23 Cognitive psychology or BE2-24 Introduction to clinical neuropsychology, or the former combined course BE2-21.
<i>Literature:</i>	N.a.

Group dynamics**PSB3E-SP01**

<i>Lecturer:</i>	dr. M. van Zomeren
<i>Contact:</i>	dr. M. van Zomeren
<i>Objective:</i>	After the course, the students: <ul style="list-style-type: none"> - can identify social-psychological conditions and factors that can explain group processes, - can use two perspectives that take either the individual or the group as point of departure for the analysis of group processes, - knows a diverse supply of theorizing and research from social psychology in the domain of group processes, - can translate theoretical and empirical knowledge about group processes to societal situations (e.g., leadership), - knows how knowledge and application of theorizing and research can lead to a better understanding of group processes.
<i>Content:</i>	<p>The central theme of the course concerns the social-psychological processes within groups. Content-wise, the course offers a diverse supply of social-psychological theorizing and research in the domain of group processes. Within a series of seven lectures, different important topics are discussed, such as the relationship between the individual and the group, group formation, leadership, teamwork, social influence, and mobilization processes.</p> <p>The point of departure in the course is that there are, at least, two perspectives when it comes to understanding group dynamics. First, the individual can be viewed as the point of departure, which turns groups into extensions of the individual (e.g., which groups do individual choose to belong to?). Second, the group can be viewed as the point of departure, which turns individuals into extensions of the group (e.g., which leaders emerge from which type of groups?). During the course, these two perspectives are used to come to a deeper understanding of group processes, both at the theoretical and societal level.</p>
<i>EC:</i>	5
<i>Semester:</i>	semester I a
<i>Format:</i>	lecture
<i>Hours per week:</i>	2
<i>Language:</i>	English
<i>Assessment:</i>	written exam (multiple choice)

Literature:

- Donelson R. Forsyth (2013), *Group Dynamics (6th edition)*. Belmont, CA: Wadsworth/Cengage. (ISBN: 9781285051444)

Intergroup relations**PSB3E-SP02***Lecturer:* prof. dr. S. Otten*Contact:* prof. dr. S. Otten*Objective:* After following this course, students can:

- properly describe relevant concepts and theories on intergroup relations and prejudice and to explain related research in this field,
- apply theories on intergroup behavior and prejudice to analyse perception, emotion, and behavior in intergroup contexts,
- use theories and research on intergroup relations as input to make suggestions for interventions to improve intergroup relations.

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 (such as enhancing intergroup contact and cooperation) will be introduced.

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

The social psychology of communication**PSB3E-SP03***Contact:* prof. dr. A. Dijkstra*Objective:* After this course the student is able to answer the following questions:

- 1.What do we talk about?
- 2.How do we speak?
- 3.What do we show?
- 4.How do cultures differ?
- 5.How can we understand the complexity of communication?
- 6.How do we communicate through new media?
- 7.How can we communicate with computers?

The student is able to recognize the phenomena related to these questions, knows various theoretical perspectives and conceptualizations to understand these phenomena, and is able to integrate these theoretical angles.

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 cognition and affect

PSB3E-SP04

Lecturer: dr. K. Epstude
Contact: dr. K. Epstude
Objective: After attending this course students can:
 - Define and explain the key concepts and theories of social cognition and related research on affect,
 - Apply those theories to analyze affect and behavior in a social context,
 - Synthesize theories and related experimental findings to examine the intersection between affect and 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:

- Fiske, Susan T., & Taylor, Shelley E. (2013), *Social Cognition: From Brains to Culture* (2nd edition) (ISBN: 9781446258156), € 45.00

Interpersonal relations

PSB3E-SP05

Lecturers: dr. L. Klavina, dr. S.E. Dalley
Contact: dr. S.E. Dalley
Objective: After finishing this course students can:

- identify and explain the key psychological concepts that define the field of interpersonal relationships,
- define and evaluate the key psychological components that underpin interpersonal attraction and the initiation of a relationship,
- identify and appraise the cognitive, affective and motivational processes that promote interdependency,
- describe and explain the mechanisms of, and reactions to, social exclusion,
- describe and explain interpersonal behavior from a self-regulation perspective,
- evaluate the role of conflict in intimate relationships.

Content: Human beings are social creatures; much of daily life is spent navigating a myriad of interpersonal exchanges with friends, lovers, strangers, colleagues and family. The aim of this series of lectures is to describe and explain the processes thought to influence these experiences, as well as illustrate their effects on subsequent interactions and sense of self.

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

- *Articles via Nestor*
- Miller, R.S., *Intimate Relationships 6th Edition*

Consumer and economic psychology

PSB3E-SP06

Lecturers: guest lecturers, prof. dr. E.M. Steg
Contact: dr. A.B. Ünal
Objective: After attending this course, students can:

- apply psychological theories in explaining and promoting changes in consumer decision-

- making and behaviour,
- identify key psychological processes behind economic and consumer behaviour,
- explain the influence of individual, social and cultural factors on consumer choices,
- reason why consumers often do not make rational choices,
- appraise the role of psychological mechanisms in the process of marketing a product (e.g., advertising effectiveness).

Content: This course examines the psychological processes underlying economic and consumer behaviour and discusses individual and social 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:

- Syllabus, available on Nestor

Social influence

PSB3E-SP07

Lecturer: dr. K.E. Keizer

Contact: dr. K.E. Keizer

Objective: After completing this course, students have insight in the different theories and principles of social influence and their applications.

Content: Why do we always spend too much during sales? Why is "playing hard to get" such a great strategy to pick up a partner? Why do you sell ice-cream with a man in a speedo and insurances with a man in a business suit? How can you reduce rule transgressions by wearing gothic clothing? In this course you get an answer to these and many other questions. In this course you'll learn how people's beliefs, and actions are influenced by others. You will be introduced to various theories, principles and studies that give insight to how you can use people's need for affiliation, accuracy and a positive self concept to persuade them. This (interactive) course is focused at both theory development and practical application.

EC: 5

Semester: semester I b

Format: lecture

Hours per week: 2

Language: English

Assessment: written exam (multiple choice)

Literature:

- Cialdini, R. B., *Influence: Science and Practice, 5th (interntional!!) Edition* By Robert B. Cialdini ISBN-13: 9781292022291, This is the new International Edition Published 23 Jul

2013 by Pearson. (ISBN: 9781292022291), € 35.00

· *Syllabus and articles on Nestor*

Honours research seminar

PSBE2-HO1

Lecturers: dr. M. aan het Rot, dr. B.D. Ostafin, 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: After the course the student can

- comment constructively on a manuscript about an empirical study,
- summarize the course of the peer-review process,
- write a motivation letter and cv for a research master application,
- design a poster about their own empirical research,
- Write a popular science paper.

Content: In meetings and by means of assignments students focus on the process of communicating empirical results. They are introduced to the peer-review process and to different ways of writing for different audiences. They learn how to comment on the work of others in a constructive fashion and extend their presentation skills. In addition they learn about how to prepare for a research career.

EC: 2

Semester: semester II

Format: practicum

Hours per week: Variable

Language: English and Dutch

Assessment: assignments

Remarks: The seminar takes place in the resit of period 2a (fourth week in period 2b) and in the week of June 23, 2014. (Not accessible to external students)

Literature:

· *Articles on Nestor*

· *Artikelen op Nestor*

Honours thematic meetings

PSBE2-HO3

Lecturers: prof. dr. 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: After the course the student is able to:

- reflect on current/controversial themes from different viewpoints,
- collaborate with other students on writing critical papers on these themes.

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
Language: English and Dutch
Assessment: papers
Remarks: (Not accessible to external students)
Literature:

- *Articles on Nestor*
- *Artikelen op Nestor*

Honours research internship I

PSBE2-HO6

Lecturer: diverse docenten
Contact: dr. J.P. Wessel
Prerequisite(s): Admission to the Excellence program psychology or in-depth disciplinary part of the Honours College
Objective: After this course the student is able to or has gained knowledge on how to:

- formulate a research question and hypotheses based on the literature,
- design a study to examine the research question / test the hypotheses,
- collect data,
- analyse and interpret these data,
- report on the findings following APA standards.

Content: The research internship is linked to the second year research practicum. Immediately at the start of their second year, a group of 4 students is assigned to a faculty member of the Heijmans Institute for Psychological research. The students join "their" faculty member during the entire second 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: 5
Semester: whole year
Format: practicum
Hours per week: Variable
Language: English and Dutch
Assessment: participation
Remarks: (Not accessible to external students)
Literature:

- *Af te spreken met docent.*
- *To be assigned by the supervisor.*

Honours theoretical seminar

PSBE3-HO2

Lecturer: Guest Lecturer(s)
Contact: prof. dr. G.C.G. Dehue
Prerequisite(s): Admission to the Honours Program Psychology.
Objective: After this module students:

- understand the transitions the sciences are currently going through, focusing on sciences studying human beings,
- can think and argue cogently about these transitions,
- can think and argue cogently about the transitions these sciences, according to them, should or should not be going through,

- are sensible participants, or maybe even leaders, in the debates about these pressing issues that, actually, are discussions on higher education as well as society at large,
- can develop one's own stance as to current social and technological developments for one's own private life.

Content: During the agricultural revolution human beings started to annex the earth and animals for economic purposes. During the industrial revolution in the 19th and 20th century they did the same with the human labor force. In the course of the 20th and particularly in the 21st century the third revolution is taking part in which they turn their own bodies and brains into commodities for the economy. How to avoid the pitfalls of both earlier revolutions that exploited and still are exploiting the earth, animals and human beings?

The biological turn also comes with deep changes in the very definition of what a human being is and what a social human being is. Many already use chemicals or electronic apparatus to increase the quality of their emotions and abilities. However, who defines what counts as good emotions and abilities? Aren't there particular 'scripts' hidden in drugs or apps for the improvement of mankind? For instance, when designing an antidepressant the designers decided what should count as 'no longer depressed' and hence what counts as a happy (happy enough) person.

And how to think about technology for distant monitoring of people through apps or about future electroceuticals (pills with embedded microchips) that enable large-scale private data collection by governments or companies?

Students will read articles, watch movies and documentaries, write essays, give presentations about these and related issues and discuss them with one another.

EC: 2

Semester: semester II

Format: practicum

Hours per week: Variable

Language: English and Dutch

Assessment: assignments

Remarks: The seminar takes place in the fourth week of period 2a (the resit of period 1b) and in the fourth week of period 2b (the resit of period 2a). (Not accessible to external students)

Literature:

· *Material to read and watch provided on nestor.*, € 14.00

Research Internship II

PSBE3-HO7

Lecturers: dr. A. Sarampalis, 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: After the course the students:

- know specific research methods in an area of their choice,
- can apply these methods,
- can supervise novice researchers.

Content: This practical consists of two parts. First, the students further develop their research skills in a field of psychology of their own choice. They are required to find a supervisor with whom they work for 140 hours. This internship may be within the University of Groningen or at another university within or even outside the Netherlands, but it must be approved by the coordinator of the Excellence program.

The second part of the course (56 hours in periods IIa and IIb) consists of tutoring a group in the second year Psychology research practicum. The students will intensively trained in teaching this practical. They tutor their group in pairs of students and give each other feedback regularly.

EC: 7

Semester: whole year

Format: practicum

Hours per week: Variable

Language: English and Dutch

Assessment: assignments

Remarks: The first part (doing research under supervision for 140 hours) may take place during the entire year. The second part (tutoring the research practical) takes place in the second semester (periods 2a and 2b). (Not accessible to external students)

Literature:

- *Articles on Nestor*
- *Artikelen op Nestor*

14. Teaching and Examination Regulations (OER)

**Faculty of Behavioural and Social Sciences Teaching and Examination
Regulations**

Bachelor's degree programme in

for academic year 2014-2015

Contents:

- 1 General provisions
- 2 Entry requirements
- 3 Content and structure of the degree programme
- 4 The propaedeutic phase of the degree programme
- 5 Study progress, including the BSA System
- 6 Admission to the second year of the degree programme, the post-propaedeutic phase
- 7 The post-propaedeutic phase of the degree programme
- 8 Other specializations
- 9 Examinations of the degree programme
- 10 Final assessment of the degree programme
- 11 Study progress supervision
- 12 Transitional and final provisions

The Teaching and Examination Regulations set out the specific rights and obligations that apply to each degree programme taught at the University of Groningen, for both the students and the degree programme.

The University-wide section of the Student Charter sets out the rights and obligations that apply to all students.

These Regulations were decreed by the Board of the Faculty of Behavioural and Social Sciences on 15 May 2014 and approved by the Faculty Council where required on 20 May 2014.

Section 1 General provisions

Article 1.1 – Applicability

1. These Regulations for academic year 2014-2015 apply to the teaching, examinations and final assessment of the Bachelor's degree programme in Psychology, hereinafter referred to as **the degree programme**, and to all students enrolled in this degree programme.
2. The degree programme is provided by the Faculty of Behavioural and Social Sciences of the University of Groningen, hereinafter referred to as **the Faculty**.
3. These Teaching and Examination Regulations also apply to students of other degree programmes, faculties or institutes of higher education, insofar as they follow course units in one of the degree programmes (including Minors) offered by the Faculty.
4. Course units or Minors that students of the degree programme as referred to in Article 1.1.1 follow in other degree programmes or at other faculties or institutes of higher education are subject to the Teaching and Examination Regulations of that programme, faculty or institute.
5. These Regulations also apply to students enrolled in the degree programme for the purpose of following a Pre-Master's programme as referred to in Article 8.5.1.

Article 1.2 – Definitions

The following definitions apply to these Regulations:

- a. The Act: the Higher Education and Research Act (WHW: *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*)
- b. Student: a person registered at the University for the purpose of taking course units and/or examinations leading to the conferral of a university degree
- c. Degree programme: the Bachelor's degree programme referred to in Article 1.1 of these Regulations, comprising a coherent set of course units
- d. Course unit: a syllabus unit or other part of the degree programme within the meaning of Article 7.3 of the Act, included in OCASYS
- e. OCASYS: the University of Groningen's online course catalogue
- f. ECTS credit point: a credit point within the meaning of the Act. The student workload of each course unit is expressed in ECTS credit points, whereby 1 ECTS is equivalent to a student workload of 28 hours
- g. Propaedeutic phase: the first 60 ECTS credit points of the formal Bachelor's degree programme as defined in Article 7.8 of the Act
- h. Post-propaedeutic phase: that part of the Bachelor's degree programme following the propaedeutic phase
- i. Study progress overview: a written overview of study results and their ECTS credit points, which is sent to students via e-mail
- j. Preliminary study advice: a written overview of study results, which is issued to students halfway through the first year of study
- k. Definitive study advice: a study advice issued at the end of the academic year, which can be either negative, provisionally positive or positive, in accordance with Article 7.8b.1 of the Act

- l. Binding (negative) study advice: a negative study advice that is binding for the student in question and means the student may not continue with the degree programme, in accordance with Article 7.8b.3 of the Act
 - m. Major: all compulsory course units in the propaedeutic and post-propaedeutic phases
 - n. Minor slot: where students can specialize within the degree programme; defined in terms of ECTS credit points
 - o. Minor: a coherent set of course units that can be followed within the Minor slot
 - p. University Minor: a coherent set of broadening course units that students can follow either at their own or a different Faculty
 - q. Personal Minor: a coherent set of broadening or deepening course units that students can choose themselves and follow either at their own or a different Faculty
 - r. Test or examination: a test of the knowledge, understanding and skills of students, including an assessment of the results
 - s. Final assessment: the final assessment for the Bachelor's degree which is considered to be passed once all the requirements of the entire Bachelor's degree programme have been satisfied
 - t. Academic year: the period of time that starts on 1 September and ends on 31 August of the following year
 - u. 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
 - v. Practical: a practical exercise, as referred to in Article 7.13 of the Act, in one of the following forms:
 - a thesis
 - a written assignment, paper or draft
 - a research assignment
 - participation in fieldwork or an excursion
 - completion of a placement
 - participation in another educational activity designed to teach certain skills
 - w. Board of Examiners: an independent body with the duties and powers as stated in Articles 7.11, 7.12, 7.12b and 7.12c of the Act, including assessing whether the requirements of the final assessment have been met
 - x. Admissions Board: the board that has decision-making powers in matters concerning admission to the degree programme on behalf of the Faculty Board
 - y. VWO diploma: pre-university certificate in accordance with Art. 13.1 of the Secondary Education Act or Art. 7 of the Secondary Education Act BES.
- All other definitions shall have the meaning that the Act ascribes to them.

Section 2 Entry requirements

Article 2.1 – Admission to the programme

A VWO diploma or equivalent prior degree grants admission to the degree programme.

Article 2.2 – Numerical limitations

The Psychology degree programme has a limited number of 750 places available. The available places will be allocated in accordance with the selection criteria set out by the Board of the University in October 2012. The method of working and of allocating places is defined in the decentralized selection protocol for the Psychology degree programme.

Article 2.3 – Language requirement for foreign certificates

Not applicable.

Article 2.4 – Admission to the degree programme with a HBO propaedeutic certificate without a VWO diploma

1. As of 1 September 2015, students without a VWO diploma but who do have a HBO propaedeutic certificate will no longer be automatically admissible to the degree programme.
2. As of 1 September, holders of a HBO propaedeutic certificate will be admitted to the degree programme if they can prove that they satisfy the following subject-specific requirements: knowledge of Mathematics and English at VWO level.

Article 2.5 – Admission to the degree programme on the basis of an entrance examination

1. The Admissions Board is responsible for organizing the entrance examination as referred to in Article 7.29 of the Act (Entrance Examinations).
2. Prospective students aged 21 or older on the date on which the examination is held and who do not satisfy the regular requirements may qualify for the entrance examination. An exception to the age requirement may be made if the student in question has gained a certificate abroad or if the student has the status of refugee and for this reason is unable to present a degree certificate.
3. The entrance examination refers to the following subjects at VWO level:
Mathematics, English and Biology
The provisions of Article 2.4 apply.
4. A successfully completed entrance examination will grant admission to the University of Groningen degree programme for which it was taken for the duration of two academic years after the date the examination was taken.

Article 2.6 – Admissions Board

1. The Admissions Board has the power to decide in matters concerning admission to the degree programme on behalf of the Faculty Board.
2. The Admissions Board consists of:
 - a member, also the chairperson, selected from the professors who teach the degree programme
 - one member / two members selected from the other academic staff who teach the degree programme.
3. The study advisor for the degree programme (or an equivalent member of Faculty staff) will be an advisory member and also secretary.
4. The selection will be made by the Faculty Board, which will also set out the admissions procedure.

Article 2.7 – Matching activities and degree programme advice

Not applicable.

Section 3 Content and structure of the degree programme

Article 3.1 – Aims and learning outcomes of the degree programme

The aims and learning outcomes of the degree programme are set out in the appendix, hereinafter referred to as 'the appendix'.

Article 3.2 – Type of degree programme

The degree programme in Psychology is a full time programme.

Article 3.3 – Language of instruction

The language of instruction and examination in the degree programme is English

Article 3.4 – Student workload

1. The degree programme has a student workload of 180 ECTS credit points.
2. The propaedeutic phase has a student workload of 60 ECTS credit points.
3. The student workload is expressed in whole ECTS credit points.

Article 3.5 – Course units completed elsewhere

A Bachelor's degree can only be awarded if at least two-thirds of the course units of the degree programme were followed at the University of Groningen.

Article 3.6 – Contact hours

1. The propaedeutic phase of the degree programme comprises a minimum of 480 contact hours a year.
2. The post-propaedeutic phase of the degree programme comprises a minimum of 280 contact hours a year (full-time variant) and a minimum of 140 contact hours a year (part-time variant).
3. The structure of the contact hours is set out in OCASYS.

Article 3.7 – Organization and examinations of the degree programme

1. The following final assessments may be taken:
 - a. the propaedeutic assessment
 - b. the Bachelor's assessment.
2. The degree programme is divided into a propaedeutic phase and a post-propaedeutic phase.

Article 3.8 – Participation in course units

1. Students may participate in course units of the degree programme if they register in good time via ProgRESS WWW (ProgressWWW.nl/Rug).
2. The maximum number of students for each course unit is listed in OCASYS.
3. Admission to course units with limited capacity is arranged according to the order of registration. Students who are registered for the degree programme will be given priority for the course units in their Major (or Minor).

Section 4 The propaedeutic phase of the degree programme**Article 4.1 – Structure of the propaedeutic phase**

The course units in the propaedeutic phase, the related student workload and, if applicable, the related practicals are set out in the Appendix.

Section 5 Study progress, including the BSA System

Article 5.1 – Study progress overview

Students will receive a study progress overview comprising an overview of the number of ECTS credit points earned thus far before 1 December of their first year of registration.

Article 5.2 – Preliminary study advice

1. Students will be sent a written preliminary study advice as soon as possible after the first semester.
2. The preliminary 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 for receiving a positive study advice as listed in Articles 5.3.1 a and b, 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.

Article 5.3 – Definitive study advice

1. A definitive study advice is issued at the end of the first year of study. This can be either:
 - a. positive, if the student has satisfied all the requirements of the propaedeutic phase
 - b. provisionally positive, if the student has earned at least 45 ECTS credit points (or 20 ECTS for the Primary School Teacher Training specialization [AoLB: *Academische opleiding leraar basisonderwijs*])
 - c. negative, if the student has earned fewer than 45 ECTS credit points (or 20 ECTS for AoLB) in the propaedeutic phase. This study advice is binding for students.
2. In the event that the preliminary study results are insufficient to such an extent that the student cannot be reasonably expected to pass the 45 ECTS threshold by the the end of his/her first year of study, a binding (negative) study advice may be issued subsequently to the preliminary study advice at the request of the student and in accordance with Article 5.2. This binding (negative) study advice will be issued in line with the procedure described in Article 5.5.
3. Students with a provisionally positive study advice will also be issued with a written study advice in their second year of study, after the resits for the second semester and before 31 July. This advice will convert the provisionally positive study advice into
 - a. a positive study advice, if the student has satisfied all the requirements of the propaedeutic phase
 - b. a binding (negative) study advice, if the student has not satisfied all the requirements of the propaedeutic phase
4. a. In the event that a student has not passed the threshold referred to in Article 5.3.2, but in the same academic year has passed the threshold for a different University of Groningen

degree programme to which this OER does not apply, no binding (negative) study advice will be issued for the degree programme to which this OER applies.

- b. In the event that a student has already gained a propaedeutic certificate or passed the propaedeutic phase of a university degree programme other than the programme(s) to which this OER applies, either at the University of Groningen or another university in the Netherlands, no binding (negative) study advice will be issued for the degree programme to which this OER applies.
5. Notwithstanding the provisions of Articles 5.6.2 and 5.6.3 with regard to *personal circumstances* and *recognized committee positions* in the second year of registration based on a positive preliminary study advice, a binding (negative) study advice will be issued if the student:
 - a. has earned fewer than 45 ECTS credit points (or 20 ECTS for AoIB) in his/her first year of registration, or
 - b. has not gained the propaedeutic certificate by the end of his/her second year of registration (or by the end of the third year for AoLB).
6. A binding (negative) study advice is valid for the next two academic years and applies to 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, including all their tracks.
7. Students who have been issued a binding (negative) study advice are not permitted to follow course units in this degree programme via a different degree programme or educational institution in order to avoid the consequences of their binding (negative) study advice. No exemptions will be granted for course units completed in this way, nor will such completed course units be recognized within the framework of the degree programme in any other way.
8. When determining the number of ECTS credit points earned, only those ECTS for the course units referred to in Section 4 will count.

Article 5.4 – Exceptions to the definitive study advice

1. No definitive study advice will be issued to students who submit a request for deregistration as of 1 February of their first year of registration.
2. Students who reregister for the same degree programme or a programme designated by the Board of the University as a related CROHO degree programme in a subsequent year will receive a definitive study advice in that year. They must gain their propaedeutic certificate in that year (in accordance with the 'P in 2' requirement) – Article 5.3.5b applies *mutatis mutandis*. The BSA regulations for the academic year in which they reregister will then apply.
3. Students who deregister for a degree programme before or as of 1 February and then register as of 1 February of the same year for a degree programme designated by the Board of the University as a related CROHO degree programme will not qualify for an adapted threshold within the meaning of Article 5.3.2. Students will be issued a binding (negative) study advice at the end of the second semester of the first year of registration if they have

earned fewer than 45 ECTS credit points in that degree programme or fail the propaedeutic assessment at the end of the second year of registration. In all other cases, the provisions of Article 5.3 will apply mutatis mutandis.

4. Students who deregister for a full-time degree programme before or as of 1 February and then register as of 1 February of the same year for the same CROHO degree programme as a part-time programme or a degree programme designated by the Board of the University as a related CROHO degree programme will not qualify for an adapted threshold within the meaning of Article 5.3.2. Students will be issued a binding (negative) study advice at the end of the second semester of the first year of registration if they have earned fewer than 45 ECTS credit points or fail the propaedeutic examination at the end of the second year of registration. In all other cases, the provisions of Article 5.3 will apply mutatis mutandis.
5. Students who register for a Bachelor's degree programme at the University of Groningen as of 1 February and have not previously been registered that same year will be issued a binding (negative) study advice at the end of the second semester of the first year of registration if they have earned fewer than 20 ECTS credit points on that degree programme (or fewer than 10 ECTS for AoLB), or fail the propaedeutic assessment at the end of the second year of registration (or at the end of the third year of registration for AoLB). In all other cases, the provisions of Article 5.3 will apply mutatis mutandis.

Article 5.5 – Definitive study advice / binding (negative) study advice: procedure

1. A definitive study advice / binding (negative) study advice is issued on behalf of the Board of the University by the Faculty Board.
2. Before a binding (negative) study advice is issued, students will receive a notice of intention to issue a binding (negative) study advice, after which they will be given the opportunity to put their case to the Faculty Board or its representative.

Article 5.6 – Personal circumstances

1.
 - a. When deciding whether to issue a binding (negative) study advice, the Faculty Board will take a student's personal circumstances into account at that student's request.
 - b. 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. The student's behaviour and any agreements or plans made between the student and the study advisor will also be considered in this decision.
2. If a binding (negative) study advice is decided against on the grounds of circumstances as referred to in Article 5.6.1, a new study advice within the meaning of Article 5.3 will be issued to the student at the end of the next academic year.
3. If, based on the provisions of Article 5.6.2, it is decided not to issue a binding (negative) study advice and the personal circumstances as referred to in Article 5.6.1. are still (or again) present, the Faculty Board may decide to refrain from issuing a binding (negative) study

advice again. In this event a binding (negative) study advice will be definitively refrained from.

4. Circumstances as referred to in Article 5.6.1 do not automatically lead to a successful application for a grant from the Graduation Fund.

Article 5.7 – Conditions for appeal

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

Section 6 Admission to the second year of the degree programme, the post-propaedeutic phase

Article 6.1 – Criteria for admission to the post-propaedeutic phase

1. Holders of a propaedeutic certificate will be admitted to the second study year of the degree programme, the post-propaedeutic phase.
2. Notwithstanding the provisions of Article 5.1.1, students who have earned at least 45 ECTS in the first year of the propaedeutic phase and/or have been issued a provisionally positive study advice as referred to in Article 5 can be provisionally admitted to the post-propaedeutic phase.
3. Provisional admission to the post-propaedeutic phase will expire if the student has not passed the propaedeutic assessment by the end of the second year of registration.
4. Provisional admission as set out in Article 5.1.2 only applies to course units of the first year of the post-propaedeutic phase (i.e. the second year of the Bachelor's degree programme). To participate in course units of the second year of the post-propaedeutic phase (i.e. the third year of the Bachelor's programme), the student must have passed the final assessment of the propaedeutic phase.

Article 6.2 – Admission to the post-propaedeutic phase: hardship clause

The Board of Examiners may deviate from the stipulations of Article 6.1 in situations where changes to the curriculum or educational force majeure would demonstrably lead to a situation of unfairness of an overriding nature. This is only possible in unique personal circumstances that are so unusual that admission cannot in all reasonableness be denied.

Article 6.3 – Study plan

1. All students who have been issued a provisionally positive study advice as referred to in Article 5.3.1 are expected to draw up a study plan in consultation with their study advisor/mentor/assigned supervisor, comprising at least the following:

- a. the propaedeutic course units that have not yet been passed with a related time line
- b. the post-propaedeutic course units that may be followed in addition to the course units listed under a.

Section 7 The post-propaedeutic phase of the degree programme

Article 7.1 Structure of the post-propaedeutic phase

1. The post-propaedeutic phase comprises the following course units:
 - a. Course units in the Major 90 ECTS
 - b. Course units in the Minor 30 ECTS (2 x 15 ECTS)
2. Students can fill their Minor slot with the following components:
 - *a placement/internship*
 - *a study period at a university abroad*
 - *a broadening or deepening Minor, comprising course units from outside their own Major (further details to be provided by the degree programme)*
3. The course units in the post-propaedeutic phase, the related student workload and, if applicable, the related practicals are set out in the Appendix.

Section 8 Other specializations

A. Minor

Article 8.1 – Minor

1. The Minor slot can be filled using any of the options listed in Article 7.1.2.
2. Students can choose between:
 - a) a University Minor
 - b) a personal Minor.

Article 8.2 – University Minor

1. A University Minor is a coherent set of broadening course units that students can follow either at their own or a different Faculty.
2. Students who choose to fill their Minor slot with a University Minor do not need explicit permission from the Board of Examiners.
3. The Faculty offers the following University Minors:
 - Psychology in Society (Appendix 1 Psychology)
 - Challenging Youth (Appendix 1 Pedagogy and Educational Sciences)
 - Sociology (Appendix 1 Sociology)

- Teacher-Training Minor (OER University Teacher-Training Programme)

Article 8.3 – Personal Minor

1. A personal Minor is a coherent set of broadening or deepening course units that students can compile themselves and follow either at their own or a different Faculty.
2. Personal Minors must be presented to the Board of Examiners for approval in advance.

Article 8.4 – Authority of the Board of Examiners with regard to Minors

1. Students must present their choice of Minor to the Board of Examiners of their own degree programme for approval, except if they choose a University Minor in accordance with Article 8.2.2.
2. Minors followed in other degree programmes or at other faculties or institutes of higher education are subject to the authority of the Board of Examiners of the degree programme that sets the relevant examinations.
3. Minors in the degree programme followed by students of other degree programmes, faculties or institutes of higher education are subject to the authority of the Board of Examiners of the degree programme.
4. A responsible Board of Examiners will be assigned in the event of inter-faculty University Minors.

Article 8.5 – Teacher-Training Minor

1. Assessment of the examinations of the Teacher-Training Minor offered by the Sociology degree programme will be in accordance with the rules and regulations established by the Board of Examiners of the University Teacher-Training Programme (ULO) as set out in the ULO student handbook.
2. Students will be able to take the examinations for this Minor once per academic year, at the end of the fifth semester. At least one resit opportunity will be offered for each examination in the sixth semester. The Teacher-Training Minor is successfully passed if a student passes both of the Minor examinations.
3. Examinations for the Teacher-Training Minor will be oral or written, to be decided by the Board of Examiners of the ULO. The practical will be tested on the basis of lesson observations and evaluations and reports of lessons and of how the student functioned in the school.

B. Honours programme

Article 8.6 – Bachelor's Honours Programme

1. The Faculty participates in the Bachelor's Honours Programme organized by the University of Groningen Honours College.

2. Students admitted to one of the Bachelor's degree programmes offered by the Faculty can participate in the Bachelor's Honours Programme if they are selected by the Dean of the University of Groningen Honours College. Please consult the Teaching and Examination Regulations of the University of Groningen Honours College for the selection procedure.
3. The Bachelor's Honours Programme has a total student workload of 45 ECTS credit points, divided over the three years of the Bachelor's programme.
The Bachelor's Honours Programme, including the deepening Faculty part, is subject to the Teaching and Examination Regulations of the University of Groningen Honours College.
4.
 - a. The Honours Programme does not form part of the regular Bachelor's curriculum. The results and marks do not count towards the awarding of an honours predicate for the Bachelor's programme.
 - b. The Diploma Supplement that accompanies the Bachelor's degree certificate will also list the results gained in the Bachelor's Honours Programme.

C. Pre-Master's programmes

Article 8.7 – Pre-Master's programmes

1. The Faculty offers Pre-Master's programmes with student workloads of 15, 30, 45 or 60 ECTS credit points to facilitate entry into the Master's degree programmes in Psychology and Sociology (see Appendix 1).
2. Students who enrol in the Pre-Master's programme in Psychology are registered in the Bachelor's degree programme in Psychology, those who enrol in the Pre-Master's programme in Sociology are registered in the Bachelor's degree programme in Sociology.
3. The Admissions Board of the desired Master's degree programme will decide whether students are admitted to the Pre-Master's programme.
4. Admission to the Pre-Master's programmes takes place once a year, at the start of the programme in the first semester.
5. The Pre-Master's programme must be completed within two academic years. Students who fail to complete the Pre-Master's programme within this period will lose the results gained in the programme and may be banned from further participation in the Pre-Master's programme by the Faculty Board.
6. The Board of Examiners of the degree programme as referred to in Article 1.1.1 has the authority to decide in matters concerning course units in the Pre-Master's programme.
7. The stipulations concerning Pre-Master's programmes in the University of Groningen Regulations for Registration and Tuition Fees apply.

Section 9 Examinations of the degree programme

Article 9.1 – General

1. Each course unit is assessed by means of an examination.
2. The examination assesses students' academic development and mastery of the learning outcomes of the course unit.
3. The results of an examination are given as pass or fail, in numbers on a scale of 1 to 10, expressed as 6 or more for a pass and 5 or less for a fail.

Article 9.2 – Compulsory order

1. Some course units may not be taken or examinations sat before the conditions of certain other course units have been satisfied. The Appendix sets out when this is the case.
2. Students who started their degree programme in academic year 2009/2010 or earlier may not take any course unit in the post-propaedeutic phase until all parts of the propaedeutic final examination have been passed.
3. Notwithstanding the provisions of Article 9.2.2, students may on request be permitted to take certain examinations in the post-propaedeutic phase before they have passed the final examination of the propaedeutic phase under the following conditions:
 - a. the student has earned 45 ECTS in the propaedeutic course units listed in the Appendix
 - b. the student has passed at least the propaedeutic course units listed in the Appendix
 - c. the permission applies for no more than twelve months.
4. The Board of Examiners may depart from the conditions of this Article based on a motivated written request by a student, if he or she thinks that he or she cannot satisfy the conditions as formulated due to force majeure or unforeseen circumstances that were beyond his or her control and through which he or she runs the risk of significant study delay.

Article 9.3 – Examination frequency and periods

1. There will be an opportunity to sit the examinations for the course units listed in the Appendix at least twice in each academic year.
2. Notwithstanding the provisions of Article 9.3.1, alternative regulations apply to some course units. The Appendix sets out when this is the case.
3. Notwithstanding the provisions of Article 9.3.1, there will be only one opportunity in a certain year to take the examination for non-compulsory course units not taught in that year.
4. Examinations for course units that are part of a final propaedeutic or Bachelor's assessment as referred to in Article 10.1 may not be taken again.

5. The periods in which examinations can be sat are listed in the Student Handbook and/or OCASYS. Partial exams can also be taken outside the period indicated.

Article 9.4 – Bachelor's thesis

1. A Bachelor's thesis can only be used for one degree programme. No exemptions are granted for theses based on a thesis written within a different degree programme.
2. Article 10.1.7 on the storage period for Bachelor's theses applies.
3. More detailed regulations on the design, content, time frame and assessment of the thesis can be found in the Regulations for Bachelor's and Master's theses, which form part of these Teaching and Examination Regulations.

Article 9.5 – Form of examinations

1. Examinations will be taken in the form stated in OCASYS.
2. At the student's request, the Board of Examiners may allow an examination to be taken in a form different from that stated above.

Article 9.6 – Examination provisions in special circumstances

1. Requests for individual examination provisions, including documentary evidence, must be submitted to the Board of Examiners as soon as possible.
2. If not granting a student an individual examination provision would lead to an 'exceptional instance of unfairness of overriding nature', the Board of Examiners may decide to grant such a provision contrary to the stipulations of Article 9.3.

Article 9.7 – Authority of the Board of Examiners regarding electives

1. The Board of Examiners for the degree programme setting the examinations is authorized to assess the examinations, deal with any complaints and decide upon requests for alternative exam regulations. Course units taught by other degree programmes or faculties are the responsibility of the Board of Examinations of the degree programme in question.

Article 9.8 – Examinations and performance disabilities

1. 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 disability. If necessary, the Board of Examiners will seek expert advice from a student counsellor of the Student Service Centre (SSC) before making a decision.

2. With regard to examinations for electives taken by students with a performance disability, the Board of Examiners of the degree programme that sets the examination shall comply with the facilities permitted by the Board of Examiners of the degree programme for which the student has registered.

Article 9.9 Oral examinations

1. Unless the Board of Examiners decides otherwise, an oral examination may only be taken by one student at a time.
2. Oral examinations are public, unless the Board of Examiners or the relevant examiner stipulates otherwise or the student objects to the public nature of the examination due to extraordinary circumstances.

Article 9.10 – Exemptions

1. At a student's request, the Board of Examiners, having discussed the matter with the examiner in question, may grant exemption from an examination on condition that the student:
 - a. has completed part of a university or higher vocational degree in the Netherlands or abroad that is equivalent in content and level
 - b. can demonstrate by work experience that he/she has sufficient knowledge and skills with respect to the course unit in question.
 - c. The validity period of exemptions granted for course units or parts thereof is identical to that of examination results.
2. Article 5.3.7 applies.

Article 9.11 – Replacements and electives followed elsewhere

1. Based on a motivated request by a student, the Board of Examiners may grant permission to:
 - a. replace a course unit in the examination programme by another course unit offered by the University of Groningen or another university in the Netherlands or abroad that dovetails well with the degree programme, or
 - b. use one or more course units followed at another university in the Netherlands or abroad as electives in the degree programme.
2. When assessing such a request, the Board of Examiners will in any case evaluate the coherence of the set of course units (or part thereof) and the level of the course units followed.

Article 9.12 – Marking of examinations and publication of marks

1. After an oral examination, the examiner will assess the examination immediately and provide the student with a statement upon their request. He or she will provide the Faculty's administration department with the necessary details for registration of the result in Progress.

2. The examiner will mark a written examination with open-ended questions within ten working days and a multiple-choice examination within five working days of the day on which it was taken, and will provide the Faculty's administration department with the necessary details for registration of the result in Progress.
3. If an examination is taken in a form other than oral or written, the Board of Examiners will determine in advance how and when students will receive written confirmation of the result.
4. The written confirmation of the result of an examination will also inform the student of his right of inspection, as stipulated in Article 9.14.1, as well as his right to appeal.
5. The exam results will be regarded as definitive six weeks after their announcement.

Article 9.13 – Validity

1. Completed course units remain valid indefinitely.
2. Notwithstanding the provisions of Article 9.13.1, the Board of Examiners may decide to require a student to take a supplementary or substitute examination for a course unit taken more than six years previously before allowing that student to progress to the relevant examination.

Article 9.14 – Right of inspection

1. On request, students have the right to inspect their marked work during a period of up to six weeks after the results of a written examination have been made known. Also on request, they will be provided with a copy of the work at cost price.
2. Within the time frame stipulated in Article 9.14.1, any participant in the examination may request that they be allowed to peruse the examination paper and the assessment criteria.
3. On their request, students will be provided with feedback about the correct exam answers, possibly organized in the form of a group perusal session. The examiner will announce whether and where a perusal session will take place before the examination, or in any case at least one week after the publication of the exam results and if possible no later than four working days before the date of the resit. If the person concerned can show that they were prevented by force majeure from attending at the indicated places and times, they will be offered another opportunity, if possible within the period stated in this article.

Article 9.15 – Board of Examiners and examiners

1. The Board of Examiners is the independent body that determines whether individual students have the knowledge, understanding and skills required to be awarded the degree.
2. The Faculty Board appoints the members of the Board of Examiners on the basis of their expertise in the field of the degree programme (or group of degree programmes) in question.
3. The Board of Examiners must comprise at least:
 - a. one member who is a lecturer in the degree programme

- b. one member from outside the degree programme.
- 4. Members of the Board or other people who have financial responsibilities within the institution may not be appointed as members of the Board of Examiners.
- 5. The Board of Examiners will appoint examiners to set examinations and determine the results.
- 6. The Board of Examiners will set out the Rules and Regulations of the Board of Examiners.

Article 9.16 – Cheating and plagiarism

- 1. Fraud is an act or omission by a student designed to partly or wholly hinder the forming of a correct assessment of his or her own or someone else's knowledge, understanding and skills.
- 2. Fraud also includes plagiarism, which is copying someone else's work or ideas without correct reference to the source.
- 3. Fraud also includes giving false information on basis of which in the programme certain possibilities, facilities or resources can be acquired for or around exams, testing or course attendance.
- 4. If a student commits fraud, the Board of Examiners may exclude that student from participation in one or more examinations or final assessments for a maximum of one year after discovery of the fraud, or impose him another suitable measure or sanction.
- 5. In the event of very serious fraud, the Board of Examiners may propose to the Board of the University that the student's registration be definitively terminated.
- 6. The Board of Examiners will set out its course of action in the event of fraud in its Rules and Regulations.

Article 9.17 – Invalid examination

In the event of irregularities with regard to an examination that are so serious that an accurate assessment of the examinee's knowledge, understanding and skills cannot be made, the Board of Examiners may declare the examination invalid.

Article 9.18 – Termination of registration

- 1. In cases of serious objectionable behaviour and/or remarks by a student, the Board of the University can in certain cases, after an advice from the Board of Examiners or from the Faculty Board, decide to terminate the registration of this student after having carefully assessed all the interests of the student and the institution and once it has proven reasonable to assume that the student's behaviour and/or remarks prove him/her to be unsuitable for one or more of the professions for which he/she is being trained in his/her degree programme or for the practical preparation for that profession.

2. The stipulations in the University of Groningen Regulations for Registration and Tuition Fees apply.

Section 10 Final assessment of the degree programme

Article 10.1 – Final assessment

1. The degree programme is concluded with a final assessment.
2. The Board of Examiners determines the result of the final assessment as soon as the student has passed all the required examinations, thereby acquiring the necessary academic training.
3. Before the final assessment can be determined, the Board of Examiners may decide to test the student's knowledge of one or more course units or components of the degree programme, if and inasmuch as the marks for these course units provide a reason for doing so.
4. By determining the result of the final assessment, the Board of Examiners also commits itself to a speedy processing of the degree certificate ceremony.
5. If a student wishes to postpone the date of graduation due to extra examinations that still need to be taken, he or she must submit a request to this end to the Board of Examiners in good time.
6. The graduation date is the date on which the final assessment is passed, as determined by the Board of Examiners in accordance with the provisions of Article 10.1.2, and not the date on which the degree certificate is presented to the student.
7. The successfully passed final assessment as referred to in Article 10.1.1, and all assignments submitted within the framework of this assessment, will be kept on file by the Faculty Board for a period of at least 7 years.

Article 10.2 – Degree certificate

1. Students shall receive a certificate issued by the Board of Examiners as proof that they have passed the final examination. Even if a student successfully completes more than one specialization within a degree programme, they will receive only one degree certificate.
2. The Board of Examiners will issue an International Diploma Supplement with each degree certificate.
3. If relevant, the results obtained in the Bachelor's Honours Programme will also be stated in the Diploma Supplement that accompanies the Bachelor's degree certificate.

Article 10.3 – Degree

1. Those who have passed the examination are granted the degree 'Bachelor of Science'.

2. The degree awarded shall be registered on the degree certificate.

Article 10.4 – Honours ('judicium')

1. The Board of Examiners shall determine whether or not the Bachelor's degree certificate will be awarded an honours predicate.
2. There are two types of honours predicates: 'Cum laude' and 'Summa cum laude'. The following conditions apply:
 - a) for 'Cum laude':
 - i. the mark for the bachelorthesis must be at least 8.0
 - ii. The weighted average (not rounded off) for all course units, excluding the thesis, within the examination programme approved by the Board of Examiners must be greater than or equal to 8.0
 - a) for 'Summa cum laude':
 - i. the mark for the bachelorthesis must be at least 9.0
 - ii. The weighted average (not rounded off) for all course units, excluding the bachelorthesis, within the examination programme approved by the Board of Examiners must be greater than or equal to 9.0
3. No honours as referred to in Article 10.4.2 are awarded if the student workload of the exemptions in ECTS credit points is more than half the total number of ECTS for the degree programme.
4. Honours as referred to in Article 10.4.2 may only be awarded if the examinations for all course units except one were taken only once. One course unit may be resat, and only one resit may be taken for this course unit.
5. Honours as referred to in Article 10.4.2 may only be awarded if no resit opportunity was used for the bachelor thesis.
6. Honours as referred to in Article 10.4.2 may only be awarded if no single course unit was awarded a mark less than 7.0.
7. No honours as referred to in Article 10.4.2 are awarded if a decision by the Board of Examiners has been taken to the effect that a student is no longer eligible for an honours predicate because fraud/plagiarism has been detected.
8. In certain circumstances, the Board of Examiners may depart from the provisions set out in Articles 10.4.2-7.
9. Students who started the degree programme before 1 September 2013 continue to fall under the honours regulations that applied to them on 31 August 2013.

Article 10.5 – 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 assessment mode to be used and the test moments for each course unit
5. the test design and assessment procedures and assessment criteria used
6. the responsibilities in terms of implementing the various elements of the assessment policy
7. the method of regular evaluation.

Section 11 Study progress supervision

Article 11.1 – Study progress administration

The Faculty Board registers individual study results for all students, and at least twice a year and on request provides students with an overview of their study results.

Article 11.2 – Study progress supervision

The Faculty Board will organize the introduction and the study progress supervision for students enrolled in the degree programme, partly to promote their progress and also with a view to potential study options within and outside the degree programme.

Section 12 Transitional and final provisions

Article 12.1 – Amendments

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

Article 12.2 – Publication

1. The Faculty Board shall duly publish these Regulations, any rules and guidelines formulated by the Board of Examiners, and any amendments to these documents.
2. Copies of the documents referred to in Article 12.2.1 are available from the Faculty Office. These documents can also be found *on the Faculty website via 'My University'*.

Article 12.3 – Date of commencement

These Regulations shall take effect on 1 September 2014.

15. Teaching and Examination Regulations (OER) – Programme

Bachelor of Science Degree Programme in Psychology

Faculty of Behavioural and Social Sciences

2014 - 2015

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. Students enrolled in the English programme are allowed to the English exams only. A Bachelor of Science Degree Programme in Psychology is offered in the Dutch language at our Faculty as well (see the study guide "Bachelor Programma Psychologie"). 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 propaedeuse.

Paragraph 2 The propaedeutic phase of the programme

Article 2.1 Structure of the propaedeutic phase

The propaedeutic phase contains the following courses with a study load as indicated:

BE1-01	Introduction to psychology	5 EC
BE1-16	Psychology: history and application	5 EC
BE1-02	Social and cross-cultural psychology	5 EC
BE1-08	Statistics IA	5 EC
BE1-03	Developmental psychology	5 EC
BE1-09	Statistics IB	5 EC
BE1-10	Intervention and dialogue	5 EC
BE1-04	Biopsychology	5 EC
BE1-05	Personality and individual differences	5 EC
BE1-24	Introduction to research methods	7.5 EC
BE1-25	Academic skills	7.5 EC

Article 2.2 Propaedeutic practica

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

BE1-08	Exercises and assignments	14 hours
BE1-09	Exercises and assignments	14 hours
BE1-10	Exercises, assignments and papers	140 hours
BE1-24	Exercises, assignments and papers	145 hours
BE1-25	Exercises, assignments and papers	145 hours

The courses of this section are exclusively accessible for BSc-Psychology students. The examinations committee may make an exception based on a motivated and timely request (i.e. ample time before the start) from a student of other BSc-degree programmes.

2. The examination of a course mentioned in this Article cannot be registered in Progress before the related practicum is successfully completed in the same academic year as, or in the academic year preceding, the examination of the course.
3. For the following courses the successful completion of the practicum is considered equivalent to passing the examination of the course: BE1-10, BE1-24 and BE1-25.

Article 2.3 Contact hours

The number of contact hours in the propaedeutic phase should be 12 hours per week. At four times ten weeks the total number of prescribed contact hours adds up to 480 per year, including exams and course response hours. The courses listed in article 2.1 contain the following amount of contact hours:

BE1-01	Introduction to psychology	52 h
BE1-16	Psychology: history and application	38 h
BE1-02	Social and cross-cultural psychology	52 h
BE1-08	Statistics IA	70 h
BE1-03	Developmental psychology	38 h
BE1-09	Statistics IB	66 h
BE1-10	Intervention and dialogue	88 h
BE1-04	Biopsychology	54 h
BE1-05	Personality and individual differences	38 h
BE1-24	Introduction to research methods	125 h
BE1-25	Academic Skills	136 h

Total	769 h
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The contact hours can be specified as follows:

Lectures	199 h
Practicals	156 h
Exams/re-sits	40 h
Study coaching	360 h

Paragraph 3 The post-propaedeutic phase of the programme

Article 3.1 Structure of the post- propaedeutic phase

1. The post-propaedeutic 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 15 EC or of 20 EC;
 - c. A bachelor thesis of 15 EC or of 10 EC
3. The Minor consists of the choice from one of the following options, composed of 30 or 2 x 15 EC:
- a. A University Minor;
 - b. A 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:

BE2-22	Clinical 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: theory and ethics	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
BE2-23	Cognitive psychology*	5 EC
BE2-24	Introduction to Clinical Neuropsychology*	5 EC

* Students must enrol in either Cognitive Psychology or Introduction to Clinical Neuropsychology as a compulsory part of their second year. Additionally they can choose for the other course during their third year.

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	26 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

The courses of this section are exclusively accessible for BSc-Psychology students, with the exception of Statistics II and/or Statistics III that are accessible for Students of Artificial Intelligence. The examinations committee may make an exception based on a motivated and timely request from a student of other BSc-degree programmes.

3. The examination of a course mentioned in Article 3.2 paragraph 1 cannot be registered in Progress 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 six differentiation areas (1-6 below). At least 15 EC have to be chosen from all courses as listed in this Article section.

1. Industrial and Organisational Psychology

PSB3E-IO09	Dynamic skills in groups	7,5 EC
PSB3E-IO04	Current topics in organizational psychology	5 EC
PSB3E-IO03	Personnel psychology	5 EC
PSB3E-IO06	Sport and exercise psychology	5 EC
PSB3E-IO07	Organisational change	5 EC
PSB3E-IO05	Teaching Research in Psychology	5 EC

2. Cognitive Psychology and Psychophysiology

PSB3E-CP02	Cognition and attention	5 EC
PSB3E-CP03	Thinking and decision making	5 EC
PSB3E-CP04	Human factors	5 EC
PSB3E-CP06	Cognitive neuroscience	5 EC
PSB3E-CP07	Perception	5 EC

3. Clinical Neuropsychology

PSB3E-CN01	Clinical neuropsychology	5 EC
PSB3E-CN02	School Neuropsychology: Mind, Brain & Education	5 EC
PSB3E-CN03	Developmental neuropsychology	5 EC
PSB3E-CN05	Gerontology	5 EC

4. Clinical Psychology

PSB3E-KP01	Psychopathology: symptoms, classification and diagnosis	5 EC
PSB3E-KP05	Diagnosis and assessment	5 EC
PSB3E-KP06	Cognitive behavioural processes across disorders: a trans-diagnostic approach	5 EC
PSB3E-KP07	Introduction to cognitive behavioural therapies	5 EC

5. Developmental Psychology

PSB3E-CN02	School Neuropsychology: Mind, Brain & Education	5 EC
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6. Social Psychology and its applications

PSB3E-SP01	Group dynamics	5 EC
PSB3E-IO09	Dynamic skills in groups	7,5 EC
PSB3E-SP02	Intergroup relations	5 EC

PSB3E-SP03	The social psychology of communication	5 EC
PSB3E-SP04	Social cognition and affect	5 EC
PSB3E-SP05	Interpersonal relations	5 EC
PSB3E-SP06	Consumer and economic psychology	5 EC
PSB3E-SP07	Social influence	5 EC

Free differentiation courses

PSB3E-M06	Human error	5 EC
PSB3E-M15	Experimental skills	5 EC
PSB3E-M10	Teaching skills	7,5 EC
PSB3E-M09	Philosophy of psychology	5 EC
PSB3E-M11	Programming for psychologists	5 EC
PSB3E-M13	Deception in clinical settings	5 EC
PSB3E-M14	Learning: theory and practice	5 EC
PSB3E-LT	Literature study	var.
PSB3E-SI	Bachelor Internship	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:

PSB3E-IO09	Exercises and assignments	210 hours
PSB3E-IO04	Exercises and assignments	60 hours
PSB3E-KP05	Exercises and assignments	140 hours
PSB3E-M15	Exercises and assignments	140 hours
PSB3E-M10	Exercises and assignments	210 hours
PSB3E-M11	Exercises and assignments	140 hours

The courses of this section, but not only these, are exclusively accessible for BSc-Psychology students. The examinations committee may make an exception based on a motivated and timely request from a student of other BSc-degree programmes.

3. The examination of a course mentioned in Article 3.2 paragraph 1 cannot be registered in Progress before the related practicum is successfully completed in the same academic year as, or 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: PSB3E-M15 and PSB3E-M11.
5. Examinations of the courses listed in section 1 are taken in written form, with the exception of PSB3E-LT, which may also be examined orally upon decision of the examiner.

Article 3.4 Bachelor Thesis

1. The Bachelor Thesis (PSB3E-BT10) is a practicum of 10 EC in the form of exercises and written report of 280 hours.
2. The Bachelor Thesis (PSB3E-BT15) is a practicum of 15 EC in the form of exercises and written report of 420 hours;

3. A student performs the bachelor thesis according to section 1 or section 2 but not both.
4. For the following courses the successful completion of the practicum is considered equivalent to passing the examination: bachelor thesis (PSB3E-BT10/PSB3E-BT15).

Article 3.5 The Minor

1. The University minor, as listed in article 3.1.3.a, may be selected from the University minors offered at faculties of the University of Groningen, with a total study load of 30 EC. Minors offered by the degree programme in Psychology are excluded from this selection.
2. With the exception of students of the Bachelor Programmes Psychology, Sociology and Pedagogy, students of a Groningen University Bachelor Programme are admitted to the minor courses PSMIN01 Introduction to Psychological Theories and Applications, and PSMIN02 Research instruments critically considered, provided they have completed the propaedeutic phase of their programme.
3. The Free-Choice Minor, as listed in article 3.1.3.b, may contain a choice of courses with a total study load of 30 or 2 times 15 EC (semester 1a and 1b of year 3), to be chosen from:
 - a. the courses offered by the Department of Psychology in its differentiation component or an equivalent course, and/or
 - b. other university bachelor programmes from the Netherlands or abroad, after approbation by the Examinations Committee.
 - c. Potentially, a bachelor internship (PSB3E-SI) of 5 EC, to be organised and arranged by the student, can be done in semester 1b of year 3. This internship is only allowed for students in the Psychology programme.

Article 3.6 Equivalencies

Various

PSB3E-M07	PSB3E-M15	Experimental skills
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Article 3.7 The excellence programme

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

BE2-HO1	Honours research seminar	2 EC
BE3-HO2	Honours theoretical seminar	2 EC
BE2-HO3	Honours thematic meetings	4 EC
BE2-HO6	Honours research internship I	5 EC
BE3-HO7	Honours research internship II	7 EC

2. The courses' load of a total of 20 EC is in addition to the regular post-propaedeutic programme of 120 EC. To receive a certificate the excellence programme should be completed in the third year.
3. The following courses mentioned in Article 3.7.1 contain a practicum in the form and size as indicated:

BE2-HO1	Exercises, assignments and papers	56 hours
BE3-HO2	Exercises, assignments and papers	56 hours
BE2-HO3	Exercises, assignments and papers	112 hours
BE2-HO6	Exercises, assignments and papers	140 hours
BE3-HO7	Exercises, assignments and papers	196 hours

4. 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.
5. For the following courses, the successful completion of the practicum is considered equivalent to passing the examination: BE2-HO1, BE3-HO2, BE2-HO3 and BE2-HO6, BE3-HO7.
6. The courses BE2-HO1, BE2-HO3 and BE2-HO6 must be completed at the end of the first post-propaedeutic year. The courses BE3-HO2 and BE3-HO7 need to be completed at the end of the second post-propaedeutic year. No resits are offered.
7. Admissible to the excellence programme are those students who have passed the propaedeutic 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 BE1-25 to the Programme coordinator. Selection for the programme will be based on these materials. Students who are admitted to the University honours programme are automatically admitted to the excellence programme.
8. 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. Student can only take part in the examinations of the courses stated below if they fulfil the mentioned conditions:
 - a. Course BE2-06 "Test Theory":
The course BE1-08 "Statistics-Ia" or BE1-09 "Statistics-Ib" is passed, or both are passed.
 - b. Course BE2-07 "Statistics-II":
One of the courses BE1-08 and BE1-09 are passed, and the other is graded with

- minimally 5. The permission remains valid even if the course that was initially graded 5 is graded lower after the re-sit.
- c. Course BE2-09 "Research practicum" and BE2-12 "Statistics-III":
The course BE1-08 and BE1-09 are passed, and the course BE2-07 is graded with minimally 5. The permission remains valid even if the course that was initially graded 5 is graded lower after the re-sit.
 - d. Course PSB3E-BT (the bachelor thesis) before passing the courses BE2-06, BE2-07, BE2-08 and BE2-09.
 - e. Course PSB3E-IO09 before passing course BE1-10.
 - f. Course PSB3E-M10 before passing course BE2-11.
 - g. Course PSB3E-SI before passing courses BE2-22, BE2-03, BE2-04, BE2-05, BE2-11, BE2-13 and one of the two following courses: BE2-23 or BE2-24, or the former combined course BE2-21.
2. In addition to the criteria mentioned in Article 6.2 of the BSS Teaching and Examination Regulation: access to the post-propaedeutic phase of the programme for students without the propaedeutic 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-propaedeutic 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-propaedeutic 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. ATOEFL 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.

A secondary or higher education diploma issued by an English-language institution

16. Rules and Regulations

Of the Examinations Committee of Psychology for academic year 2014-2015

(d.d. 24 June 2014)

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:

- Faculty examination regulations: the Teaching and Examination Regulations for the programme, most recently updated on 20 May 2014;
- Programme examination regulations: the appendix of the Faculty examination regulations that consist of the regulations of the programme, most recently updated on 20 May 2014;
- Examinations Committee: the Examinations Committee for 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 above mentioned 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 10 section 3 of the Faculty 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 – Awarding predicates

For students who started the programme before 1 September 2012 and were enrolled without any interruption, the following rules are applicable, as a departure from the rule in article 10.4 of the Faculty examination regulations:

1. The result of the final assessment may be awarded the predicate 'cum laude' or 'summa cum laude'. Cum laude will be awarded if the weighted unrounded grading average is 8 or more, and the thesis is graded with 8 or more, and no grade is below 7. For summa cum

laude the weighted unrounded grade averaged should be 9, or more, and the thesis grade should be 9 or more, and no grade is below 7. Only those grades will be taken into account that are part of the exam.

Note: when determining the predicate '(summa) cum laude' only those courses which constitute 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 of 180 EC.

2. For the propaedeutic programme: no predicate will be awarded if less than 50 ECTS credits have been gained within the propaedeutic programme. For the post-propaedeutic phase: no predicate will be awarded if less than 90 ECTS have been gained within the post-propaedeutic programme. In individual cases the committee may decide otherwise on request.

Note: this may be possible when the candidate can proof that his/her performance on programme courses passed outside the programme in Groningen is of the highest quality

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. For modules with a written (end-) exam the following rules apply:
 - a. Examinees who have registered for module are automatically registered for the first exam of that module.
 - b. A student who fails the first exam or does not attend it, will automatically be registered for the resit.
 - c. A student who fails the resit or does not attend it, has to register anew for the module to be admitted to the module and the exam(s) in the next academic year.
 - d. A student who wants to resit an exam that in a previous exam was graded with a "pass" mark, has to register at the Student Service Desk. For the period see section 3 of this article.

Note: the first exam is the first exam that is scheduled in an academic year. If this is the third exam for a student for that module, no automatic registering will take place, but the student has to reregister him/herself.

3. Examinees who are 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 for a module occurs by means of the ProgressWWW system at least the day before the starting day of the block in which the module will start. If a module is already started, a student may request a late registration at the Student Service Desk. This is possible until two weeks after the starting day of the block in which the module is started, with the exception of modules that have a partial exam. For modules with a partial exam late registration is possible until four working days before the first partial exam.

- b. Registration for practicals occurs at least ten working days before the start of the block in which the practical will be given. In individual cases the registration for a practical may be done later if necessitated by the temporal order of the admission procedure. Late registration is only possible with permission of the coordinator of the module.
 - c. For a literature exam registration occurs by sending an e-mail to the individual examiner of the exam in question, with a copy to the third-year's coordinator.
 - d. For the Bachelor Internship / Research Internship a student has to contact the lecturer in question and the third-year's coordinator conform the procedure in the study guide.
 - e. For an oral examination registration occurs by a personal appointment with the individual examiner of the exam in question, with a copy to the third-year's coordinator.
- 5. For modules that have a practical according to applicable articles of the Programme 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.
 - 6. In exceptional circumstances, the Examinations Committee may depart from the provisions of the previous subsections with regard to the place and time of registration.
 - 7. 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.
 - 8. 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.
 - 9. An examinee who wants extend the date of the final assessment to complete additional modules before registering for the final exam, as stipulated in article 10.1 section 5 and section 6 of the Faculty Examinations regulations, has to notify the examination committee of this plan within a term of 10 working days after the moment that the result of this final module is published on Progress. Since additional modules are not part of the exam and therefore they will not be listed on the diploma supplement.

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 Programme examination regulations) 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 – Approval of courses for the personal minor

1. A request for approval of courses for the personal minor in accordance with various rules in article 8 of the Faculty 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 or language courses, will be approved. For language courses only courses on the B2 end level or higher will be approved. In other cases 5 EC will be subtracted from the course load. English and Dutch courses are only approved if their level exceeds the entree level of the programme. Language courses of preceding educational programmes of a student will never be approved.
3. The examinations committee decides within a month after receiving the request, notifying the examinee in writing.
4. For modules outside the programme the results should be communicated to the Student Service Desk as soon as available in the form of the official result transcripts.
5. A renewed request for minor modules will (partially) not be recognized if a student already completed (in part) minor requirements by completing modules from a previous request. A renewed request will not be processed if the results of the previously acknowledged request are not available.

Note: All third-year modules of the programme as mentioned in the Programme examination regulations, are eligible and automatically approved for a personal minor. Approval is also automatically obtained for all interfaculty minors and faculty minors ("broadening" minors) of the University of Groningen. Examinees who select a personal 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.
2. Examinees must identify themselves by means of their student card at the request or behest of the Examinations Committee. Examinees may not participate in an examination if they are unable to identify themselves.

Note: in order to be able to control the registration of a examinee and his of her valid participation examinees have to legitimize by showing a valid student card. As an alternative an examiner may accept a valid identification document, such as a 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.

3. 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. This is not a right, and an examiner may decide otherwise.

4.
 - a. 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.
 - b. During the exam no questions about the exam or the procedure are answered by or on behalf of the examiner, with the exception of issues not foreseen in these Rules & Regulations.
 - c. 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. Leaving the room for a bathroom visit is not allowed; an exception may be made for students with a permit that was obtained from the committee before the exam. A reason for a permit may be that bathroom visits are medically necessary.
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 refuse that person to enter the examination location.
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, unless otherwise indicated.
9. Practicals are a prerequisite for, or a part of an exam, as stipulated in the Programme examination regulations. The following rules of order are applicable:
 - a. Attending practicals is obligatory, as described in the Study guide.
 - b. Student who do not attend or are too late, fail to meet this obligation.
 - c. 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, a (VIP-) journey, or another situation without Force Majeure will not be accepted.
 - d. If a student misses a practical session for a legitimate reason, a make-up session or a replacing assignment will be provided that has minimally the duration and/or size of the missed session.
 - e. If a student missed the requirements of the practical then he/she (usually) will be excluded of (further) participation in the module.
10. Exclusion as referred to in subsection 2, 3, 7 or 8 means that no result will be provided for that examination.

Article 13 – Fraud

1. In addition to article 9.16 of the Faculty examination regulations fraud implies that a student provides incorrect information based upon which specific possibilities, facilities or provisions may be acquired in the programme.

Note to article 9.16 of the Faculty examination regulations: 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 of a participating examinee was achieved by this examinee's own knowledge and effort.

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.

An example of fraud from the current article 13.1 is providing a false statement to obtain an exemption or an alternative assignment for not attending an obligatory session, or obtaining a provision for a functional impairment, as described in article 9.8 of the Faculty examination regulation.

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 examinations 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. In principle, 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'. The committee can decide that the assessment is expressed differently, in which case the result always clearly expresses "Pass" or "Fail". Literature exams normally will be graded with a number, but may be graded with "Pass" or "Fail" if this can be motivated by the examiner.
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 'Academic skills', 'Research practicum' 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 "(summa) 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, in any event before the potential resit.
3. If the Examinations Committee arranges a collective inspection for an examination, then an examinee may submit a request as defined in Article 7.8.1 of the Examination Regulations if he or she attended the collective inspection and motivates the request, or if he or she is unable to attend the collective inspection due to force majeure.
4. The provisions in 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 and the committee when making their decisions must adhere to the following standards:

1. The preservation of the quality and selection criteria of each examination

2. Effectiveness criteria, concentrating on:
 - a. the limiting of time lost by examinees who are proceeding exceptionally well with their studies
 - b. timely termination of the degree programme by examinees who are unlikely to pass the exams
3. Protect examinees from themselves who want to do too much
4. 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 2014.

As decreed by the Examinations Committee of Psychology on 24 June 2014.

17. 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.

18. 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: abiz@rug.nl

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

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: citservicedesk@rug.nl

Health, Safety and Environment Service (AMD)

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

Telephone: (050) 363 5551

E-mail: amd@rug.nl

Internet: www.rug.nl/amd

Office of the Confidential Advisor

Marijke Dam, Confidential Advisor

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

Telephone: (050) 363 5435

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

Internet: www.rug.nl/vertrouwenspersoon

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

Postal address: Antwoordnummer 172, 9700 AB Groningen

ADDRESSES FOR STUDENTS

University Student Desk (USD)

Visiting address: Broerstraat 5

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

Telephone: (050) 363 8004

E-mail: usd@rug.nl

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

Student Service Centre

Visiting address: Uurwerkersgang 10

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

Telephone: (050) 363 8066

Email: ssc-secretariaat@rug.nl

Internet: www.rug.nl/ssc

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 8066

E-mail: ssc-secretariaat@rug.nl

Internet: www.rug.nl/ssc

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

Visiting address: Uurwerkersgang 10

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

Telephone: (050) 363 8066

E-mail: ssc-secretariaat@rug.nl

Internet: www.rug.nl/ssc

NEXT Careers Advice

Visiting address: Uurwerkersgang 10

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

Email: next@rug.nl

Internet: www.rug.nl/next

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

19. Code of Conduct

The guidelines below are intended to facilitate the smooth running of the teaching programme for both students and lecturers. Good communication is only possible if everyone obeys the rules, so everyone, both lecturers and students, is expected to comply with these guidelines.

1. Using the official e-mail address

All e-mail traffic will use the official University e-mail addresses. Please only use this e-mail address or link it to your personal e-mail address.

2. Be on time

Make sure that you are on time for lectures and all other teaching activities. Nothing is more annoying for students and lecturers than people who enter the lecture room after a lecture has begun. It's also very irritating if other people have to wait for you in group meetings.

3. Do not disturb

Do not disturb lectures and practicals by using your phone or talking to each other. Turn off your mobile or switch it to silent mode. Please do not make any noise in the library so that others can concentrate.

4. Communication etiquette

Please indicate clearly in letters or e-mails who the message is intended for, what it is about and who the sender is. Express yourself clearly and in good English. Address the other person properly, it's better to be too formal than too informal. The same applies to any reactions you may post on a Nestor forum. Correct and suitable language use ensures that everyone can contribute to the discussions and questions on the forum in an enjoyable way.

5. Expectations

You may expect lecturers to indicate what medium they prefer for answering questions (orally during office hour or via the telephone, via e-mail or on Nestor), and at what times they are available. You may expect lecturers to indicate during lectures and on Nestor the term within which they will answer questions asked via e-mail or on Nestor.

6. Questions

Please check whether the information you need can be found in the handbook or on Nestor. Please also consider where or who you can best ask your question – on the Nestor forum, the lecturer, the Education Desk, or maybe the porters, for example. Ask your questions in good time; don't wait until the day before the exam to ask questions about the material.

7. Cooperating in evaluations

Within the framework of quality assurance, all of our teaching is evaluated in various ways (written, oral). We expect you to cooperate with this. It is extremely important for the degree programme, and thus also for students, that we maintain the quality of teaching at a high level.

These guidelines are derived from the 'Golden Rules' of the Sociology degree programme.

Appendix: adaptations Study Guide as from July / August 2014

Per 15-07-2014

p. 32 - 79: put courses in an alphabetical order.

Per 01-09-2014

p. 9/10 Chapter 4.2: The table for mandatory course sequences has been altered;
Chapter 4.4: The procedure for the registration for courses and exams has been changed.
p. 20, 21, 27: New Bachelor thesis coordinator is H.J.E. Greijdanus
p. 26, 27: added * and footnote to BE2-23 and BE2-24
p. 27: Coordinator of the third year: Vacancy
p. 28, 30, 66 - 12.6 + 12.7: PSB3E-M10 changed 'block I + II' into 'block I'
p. 30/31: Added PSB3E-SI Social Internship
p. 43 PSBE2-06: changed lecturer and contact into Prof. dr. R.R. Meijer
p. 59 PSB3E-IO05: removed vo-psychology@rug.nl

Per 11-11-2014

p.19 - 7.5: changed address of Methodologiewinkel
p.21.: propaedeutic phase coordinator: added various coordinators
p.21+p.27.: New coordinator of the Third Year – Dr. K.E. Keizer; new coordinator Bachelorthesis: H.J.E. Greijdanus MSc.
p.28: PSB3E-IO09 Dynamic Skills – changed EC from 5 into 7,5
p.29 + p.78 – PSBE3-HO2 – changed semester into semester II
p.31 – PSBE1-01: added various coordinators
P.35 PSBE1-09 - changed lecturer and contact into R.M. de Vries MSc.
p.47 PSBE2-22 - added Literature.
p.53 – PSB3E-CP02 changed contact into Dr. E.G. Akyürek
p.55 PSB3E-CP04 – Changed lecturers into various lecturers and guest lecturer(s); changed contact into Prof. dr. K.A. Brookhuis; added paper(individual, presentation, written exam (multiple choice); changed text Objectives and changed literature into: (C. D. Wickens et al., *An introduction to Human Factors Engineering* (ISBN 9781292022314)
p.55 - PSB3E-CP06 – changed text Objective
p. 64 PSB3E-LT - changed contact into prof. dr. A. Johnson; Format - added: (You can take only one literature study in your exam programme.) added Prerequisites.
P.67 PSB3E-M11 – removed R. Morey
p.69 PSB3E-M14 – removed lecturer prof. dr. P.L.C. van Geert; changed text Objective; changed text Content
p.70 – PSB3E-SI – added: contact N. de Jong and added content information
Whole Study Guide: Changed 'Social Internship' into 'Bachelor Internship'