STUDY GUIDE

MASTER OF SCIENCE IN PSYCHOLOGY

Faculty of Social and Behavioural Sciences

UNIVERSITY OF GRONINGEN

2015 - 2016

Department of Psychology

Heymans building

Grote Kruisstraat 2/1

9712 TS GRONINGEN

Versie 29 oktober 2015

Contents

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

1. Preface

The M.Sc. Psychology programme is a one-year degree programme that prepares the student for a Ph.D. programme or a career in psychology. The student acquires the knowledge and skills necessary for research and a profession, and learns to apply these in a research or profession-oriented project culminating in a concise report, the Master's thesis. The student can choose one of the five sub-programmes that are offered (see paragraph 7.1): Industrial and Organisational Psychology, Cognitive Psychology and Psychophysiology, Clinical Neuropsychology, Social Psychology and its Applications, and a Free Choice.

The programme has a study load of 60 European Credit Transfer System credits (EC). The year is divided into two semesters of 30 EC each, and each semester is divided into two blocks. All courses are given in a single block. Exams are held at the end of each block. Re-sits are within the next block, a few weeks after the exams:

Semester 1						
Block 1a			Block 1b			
1 week	7 weeks	2 weeks	2 weeks	1 week	5 weeks	2 weeks
Startweek	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

This study guide gives an overview of information relevant to the Master's programme and presents the five sub-programmes. The section Rules and Regulations is especially important for it lays out the rules in our organisation. Details of amendments, should they be made, and other information will also be sent to the student's university e-mail address, which should be checked regularly. Additional information is available on the Master of Psychology community site on Nestor (www.nestor.rug.nl), the electronic learning environment of the University of Groningen.

2. The Programme

2.1 Description of the Programme

Each of the five M.Sc. Psychology sub-programmes provides scientific education in which research in and the application of science is central. Therefore, an important component of this programme is an independent, academic research project reported in a Master's thesis.

In all five sub-programmes half the study load is dedicated to courses and the other half to carrying out the Master's project and writing the Master's thesis. The courses are sub-programme-specific specialisation subjects (10 EC), a sub-programme-specific skills training (5 EC), advanced methodology courses (5 EC), and electives (10 EC). Any courses in the Master's

programme that are not followed to fulfil other requirements may be followed to fill the elective requirement, or students may, provided that they have obtained permission from the Examinations Committee, follow courses in other Master's programmes as electives.

Courses are offered throughout the year so that students can opt to carry out the Master's project and write the thesis concurrently with other coursework.

Students who have enrolled in the Master's programme are required to submit a course plan for their Master's year to the sub-programme coordinator. The sub-programme coordinator will discuss the plan with the student, and, after approval, assist the student in scheduling the Master's project and thesis.

2.2 Admission to the Programme

Students with a Bachelor's degree in Psychology (or equivalent) obtained at a university can apply for admission. Students of the University of Groningen can apply for admission when they have completed the 180 EC of the Bachelor's programme, including the Bachelor's thesis. Whether students from programmes at other universities are admitted depends on the courses they followed in their Bachelor's degree programme, so it is vital that detailed information is provided when applying for admission. The admission procedure can be found at the website:
http://www.rug.nl/masters/psychology-en/

2.3 Study Advice

Successful study takes time. At least forty hours a week is strongly recommended. Students with concerns about their abilities, their part-time job, or anything else that may affect their study performance should consult the academic advisor. The academic advisor can also help in study planning and can offer confidential advice about any personal problems that may be impairing progress.

Academic advisors:
Drs. Laura Ballato
e-mail: l.ballato@rug.nl
Room: 0023 (Heymans building)
Tel.: 050 363 7066

Dr. Libbe Kooistra
e-mail: libbe.kooistra@rug.nl
Room: 0007 (Heymans building)
Tel.: 050 363 6773

Inge Cnossen, MSc.,
e-mail: i.cnossen@rug.nl
Room: 0017 (Heymans building)
Tel.: 050 363 6680

From Mondays to Fridays there is always an office hour from 11-12 AM. The office hour is for matters taking no more than 5-10 minutes. If more time is needed, an appointment may be requested.

2.4 Types of Courses

2.4.1 Lecture Courses

Lecture courses are organized around lectures. Lectures introduce the relevant theory. They complement and extend the assigned literature. 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 not required, but their content will usually be tested for in the exam.

2.4.2 Practica

Many courses, or parts thereof, take the form of practica in which lectures play little if any role. Rather, the emphasis is on developing and practicing skills. Attendance is required and assignments and exams may be given.

2.4.3 Master's Thesis

The Master's thesis is a written report documenting all phases of a completed empirical research project (more information is provided in the Master's Thesis Procedure on Nestor).

2.5 Registering for Courses

It is necessary to register for each course, whether lecture, practicum, or Master's thesis. Registration may be made in the block preceding the block in which the course is scheduled up until two weeks before it begins. For courses in the first block, registration starts on August 1. Registration is via the internet site ProgressWWW: https://www.progresswww.nl/rug

New since 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.

2.6 The Academic Calendar for 2015 - 2016

Semester 1:	**31 August 2015**	**-**	**31 January 2016**	
Block 1a:	31 August 2015	-	4 September 2015	Start week
	7 September 2015	-	23 October 2015	Lectures
	26 October 2015	-	6 November 2015	Exams
Block 1b:	9 November 2015	-	20 November 2015	Lectures
	23 November 2015	-	27 November 2015	Re-sits
	30 November 2015	-	15 January 2016	Lectures
	18 January 2016	-	29 January 2016	Exams
Semester 2:	**1 February 2016**	**-**	**8 July 2016**	
Block 2a:	1 February 2016	-	12 February 2016	Lectures
	15 February 2016	-	19 February 2016	Re-sits
	22 February 2016	-	24 March 2016	Lectures

	29 March 2016	-	8 April 2016	Exams
Block 2b:	11 April 2016	-	22 April 2016	Lectures
	25 April 2016	-	29 April 2016	Re-sits
	2 May 2016	-	3 June 2016	Lectures
	6 June 2016	-	17 June 2016	Exams
	27 June 2016	-	8 July 2016	Re-sits

In 2015-2016 no lectures or examinations will be held on the following dates:

Monday 21 December 2015 - Friday 1 January 2016	Winter break
Friday 25 March 2016	Good Friday
Monday 28 March 2016	Easter Monday
Thursday 5 May 2016	Liberation Day
Thursday 5 May 2016	Ascension Day
Monday 16 May 2016	Whitsunday
Monday 11 July 2016 - Friday 2 September 2016	Summer break

3. Examinations

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

3.1 Scheduling of Exams

Exams are given at the end of each course and re-sits are given during the following period. In general, only one chance per year is given to pass a practicum. The dates and locations of exams are posted in timetables on the internet. All exams last two hours, unless stated otherwise.

3.2 Registering for Exams

New since 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.

3.3 Exam Results

Multiple-choice exams are graded and the grades submitted to the registrar within five working days. The period for essay-questions and papers is ten days. Grades are posted at ProgressWWW. A hard copy of one's grades can be requested at the Student Services Desk. Grades for oral exams are determined as soon as the exam is concluded. Only the grades that are published on ProgressWWW are official. The course instructor will arrange at least one opportunity to discuss written exams. Six weeks after publication of the grades on ProgressWWW the grades will be definite.

3.4 Complaint, appeal, collective right of complaint

The Examinations Committee is responsible for the quality of the exams, and for the exam procedures. Furthermore, the committee judges in cases of fraud, such as plagiarism and exam cheating.

Concerns or complaints about the way an exam has been given, graded, or discussed with the students may be lodged with the Examinations Committee within six weeks. Requests for a re-sit following a student's failure to show up for the exam must also be addressed to the Examinations Committee—*not* the course instructor. Note that such a request will be granted only if the failure to show was for a reason beyond the student's control AND excessive study delay cannot be prevented or diminished in another way.

To contact the Examinations Committee, a letter (not an e-mail) should be sent to the Chair of the Committee, dr. M.E. Timmerman, via the secretary of the Committee, Ms. J.M. Baan. The Examinations Committee will issue a written response within 14 days of receiving the letter.

Address:
Examinations Committee
Ms. J.M. Baan

Grote Kruisstraat 2/1
9712 TS Groningen
Telephone: 050 363 6366

Within six weeks after a decision of the Examinations Committee one may lodge an appeal with the Board of Appeal. The procedure for appealing a decision of the Examinations Committee is outlined here: http://www.rug.nl/studenten/regelingen/klachtenBezwaarBeroep

Students who consider that the programme fails in its duties may file a collective complaint. At least five students have to sign such a collective complaint. The complaint should be filed to the Dean of the Faculty of BSS. This right of collective complaint is stipulated in the Faculty Regulations.

3.5 The Master Examination

The Master's diploma is awarded after completion of all required formalities. This is the case when (a) all compulsary courses have been graded a 6 or higher, and (b) 60 EC is completed. The Committee has the right to conduct an additional examination of the candidate.
Students have to request their diploma by a form that is to be filled out on ProgressWWW. One may ask assistance by a study adviser. At the moment of request not all courses have to be completed yet. Ultimately four weeks before the planned graduation ceremony all results have to be available for the Student Service Centre (in Progress) and the diploma has to be requested.
The diploma has to be requested ultimately four weeks after completing the last course or the thesis. If a student does not request the diploma within this term, the Examinations Committee may decide that the date of graduation will be another than the date of completion of this last course or the thesis. The diploma is to be requested only if one is registered as a student.
The master's diploma is awarded five times a year. The dates are to be found on Nestor, as well as the latest request date.

4 More Things Worth Knowing

4.1 Exemptions

Exemptions from one or more courses may be issued on the basis of a previous course of study. Requests for individual course exemptions should be submitted to the Examinations Committee using the form available at the Student Services Desk.

4.2 Teaching Assistantships

Students who have excelled in statistics, the Intervention and Dialogue or Communication and Diagnostic Skills practicum, or the Bachelor's programme as a whole may be eligible for a teaching assistantship. More information can be obtained from the coordinator of the Bachelor's programme or the individual course instructor.

4.3 Costs of Course Materials

The costs of books and materials for study are relatively low. In the Master's programme, € 325 is usually sufficient for compulsory books, lecture notes, manuals etc.

The RUG policy on study costs is to control them so that they do not exceed grant/loan budgets for Dutch students. The amount that students are required to spend on study materials should therefore not exceed the government grant. Each programme phase (propaedeutic, post-propaedeutic or Master) therefore has a cost 'ceiling' of € 740 x length of programme phase. Sometimes it is not possible to avoid going beyond the ceiling amount. In such cases it is possible to apply to the Faculty Board for reimbursement of half the extra expenditure on the basis of receipts submitted as proof. Another arrangement may be possible. Further information can be obtained from the academic advisor or from the University Student Service Centre.

4.4 Studying Abroad

It is possible to follow courses or to conduct the Master thesis research outside the Netherlands. Because the Master only takes one year, early planning is necessary. Contacts for research projects abroad are generally made via individual faculty members. For more information you can turn to your Master thesis supervisor or the Programme coordinator.

5 Administration and Services

5.1 The Faculty

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

5.2 The Department

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

General comments or complaints about the programme can be registered via the "Service button" on Nestor.

5.3 The Student Services Desk

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.

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

Telephone: 050 363 6301
E-mail: owbalie.gmw@rug.nl

Hours:
Monday - Friday, 9:00 p.m. - noon, 1:00 p.m.- 5:00 p.m.

You can apply for authenticated copies of your diploma every Tuesday and Thursday between 2:00 and 3:00 p.m. This service costs 5 euros for two complete sets of diplomas.

5.4 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. – 9.30 p.m. and Friday, 9:00 a.m. – 5:00 p.m. During holiday periods opening hours are limited.

5.5 Computers

Computer labs are spread throughout the Heymans and Munting buildings. Help with computer-related problems is available at the CIT Service Desk Binnenstad.

CIT Service Desk Binnenstad
Heymans building, Room 50 A (ground floor)
Telephone: 050 363 3232
E-mail: citservicedesk@rug.nl
Opening hours: 8:30 a.m. – 5.00 p.m.

5.6 Statistical Consulting

Research design and statistical advice is available at the "Methodologiewinkel", located on the first floor (Room 0113) of the Grote Rozenstraat 19.
Methodologiewinkel
Telephone: 050 363 6190
E-mail: methodologiewinkel@rug.nl
Hours: Monday – Friday, 1:00 p.m. – 5:00 p.m.

5.7 Readers and Copy Services

If a course has a required reader, it can be purchased at the Copy Services Centre, Grote Rozenstraat 3.

Telephone: 050 363 6228
E-mail: reprogmw@rug.nl
Hours: Monday – Friday, 8:15 a.m. – 00:30 p.m., 1:15 p.m. - 4:30 p.m.

5.8 The Faculty Council

The participation of staff members and students of the Faculty of Behavioural 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 regulation (Dutch abbreviation: OER) and the strategic plan of the faculty, but the members can also contribute ideas themselves about matters that concern the entire Faculty, such as computer rooms.

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

6 Student Services

6.1 Student Organisation (VIP)

Psychology has an active 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. These buddies aid the international student in navigating Dutch systems and cultural vagaries.

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

Contact information:
Website: www.vipsite.nl
Telephone: 050 363 6323
E-mail: vip.gmw@rug.nl

6.2 Student Charter

The "rights and duties" of the student are described in the Student Charter, which can be found at the University of Groningen website. A short version of can be included in this study guide.

6.3 Working Conditions

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

6.4 Confidential Adviser

(Sexual) intimidation, aggression, violence, bullying and discrimination do not belong in a good and stimulating academic environment. The Board of Directors of the University of Groningen aims to prevent this kind of undesired behavior as much as possible. To this end, they have appointed a confidential adviser.

The Confidential Adviser's office is open on weekdays from 9:00 a.m. - 5:00 p.m.; it is preferred that you make an appointment. Visiting address: Visserstraat 49; telephone: 050 363 5435; e-mail: j.m.dam@rug.nl (confidential adviser) or a.m.wildeboer-baar@rug.nl (secretary).

7 The five sub-programmes

7.1 Industrial and Organisational Psychology (IO)

Industrial and Organisational Psychology focuses on the behaviour, attitudes, cognitions and feelings of people in the organisational context.

The study of Industrial and Organisational Psychology includes topics that have clear relevance for the understanding of a variety of situations that occur in the organisational context and in which intra-individual, inter-individual, or intragroup processes play a central role. Examples include leadership and power, productivity, innovation, motivation, decision-making, skill acquisition and training.

The philosophy of the one-year master program is to provide the knowledge and skills required to analyze, understand, and change a wide variety of phenomena that occur in organisations. On the one hand, Industrial and Organisational Psychology is an applied field-oriented sub-discipline of psychology. On the other hand, it has a strong focus on the development of theoretical knowledge and basic and applied research. The notion that a solid theoretical basis is a necessity for industrial and organisational psychologists working in the applied field is emphasized throughout the entire Master program. Apart from following several courses, students will be working on their master thesis with one of our faculty members in which they will explore, in depth, a topic of mutual interest. The Master IO aims to train and educate highly skilled and versatile work and organisational psychologists who are capable of independently monitoring and contributing to new developments in the field.

Over the course of the year students will work on their individual master thesis: develop their research idea, conduct research with the appropriate techniques and report the findings in the master thesis.

Students learn in the master sub-programme IO:
• Thorough knowledge of psychological theories of industrial and organisational psychology and (experimental) methods
• Knowledge about the areas where industrial and organisational psychology can be applied
• Analytical ability to analyze theoretical and practical problems in the domain of industrial and organisational psychology, to empirically investigate them and to draw theoretical and practical conclusions.

Career prospects

What do you do as an IO-psychologist?
Past graduates have comfortably moved into jobs in personnel departments of industrial and governmental organisations (HRM), career counseling institutes, assessment-agencies, consulting firms, psychology departments and business schools in universities as well as independent research institutes.

7.2 Cognitive Psychology and Psychophysiology (CPP)

Description
Cognitive Psychology and Psychophysiology studies cognitive functioning (memory, learning, perception, etc.) of healthy people. How do we store information in working memory? What changes in that process during ageing? How does mood affect our perceptions? What brain areas allow you to switch between two tasks? And how does all that mental activity affect the body?

In the master track Cognitive Psychology and Psychophysiology you study – amongst others – these questions. You will learn about the latest theories and insights in this broad area, and you will get hands-on experience with research tools such as advanced reaction time analyses, EEG and TMS. You will put all this knowledge into practice during your master's research project. In the programme, we put a strong emphasis on applications of all the theory you study: over and over again, we will ask "how can we use this knowledge in everyday life?"

Career prospects
CPP is a broad programme that does train you for a specific job. The skills and knowledge you will gain are useful in many different functions. However, most obvious would be a position as researcher or consultant.

Researcher – CPP graduates are well prepared for a career as researcher, for example as PhD student at a university, but also in the private (Philips, Unilever) or government sector (ministries, TNO), or with NGOs.

Advisor/consultant – you can use your skills and knowledge as CPP-graduate to advise companies, NGOs of the government about the latest developments in cognitive psychology and psychophysiology, for example in the context of human-computer interaction, or on recent developments such as neuro-marketing.

7.3 Clinical Neuropsychology (CN)

Clinical Neuropsychology is a specialty discipline within psychology which is focused on the associations between the brain and neuropsychological functions, including cognition, emotion and behaviour. Clinical Neuropsychology is particularly interested in the effects of brain disorders and other clinical conditions affecting the brain on these functions.
Disorders and conditions comprise acquired or congenital neurological and neuropsychiatric conditions in children, adolescents and adults, such as ADHD, autism, stroke, brain tumor, traumatic brain injury, epilepsy, Alzheimer's disease, Parkinson's disease, multiple sclerosis, drug abuse, schizophrenia, bipolar disorder, depression, etc.

Clinical neuropsychologists can be involved in both the assessment and treatment of people with brain disorders in various applied and often clinical settings, but also in patient related research. Methods used in the field of clinical neuropsychology are neuropsychological tests, neuroimaging and electrophysiological techniques.

With the aging population, the number of people with neuropsychological disorders increases and with this also the demand for well-trained clinical neuropsychologists.

Career prospects

- Researcher in the field of e.g., clinical neuropsychology, cognitive rehabilitation
- Intermediate between research and clinical practice
- Advisory or management function in the field of clinical neuropsychology

7.4 Social Psychology and its Applications (SPA)

This sub-programme focuses on the behaviour of normal people in everyday life and aims at explaining human behaviour in social situations.

Many social problems stem from attitudes and behaviours of people. Social psychology can contribute to the understanding and solving of such problems by examining the factors that influence people. To be able to gain insight into different situations, it is essential that students are familiar with social psychological theories and are trained in applying and investigating them.

The strength of this program lies in the combination of theoretical knowledge and fundamental research on the one hand and its application to everyday issues and contemporary concerns on the other hand. Students learn, for example when contact between ethnic groups leads to conflict and discrimination, what motivates people to stop smoking, when are people motivated to care for the environment and how does evolution impact on our behaviour.

Students can specifically immerse themselves in basic social psychology or the application of social psychology, or a combination of both.

Over the course of the year students will work on their individual master thesis: develop their research idea, conduct research with the appropriate techniques and report the findings in the master thesis.

Students learn in the master route SPA:
• Thorough knowledge of social psychological theories and methods.
• Knowledge about the areas where social psychology can be applied.
• Analytical ability to analyze theoretical and practical problems in the domain of social psychology, to empirically investigate them and to draw theoretical and practical conclusions.

Career prospects
What do you do as a SPA psychologist?
Social psychologists can analyse and understand "normal" human behaviour in various application fields. They can work for example in companies, municipalities, the government, other non-profit organisations, and research firms. Everywhere where people work or where human behaviour is influenced by policies or information social psychologists can contribute. Functions can be crisis manager, social worker, communication consultant, trainer, policy advisor, marketing consultant, and researcher. Graduates interested in doing research may be eligible to continue to do a PhD.

7.5 Free Choice Psychology (FC)

In this sub-programme students can compose, under restrictions, their own specialization in psychology. It is possible to combine courses from the other sub-programmes, to conduct the master thesis research, and to choose electives in such a way that a coherent master programme is composed.

One composed programme can be Theory and History of Psychology. This programme is on the relations between Psychology (and related disciplines), the subjects they study, and the society and culture that they are part of. Examples of research topics are psychiatric disease concepts and the increasing prominence of biochemical views of mental illness, the rules and practices of psychiatric drug testing, and the use of brain machines and its philosophical implications.

Another composed programme can be Psychometrics and Statistics. This programme is on studying and developing quantitative techniques for psychometrics and statistics, and offering scientific researchers tools and instructions for using these. Examples of research topics are multiway, multilevel and multiset component analysis, multilevel regression, and use and usability of statistics.

Other specializations may be proposed to the programme coordinator, who will decide on whether the proposed sub-programme content is *unique* (as compared to the other three sub-programmes) and *coherent.*

Over the course of the year students will work on their individual master thesis: develop their research idea, conduct research with the appropriate techniques and report the findings in the master thesis.

Students learn in the master route FC:
• Thorough knowledge of theories and methods used in the specialization.
• Knowledge about the areas where the specialization can be applied.
• Analytical ability to analyze theoretical and practical problems in the domain of the specialization, to investigate them and to draw theoretical and practical conclusions.

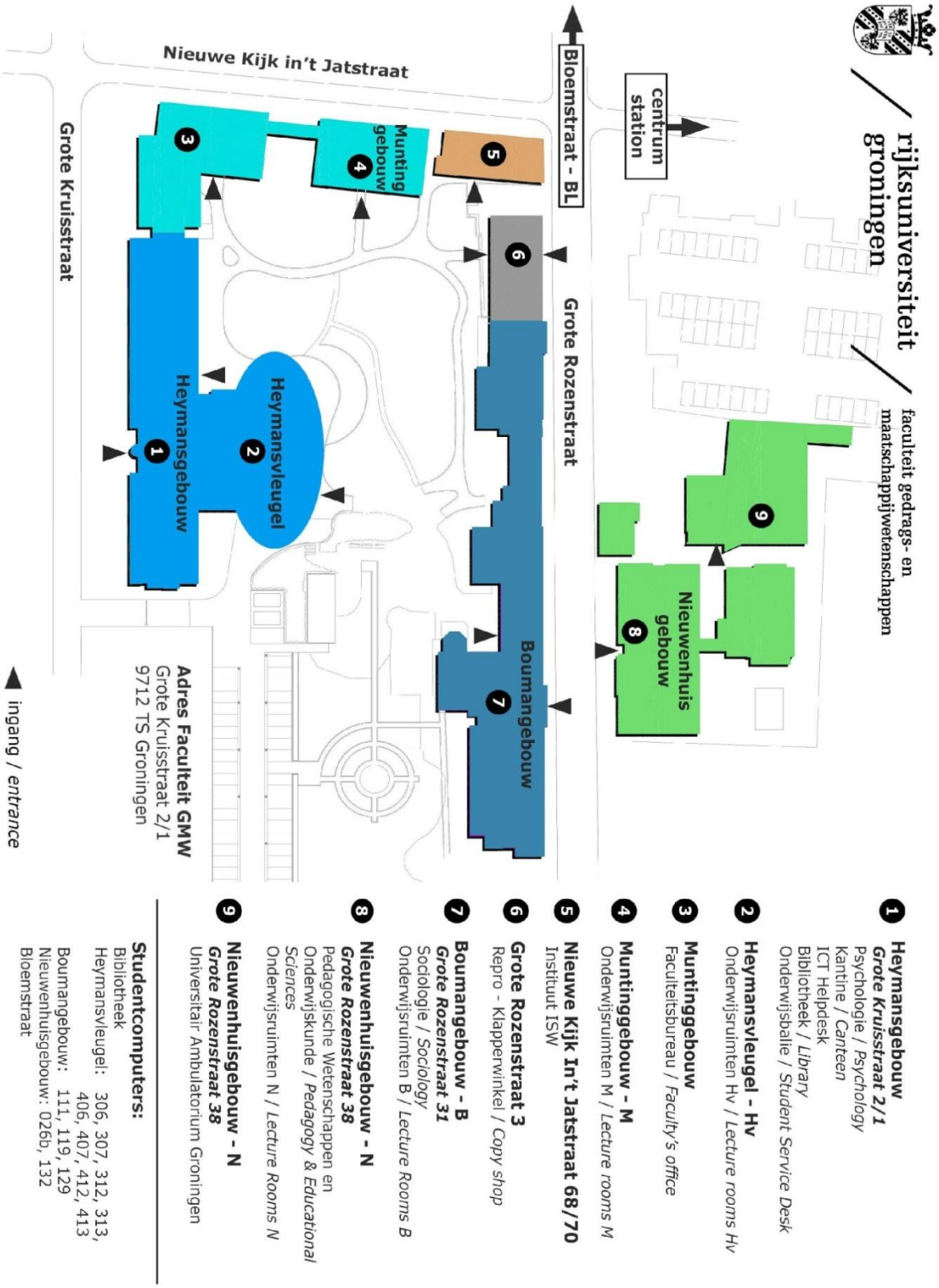
What do you do as an FC psychologist?
Depending on the specialization, graduated psychologist find work in companies, the government, other non-profit organisations, education and research firms. Graduates interested in doing research may be eligible to continue to do a PhD.

8 Faculty contacts

Phone	Name	Office hour		Office
363 6406	Akyürek, dr. E.G.	Tues	10.00-12.00	0255 H
363 8239	Albers, dr. C.J.	By appointment		0181 H
363 6479	Bockting, prof. dr. C.L.H.	By appointment		0320 H
363 7608	Bouman, prof. dr. T.K.	By appointment		0306 H
363 6772	Brookhuis, prof. dr. K.A.	Fri	10.00-12.00	0203 M
363 6338	Derksen, dr. M.	Mon	13.00-15.00	0163 H
363 8729	Dijkstra, prof. dr. A.	Wed	09.00-11.00	0418 HV
363 7632	Epstude, dr. K.	Thurs	11.00-13.00	0409 H
363 6398	Geuze, dr. R.H.	Mon	15.30-17.30	0362 H
363 6395	Gordijn, prof. dr. E.H.	Tues	10.00-12.00	0417 H
363 6229	Hansen, dr. N.	Thurs	13.00-15.00	0407 H
363 9726	Hartigh, J.R.	By appointment		0381 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 6384	Johnson, prof. dr. A.	Tues	13.00-15.00	0270 H
363 6348	Jolij, dr. J.	Fri	10.00-12.00	0281 H
363 6463	Jong, prof. dr. R. de	Mon	09.00-11.00	0268 H
363 6236	Leander, dr. N.P.	By appointment		0473 H
363 6376	Lorist, prof. dr. M.M.	By appointment		0262 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.	Wed	13.00-15.00	0317 H
363 7903	Otten, prof. dr. S.	Thurs	11.00-13.00	0412 H
363 4637	Pijnenborg, dr. G.H.M.	By appointment		0307 H
363 6357	Rietzschel, dr. E.F.	Wed	09.15-11.15	0481 H
363 6290	Rijn, dr. D.H. van	By appointment		0276 H
363 6630	Rot, dr. M. aan het	Wed	09.00-11.00	0315 H
363 6778	Sarampalis, dr. A.	Mon	14.00-16.00	0285 H
363 6402	Span, dr. M.M.	Thurs	13.00-15.00	0247 H
361 1422	Spikman, prof. dr. J.M.	By appointment		UMCG 1
363 6482	Steg, prof. dr. E.M.	Wed	09.00-11.00	0462 H
363 6255	Timmerman, prof. dr. M.E.	Thurs	09.00-11.00	0168 H
363 9165	Tucha-Mecklinger, dr. L.I.	By appointment		0373 H
363 6454	Vries, de, dr. P.H.	Mon	09.30-11.30	0273 H
363 6761	Waard, prof. dr. D. de	By appointment		0205 M
363 6466	Wijers, dr. A.A.	By appointment		0279 H
363 7405	Wisse, prof. dr. B.M.	Tues	09.00-11.00	0478 H
363 6187	Zacher, dr. H.	Tues	14.00-16.00	0479 H
363 6511	Zomeren, dr. M.	By appointment		0406 H

1 UMCG Poortweg 4, Neuropsychologie, kamer V2.210

9 Map of the faculty



10 The programme courses

Overview of the programme coordinators

The English Master's programme currently presents five specialisations or sub-programmes: Cognitive Psychology and Psychophysiology, Clinical Neuropsychology, Social Psychology and its Applications, Industrial and Organisational Psychology, and the free-choice option.

Questions about the programme in general should be addressed to the academic advisor (see paragraph 2.3) or the master coordinator:

Prof. dr. A. Dijkstra
room: Hv.0418
phone: 050 363 8729
e-mail: arie.dijkstra@rug.nl

Questions about each of the areas of sub-programmes can be addressed to the course coordinators or to the programme coordinators:

Programme coordinators:

Industrial and Organisational Psychology
Dr. S. Scheibe
room: H.0472
phone: 050 363 6316
e-mail: s.scheibe@rug.nl

Cognitive Psychology and Psychophysiology
Prof. dr. M.M. Lorist
room: H.0262
phone: 050 363 6376
e-mail: m.m.lorist@rug.nl

Clinical Neuropsychology
Dr. J.M. Spikman
room: V2.210 UMCG
phone: 050 361 1422
e-mail: j.m.spikman@rug.nl

Social Psychology and its Applications
Dr. K. Epstude
Room: H.0409
Phone: 050 363 7632
e-mail: k.epstude@rug.nl

Free-Choice
Prof. dr. A. Dijkstra
room: Hv.0418

phone: 050 363 8729
e-mail: arie.dijkstra@rug.nl

10.1 Industrial and Organizational Psychology (IO)

The general coordinator of the master route IO is Prof. dr. B.M. Wisse
The study coordinator of the master route IO is Dr. J.A.M. Heesink
Secretariat IO: b.s.kip@rug.nl Ms. B.S. Kip

The courses of Industrial and Organizational Psychology

Besides writing a 30 EC Master thesis within a sub-programme, students have to follow 30 EC courses:

10 EC foundation courses
5 EC skills course
5 EC methodology/statistics course
10 EC electives

Foundation courses

Code	Title	Block	EC
MAB-7	Power and leadership	1b	5
MAB-8	Creativity and innovation in organizations	2a	5
MAB-11	Competence and motivation	2a	5

Skills courses

Code	Titel	Blok	EC
MAV-5	Coaching	1b & 2a	5
MAV-7	Aging at work and career development	2b	5

Master thesis

Code	Titel	Blok	EC
MAT-1	Industrial and Organizational Psychology	whole year	30

10.2 Cognitive Psychology and Psychophysiology (CPP)

The general coordinator of the master route CPP is Prof. dr. M.M. Lorist
Secretariat CP: j.a.a.van.rijsbergen@rug.nl Ms. J.A.A. van Rijsbergen

The courses of Cognitive Psychology and Psychophysiology

Besides writing a 30 EC Master thesis within a sub-programme, students have to follow 30 EC courses:

10 EC foundation courses
5 EC skills course
5 EC methodology/statistics course
10 EC electives

Foundation courses

Code	Titel	Blok	EC
MCB-1	Psychophysiology and its applications	1a	5
MCB-2	Cognitive psychology, theory and applications	1b	5

Skills courses

Code	Titel	Blok	EC
MCV-1	Advanced experimental skills	1b	5
MCV-3	Building experiments and measuring performance	1a	5

Electives

Code	Titel	Blok	EC
MCK-5	Selected topics brain and behavior	All year	5

Master thesis

Code	Titel	Blok	EC
MCT-1	Cognitive Psychology and Psychofysiology	All year	30

10.3 Clinical Neuropsychology (CN)

The general coordinator of the master route CN is Dr. J.M. Spikman
Secretariat CN: j.polling-oosterloo@rug.nl Ms. J. Polling-Oosterloo

Coordinator mastertheses: Dr. J.J. van der Meere
Internship coordinator: Drs. E.R. de Jong
Secretariat: j.de.roo@rug.nl Ms. J. de Roo

The courses of Clinical Neuropsychology

Besides writing a 30 EC Master thesis within a sub-programme, students have to follow 30 EC courses:

10 EC foundation courses
5 EC skills course
5 EC methodology/statistics course
10 EC electives

Foundation courses

Code	Titel	Blok	EC
MNB-1	Advanced clinical neuropsychology	2a	5
MNB-3	Neuropsychology and psychiatric disorders	1a	5

Skills courses

Code	Titel	Blok	EC
MCV-1	Advanced experimental skills	1b	5
MCV-3	Building experiments and measuring performance	1a	5
MNV-2	Neuropsychological assessment	1a & 2a	5

Electives

Code	Titel	Blok	EC
MNK-2	Capita selecta Clinical Neuropsychology	All year	5
MNK-1	Literature review Clinical Neuropsychology	All year	5

Master thesis

Code	Titel	Blok	EC
MNT-1	Clinical Neuropsychology	All year	30

10.4 Social Psychology and its Applications (SPA)

The general coordinator of the master route SPA is Dr. K. Epstude
The study coordinator of the master route SPA is Dr. K.E. Keizer
Secretariat SPA: b.s.kip@rug.nl Ms. B.S. Kip

The courses of Social Psychology and its Applications

Besides writing a 30 EC Master thesis within a sub-programme, students have to follow 30 EC courses:

10 EC foundation courses
5 EC skills course
5 EC methodology/statistics course
10 EC electives

Foundation courses

Code	Titel	Blok	EC
MSB-11	Health Psychology	1a	5
MSB-12	Cultural Psychology	1a	5
MSB-10	Current topics of intergroup relations in society	1b	5
MSB-5	Personal, social and cultural change	1b	5
MSB-2	Environmental Psychology	2a	5
MSB-7	Controversies in social psychology	2b	5

Skills courses

Code	Titel	Blok	EC
MSV-4	Designing research in social and organizational psychology	1b	5
MSV-5	Managing groups	2a	5
MSV-3	Designing Interventions	2b	5

Master thesis

Code	Titel	Blok	EC
MST-1	Social Psychology and its Applications	All Year	30

10.5 Free-Choice psychology (FC)

The general coordinator of the master route FC is Prof. dr. A. Dijkstra
Secretariat FC: b.s.kip@rug.nl Ms. B.S. Kip

The courses of Free-Choice psychology

Besides writing a 30 EC Master thesis within a sub-programme, students have to follow 30 EC courses:
10 EC foundation courses
5 EC skills course
5 EC methodology/statistics course
10 EC electives

10.6 Methodology courses and electives for all programmes

Code	Titel	Blok	EC
MM-5	Multivariate models	1a	5
MM-2	Repeated measures	1a	5
MM-6	Test construction	2a	5

10.7 Electives

10 EC Elective courses can be chosen from the following types of courses:

- Foundation and skills courses of the sub-programme followed that have not been taken to fulfill the compulsory parts of the programme.
- Foundation, skills and elective courses of other sub-programmes.
- Courses from other Universitary Master's programmes after approval by the exam committee.
- The following list of special elective courses:

Code	Titel	Blok	EC
MPK-1	Boundaries of psychology	2b	5
M-LT	Literature study	All year	Var.
MOB-5	Complexity, dynamics and development	1b	5

Including all foundations and skills courses not followed to fulfill the subprogramme demands, and courses from other Master programmes (with permission from the Examination Committee)

Master thesis

Code	Titel	Blok	EC
MPT-1	Free Choice	All Year	30

11 Description of the courses in alphabetical order to the code

Power and Leadership **PSMAB-7**

Lecturer: prof. dr. B.M. Wisse
Contact: prof. dr. B.M. Wisse
Objective: After this course students:
- know the more relevant contemporary organizational psychological theories on power and leadership,
- have insight in rhetorical tools in visionary speeches,
- can use rhetorical tools in visionary speeches.

Content: In this course the more recent and relevant research insights related to the topic of power and leadership in organizations will be addressed. More specifically we will focus on the effects of power on perception and behavior, the 'dark side' of power and leadership, the constraints and opportunities related to charismatic and transformational leadership, gender and leadership, the personality characteristics of effective leaders, the relationship between emotions and leadership, and the use of vision and rhetoric.
EC: 5
Semester: semester I b
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (essay), written exam (multiple choice)
Literature:

- *Journal articles; List of articles will be provided via Nestor*

Creativity and innovation in organizations **PSMAB-8**

Lecturer: dr. E.F. Rietzschel
Objective: After this course, the student knows/is able to/understands:
- the most important methods of creativity research as well as their advantages and potential pitfalls,
- the most important results and theories concerning individual differences and creativity,
- the relation between creativity and (different kinds of) motivation,
- which challenges are associated with creative efforts in groups and teams,
- recent research in the area of creative cognitive processes,
- the way in which the aforementioned processes and phenomena (potentially) affect organizational behaviour,
- the somewhat difficult relation between creativity and innovation,
- write an evidence-based advice for practical implementation of the aforementioned results and theories.

Content: Organizations need to innovate in order to survive, and innovation requires creativity. In this course, we will discuss several theories, paradigms, and practices regarding organizational creativity and innovation. What is creativity, anyway? Can we really measure and study it? Is it true that some

people simply are more creative than others? How can employees be stimulated to perform more creatively? How does creative thought work? And what good are all those creative ideas, anyway? Throughout the course, we will work from the assumption that creativity is not a mysterious thing, but a combination of cognitive and social processes that can be fruitfully studied using a combination of experimental and field research.

EC: 5
Semester: semester II a
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (essay), written assignments
Assessment takes place through an exam with open questions, as well as a compulsory group assignment.
Remarks: The literature consists of research articles.

Competence and Motivation **PSMAB-11**

Lecturer: prof. dr. N. van Yperen
Contact: prof. dr. N. van Yperen
Objective: After this course students:
- know and understand the key concepts, theories, models, and research findings that are typically referred to under the competence motivation or achievement motivation rubric,
- can select, understand, value, and integrate relevant scientific literature, and formulate judgments on the basis of the available information,
- know and understand interventions that are aimed at changing everyday affect, cognition, and behavior in achievement settings, including work, sports, and school.

Content: Why and how are people motivated in work, sports, school, and other achievement settings? What are the factors that promote or hinder learning and achievement? Why does performance suffer under particular conditions for some people while the same conditions enhance others' performances? These and related questions have inspired research within many disciplines. This course reviews the state of the art and brings integration to the study of achievement motivation while establishing the concept of competence as an organizing framework.

EC: 5
Semester: semester II a
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (essay)
+additional assignment for Research Master students
Literature:

- *Papers (accessible through Nestor)*

Master thesis: Industrial and Organizational Psychology **PSMAT-1**

Lecturer: various instructors
Contact: Prof. dr. B.M. Wisse
Prerequisite(s): Bachelor
Objective: After having successfully completed the Master 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.

Content: The Master thesis is the end-product of the Master thesis project. It is an academic paper that reports on scientific research conducted by the student individually, but it may also include a report of an internship. In the Master thesis research the student should be actively involved in all phases of research. The topic of the Master thesis will be in line with the Master programme and will be chosen in agreement with the Master thesis supervisor. The research may be conducted internally at the Psychology Department of the University of Groningen, or externally at another accredited institution. The study load for a Master thesis is always 30 EC credit points. When an internship is part of the graduation project and if a report of an internship forms part of the Master's thesis, the study load of the Master thesis research will be at least 11 EC credit points. The Master's thesis research and the writing of the Master's thesis are directly supervised by a staff member. The Master thesis project must be initiated soon after the start of the Master year and the Master thesis must be finished within one year.
EC: 30
Semester: whole year
Format: practicum
Hours per week: Variable
Language: English and Dutch
Assessment: paper (individual), practical
In addition to the quality of the Master thesis itself, the student's accomplishments and behaviour during the Master thesis project are part of the grading (see the Master's thesis assessment form).

Coaching **PSMAV-5**

Lecturer: dr. J.A.M. Heesink
Contact: dr. J.A.M. Heesink
Prerequisite(s): Students taking the English-taught Master's must be able to follow complex discussions in Dutch. They can speak and write English themselves.
Objective: After the course students:
- can set up a coaching programme independently,
- know and can explain the application of various psychological theories and approaches to coaching practice,

- can apply the Cognitive Behavioral approach in coaching, - can provide a secure learning and development environment for adults.
- has knowledge and can work in different stages of the coaching programme.
- can make a coaching contract.

Content: Coaching is a developmental activity for people and organizations that has become very popular in recent years. In seven 4-hour sessions in Block 1, students will learn how psychology can make a professional contribution in terms of theory and skills. These sessions will focus on features of the different stages of a coaching programme and reflect on the intrapersonal, interpersonal and group dynamic processes. Students will also be able to practice the associated skills. At the end of the first block there will be a progress test on the literature studied and material discussed. In Block 2, students will put what they have learned into practice by designing and implementing a coaching programme for a participant in the course units 'Group dynamic skills' or 'Teaching Skills', in which participants learn to supervise a practical group aimed at the acquisition of professional skills. The coaching programme will include drawing up a coaching contract, setting learning and development objectives, observing work behaviour and reflecting on this in coaching talks, and preparing a final report.

EC: 5

Semester: semester I b

Format: practicum

Hours per week: 4

Language: English and Dutch

Assessment: written assignments

Remarks: This course is offered once a year in English (block 1b+2a) and twice a year in Dutch (block 2b+1a). The course is not accessible for external students.

Literature:

- Passmore, Peterson & Freire (2013), *The psychology of Coaching and Mentoring* (ISBN: 978-1-119-99315-5), € 144.00

Aging at Work and Career Development **PSMAV-7**

Lecturers: dr. S. Scheibe, dr. H. Zacher

Contact: dr. S. Scheibe

Prerequisite(s): Students should be familiar with basic concepts of I/O psychology and lifespan developmental psychology

Objective: After the course students:
(about content)
- can give an overview of the major theories of adult development and aging as they apply to the work context,
- can give an overview of theories of career development,
- can evaluate these theories in terms of the current state of empirical findings on aging at work and career development,
- have in-depth knowledge about the challenges and opportunities of different career stages, and the individual and organizational factors facilitating or hindering positive worker outcomes at the different career stages (organizational entry, mid-career, late career, retirement),

- can apply theories and empirical findings to derive practical recommendations for organizations interested in facilitating successful aging at work,

(about practical skills)

- can develop a checklist for facilitating successful aging at work for use by organizations,
- can identify suitable text sources to build the theoretical background of the checklist,
- can prepare, conduct, and analyse semi-structured interviews with different stakeholders,
- can synthesize information obtained from the literature and the interviews in order to develop recommendations that (a) reflect different levels in the organization (individual, team, HR, organization, society), (b) reflect different levels of specificity (broad recommendations and specific advice), and (c) are parsimonious and practical,
- can prepare a written document to explain the background and use of the checklist,
- can translate theoretical knowledge to applied settings,
- have enhanced their verbal and written communication skills.

Content: Objective: In this course, we discuss research on aging at work and career development of workers from different age groups. Students will expand their practical skills by developing a checklist for successful aging at work for use by organizations.

Content: The topics covered in the course are related to adult development and aging in the work context as well as workers' career development. We discuss important theories and empirical findings in these broad areas as well as specific topics such as onboarding and socialization of younger workers, issues of workers in mid and late career, the retirement transition, and working after retirement. Throughout the semester, students will conduct interviews with different stakeholders (e.g., company leaders, human resource professionals, workers, unemployed persons, and researchers) to develop a checklist for successful aging and development in the work context for use by organizational practitioners.

EC: 5

Semester: semester II b

Format: practicum

The course contains student presentations and practical exercises.

Attendance is required.

Hours per week: Variable

Language: English

Assessment: presentation, written exam (essay), written assignments

Remarks: This is a skill course offered as part of the master in organizational psy. program

Literature:

- *Journal articles and book chapters to be announced at beginning of the course*
- *Journal articles and books used for practical assignment*

Psychophysiology and its applications **PSMCB-1**

Lecturers: dr. E.G. Akyürek, dr. J. Jolij

Contact: dr. E.G. Akyürek

Objective: After having successfully completed this course, students are able to:
- effectively search, interpret and summarize scientific literature in the rapidly developing interdisciplinary fields of psychophysiology and cognitive neuroscience;
- evaluate scientific progress in these fields, particularly with regard to possible applications;
- communicate about specific studies in these fields with a view towards application by giving a structured presentation and by writing an individual paper;
- work and cooperate successfully with others to find, interpret and present relevant literature.

Content: This course focuses on a selection of current perspectives and issues in the fields of psychophysiology and cognitive neuroscience. While addressing these, the application of neuro-cognitive knowledge and methods to 'every-day' situations (e.g., driving a car or deciding on a purchase) is of particular interest.
Examples of topics that are to be discussed are the usefulness of physiological measures in applied settings, and the influence of emotion on cognition and decision making.

EC: 5

Semester: semester I a

Format: seminar
See comments below for details on the format of this course.

Hours per week: 2

Language: English

Assessment: essay, presentation

Remarks: Each of the lectures deals with a pre-selected topic, and is organized by the students themselves, in small groups. After the formal presentation, a content-driven discussion follows.
This course format requires active participation of all students, and to that end students are asked to read the relevant literature prior to the start of each lecture.

Literature:

- *The literature, consisting of scientific papers, will be announced on Nestor.*

Cognitive psychology, theory and applications **PSMCB-2**

Lecturer: dr. J. Jolij

Contact: dr. J. Jolij

Objective: Upon successful completion of this module, the students will
- have an overview of recent developments in cognitive psychology and neuroscience,
- understand how fundamental research can be valorized and applied to practical problems.

Content: In this course, recent developments in cognitive psychology and neuroscience will be discussed on basis of six themes: marketing, healthy ageing, law enforcement, cognitive enhancement, fitness and health, and

human-machine interfacing. Per session, recent literature relevant to the domains will be presented in a short introductory lecture, after which students will work on a valorisation proposal, which they present to the group towards the end of the session.

EC: 5
Semester: semester I b
Hours per week: 3
Language: English
Assessment: essay, presentation, paper
Remarks: Knowledgde of psychology at the bachelor level is assumed.
Literature:

- *Journal articles available on-line*

Selected topics Brain & Behaviour **PSMCK-5**

Lecturer: diverse docenten
Contact: dr. P.H. de Vries
Objective: Students gain more in-depth knowledge and insight on a specific topic of their choice within the field of behaviour, cognition, and brain. Learning objectives are variable, dependent on the literature studied; to be specified by the examiner.
After successful completion of the literature course :
- a student can identify independently the important issues in advanced scientific literature in a certain area;
- verbally or in writing, a student can answer questions at a scientific level, aimed at the specific content of the literature, or can write an essay about it.

Content: Literature study on a topic of choice within the field of behaviour, cognition, and brain, decided by mutual arrangement of student and supervisor.
The chosen topic may be closely related to the topic of research of the master thesis. In these cases the supervisor of the master thesis will also supervise this literature review.
Alternatively, the student may propose a topic and find a supervisor amongst the teaching staff.
The topic may also focus on advanced measurement techniques and -analyses.

EC: 5
Semester: whole year
Format: self-study
Hours per week: Variable
Language: English and Dutch
Assessment: oral exam, paper (individual)
With the start of the literature study student and docent decide by mutual consent on the form of examination and the way of marking.
Remarks: This course offers the possibility to spend more time on a specific topic of interest when combined with the master thesis (e.g. 5EC in this course combined with 11EC master thesis research)

Master thesis: Cognitive Psychology and Psychofysiology **PSMCT-1**

Lecturer: various instructors
Contact: prof. dr. M.M. Lorist
Prerequisite(s): Bachelor
Objective: After having successfully completed the Master 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.

Content: The Master thesis is the end-product of the Master thesis project. It is an academic paper that reports on scientific research conducted by the student individually, but it may also include a report of an internship. In the Master thesis research the student should be actively involved in all phases of research. The topic of the Master thesis will be in line with the Master programme and will be chosen in agreement with the Master thesis supervisor. The research may be conducted internally at the Psychology Department of the University of Groningen, or externally at another accredited institution. The study load for a Master thesis is always 30 EC credit points. When an internship is part of the graduation project and if a report of an internship forms part of the Master's thesis, the study load of the Master thesis research will be at least 11 EC credit points. The Master's thesis research and the writing of the Master's thesis are directly supervised by a staff member. The Master thesis project must be initiated soon after the start of the Master year and the Master thesis must be finished within one year.

EC: 30
Semester: whole year
Format: practicum
Language: English and Dutch
Assessment: practical, paper (individual)
In addition to the quality of the Master thesis itself, the student's accomplishments and behaviour during the Master thesis project are part of the grading (see the Master's thesis assessment form).

Advanced experimental skills **PSMCV-1**

Lecturers: dr. J. Jolij, prof. dr. M.M. Lorist, dr. M.M. Span, dr. A.A. Wijers
Contact: dr. M.M. Span
Prerequisite(s): PSBAM-07 Experimental methods
Objective: After the introductory part of the course, students:
- know and understand basic information of signal properties and the theoretical concepts underlying physiological measurements, focusing on EEG,
- know the EEG recording hardware,
- can do basic EEG data analysis using Brain Vision Analyzer.

After the second part students:
- can perform more complex EEG analysis methods, including potential

distributions and source localization.
After the third part students:
- know and understand the principles underlying fMRI, TMS and eyetracking.

Content: Understanding human behaviour and underlying brain mechanisms in health and disease is one of the key research challenges of our time. In order to do so, researchers can use a vast number of techniques to study the relation between brain activity and behaviour. However, no single technique offers a complete picture – each has its own strengths and weaknesses. This course will provide a combination of advanced theoretical knowledge about different experimental techniques, used to study brain and behavior, and provides the student with hands-on experience with different methods that are commonly used in the Heymans Institute. It gives an overview of available methods to measure and evaluate physiological functions, by means of theoretical and practical experience. Methods focus on EEG, eye-movements, transcranial magnetic stimulation (TMS) and fMRI.
The course is divided into three parts.
Part A: Signal pre-processing and signal analysis.
This first part provides information about computer-based data acquisition and analysis. Practical exercises will be performed to enhance the students' understanding of signal- and analysis characteristics.
Part B: Advanced EEG analysis.
In the second part, the course will introduce advanced EEG acquisition and analysis methods. This module follows up on basic knowledge of EEG measurement and analysis techniques, acquired in the Bachelor of sciences degree programme course "Experimental methods (PSB3E-MO7)". This part focuses on potential distributions and source localization.
Part C: fMRI, TMS and analysis of movement
The third part of the course introduces fMRI (functional magnetic resonance imaging) and TMS (transcranial magnetic stimulation) techniques, and eye tracking and body motion analysis. The fMRI section will consist of a theoretical introduction of the technique. The TMS section consists of a theoretical part, which explicitly focuses on practical and ethical issues, followed by a demonstration of the technique. Principles of eye movement- and motion analysis will be explained, followed by hands-on experience with these methods.
Techniques taught in this course provide useful tools for performing both the Master thesis and subsequent doctoral research in the area of human behaviour and underlying brain mechanisms in both health and disease.

EC: 5
Semester: semester I b
Format: practicum
Hours per week: 16
Language: English
Assessment: participation, modular exam(s), assignments
100% attendance is required (see Master's study guide Psychology)
Remarks: Each of the three module takes 2 weeks. (Not accessible to external students)

Literature:

- Dickter Cheryl L. & Kieffaber Paul D., *EEG methods for the psychological sciences Thousand Oaks, CA: Sage Publications, 2014*. (ISBN: 978-1-4462-83004), ca. € 62,00
- Luck, Steven J., *An Introduction to the Event-Related Potential Technique, Second Edition May 2014* (ISBN: 9780262525855; E-book: 9780262324045) ca. € 50,00
- *Further Literature to be announced*

Building Experiments & Measuring Performance **PSMCV-3**

Lecturer: dr. D.H. van Rijn

Contact: dr. D.H. van Rijn

Objective: After taking this hands-on course, students:
- are able to design and implement a complex experiment in which continuous data are collected (e.g., EEG, pupil dilation, fMRI, eyemovement recordings),
- know how to (pre-)process complex, continuous data resulting from such experiments,
- can combine both goals by implementing their own experiment in which the pupillary response is measured.

Content: This class will contain two overlapping parts. In the first part, students will participate in an pupil dilation experiment of which the data will be analyzed in class. Focus will be on the techniques required to analyze this type of data (e.g., processing of markers, selection of analysis windows, analyzing complete evoked patterns, etc.), not on eyetracking specifically. In the second part, students will build their own pupil dilation experiment using E-Prime (or other tools if preferred by the students) and will collect data. Assessment will consist of assignments, the implementation of the experiment, and the report written about the experiment and data analysis. The report will take the form of a short journal paper, and a more extensive report of the full data analyses.
In previous years, student projects have led to submitted journal publications and have been used as pilot studies for master projects.

EC: 5

Semester: semester I a

Language: English

Remarks: This course requires some basic programming skills (e.g., at the level of PSBAM-11 Programming for Psychologists) and some knowledge of E-Prime (e.g., PSBAM-07 Experimental methods). A very cursory introduction will be given to both topics, but students who have not followed aforementioned courses will have to do some self-study.

Literature Study **PSM-LT**

Contact: prof. dr. A. Dijkstra

Prerequisite(s): You should first have contacted the course coordinator.

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. The purpose of this literature study is to provide student with the possibility to take away 2, 3, or 4 EC deficits. In addition, it is meant to provide student with the possibility to gain 5 EC on an area that is not covered by the courses.

EC:
Semester: whole year
Format: self-study
You can take only one literature study in your exam programme.
Hours per week: Variable
Language: English and Dutch
Assessment: participation
oral, in writing
Remarks: The number of EC for this course can vary from 2-5, according to the amount of material and assignments.

Repeated Measures **PSMM-2**

Lecturer: prof. dr. M.E. Timmerman
Contact: prof. dr. M.E. Timmerman
Objective: After the course students
- know the most frequently applied models for analyzing repeated measures,
- can determine which model is most appropriate for a given empirical question,
- can apply the model to an empirical data set, using SPSS, - can correctly interpret the results.

Content: In a repeated measures design subjects are measured multiple times on one or more variables. In these so-called within-subjects designs effects are often easier to demonstrate than in between-subjects designs. Repeated measures data can be analysed with special – extended – ANOVA models: multivariate techniques, using MANOVA (multivariate analysis of variance) and random effects or mixed model univariate techniques (with so-called epsilon corrections). Another model to analyse repeated measures data that is discussed is the multilevel model for change: a random effects model that combines the ANOVA approach and regression analysis.

EC: 5
Semester: semester I a
Format: lecture
If you take Multivariate Models or have completed Multivariate Models, you are not allowed to take Repeated Measures. If you are interested in the content of both Repeated measures and Multivariate models, please contact the lecturer of the course before the start of the courses.
Hours per week: 4
Language: English
Assessment: exam

Remarks: 1. This course requires a profound knowledge of analysis of variance and regression analyses (at the level of Statistics 3).
2. The book by Tabachnick & Fidell is also available in an edition of 2013, ISBN 1292021314; Pearson New International Edition. The content of this book is exactly the same as the book mentioned above, only the order of the chapters differs somewhat (not substantially).

Literature:

- *Reader (to be downloaded from Nestor)*
- Barbara G. Tabachnick & Linda S. Fidell, *Using multivariate statistics (2012). International ed of 6th revised ed.* (ISBN: 0205890814), € 60.00

Multivariate models **PSMM-5**

Lecturer: dr. J.N. Tendeiro
Contact: dr. J.N. Tendeiro
Prerequisite(s): This course requires a profound knowledge of analysis of variance and regression analyses (at the level of Statistics 3).
Objective: To provide insight in a number of models for analysing data with a multivariate nature. Learning to apply these models using software (specifically SPSS) and interpreting outcomes of the analyses.
After the course, the student:
- has insight in the multivariate models most frequently applied in social sciences,
- can determine which model is most appropriate for a given empirical question,
- can apply the model to an empirical data set, using SPSS (or R), and to correctly interpret the results.

Content: During this course, a number of multivariate and univariate models will be dealt with. In multivariate models, more than one dependent variable is measured simultaneously. This results in more powerful results as compared to univariate analyses. Methods that will be discussed include: MANOVA, discriminant analysis, ANCOVA, factor analysis and log-linear models. For these models, both their theory and application in the social sciences (psychology in particular) will be discussed.
EC: 5
Semester: semester I a
Format: lecture, practicum
Hours per week: Variable
Language: English
Assessment: exam
Remarks: You are not allowed to take this course if you are currently taking, or have already completed, the course PSMM-2 (Repeated Measures). If you are interested in the content of both Repeated measures and Multivariate models, please contact the lecturer of the course before the start of the courses.
The book by Tabachnick & Fidell is also available in an edition of 2013, ISBN 1292021314; Pearson New International Edition. The content of this book is exactly the same as the book mentioned above, only the order of the chapters differs somewhat (not substantially).
Literature:

- Casper Albers, *Reader Multivariate Models (Nestor edition)*
- Barbara G. Tabachnick & Linda S. Fidell, *Using multivariate statistics (International Edition / 6th Edition)* (ISBN: 0205890814), € 58.00

Test construction **PSMM-6**

Lecturer: prof. dr. M.E. Timmerman
Contact: prof. dr. M.E. Timmerman
Objective: Learning outcomes:
After this course students:
- know and understand the principles of test and questionnaire construction,
- know how tests and questionnaires for a particular aim and a particular group are effectively constructed, evaluated and interpreted.

Content: Psychological tests and questionnaires are commonly used by academic researchers and practitioners, in the advisory and selection field and in clinical practice. But how are these instruments devised and how can we assess their value? This course unit discusses the process of test construction and various methods currently available for understanding psychometric properties. It looks at the principles of various item response models and considers their application in practice. It also consider the important issues of validity and norm-referencing.
EC: 5
Semester: semester II a
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature:

- Mellenbergh, G.J. (2011), *A conceptual introduction to psychometrics. Den Haag: Eleven international publishing.* (ISBN: 978-90-9094-729-3), € 46.00

Advanced clinical neuropsychology **PSMNB-1**

Lecturer: prof. dr. O.M. Tucha
Contact: prof. dr. O.M. Tucha
Objective: After the course the students have in-depth knowledge about common issues relevant in clinical neuropsychology including:
- cost effectiveness of clinical neuropsychology,
- fatigue in patients with neurological conditions,
- disorders of awareness,
- psychological and psychiatric aspects of brain disorders,
- fitness to drive,
- ethics and research in clinical neuropsychology.

Content: This course offers an advanced examination of brain-behavior relationships of major neuropsychological and psychological phenomena in patients with acquired brain damage. While in other courses in the field of clinical neuropsychology, the main emphasis is often on classical neuropsychological syndromes (e.g. agnosia) and conditions that can cause brain damage (e.g. stroke), the present course focuses on more general

phenomena and problems with which clinicians are confronted when working with patients with neurological disorders. The phenomena discussed in the lecture (e.g. psychological and psychiatric aspects of brain damage) have a tremendous impact on the well-being of patients as well as their families and approaches to the assessment and management of these problems are presented. Furthermore, relevant topics for the profession of clinical neuropsychology are discussed including cost effectiveness, ethics and research designs. Students will acquire knowledge through presentations of clinical case studies and research outcomes.

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

· *Journal articles and book chapters*

Neuropsychology and psychiatric disorders **PSMNB-3**

Lecturer: dr. L.I. Tucha
Contact: dr. L.I. Tucha
Objective: After the course the student knows:
- contributions of neuropsychology to psychiatry,
- associations between psychiatric disorders and cognitive impairments,
- factors influencing cognitive functioning of patients with psychiatric disorders,
- concepts explaining certain symptoms of psychiatric disorders on the basis of neuropsychological findings and assumptions,
- brain abnormalities underlying cognitive deficits of patients with psychiatric disorders,
- approaches to the assessment of cognitive functions of patients with psychiatric disorders,
- strategies for the neuropsychological management and rehabilitation of patients with psychiatric disorders.

Content: This course provides an overview of key topics in the neuropsychology of psychiatric disorders of adulthood. The course reviews the theoretical underpinnings of neuropsychology, psychopathology and neurobiology and provides a foundation in clinical neuropsychology central for understanding the cognitive impairments related with psychiatric conditions. Neuropsychological disturbances of patients with psychiatric disorders (e.g. schizophrenia, affective disorders, obsessive-compulsive disorder and anorexia nervosa) will be discussed. Approaches to neuropsychological assessment and treatment will be considered.

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

Literature:

· *Reader and journal articles*

Literature review Clinical Neuropsychology **PSMNK-1**

Contact: prof. dr. J.J. van der Meere

Objective: Enhance knowledge of a specific topic in clinical Neuropsychology related to the student's individual interest.

Content: By means of a literature review a specific question in the field of clinical neuropsychology will be addressed and answered. The topic and question is meant to match the specific interest of the student and the supervisor. In some cases the topic may supplement the topic of the master thesis research project of the student.

EC: 5

Semester: whole year

Format: self-study

Language: English and Dutch

Assessment: paper (individual)

Remarks: See Nestor for guidance in choice of topic and finding a supervisor.

Selected topics Clinical Neuropsychology **PSMNK-2**

Lecturers: diverse docenten, D.F. Bangma MSc., prof. dr. J.J. van der Meere

Contact: dr. Y. Groen

Objective: After this course students can:
- typify various neuropsychological functional disorders,
- identify these disorders in various impairments,
- name risk factors and courses of various neuropsychological functional disorders,
- typify the neuropsychological diagnostics (-treatment) cycle.

Content: One choses one of several topics available on Nestor. Each topic has a fixed package of literature (book chapters, articles) to be studied.
Topics are:
- clinical child neuropsychology (totally in Dutch; not available for ReMa students)
- autism (examination in Dutch or English)
- medical neuropsychology (examination in English)

EC: 5

Semester: whole year

Format: self-study

Hours per week: Variable

Language: English and Dutch

Assessment: exam
The form of examination (oral, written) may differ between teachers; see Nestor. For each topic there are two exam opportunities per academic year.

Remarks: (Not accessible to external students)

Literature:

· *See Nestor*

Master thesis: Clinical Neuropsychology **PSMNT-1**

Lecturer: various instructors
Contact: Dr. J.M. Spikman
Prerequisite(s): Bachelor
Objective: After having successfully completed the Master 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.

Content: The Master thesis is the end-product of the Master thesis project. It is an academic paper that reports on scientific research conducted by the student individually, but it may also include a report of an internship. In the Master thesis research the student should be actively involved in all phases of research. The topic of the Master thesis will be in line with the Master programme and will be chosen in agreement with the Master thesis supervisor. The research may be conducted internally at the Psychology Department of the University of Groningen, or externally at another accredited institution. The study load for a Master thesis is always 30 EC credit points. When an internship is part of the graduation project and if a report of an internship forms part of the Master's thesis, the study load of the Master thesis research will be at least 11 EC credit points. The Master's thesis research and the writing of the Master's thesis are directly supervised by a staff member. The Master thesis project must be initiated soon after the start of the Master year and the Master thesis must be finished within one year.
EC: 30
Semester: whole year
Format: practicum
Language: English and Dutch
Assessment: practical, paper (individual)
In addition to the quality of the Master thesis itself, the student's accomplishments and behaviour during the Master thesis project are part of the grading (see the Master's thesis assessment form).

Neuropsychological assessment **PSMNV-2**

Lecturers: dr. J.H.C. Heutink, dr. J. Koerts
Contact: dr. J. Koerts
Prerequisite(s): Students cannot follow MNV-2 if they are following or have already passed MKV-1 or MOV-1.
Objective: The course Neuropsychological Assessment focuses on basic skills that are important for assessments in the field of neuropsychology. After the course the student can:
- determine for which disorders the neuropsychological tests that were introduced can be used,
- prepare a neuropsychological assessment in an individual patient,
- interpret the results of a neuropsychological assessment,

- use the neuropsychological tests that were introduced in differential diagnostics,
- integrate and interpret the results of multiple neuropsychological tests,
- critically judge the use of tests with regard to the test instructor, behavior of the patient and environmental factors.

Content: During the first four lectures the general procedures that are used in the field of neuropsychological assessment are discussed. More specifically these lectures will focus on observation, the neuropsychological interview, formulating hypotheses, the interpretation of neuropsychological test results and writing a neuropsychological report. The last three lectures are so-called 'Student Lectures' which focus on the preparation of a neuropsychological assessment in an individual patient. For these 'Student Lectures' students will be divided into groups and are expected to present the neuropsychological assessment they would like to carry out in a specific patient. Furthermore, the group will work on the interpretation and integration of the results of a neuropsychological assessment that was performed in a second patient and will write a neuropsychological report about this patient. Finally, videos of neuropsychological assessments will be presented on Nestor. Students are expected to watch these videos and to answer the related questions individually.

EC: 5

Semester: semester I a

Format: lecture, practical exercise, self-study

Language: English

Assessment: computer assignments, presentation, written exam (essay), report

Remarks: This course unit is offered both in Block 1a and 2a and is a prerequisite for a clinical internship in the Masters thesis in Clinical Neuropsychology. External students cannot participate in this course.

Literature:

· *A reader will be available in the Copy Shop.*

Complexity, dynamics and development **PSMOB-5**

Lecturers: dr. R.F.A. Cox, dr. E.S. Kunnen

Contact: dr. E.S. Kunnen

Objective: After this course students can:
- explain what the complex dynamic systems approach is,
- address research questions and questions from clinical practice concerning (differences in) developmental processes from the perspective of this theory,
- explain the applications of the following techniques: dynamic systems model building, agent based modelling, resampling, recurrence analysis and fractal scaling,
- apply at least two of the abovementioned techniques in designing a method section to answer research questions, or to design an action plan in the clinical practice,
- build a random walk model in Excel, a logistic growth model in Excel, a simple agent based model in Net Logo and can test proposed theoretical assumptions in these models,

- apply the resampling method in Excel and explain the merits of this analysis,
- formulate different research questions for which recurrence analysis and fractal scaling is used and indicate that this can be conducted in Math lab,
- describe the advantages of the abovementioned techniques in studying the life span, the educational contexts and in clinical contexts.

Content: Developmental psychology addresses the question how people develop, how these developmental trajectories may differ between individuals, and how developmental trajectories can be influenced, for example by therapeutic interventions, specific conditions in the school, or parental behavior. The only way to study developmental processes is to focus on the individual development. More generally, inter- and intra-individual variation is an important source of information about the nature and origin of all human behavior.

Process research focuses on the individual unit of analysis, for instance individual children or child-parent pairs, but also on the change process of individual clients in intervention, and in naturally occurring changes in childhood, adulthood and old age. For this process research we thus need longitudinal or time-series individual data, and techniques that are suited to analyze such data. But also another way of asking research questions, based on the information content of this kind of data.

In this course students are trained in a process approach to development, and in specific methods to formulate and answer research questions into developmental processes. The methods that are trained in the course entail complex dynamic systems model building and simple and more complex time-series analysis techniques (e.g. recurrence analysis). The general principles of process approach will be explained and applied to a host of developmental, educational, clinical and behavioral phenomena.

EC: 5
Semester: semester I b
Format: practicum
Hours per week: Variable
Language: English
Assessment: written exam (essay)
Literature:

- E. S.Kunnen, *A dynamic systems approach to adolescent development*, € 55.00
- *various papers via Nestor*

Talent Development & Creativity **PSMOB-7**

Lecturers: dr. J.R. den Hartigh, Gastdocent(en)
Contact: dr. J.R. den Hartigh
Objective: After this course students know and understand:
- The history of ideas and research on talent and creativity
- Approaches to talent development and selection across performance domains, with a primary focus on sports, education, and work
- Principles of developing and stimulating talent and creativity in sports, education and work
- Psychological factors related to talent and creativity
- Methods to assess talent and creativity in different performance domains

- The parallels and differences between the theoretical and practical approaches to talent development and creativity in different performance domains

Content: Institutions in sports, music, business, primary- and secondary schools, and universities aim to support the talent and creativity of their pupils and employees. A clear vision on talent and creativity is therefore needed, so that research and policy on developing, selecting, and stimulating talent and creativity can be optimized. In this course a broad overview will be provided on the history of research on talent and creativity with a primary focus on the domains of sports, education and work. In addition, methods to assess, evaluate, and stimulate talent and creativity will be discussed.

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

- The Complexity of Greatness: Beyond Talent Or Practice. Oxford: Oxford University Press. (Digital version is freely accessible through library)
- Papers (accessible through Nestor)

Boundaries of Psychology **PSMPK-1**

Lecturer: dr. M. Derksen
Contact: dr. M. Derksen
Objective: After this course students:
- can indepentently make connections between the various components of the course,
- can write an essay of about 2000 words,
- can discuss concrete examples of the boundaries of psychology in terms of theory of science,
- can relate theoretical and practical aspects of the boundaries of psychology,
- can discuss the influence of behavioural theories on behaviour itself
- can explain the connections between the various course components.

Content: The boundaries of psychology are often debated. How does psychology relate to neighbouring disciplines such as biology and sociology? What differentiates scientific from everyday psychology? Is psychology a natural science, a social science, or a part of the Humanities, or perhaps all three? Can all behaviour be explained scientifically, or are there limits to such an endeavour? Such questions can be approached from an historical, philosophical or sociological angle. Each of these approaches will explored in this course.

EC: 5
Semester: semester II b
Format: seminar
Hours per week: 2
Language: English
Assessment: paper (individual)

Literature:

· *Syllabus (electronisch beschikbare teksten)*

Master thesis: Free choice **PSMPT-1**

Lecturer: various instructors
Contact: prof. dr. A. Dijkstra
Prerequisite(s): Bachelor
Objective: After having successfully completed the Master 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.

Content: The Master thesis is the end-product of the Master thesis project. It is an academic paper that reports on scientific research conducted by the student individually, but it may also include a report of an internship. In the Master thesis research the student should be actively involved in all phases of research. The topic of the Master thesis will be in line with the Master programme and will be chosen in agreement with the Master thesis supervisor. The research may be conducted internally at the Psychology Department of the University of Groningen, or externally at another accredited institution. The study load for a Master thesis is always 30 EC credit points. When an internship is part of the graduation project and if a report of an internship forms part of the Master's thesis, the study load of the Master thesis research will be at least 11 EC credit points. The Master's thesis research and the writing of the Master's thesis are directly supervised by a staff member. The Master thesis project must be initiated soon after the start of the Master year and the Master thesis must be finished within one year.

EC: 30
Semester: whole year
Format: practicum
Language: English and Dutch
Assessment: practical, paper (individual)
In addition to the quality of the Master thesis itself, the student's accomplishments and behaviour during the Master thesis project are part of the grading (see the Master's thesis assessment form).

Environmental psychology **PSMSB-2**

Lecturers: guest lecturers, prof. dr. E.M. Steg
Contact: prof. dr. E.M. Steg
Objective: After attending this course, students will be able to:
- appraise the contribution of psychologists to promoting a sustainable society,
- explain the interactions between human and the natural and built environment,
- explain how environmental conditions affect human behavior and well-

being,
- identify individual, social and cultural factors affecting environmental behavior,
- apply psychological theories, methods and interventions to understand and manage environmental problems,
- identify which interventions can be implemented to manage environmental problems,
- explain which factors affect the acceptability of environmental policies,
- reason why interdisciplinary research is needed to manage environmental problems.

Content: Current global trends indicate that human impacts on the environment are considerable. How can we encourage people to act more pro-environmentally, and how do environmental conditions affect our behaviour and wellbeing? Environmental psychology studies the transaction between humans and their natural and built environment. The first part of the course focuses on effects of environmental conditions on human well-being and behaviour. Amongst others, we discuss the effects of environmental stressors (such as noise, odour) and environmental risks (such as nuclear energy, flooding) on human behaviour and well-being. Also, the positive effects of nature on health and well-being are outlined. The second part focuses on effects of human behaviour on environmental quality. We discuss factors influencing environmental behaviour and effective and acceptable ways to promote behaviour change to manage environmental problems. We will particularly consider psychological aspect related to energy problems, and ways to promote sustainable energy transitions. Various experts in the field will give guest lectures.

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

· Linda Steg, Agnes E. van den Berg, & Judith I.M. de Groot, *Environmental psychology: An introduction* (ISBN: 978-0-470-97638-8), € 35.00

Personal, social and cultural change **PSMSB-5**

Lecturers: dr. N. Hansen, dr. K.E. Keizer
Contact: dr. K.E. Keizer
Prerequisite(s): Please contact the lecturers first if you want to participate and do not have a psychology bachelor and / or do not participate in the psychology master or the Research Master Behavioural and Social Sciences.
Objective: Students who participated in this interactive course will:
- know and understand relevant and recent theories and empirical evidence in the field of personal, social, and cultural change,
- be able to critically analyse recent societal problems based on psychological theories and research,
- be able to understand and voice different perspectives of involved stakeholders such as scientists, government, companies, and

organizations,
- can design interventions to change people's behaviour in the field of health, environment, and groups in society,
- know how to develop an evaluation design to systematically investigate the effectiveness of an intervention,
- know how to present a theory-driven critique of an existing intervention.

Content: In deze nieuwe cursus maken studenten kennis met theorieën en modellen betreffende persoonlijke, sociale en culturele verandering. Studenten krijgen inzicht in verschillende typen verandering en hoe deze veranderingen kunnen worden opgewekt. Je leert in deze actieve cursus eveneens kritisch naar onderzoek te kijken, en op basis van opgedane theoretische kennis, onderzoeksvragen en interventies te ontwerpen in verschillende domeinen (e.g. welzijn, milieugedrag, regelnaleving, conflict en tussen groepen, ontwikkelingshulp). Bij deze gevorderde cursus wordt uitgegaan van een achtergrond in psychologische theorieën en experimenteel denken wordt verwacht in deze gevorderde cursus.

EC: 5
Semester: semester I b
Format: seminar
Hours per week: 3
Language: English
Assessment: written exam (multiple choice), paper (individual)
Remarks: This course will be given in English.
Literature:

- *Additional literature will be announced on Nestor.*
- Wilson, T.D., *Wilson, T.D. (2011). Redirect. The surprising new science of psychological change. New York: Little, Brown and Company.* (ISBN: 9780316199049), € 13.00

Controversies in social psychology **PSMSB-7**

Lecturer: dr. K. Epstude
Contact: dr. K. Epstude
Objective: After attending this course students can:
- outline current debates in the field of social psychology,
- criticize existing theories/paradigms in a constructive way,
- Propose solutions to existing debates based on the available scientific evidence.

Content: In this course, students will be introduced to relevant controversies within the field of social psychology. The aim is to understand the various perspectives, to compare them to each other, to reflect on the possibilities for integration of opposite positions, and, eventually, to define an own position in the debate. In order to accomplish this, the students will become acquainted with both current themes in social psychology and with the various perspectives on everyday phenomena existing today. For this purpose the students will study texts that exemplify diverging positions on a certain topic. Based on these texts, critical debates will be held during class meetings.

EC: 5
Semester: semester II b
Format: lecture

Hours per week: 3
Language: English
Assessment: written exam (essay)
Besides the essay and the assignments, regular presence and active participation in the plenary discussions is mandatory
Literature:

- *Syllabus op Nestor*

Current topics of intergroup relations in society **PSMSB-10**

Lecturer: T. Bouman MSc., M. Kutlaca
Contact: T. Bouman MSc., M. Kutlaca
Objective: In this course, students will learn about current societal topics in the field of intergroup relations such as conflict, collective action, discrimination and cooperation. This course applies an interactive learning approach, and asks your active participation in class guided by the lecturer. In addition, this course aims at developing knowledge transfer skills, as well as student's critical and analytical thinking.
Content: People around the world support collective action against violence. They experience anger even though they were not personally insulted but an ingroup member. They are in conflict with or even help other groups. In this course, the central focus is on social psychological theories of intergroup relations that explain current societal problems and provide insights on how to develop interventions. Every session is dedicated to a different topic. In the first half of the class students will present and lead the discussion of the main hypotheses and contradictions based on the assigned readings, and are invited to use creative ideas to engage the class into the discussion. The second half will be dedicated to the discussion of recent empirical research, small group assignments, or discussions about societal issues with experts. Active participation, presentation in class, and writing are components of this interactive class. This will be an advanced class for students with an interest and background in social psychology!
EC: 5
Semester: semester I b
Format: seminar
Hours per week: 2
Language: English
Assessment: presentation, paper (individual)
Remarks: This course will be given in English. Please contact Nina Hansen if you wish to participate and do not have a psychology bachelor and are not enrolled in the psychology master or the Research Master Behavioural and Social Sciences.
Literature:

- *Reader with selected articles available via Nestor*

Health Psychology **PSMSB-11**

Lecturer: prof. dr. A. Dijkstra

Contact: prof. dr. A. Dijkstra

Objective: After this course the student:

-Knows the phenomena of health behavior, adjustment to illness, and changing behavior

-Knows the most important theoretical perspectives to understand these phenomena

-Can combine and integrate these perspectives

-Can critically reflect on these perspectives, and on related methodological issues

-Can apply these perspectives on real-world phenomena

-Knows how to design simple and complex interventions in Health Psychology

Content: Health matters to us all; people are busy conserving their health every day, in traffic, in food choices, and in their leisure time activities. This course unit approaches the area of Health Psychology from the following three broad topics: health behaviour, adapting to illness and behavioural change.

'Health behaviour' is primarily concerned with explaining unhealthy behaviours such as unsafe sex, high alcohol consumption, smoking and unhealthy eating. Why do people knowingly jeopardize their own health? And what about habits, good intentions and low motivation to change behavior? Some of the theories and constructs that are relevant here are the Theory of Planned Behavior, the Stages of Change, implementation-intentions and the Impuls-Reflection Model.

'Adapting to illness' looks at how people adapt behaviourally and psychologically to being ill. Behavioural adaptation is about following medical directions (one-third of patients do not follow their doctor's advice), arranging social support and communicating with the doctor. Psychological adaptation involves the psychological process by which ill and disabled people can have a good quality of life, despite their limitations and suffering. Among other constructs, symptom perception, illness beliefs, acceptance, and coping are relevant to understand the phenomena.

'Behavioural change' focuses on changing behaviour, to motivate smokers to quit, and patients to adhere to the medical prescriptions. It addresses three main kinds of persuasive communication: fear appeals, message framing and computer-tailoring. Their effects are often hampered by the resistance that they can provoke. Also addressed are effective skills, tricks and basic principles that psychologists use to bring about behavioural change. In addition, complex multi-faceted interventions must be applied to induce large scale change. Intervention Mapping is one method to develop effective interventions.

EC: 5

Semester: semester I a

Format: seminar

Hours per week: 2

Language: English

Assessment: written exam (multiple choice)
Literature:
· *syllabus*

Cultural Psychology **PSMSB-12**

Lecturer: dr. M. van Zomeren
Contact: dr. M. van Zomeren
Objective: After the course, the students:
- can analyze "culture" in a psychological (rather than geographical) sense,
- can formulate questions fundamental similarities and differences between different members of different cultures,
- can apply cultural-psychological theory and research about fundamental themes such as emotion, morality and self,
- can translate theoretical and empirical knowledge about cultural psychology to practical 'everyday' and societal situations (e.g., coping with cultural differences on the workfloor, immigration),
- can use cultural-psychological theory and research to develop a novel and focused research question and hypothesis (through an obligatory assignment).

Content: The central theme of the course concerns the fundamental question whether humans, across and within cultures, are fundamentally different or similar in their psychology. The course is organized into different fundamental psychological themes, such as emotion, morality, self and identity, norms and social relationships, acculturation and immigration, complemented with lectures about the purpose and practical utility of cross-cultural research. Thus, the course makes use of theory and research in cultural psychology that can be applied to everyday life (e.g., working with people from different cultural backgrounds) and to societal issues (e.g., immigration). It focuses on culture as a psychological (rather than a geographical) construct, which can be applied to any differences between groups of people that have consensus about what they believe to be valid and valuable in society.

The key message of the course is that although cultural-psychological theory and research has documented many specific differences between people, these specific differences can only be understood through their underlying general similarities. In many instances (e.g., emotion, morality, self-construal, social relationships), humans share the same fundamental processes but translate or otherwise use these differently, depending on the cultural context. This point of view that departs from similarity (rather than difference) suggests that most cross-cultural conflicts has roots in "being the same but acting in a different way", which offers hope and scope for solving such conflicts.

EC: 5
Semester: semester I a
Format: Lecture
Hours per week: 2
Language: English
Assessment: exam, paper

Literature:

- Smith, P.B., Fischer, R., Vignoles, V. & Bond, M.H. (2013)., *Understanding Social Psychology across Cultures. Engaging with others in a changing world. London: Sage* (ISBN: 9781446267110), € 50.00

Master thesis: Social Psychology and its Applications **PSMST-1**

Lecturer: various instructors
Contact: Dr. K. Epstude
Prerequisite(s): Bachelor
Objective: After having successfully completed the Master 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.

Content: The Master thesis is the end-product of the Master thesis project. It is an academic paper that reports on scientific research conducted by the student individually, but it may also include a report of an internship. In the Master thesis research the student should be actively involved in all phases of research. The topic of the Master thesis will be in line with the Master programme and will be chosen in agreement with the Master thesis supervisor. The research may be conducted internally at the Psychology Department of the University of Groningen, or externally at another accredited institution. The study load for a Master thesis is always 30 EC credit points. When an internship is part of the graduation project and if a report of an internship forms part of the Master's thesis, the study load of the Master thesis research will be at least 11 EC credit points. The Master's thesis research and the writing of the Master's thesis are directly supervised by a staff member. The Master thesis project must be initiated soon after the start of the Master year and the Master thesis must be finished within one year.

EC: 30
Semester: whole year
Format: practicum
Hours per week: Variable
Language: English and Dutch
Assessment: practical, paper (individual)
In addition to the quality of the Master thesis itself, the student's accomplishments and behaviour during the Master thesis project are part of the grading (see the Master's thesis assessment form).

Designing Interventions **PSMSV-3**

Lecturer: dr. E. van der Werff PhD.

Contact: dr. E. van der Werff PhD.

Objective: After this course students can apply a four step method to develop effective interventions to contribute to solving individual, social, or societal problems. That means that the student can:
- build a problem definition of an individual, social, or societal problem,
- generate theory-based explanations for the problem,
- build and test a process model,
- develop an intervention to contribute to solving individual, social or societal problems.

Content: Youngsters fight against the police, patients do not take their medicine as prescribed, thousands of people die from smoking tobacco. These problems can all be solved by changing the thinking or behavior of people; this is the expertise of the social psychologist. This course aims at teaching a structured method that will lead to effective, theoretically well-founded interventions to solve all kinds of practical problems.

In the course students will design an intervention to solve a real life problem that a company or organization is dealing with. At the end of the course students will present their intervention to the company or organization. Next, they will design an intervention to solve an individual, social or societal problem of their own choice.

The method taught in this course will teach you how to design effective interventions. Also, several guest lecturers will explain how they use this social psychological knowledge in their own organization or company.

The method consists of four steps:

1. Make an in depth-analysis of a practical problem and determine what the thinking or behavior is that should be changed in order to solve the problem.
2. Gather many possible explanations for the behavior, from different perspectives and form a limited number of core causes.
3. Develop a process model in which different causes of the thinking or behavior are related and find scientific evidence for all relations.
4. Develop the intervention to solve the problem. Choose the causal variable(s) you want to change, the channel to reach the target group and the intervention method (e.g., feedback) and design the strategies. Lastly, take measures to be sure that the intervention will be applied as planned.

EC: 5

Semester: semester II b

Format: practicum

Hours per week: 4

Language: English

Assessment: presentation, paper (individual)

Literature:

- Buunk, A.P., & Vugt, M. (2013), *Applying Social Psychology: From Problem to Solution. London: Sage* (ISBN: 9781446249086), € 35.00

Designing research in social and organizational psychology **PSMSV-4**

Lecturer: dr. T. Kuppens

Contact: dr. T. Kuppens

Prerequisite(s): Knowledge of psychology at least on a bachelor level.

Objective: After following the course, students can:
- critically discuss different possibilities to operationalize relevant concepts in Social and Organizational Psychology, and to make a reasoned and informed choice for the operationalization of variables in own research,
- use software (Qualtrics, Media-lab, DirectRT) in order to program computer-driven experiments and surveys,
- design an own experiment and to prepare all materials such that the study is ready to go,
- reflect on and make reasoned choices when dealing with data (e.g., deciding to exclude outliers or not; dealing with inconclusive manipulation check data, etc.).

Content: In this course, students will get to know research methods and designs that are frequently used in Social and Organisational Psychology. We will touch upon paradigms from various fields of research, such as intergroup relations, emotion, motivation, prejudice, automatic behavior, etc. The aim is to simulate running through all phases of both correlational and experimental research: from generating a research question based on theories and/or relevant applied questions, via operationalising the research question, data collection, - analysis, and – interpretation, back to interpreting the evidence and its theoretical and practical implications. Participants will learn by means of weekly assignments and presentation how to appropriately design, analyse and interpret research. As final assignment, students will develop an own research question and will operationalize the relevant concepts. Herein, they will also make use of at least one of the computer programs that are commonly used in (experimental) research in Social and Organizational Psychology. These programs will be introduced in specific practical sessions.

EC: 5

Semester: semester I b

Format: practicum

Hours per week: 6

Language: English

Assessment: paper
weekly assignments/presentations and a final assignment, presence is mandatory

Remarks: This is an intensive skills course. If you miss more than one meeting, you will be excluded from the course. (Not accessible to external students)

Literature:

· *Literature for this course can be found on Nestor*

Managing groups **PSMSV-5**

Lecturers: dr. N. Koudenburg, prof. dr. T.T. Postmes

Contact: dr. N. Koudenburg

Objective: After attending this course, students can:
- formulate a scientific view on group dynamics,
- recognize dynamic processes within and between groups,
- give practical advice to third parties based on this view,
- independently influence the own group process.

Content: This course aims to enable students to formulate a theoretically grounded analysis on group processes and put their knowledge into practice.

The course uses a multi-level approach in which students learn to recognize social processes on different levels of analysis: culture, social identity, interpersonal relations/individual differences. Both the recognition of processes "within" levels (e.g., conflicts between groups) as "cross-level" effects are considered.

Additionally, the course offers students the opportunity to obtain practical experience in working with groups, analyzing group processes and formulating policy advice. In practical assignments students learn to apply their knowledge about groups. The applications focus on the following themes:

- The formation of norms and social identities through small-scale social interactions and nudges.
- Mediation in conflict between groups: applying techniques that can reduce conflict.

Theory and practice will also be linked through guest lectures by professionals working in the business sector and the government. The guest lectures will provide the connection between these themes and the field.

It is possible to link this course to a traineeship.

EC: 5

Semester: semester II a

Format: practicum

Hours per week: Variable

Language: English

Assessment: assignments

weekly assignments, presence is mandatory

Literature:

- *Diverse articles (t.b.a.)*
- D. R. Forsyth, *Group Dynamics* (ISBN: 9781133956532)

12 Teaching and Examination Regulations

Master's degree programmes

for the academic year

2015 - 2016

Contents:

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 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 the 7th of May 2015 and approved by the Faculty Council where required on the 19th of May 2015.

SECTION 1 GENERAL PROVISIONS

Article 1.1 Applicability

1. These Regulations for academic year 2015-2016 apply to the teaching, examinations and final assessment of the Master's degree programme in:
    - Psychology (crohocode 60260),
    - Pedagogics (crohocode 66607),
    - Research Master in Human Behaviour in Social Contexts (crohocode 60654) ,

hereinafter referred to as **the degree programme**, and to all students enrolled in this degree programme. The aims and learning outcomes of the degree programme are set out in the **appendix**.

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 the degree programme to which these Regulations apply.

4. Course units 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 the admission of students to the Pre-Master's programmes referred to in Article 2.3 with a view to following the degree programme. In all other respects, the relevant Bachelor's OER will apply to students who are enrolled in a Pre-Master's programme.

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 Master'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. Pre-Master's programme: a programme intended to remedy deficiencies for admission to

the degree programme

h. Test or examination: a test of the knowledge, understanding and skills of students, including an assessment of the results

i. Final assessment: the final assessment for the Master's degree which is considered to be passed once all the requirements of the entire Master's degree programme have been satisfied

j. Academic year: the period of time that starts on 1 September and ends on 31 August of the following year

k. 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

l. 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 or a draft design
   - a research assignment
   - participation in a field trip or excursion
   - completion of a placement
   - participation in another educational activity designed to teach certain skills

m. Board of Examiners: an independent body with the duties and powers as set out 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

n. Examiner: a person appointed by the Board of Examiners to set examinations and determine their results

o. Admissions Board: the board that has decision-making powers in matters concerning admission to the degree programme on behalf of the Faculty Board

p. Programme committee: the advisory body that fulfils the duties referred to in Article 9.18 of the Act.

All other terms will have the meaning that the Act ascribes to them.

SECTION 2 ADMISSION

Article 2.1 Entry requirements

1. Students with a Dutch or foreign certificate of higher education who possessthe knowledge, understanding and skills at the level of a university Bachelor's degree and who can demonstrate the specific knowledge, understanding and skills as mentioned in the appendix will be admitted to the degree programme.

2. The holder of a Bachelor's degree in Psychology from the University of Groningen is considered to have the knowledge and skills referred to in Article 2.1.1 and will be admitted to the Master's degree in Psychology on that basis.

3. Notwithstanding the provisions of Article 2.1.1 and 2.1.2, there is a selection procedure for the Research Master in Behavioural and Social Sciences. The conditions for admission and the relevant procedure are set out in the appendix.

4. The entrance examination for the degree programme will be held twice a year; once for students starting in the first semester and once for students starting in the second semester. The Research Master in Behavioural and Social Sciences has one entrance examination, for students starting in the first semester.

Article 2.2 Language requirement for foreign certificates

1. Students who have been admitted to a degree programme on the basis of a foreign certificate or degree may be asked by the Board of Examiners – before registration – to pass a Dutch or English language test, depending on the language of the chosen degree programme, to be administered by an agency stipulated by the Board.

2. The Dutch language proficiency requirement can be met by passing the state examination in Dutch as a Second Language (NT2).

3. The English language proficiency requirements are set out in the appendix.

Article 2.3 Pre-Master's programme

1. Students who do not satisfy the entry requirements listed in Article 2.1 can remedy their deficiencies by successfully completing the specific University of Groningen Pre-Master's programme for the relevant Master's degree programme. The Pre-Master's programme has a student workload of 15/30/45/60 ECTS.

2. The entry requirements for the Pre-Master's programme can be found in the appendix. The Admissions Board of the relevant Master's degree programme will decide whether students are admitted to the Pre-Master's programme.

3. 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.

4. The entrance examination to the Pre-Master's programme will be held once; for students starting in the first semester.

Article 2.4 Entry requirements for specializations

A number of the specializations as referred to in Article 3.5 have additional entry requirements over and above those listed in Article 2.1. Please consult the appendix for more details.

Article 2.5 Admissions Board

1. The Admissions Board has the power to take decisions on behalf of the Faculty Board in matters concerning admission to the degree programme.

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 2.6 Entrance examination: criteria

1. Bearing in mind the admissions procedure for the degree programmes within the meaning of Article 2.1.1, the Admissions Board shall assess the knowledge and skills of the candidate. In addition to the written proofs of degree programme(s) already followed, the Board may ask experts from within or outside the university to test certain areas of knowledge and skills.

2. Bearing in mind the admissions procedure for a specialization within a degree programme, the Admissions Board shall examine whether the candidate satisfies or will satisfy in good time the requirements set out in Article 2.4. The Board will bear in mind the motivation and ambition of the candidate to follow the relevant specialization, as well as the proficiency level of the candidate in the language the specialization will be taught in.

Article 2.7 Entrance examination: times

The dates and the times of the entrance examination are set out in the appendix.

SECTION 3 CONTENT AND STRUCTURE OF THE DEGREE PROGRAMME

Article 3.1 Aim of the degree programme

The aim of the degree programmes is set out in the appendices:
Appendix 1 Master's degree programme in Educational Sciences
Appendix 1 Master's degree programme in Pedagogics
Appendix 1 Master's degree programme in Psychology
Appendix 1 Research Master in Behavioural and Social Sciences

Article 3.2 Type of degree programme

The degree programme is full time.

Article 3.3 Language

The degree programme is taught in English.

Article 3.4 Study load

The degree programmes have a study load of 60 (Psychology, Pedagogics and Educational Sciences)/120 (Research Master in Behavioural and Social Sciences) ECTS (credit points, whereby one ECTS credit point is the equivalent of 28 hours of study.

Article 3.5 Specializations

The specializations in the degree programmes, the content of the specializations and if necessary the related practicals are listed in the appendix.

Article 3.6 Participation in course units

1. Students may participate in course units if the register in good time via ProgressWWW.

2. In OCASYS is indicated the maximum number of students who may may participate is a course unit.

3. Participation in a course unit with a limited capacity takes place in order of registration, taking into account that the for the degree programme registered students have priority for the course units that belong to the required part of their programme.

SECTION 4 EXAMINATIONS AND FINAL ASSESSMENT OF THE DEGREE PROGRAMME; GENERAL PROVISIONS

Article 4.1 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 a 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 cluster 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 (or in one of the degree programmes that are part of the relevant cluster of degree programmes)
   b. one member from outside the degree programme (or one of the degree programmes that are part of the relevant cluster of degree programmes)

4. Members of the Faculty 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 4.2 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 assessment moments for each course unit
5. the test design and assessment procedures and assessment criteria used
6. who is/are responsible for the implementation of the various components of the assessment policy
7. the organization of regular evaluation.

Article 4.3 Examination; general

1. Examinations, both interim and final, provide students with the information they need to assess whether they have achieved or will achieve the required learning outcomes.

2. 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 4.4 Compulsory order of examinations

Certain modules must have been passed before the examinations for other modules can be taken. Where relevant, this is stated in the appendix to these regulations.

Article 4.5 Examination frequency and periods

1. The opportunity to take examinations in the specializations referred to in Article 3.5 is provided twice in an academic year.

2. The opportunity to take practicals is offered once a year within the Psychology degree programme.

3. Notwithstanding the provisions of Article 4.5.1, the opportunity to sit an examination for a module in the Psychology degree programme that has not been taught in a certain academic year shall only be provided once in that year.

4. Notwithstanding the provisions of Article 4.5.1, it is not possible to re-sit an examination in a course which is already part of the graded final assessment as mentioned in Article 4.15.

5. Students may resit an examination for a course unit that is no longer offered at least twice during the first year after it has been removed from the curriculum.

6. If a student has completed all the compulsory parts of a course unit to the best of his or her ability but has still not passed, then the examiner may give him or her the opportunity to take a supplementary or replacement test.

Article 4.6 Assessment of placement/internship or research assignment

The assessment of a placement/internship or research assignment will be conducted by the on-site supervisor and the original commissioner, who will be appointed as examiners by the Board of Examiners.

Article 4.7 Form of examinations

1. Examinations will be taken in the manner 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 in Article 4.7.1.

3. Mock versions of each examination will be made available to practise.

Article 4.8 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 examiner stipulate otherwise or the student objects to the public nature of the examination.

Article 4.9 Marking of examinations and publication of marks

1. After an oral examination, the examiner will assess the examination immediately and provide the student with the relevant signed exam sheet, and will provide the Faculty administration with the necessary details for written confirmation of the result to be administrated in Progress.

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

3. If an examination is taken in a form other than oral or written, the Examinations Committee will determine in advance how and when students will receive written confirmation of the result.

4. The written exam sheet with the results of an examination will inform the student of his right of inspection, as stipulated in Article 3.9, as well as of the possibility of an appeal to the Board of Appeal for Examinations.

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

Article 4.10 Validity

1. Completed modules remain valid indefinitely.

2. Contrary to the provisions of Article 4.10.1, the Examinations Committee may decide to require a student to take a supplementary or substitute examination for a module taken more than six years previously before allowing that student to progress to the relevant final assessment.

Article 4.11 Right of inspection

1. On request, students have the right to inspect their marked work during a period of at least six weeks after the results of a written examination have been made known. Also on request, students will be provided with a copy of the work at cost price.

2. Within the timeframe stipulated in Article 3.14.1, the examinee may request that they be allowed to peruse the examination paper and the assessment criteria.

3. A, possible collective, inspection or perusal of examination is organised in which on request of the student feedback is given on the correct answers of the questions of the exam. The examiner announces before the date of examination when the inspection or perusal will take

place, but at least within one week after the announcement of the examination results and if possible within four working days of the date of the resit. If the persons concerned can show that they were prevented by force majeure from attending at the indicated places and times, they will be offered another opportunity, if possible within the period stated in this section.

Article 4.12 Thesis

1. A thesis can in principle only be used for one University of Groningen degree programme. Full or partial exemptions for a degree programme's thesis may be granted by the Board of Examiners based on a thesis written for another degree programme.

2. Theses are stored by the Faculty Board for a period of at least 7 years.

3. Students will be given the opportunity to write a final-year thesis twice per academic year.

4. The period(s) during which students can write theses will be published in the Student Handbook and/or OCASYS.

5. More detailed regulations on the design, content, timeframe 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.

6. If by the end of the period referred to under 4.12, 5 the assessor(s) is/are of the opinion that the thesis cannot be awarded a pass mark, the student will be given one opportunity to remedy the work in order to be awarded a pass mark of 6 within a timeframe defined by the degree programme.

7. The Board of Examiners is the only body that can deviate from the provisions of this Article at the written request of a student.

Article 4.13 Degree

1. A student who has satisfied all the requirements of the final assessment shall be awarded the degree of 'Master of Science'.

2. The degree awarded will be indicated on the degree certificate.

Article 4.14 Honours ('judicium')

1. The Board of Examiners shall determine whether or not the Master's degree certificate will be awarded an honours predicate.

2. Two different honours predicates are distinguished: 'Cum laude' and 'Summa cum laude'. The following conditions apply:
   a) To be honoured Cum laude the following minimum conditions must be satisfied:
      i. The mark for thesis 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 is greater than or equal to 8.0
   b) To be honoured Summa cum laude the following minimum conditions must be satisfied:
      i. The mark for thesis must be at least 9.0
      ii. The weighted average (not rounded off) for all course units, excluding the thesis, within the examination programme approved by the Board of Examiners is greater than or equal to 9.0

3. No honours are awarded if the study load of the exemptions in ECTS credit points is more than half the total number of ECTS for the degree programme.

4. Honours may only be awarded if the examinations for all course units were taken only once, with the exception of a single opportunity for a re-sit. The exception is only allowed for a single re-sit of the respective course unit.

5. The thesis is excluded for the opportunity to re-sit a course unit in order to be rewarded honours.

6. Honours may only be awarded if no single course unit was awarded a mark less than 7.0.

7. Honours may only be awarded if no decision from the Board of Examiners is available about fraud/cheating of the student.

8. In certain circumstances, the Board of Examiners may depart from the provisions set out in Articles 4.14.2-7.

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 4.15 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, and issues a certificate to confirm this.

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 the relevant examinations 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 4.15.2, 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 4.15.1, 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.

SECTION 5 EXAMINATIONS AND FINAL ASSESSMENT OF THE DEGREE PROGRAMME; SPECIFIC PROVISIONS

Article 5.1 Examination provisions in special circumstances

1. 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 4.5

2. Requests for individual examination provisions, including documentary evidence, must be submitted to the Board of Examiners as soon as possible.

Article 5.2 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 the 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 will comply with the facilities permitted by the Board of Examiners of the degree programme for which the student is registered.

Article 5.3 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.

2. The validity period of exemptions granted for course units or parts thereof is identical to that for examination results.

Article 5.4 Request for additional resit

1. Students may submit a request for an additional resit to the Board of Examiners.

2. Such a request may be granted if the student in question failed the relevant exam due to extraordinary circumstances and if not granting the request for an additional resit would result in unacceptable study delay.

Article 5.5 Authority of the Board of Examiners regarding electives offered by other degree programmes

1. A request to take an elective offered by another degree programme must be approved by the Board of Examiners of the student's own degree programme.

2. The Board of Examiners of the other degree programme is authorized to set and assess the examinations and decide upon requests for alternative exam regulations.

Article 5.6 Fraud 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 means copying someone else's work without correct reference to the source.

3. Fraud also includes misinforming to require additional facilities and arrangements concerning exams, tests and participation in courses.

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.

5. In the event of serious fraud, the Board of Examiners may propose to the Board of the University to definitively terminate the student's registration.

6. The Board of Examiners will set out its course of action in the event of fraud in its Rules and Regulations.

Article 5.7 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 for either an individual examinee or a group of examinees.

Article 5.8 Course units completed elsewhere

1. A Master'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/the Faculty/the degree programme during the student's period of registration as a student at the University of Groningen.

2. For Double Degree Master's degree programmes offered together with an institution abroad, at least one quarter (*or more)* of the programme must have been followed at the University of Groningen/the Faculty/the degree programme during the student's period of registration as a student at the University of Groningen.

Article 5.9 Termination of registration (Iudicium Abeundi)

1. In extraordinary cases of reprehensible behaviour and/or statements made by a student, the Board of the University may, on the recommendation of the Board of Examiners or the Faculty Board, terminate that student's registration.

2. The Board of the University will not make a decision as referred to in Article 5.9.1 until after the student in question has been given the opportunity to respond to the proposed decision, the interests of the student and the institution have been carefully assessed, and it is reasonable to assume that the student's behaviour and/or statements prove him/her to be unsuitable for one or more of the professions which he/she is being trained for in his/her degree programme or for the practical preparation for the profession. In such cases the Faculty Board, the Board of Examiners and the Board of the University will follow the *Protocol Iudicium Abeundi* [protocol for termination of registration] as approved by the *Nederlandse Federatie van Universitaire Medische Centra* [Netherlands Federation of University Medical Centres] on 1 November 2010.

Article 5.10 Registration for course units and examinations

1. To be allowed to participate in a course unit, students have to register for it via ProgressWWW, before the start of the block in which the course unit is taught.

2. During the first five weeks of a block in which a course unit is taught, students who haven't yet registered may visit the student desk to get still enrolled in the course.

3. A student who is not registered for a course unit, can't take an exam of that unit course.

4. A student who is registered for a course unit is also registered for the exam of that course unit.

5. A student with an insufficient mark on the first attempt of an exam is automatically registered for the resit.

6. A student can register for a maximum of four course units from a programme in each block.

7. A student is allowed to take more than four course units, but needs to make a study planning with the study advisor and hand in the study planning at the student desk.

SECTION 6 STUDY PROGRESS SUPERVISION

Article 6.1 Study progress administration

1. The Faculty registers the individual results of the students.

2. The Faculty provides each student with a digital overview of the results once a year, at the end of the study year.

3. The Faculty will provide students with an authenticated written overview of the study results on their request.

Article 6.2 Study progress supervision

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

SECTION 7 TRANSITIONAL AND FINAL PROVISIONS

Article 7.1 Amendments

1. Any amendments to these Regulations will, after due consultation with the programme committee and in consultation with – and where necessary upon the approval of – the Faculty Council, be confirmed by the Faculty Board in a separate decree.

2. Any amendments to these Regulations will not apply to the current academic year, unless it may reasonably be assumed that the amendment in question will not harm the interests of students.

3. In addition, amendments may not influence the following to the detriment of students:
   - approval granted within the meaning of Article 2.4
   - any other decision taken within the meaning of these Regulations concerning a student.

Article 7.2 Publication

1. The Faculty Board will duly publish these Regulations as well as any amendments to them.

2. Copies of the Teaching and Examination Regulations are available from the Faculty Office. These documents can also be found on the Faculty website via 'My University'.

Article 7.3 Date of commencement

These Regulations will take effect on 1 September 2015.

13 Teaching and Examination Regulations ("OER") - Programme

Master of Science Degree Programme in Psychology

Faculty of Behavioural and Social Sciences

2015 - 2016

Appendix: the programme

Paragraph 1 Aim of the programme and language of the courses

Article 1.1 Aim of the degree programme

The aim of the programme is to give the student:

- specialised scientific knowledge, skills, and understanding of psychology;
- preparation for a career as a professional, academically trained psychologist;
- preparation for a subsequent training as a researcher in the area of psychology.

Article 1.2 Language

The programme courses and exams are offered in the English language. A Master of Science Degree Programme in Psychology is offered in the Dutch language at our Faculty as well (see the course catalogue "Master Programma Psychologie").

Students enrol for either the Dutch or the English programme and can only take exams in the programme of choice accordingly.

Paragraph 2 The degree programme

Article 2.1 Specialisation sub-programmes

The programme contains the following sub-programmes:

a. The sub-programme Industrial and Organisational Psychology, which prepares for a career as a psychologist and the conduct of research in the field of Work, Organisation and Personnel Psychology
b. The sub-programme Cognitive Psychology and Psychophysiology, which prepares for a career as a psychologist and the conduct of research in the field of Cognitive Psychology and Psychophysiology
c. The sub-programme Clinical Neuropsychology, which prepares for a career as a psychologist and the conduct of research in the field of Clinical Neuropsychology
d. The sub-programme Social Psychology and its applications, which prepares for a career as a psychologist and the conduct of research in the field of Social Psychology
e. The Free-Choice sub-programme, which prepares for a career as a psychologist and the conduct of research in the field of Psychology

Article 2.2 Structure of the programme

1. The sub-programmes under a) through e) in Article 2.1 contain the following compulsory modules with a study load as indicated
    1. Foundation courses 10 EC
    2. Skills courses 5 EC
    3. Methodology courses 5 EC

2. The programme additionally entails a Master-thesis including a research project and/or a research internship in one of the sub-programmes under 2.1 a-e, with a study load of 30 EC. Further rules on form, content, timeline and grading of the Master-thesis can be found

in the Master-thesis forms, which can both be found in the Psychology Master Community on Nestor.

3. In addition, 10 EC must be earned as described in Article 2.6 of this appendix.

Article 2.3 Foundation courses

1. The foundation courses of the sub-programme Industrial and Organisational Psychology contain the following options:

MAB-7	Power and leadership	5 EC
MAB-8	Creativity and innovation in organisations	5 EC
MAB-11	Competence and Motivation	5 EC

2. The foundation courses of the sub-programme Cognitive Psychology and Psychophysiology contain the following options:

MCB-1	Psychophysiology and its applications	5 EC
MCB-2	Cognitive psychology, theory and applications	5 EC

3. The foundation courses of the sub-programme Clinical Neuropsychology contain the following options:

MNB-1	Advanced Clinical Neuropsychology	5 EC
MNB-3	Neuropsychology and psychiatric disorders	5 EC

4. The foundation courses of the sub-programme Social Psychology and its applications contain the following options:

MSB-2	Environmental psychology	5 EC
MSB-5	Personal, social and cultural change	5 EC
MSB-7	Controversies in social psychology	5 EC
MSB-10	Current topics of intergroup relations in society	5 EC
MSB-11	Health psychology	5 EC
MSB-12	Cultural psychology	5 EC

5. The foundation courses of the Free Choice sub-programme contain a choice of the courses: The foundation courses as mentioned under 1 through 4 in this Article.

Article 2.4 Skills courses

1. The skills course of the sub-programme Industrial and Organisational Psychology contains the following:

MAV-7	Aging at work and career development	5 EC
MAV-5	Coaching	5 EC

2. The skills courses of the sub-programme Cognitive Psychology and Psychophysiology contain the following:

MCV-1	Advanced experimental skills	5 EC
MCV-3	Building experiments & measuring performance	5 EC

3. The skills course of the sub-programme Clinical Neuropsychology contains the following:

MCV-1	Advanced experimental skills	5 EC
MCV-3	Building experiments & measuring performance	5 EC
MNV-2	Neuropsychological assessment	5 EC

4. The skills courses of the sub-programme Social Psychology and its applications contain the following options:

MSV-3	Designing interventions	5 EC
MSV-4	Designing research in social and organizational psychology	5 EC
MSV-5	Managing groups	5 EC

5. The skills courses of the Free Choice sub-programme contain a choice of the courses: The foundation courses as mentioned under 1 through 4 in this Article.

Article 2.5 Methodology courses

MM-2	Repeated measures	5 EC
MM-5	Multivariate models	5 EC
MM-6	Test construction	5 EC

MM-2 cannot be attended if MM-5 is attended or already obtained.
MM-5 cannot be attended if MM-2 is attended or already obtained.

Article 2.6 Electives

1. Electives totalling 10 EC may be chosen from the courses mentioned below. The Examinations Committee can approve one or more courses from other master sub-programmes within the master programme.

Electives of the sub-programmes contain:

MPK-1	Boundaries of psychology	5 EC
MNK-1	Literature Review Clinical Neuropsychology	5 EC
MNK-2	Capita Selecta Clinical Neuropsychology	5 EC
MCK-5	Selected topics Brain & Behaviour	5 EC
MOB-5	Complexity, dynamics and development	5 EC
MOB-7	Talent development and creativity	5 EC
M-LT	Literature Study	1-5 EC

Furthermore, the following courses may be chosen as electives:

- Foundation, skills, and methodology courses that have not been taken to fulfill the compulsory parts of the programme.

Article 2.7 Practica

1. The following courses mentioned in Article 2.2.2 and 2.4 contain a practicum in the form and size indicated:

   - Skills courses: exercises, assignment and papers, 140 hours;

- Research project/internship as mentioned in 2.2.2: exercises, assignment and thesis, 840 hours in each of the sub-programmes:

a) PSMAT-1, Master thesis Industrial and Organisational Psychology;
b) PSMCT-1, Master thesis Cognitive Psychology and Psychophysiology;
c) PSMNT-1, Master thesis Clinical Neuropsychology;
d) PSMST-1, Master thesis Social Psychology and its applications;
e) PSMPT-1, Master thesis Free Choice.

2. For the courses to which Article 2.7.1 refers, the examination cannot be registered in Progress before the successful completion of the practicum.

3. For the following courses the successful completion of the practicum is considered equivalent to passing the examination: research project/internship, skills courses.

Article 2.8 Equivalencies

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

Present code		Previous code
MSB-10	Current topics of intergroup relations in society	MSB-6
MSB-11	Health psychology	MSB-1
MSB-12	Cultural psychology	MSB-8
MSV-4	Designing research in social and organizational psychology	MSV-1

Paragraph 3 Admission

Article 3.1 Admission criteria

1. Admissible to the master degree programme are students who have obtained a bachelor's degree at university level and who can demonstrate possession of the following competencies at an academic bachelor level:
    a. Knowledge of the scientific discipline of psychology as well as the most important theoretical sub-disciplines and professional applications;
    b. Skills necessary for the scientific and ethical design and conduct of psychological research and report;
    c. Knowledge of the most important techniques and methods of data collection and analyses and the skills to apply these methods and techniques;
    d. Sufficiently developed analytic skills and critical attitude on the basis of which the assessment of the impact and validity of information can be carried out at an academic level;
    e. The motivation to obtain knowledge, skills, and understanding of psychology at an academic master degree level.

Article 3.2 Language

1. Students should be able to show that they have sufficient knowledge of the English language. The following qualifications are accepted as sufficient proof of mastery:
    a. a preparatory scientific education degree, Dutch "VWO" or equivalent including the English language;
    b. a TOEFL test outcome of greater than or equal to 237 (computer based) or greater than or equal to 580 (paper based) or greater than or equal to 92-93 (internet based);
    c. an IELTS test outcome greater than or equal to 6.5;
    d. a CAE (level C1) with grade A, B, or C;
    e. a CPE (level C2) with grade A, B, or C;
    f. English as a first language;
    g. a secondary or higher education diploma issued by an English-language institution.

Article 3.3 Admission dates

1. Assessment of applications takes place twice per year, regarding admission to the first semester or the second semester.

2. Request for admission to the programme must be made before April 1st (for non-EU students) or June 1st (for EU students) for admission to the first semester and before September 15th (for non-EU students) or November 15th (for EU students) for admission to the second semester.

3. In special cases the admissions committee may decide to consider an application for admission after the deadlines named in Article 3.3.2.

4. The admissions committee will decide whether to admit by July 1st or December 15th, respectively. Admission is granted on the condition that the requirements for admission as mentioned in Article 3.1 and Article 3.2 are met before the starting date of the programme, as evidenced by diplomas. On the written reaction to the request for admission the possibility of appeal to the Board of Appeals will be mentioned.

5. As an exception to Article 3.3.4 it is possible for candidates described in Article 4.1 of the general Teaching and Examination Regulations to apply for admission when they meet the requirements in Article 4.6 of the general Teaching and Examination Regulations. In this case the admissions committee reaches a decision within one month after the application has been received.

6. The admissions committee may decide that a student has to complete an individual pre-master programme of either 15, 30, 45 or 60 EC, before being admitted to the Psychology master programme.

14 Rules and Regulations

Of the Examinations Committee of Psychology for academic year 2015-2016
(d.d. 2 July 2015)

Article 1 – Applicability

These Rules and Regulations apply to the examinations provided by the Master 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 19 May 2015;
- Programme examination regulations: the appendix of the Faculty examination regulations that consist of the regulations of the programme, most recently updated on 19 May 2015;
- 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 3.6 section 2 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 3.10 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 60 EC.
2. No predicate will be awarded if less than 50 ECTS credits have been gained within the programme. In individual cased 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. a. Examinees must register for a programme module and to take an examination.
   b. Students may register for a maximum amount of 4 modules per block.
   c. Only in specific cases a student with a well-reasoned request may obtain permission from the examinations committee to register for more than 4 modules per block, to be decided by the examinations committee.
2. For modules with a written (end-) exam the following rules apply: Registration for modules and the registration period is regulated in the Faculty Examination Regulations.
   a. A student who fails the resit or does not attend it, has to register anew for the module o be admitted to the module and the exam(s)in the next academic year.
   b. 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, ultimately four working days before the exam.
   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 and the registration period is regulated in the Faculty Examination Regulations.
   b. In contravention to 4a: 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 master's co-ordinator.
   d. For an oral examination registration occurs by a personal appointment with the individual examiner of the exam in question, with a copy to the master's co-ordinator.
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. 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.
8. 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 3.18 section 4 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 Master'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 thesis guide of the academic year in question.
   Note: exemptions based on courses or modules from Universities of Applied Sciences will not be awarded.

Article 11 – Elective courses

1. Requests for approval of elective courses as defined in Article 2.6.section 1 of the Programme examination regulations must be submitted in writing to the Examinations Committee, in accordance with the relevant specifications which are available from the Student Service Desk.
2. Approval within the meaning of the precious section must be obtained before the relevant course can be followed.
3. 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.

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 (see article 3.12.5 of the Faculty examination regulations), 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 Course Catalogue.
   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 ánd 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

Note to article 3.16 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.
Another example of fraud 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 3.10 of the Faculty examination regulation.

1. 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.

2. 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.
3. In cases requiring swift action, the examiner may decide to impose a provisional ban based on a verbal report by the invigilator or lecturer.
4. 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.
5. The Examinations Committee shall give the examinee and the examiner the opportunity to put their cases.
6. 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.
7. 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 course catalogue 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 'Master'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 module 'Master's thesis' is an exception – this will be assessed with a mark. The assessment of the 'Master'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: regulations in the Programme Examination Regulations about practicals that are passed in a previous year, remain valid, as is the case with exemptions.
9. Results from modules outside the programme will be handled as follows:
   a. a module from the University of Groningen will be treated as a module of the programme and, if approved, the mark will be copied.
   b. a module outside the University of Groningen, that was finished before the programme is commenced, will at approval result in exemption.
   c. a module outside the University of Groningen that is started during the programme: modules from a Dutch university will at approval maintain the Dutch mark; modules from outside the Netherlands will at approval result in a "pass".

   Note: Foreign modules will be acknowledges 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". See article 7.12 from the Faculty Examination Regulations, and article 6 of these Rules & Regulations.

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.
3. A mark will be awarded as soon as an examinee could have seen the exam questions, or participated in at least one session of a practicum module.

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 3.14 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 3.14 section1 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 2015.

As decreed by the Examinations Committee of Psychology on 2 July 2015.

15 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. Making recordings
Making audio and/or video recordings of educational activities such as lectures is only allowed with explicit permission of the lecturer. Recordings made unde these conditions are only for personal use. Dissemination of these recordings is a violation of copy rights and may result in criminal prosecution.

6. 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.

7. 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.

8. 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.

16 Addresses Central bodies University of Groningen

GENERAL ADDRESSES

Board of the University (CvB)
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands
Telephone: (050) 363 5285

University Council (U-raad)
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands
Telephone: (050) 363 8535
E-mail: uraad@rug.nl
Internet: www.rug.nl/uraad

Legal Affairs Office (ABJZ)
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands
Telephone: (050) 363 5440
E-mail: abjz@rug.nl
Internet: myuniversity.rug.nl/infonet/medewerkers/organisatie/bvdu/abjz

Donald Smits Center for Information Technology (CIT)
Visiting address: Zernikeborg, Nettelbosje 1
Postal address: P.O. Box 11044, 9700 CA Groningen, the Netherlands
Telephone: (050) 363 9200
E-mail: secretariaat-cit@rug.nl
Internet: www.rug.nl/cit

CIT Helpdesk
Telephone: (050) 363 3232
E-mail: servicedesk.cit@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

Internet/e-mail: www.rug.nl/insandouts or www.rug.nl/usd or myuniversity > frequently asked questions

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
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

Central Portal for the Legal Protection of Student Rights (CLRS).
Internet/e-mail: www.rug.nl/clrs or myuniversity > frequently asked questions
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands

University Funds Committee (UFC)
Postal address: P.O. Box 72, 9700 AB Groningen, the Netherlands
E-mail: ufc@rug.nl

Appendix: adaptations study guide as from September 2015

Per 03-09-2015
p. 42/43 PSMOB-7: changed text Objective, Content and Assesment; added literature.
p. 47 PSMSB-10: changed lecturer and contact from dr. N. Hansen into T. Bouman MSc, M. Kutlaca
p. 54-73: added contents of chapter 15 the Teaching and Examination Regulations (OER) – Programme
p. 80-81 Rules and Regulations of the Examinations Committee art. 8b + 8c: changed '20 EC' into '4 modules'; art. 8.2 + 8.4a: inserted '.. and the registration period..'

Per 29-10-2015
p. 34 PSMCV-1: Literature added Dickter Cheryl L. & Kieffaber Paul D. ISBN 978-1-4462-83004; Luck, Steven J. ISBN 9780262525855 / E-Book ISBN 9780262324045

Per 12-02-2016
p. 19; changed IOP coordinator into dr. S. Scheibe