



rijksuniversiteit
groningen

faculteit gedrags- en
maatschappijwetenschappen

psychologie

Toetsprogramma

Bachelor en Master Psychologie

Academisch jaar 2026-2027

Toetsprogramma Psychologie 26-27

Bachelor

H1: De eindtermen van de bachelor

For English, see below.

NB: de eindtermen zijn afgestemd op de Dublin Descriptoren voor BSc-opleidingen. Zie de conversietabel NLQF/DD in bijlage 1 van dit toetsprogramma voor meer informatie over de NLQF-indeling van de opleiding

1. Kennis en inzicht

Een RUG BSc Psychologie afgestudeerde heeft:

- Kennis van en inzicht in de belangrijkste theoretische perspectieven en bevindingen van de deelgebieden van de psychologie en hun onderlinge verbanden en toepassingen
- Kennis van en inzicht in de voornaamste (werk)gebieden en activiteiten van een psycholoog
- Kennis van en inzicht in basispsychologische onderzoeksmethoden en -technieken
- Kennis van en inzicht in hoe psychologische kennis en vaardigheden verschillen van andere disciplines, zowel in wetenschappelijke als praktische termen.

2. Academische houding en vaardigheden: integriteit, reflectie en kritisch denken

Een UG BSc Psychologie afgestudeerde is in staat om:

- Psychologische kennis te identificeren, verwerven en gebruiken om systematisch (individuele, groeps- en maatschappelijke) problemen te analyseren
- Kritisch te debatteren over kwesties en uitdagingen op het niveau van het individu, de groep en de maatschappij
- Te tonen zich bewust te zijn van de invloed van context en (culturele) normen en waarden op gedrag (van zichzelf en anderen)
- Te bepalen wanneer kennis kan worden toegepast en wanneer men moet afzien van het trekken van conclusies of het doen van aanbevelingen
- De ethische aspecten van wetenschappelijk onderzoek en professioneel gedrag te herkennen en overwegen en dienovereenkomstig te handelen.

3. Toepassing van kennis en begrip

Een UG BSc Psychologie afgestudeerde is in staat om:

- Basaal psychologisch onderzoek op te zetten en uit te voeren en/of bij te dragen aan complexere onderzoeksprojecten
- Gegevens te interpreteren en een mening te geven over de conclusies van onderzoek op basis van relevante sociale, wetenschappelijke en ethische principes
- Kennisbronnen en wetenschappelijke publicaties te vinden, kritisch te evalueren en te integreren om daaruit conclusies te trekken en implicaties af te leiden
- Wetenschappelijke theorieën en onderzoeksmethoden en -technieken toe te passen om vragen te beantwoorden of advies te geven over maatschappelijke en praktische vragen
- De psychologische wetenschappelijke kennis en methoden ethisch toe te passen op individuele, groeps- en maatschappelijke uitdagingen

4. Professionele vaardigheden

Een UG BSc Psychologie afgestudeerde is in staat om:

- De conclusies, toepassingen en beperkingen van psychologische theorieën en onderzoek mondeling en schriftelijk te communiceren
- Uitleg te geven en te presenteren aan relevante doelgroepen (wetenschappelijke en professionele collega's, en het algemene publiek)
- Zelfstandig of als onderdeel van een team te werken in een professionele context
- Gegevens grondig en efficiënt te verwerken en te analyseren
- Analytische denkvaardigheden in de maatschappelijke en professionele context toe te passen op individueel, groeps- en maatschappelijk niveau
- Wetenschappelijk te redeneren en wetenschappelijke methoden te gebruiken om individuele, groeps- en maatschappelijke uitdagingen op te lossen

5. Vaardigheden voor levenslang leren

Een UG BSc Psychologie afgestudeerde is in staat om:

- Kritisch te reflecteren op de eigen kennis en vaardigheden, alsook het gebrek daaraan, en goed onderbouwde keuzes te maken voor verdere ontwikkeling
- Feedback en advies van anderen te accepteren met betrekking tot persoonlijke vaardigheden en tekortkomingen en op deze informatie voort te bouwen
- Kennis, begrip en vaardigheden te verwerven voor professionele en wetenschappelijke ontwikkeling

Final Qualifications Bachelor Psychology (English)

1. Knowledge and understanding

- A UG BSc Psychology graduate has:
 - Knowledge of and insight into the major theoretical perspectives and findings of each sub-discipline of psychology and their interconnections and applications
 - Knowledge and understanding of the main (work)fields and activities of a psychologist
 - Knowledge and understanding of basic psychological research methods and techniques
 - Knowledge and understanding of how psychological knowledge and skills differ from other disciplines in both scientific and practical terms.

2. Academic attitude and skills: integrity, reflection and critical thinking

- A UG BSc Psychology graduate will be able to:
 - Identify, acquire and use psychological knowledge to systematically analyze (individual, group and societal) problems
 - Critically debate issues and challenges at the level of the individual, group and society
 - Demonstrate an awareness of the influence of context and (cultural) standards and values on behavior (of self and others)
 - Correctly judge when to apply one's knowledge and when to refrain from reaching conclusions or making recommendations

- Recognize and consider the ethical implications involved in scientific research and professional conduct and act accordingly.

3. Application of knowledge and understanding

- A UG BSc Psychology graduate will be able to:
 - Design and carry out basic scientific psychological research and/or contribute to a more complex research project
 - Interpret data and provide an opinion about the conclusions of research based on relevant social, scientific and ethical principles
 - Retrieve, critically evaluate, and integrate knowledge sources and scientific publications in order to draw conclusions and derive implications
 - Apply scientific theories and research methods and techniques to answer or advise on societal and practical questions
 - Ethically apply psychological science to individual, group and societal challenges

4. Professional skills

- A UG BSc Psychology graduate will be able to:
 - Communicate in oral and written formats the conclusions, applications and limitations of psychological theory and research
 - Explain and present to relevant target groups (scientific and professional peers, and the general public)
 - Work effectively on one's own or as part of team in a professional context
 - Process and analyse data both thoroughly and efficiently
 - Apply analytical thinking skills in the societal and professional context at individual, group and societal levels
 - Utilize scientific reasoning and methods to resolve individual, group and societal challenges

5. Life long learning skills

- A UG BSc Psychology graduate will be able to:
 - Critically reflect on one's own abilities and knowledge as well as lack thereof, and make well-founded choices for further development
 - Accept feedback and advice from others regarding personal skills and shortcomings and build on this information
 - Acquire knowledge, understanding, and skills for his/her professional and scientific development after finishing the programme

H2: De relatie tussen curriculumonderdelen en eindkwalificaties

Deze paragraaf biedt een schematisch overzicht van de relatie tussen de verplichte curriculumonderdelen en de eindtermen. Uit het overzicht wordt de opbouw naar het realiseren van de eindtermen over de verschillende curriculumonderdelen zichtbaar.

Per eindterm wordt aangegeven of de cursus hier enigszins (I) of in sterke mate (II) aan bijdraagt.

Jaar 1

I or II: Course contributes somewhat (I) or greatly (II) to obtaining the eind term.	jaar 1	Soc. en cross-cult. psy. (PSBA1-18) / (PSBE1-02)	Gesch. Van de Psy. (PSBA1-26) / (PSBE1-29)	Ontw. psy (PSBA1-07) /Dev. psy (PSBE1-03)	Pers. & Indiv. Vers. (PSBA1-12) /Pers. & indiv. Diff. (PSBE1-05)	Cogn. Psychologie (PSBA2-23) /Cogn. Psychology (PSBE2-23)	Biopsychologie (PSBA1-11) / Biopsychology (PSBE1-04)	Statistiek-la (PSBA1-05) / Statistics-la (PSBE1-08)	Statistiek-lb (PSBA1-08) / Statistics-lb (PSBE1-09)	Intr. To psy. Theories and res. methods (PSBE1-19)	Pr. Intr. In oz. Meth. (PSBA1-28 / PSBE1-28)	Acad. Vaardigh. (PSBA1-25) / Acad. Skills (PSBE1-25)	Gespr.- & groepsv. (PSBA1-09) /Dialogue & gr. skills (PSBE1-17)
1. Kennis en inzicht													
1.1 Kennis van en inzicht in de belangrijkste theoretische perspectieven en bevindingen van de deelgebieden van de psychologie en hun onderlinge verbanden en toepassingen		II	II	II	II	II	II			I			I
1.2 Kennis van en inzicht in de voornaamste (werk)gebieden en activiteiten van een psycholoog		I	I	I	I	I	I			I			I
1.3 Kennis van en inzicht in basispsychologische onderzoeksmethoden en -technieken		I	I	I	I	I	II	I	I	II	I	I	I
1.4 Kennis van en inzicht in hoe psychologische kennis en vaardigheden verschillen van andere disciplines,			I				I			I		I	

zowel in wetenschappelijke als praktische termen.													
2. Academische houding en vaardigheden: integriteit, reflectie en kritisch denken													
2.1 Psychologische kennis te identificeren, verwerven en gebruiken om systematisch (individuele, groeps- en maatschappelijke) problemen te analyseren		I		I	I	I	I					I	I
2.2 Kritisch te debatteren over kwesties en uitdagingen op het niveau van het individu, de groep en de maatschappij		I	I	I	I	I	I			I	I	I	I
2.3 Te tonen zich bewust te zijn van de invloed van context en (culturele) normen en waarden op gedrag (van zichzelf en anderen)		II	II	I							I	I	I
2.4 Te bepalen wanneer kennis kan worden toegepast en wanneer men moet afzien van het trekken van conclusies of het doen van aanbevelingen								I	I	I	I	I	I
2.5 De ethische aspecten van wetenschappelijk onderzoek en professioneel gedrag te		I	I	I	I	I	I			I	I		I

herkennen en overwegen en dienovereenkomstig te handelen.													
3. Toepassing van kennis en begrip													
3.1 Basaal psychologisch onderzoek op te zetten en uit te voeren en/of bij te dragen aan complexere onderzoeksprojecten											I	I	
3.2 Gegevens te interpreteren en een mening te geven over de conclusies van onderzoek op basis van relevante sociale, wetenschappelijke en ethische principes								I	I		I		
3.3 Kennisbronnen en wetenschappelijke publicaties te vinden, kritisch te evalueren en te integreren om daaruit conclusies te trekken en implicaties af te leiden									I			I	
3.4 Wetenschappelijke theorieën en onderzoeksmethoden en -technieken toe te passen om vragen te beantwoorden of advies te geven over maatschappelijke en praktische vragen								I	I		I	I	
3.5 De psychologische wetenschappelijke			I										I

kennis en methoden ethisch toe te passen op individuele, groeps- en maatschappelijke uitdagingen													
4. Professionele vaardigheden													
4.1 De conclusies, toepassingen en beperkingen van psychologische theorieën en onderzoek mondeling en schriftelijk te communiceren			I					I	I		I	I	I
4.2 Uitleg te geven en te presenteren aan relevante doelgroepen (wetenschappelijk en professionele collega's, en het algemene publiek)											I	I	I
4.3 Zelfstandig of als onderdeel van een team te werken in een professionele context												I	I
4.4 Gegevens grondig en efficiënt te verwerken en te analyseren								I	I		I		
4.5 Analytische denkvaardigheden in de maatschappelijke en professionele context toe te passen op individueel, groeps- en maatschappelijk niveau								I	I		I	I	I
4.6 Wetenschappelijk te redeneren en wetenschappelijke								I	I	I	I	I	I

methoden te gebruiken om individuele, groeps- en maatschappelijke uitdagingen op te lossen													
5. Vaardigheden voor levenslang leren													
5.1 Kritisch te reflecteren op de eigen kennis en vaardigheden, alsook het gebrek daaraan, en goed onderbouwde keuzes te maken voor verdere ontwikkeling										I		I	II
5.2 Feedback en advies van anderen te accepteren met betrekking tot persoonlijke vaardigheden en tekortkomingen en op deze informatie voort te bouwen												I	II
5.3 Kennis, begrip en vaardigheden te verwerven voor professionele en wetenschappelijke ontwikkeling		I	I	I	I	I	I	I	I	I	I	I	II

Jaar 2 en 3

		Toep. van psy. Theo. i/d pr. (PSBA2-16) / (PSBE2-16)																		
		Psy. op het werk (PSBA2-20) / (PSBE2-03)																		
		Klin. Psychologie (PSBA2-22) / (PSBE2-22)																		
		Int. Klin. Neuropsych. (PSBA2-24 / PSBE2-24)																		
		Wetensch. theorie (PSBA2-05) / (PSBE2-05)																		
		Testtheorie en testgebruik (PSBA2-06) / (PSBE2-06)																		
		Statistiek-III (PSBA2-12) / Statistics-III (PSBE2-12)																		
		Statistiek-II (PSBA2-07) / Statistics-II (PSBE2-07)																		
		Oz. Meth.: theorie en ethiek (PSBA2-08) / (PSBE2-08)																		
		Oz. Pr.(PSBA2-10) / (PSBE2-09)																		
		Psy. Werkvelden (PSBA2-15) / (PSBE2-15)																		
		Gespr. & Diagn. Vaard. (PSBA2-11) / (PSBE2-11)																		
		jaar 3																		
		Bachelorthese (PSB3N-BT15) / (PSB3E-BT15)																		
1. Kennis en inzicht																				
1.1 Kennis van en inzicht in de belangrijkste theoretische perspectieven en bevindingen van de deelgebieden van de psychologie en hun onderlinge verbanden en toepassingen	II	II	II	II	II															
1.2 Kennis van en inzicht in de voornaamste (werk)gebieden en activiteiten van een psycholoog	I	I	I	I	I															
1.3 Kennis van en inzicht in basispsychologische onderzoeksmethoden en -technieken	II	I	I	I	I	II	II	II	II	II										
1.4 Kennis van en inzicht in hoe psychologische kennis en vaardigheden	I	I	I		II					II										

verschillen van andere disciplines, zowel in wetenschappelijke als praktische termen.														
2. Academische houding en vaardigheden: integriteit, reflectie en kritisch denken														
2.1 Psychologische kennis te identificeren, verwerven en gebruiken om systematisch (individuele, groeps- en maatschappelijke) problemen te analyseren	II	I	I	I						II		II		II
2.2 Kritisch te debatteren over kwesties en uitdagingen op het niveau van het individu, de groep en de maatschappij	I	I			II				I	I		I		II
2.3 Te tonen zich bewust te zijn van de invloed van context en (culturele) normen en waarden op gedrag (van zichzelf en anderen)		II	I								I	I		
2.4 Te bepalen wanneer kennis kan worden toegepast en wanneer men moet afzien van het trekken van conclusies of het doen van aanbevelingen					II	I	II	II	II			II		II

2.5 De ethische aspecten van wetenschappelijk onderzoek en professioneel gedrag te herkennen en overwegen en dienovereenkomstig te handelen.		II	I		II				II	II		II		II
3. Toepassing van kennis en begrip														
3.1 Basaal psychologisch onderzoek op te zetten en uit te voeren en/of bij te dragen aan complexere onderzoeksprojecten										I				II
3.2 Gegevens te interpreteren en een mening te geven over de conclusies van onderzoek op basis van relevante sociale, wetenschappelijke en ethische principes					I	II	II	II	II	II		I		II
3.3 Kennisbronnen en wetenschappelijke publicaties te vinden, kritisch te evalueren en te integreren om daaruit conclusies te trekken en implicaties af te leiden							I	I	I	II				II
3.4 Wetenschappelijke theorieën en onderzoeksmethoden en -technieken toe te passen om vragen te	I		I			II	II	II		II				II

beantwoorden of advies te geven over maatschappelijke en praktische vragen														
3.5 De psychologische wetenschappelijke kennis en methoden ethisch toe te passen op individuele, groeps- en maatschappelijke uitdagingen	II	I	I	I	I				II			II		II
4. Professionele vaardigheden														
4.1 De conclusies, toepassingen en beperkingen van psychologische theorieën en onderzoek mondeling en schriftelijk te communiceren					I	I	I	I	I	II	I	II		II
4.2 Uitleg te geven en te presenteren aan relevante doelgroepen (wetenschappelijke en professionele collega's, en het algemene publiek)										I		II		II
4.3 Zelfstandig of als onderdeel van een team te werken in een professionele context										I	I	II		II
4.4 Gegevens grondig en efficiënt te verwerken en te analyseren						II	II	II		II		II		II

4.5 Analytische denkvaardigheden in de maatschappelijke en professionele context toe te passen op individueel, groeps- en maatschappelijk niveau	I						I	I	I			II		II
4.6 Wetenschappelijk te redeneren en wetenschappelijke methoden te gebruiken om individuele, groeps- en maatschappelijke uitdagingen op te lossen	II				I	I	I	I	I	II		I		II
5. Vaardigheden voor levenslang leren														
5.1 Kritisch te reflecteren op de eigen kennis en vaardigheden, alsook het gebrek daaraan, en goed onderbouwde keuzes te maken voor verdere ontwikkeling									I		II	II		
5.2 Feedback en advies van anderen te accepteren met betrekking tot persoonlijke vaardigheden en tekortkomingen en op deze informatie voort te bouwen										II	II	II		II
5.3 Kennis, begrip en vaardigheden te verwerven voor professionele en	II	II	II	II	II	II	II	II	II	II	II	II		II

wetenschappelijke ontwikkeling														
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H3: Tentaminering

3.1 Taal van de tentaminering

De taal van de tentaminering is in de Nederlandstalige onderwijseenheden is Nederlands. Voor Engelstalige onderwijseenheden is dit Engels, de antwoorden mogen dan wel in zowel Nederlands als Engels gegeven worden.

3.2 Tussentoetsen

De volgende cursussen kennen naast een eindtoets tevens één of meerdere tussentoetsen:

PSBA1-08 Statistiek 1B / PSBE1-08 Statistics 1b

PSBA1-11 Biopsychologie / PSBE1-04 Biopsychology

PSBA2-12 Statistiek III / PSBE2-12 Statistics III

3.3 De relatie tussen leerdoelen en toetsvormen

Deze paragraaf biedt per cursusonderdeel een schematisch overzicht van de relatie tussen leerdoelen en toetsvormen.

Voor de volgende cursussen is het niet gelukt om deze gegevens te verzamelen:

PSB3E-KP06

PSB3E-M23

Voor de volgende cursussen is het niet gelukt om een actuelere gegevens te verzamelen, wat op basis van Ocasys wel nodig leek:

PSB3E-M19

PSMCV-2

PSBA1-05 Statistiek 1A / PSBE1-08 Statistics 1a	
Leerdoel	Toetsvorm
Het meetniveau van variabelen bepalen en interpreteren	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
Samenvattingsmaten voor centrale tendentie en spreiding berekenen en interpreteren	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
Grafieken opstellen die centrale tendentie en spreiding weergeven	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
Samenvattingsmaten voor de samenhang tussen variabelen berekenen en interpreteren	Meerkeuzetentamen (multiple choice exam, schriftelijke

	opdrachten (written assignments)
Grafieken opstellen die de samenhang tussen variabelen weergeven	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
De basis kansrekeningregels begrijpen en uitvoeren	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
Telgegevens modelleren met de binomiale verdeling	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
Steekproevenverdelingen van het steekproefgemiddelde beschrijven	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
Alle berekeningen handmatig en zonder formulekaart uitvoeren	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
Uitvoer van statistische software programma's zoals SPSS, R of vergelijkbare programma's interpreteren	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))

PSBA1-07 Ontwikkelingspsychologie / PSBE1-03 Developmental psychology	
Leerdoel	Toetsvorm
kritisch denken over verschillende ontwikkelingstheorieën en pionierende ontwikkelingstheoretici,	Schriftelijk tentamen (MC)
kritisch denken over onderzoeksontwerpen en klassieke experimenten die veel gebruikt worden in de ontwikkelingspsychologie,	Schriftelijk tentamen (MC), opdracht
weten welke basale concepten en mijlpalen relevant zijn voor Ontwikkelingspsychologie	Schriftelijk tentamen (MC), opdracht

PSBA1-08 Statistiek 1B / PSBE1-09 Statistics 1b	
Leerdoel	Toetsvorm
kent en begrijpt de student de principes van klassieke inferentiële statistiek (betrouwbaarheidsintervallen en significantietoetsen)	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
weet de student welke statistische procedures voor een standaard onderzoeksdesign toegepast worden	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
kent de student het mechanisme van eenvoudige statistische procedures voor eenvoudige onderzoeksdesigns	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
kent de student de aannames onderliggend aan deze statistische procedures	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
weet de student wat te doen als er niet aan deze assumpties is voldaan	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
weet te student hoe conceptuele fouten binnen statistische inferentie te voorkomen	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
kent de student de nadelen van klassieke statistische inferentie	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
kan de student inferentiële statistiek voor gemiddelden en proporties toepassen	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
kan de student gerapporteerde resultaten van statistische procedures voor gemiddelden en proporties interpreteren	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
kan de student alle berekeningen handmatig en zonder formulekaart uitvoeren	Meerkeuzetentamen (multiple choice exam, schriftelijke

	opdrachten (written assignments)
kan de student uitvoer van statistische software programma's zoals SPSS, R of vergelijkbare programma's interpreteren	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))

PSBA1-09 Gespreks- en groepsvaardigheden / PSBE1-17 Dialogue and group skills	
Leerdoel	Toetsvorm
de basis(gespreks)vaardigheden in een probleemverhelderend hulpverleningsgesprek volgens het samenwerkingsmodel (SWM) toepassen.	reflectieverslag (written report)
de nuancerende (gespreks)vaardigheden in een probleemnuancerend hulpverleningsgesprek volgens het samenwerkingsmodel (SWM) toepassen.	reflectieverslag (written report)
basiselementen van groepsprocessen rond effectieve samenwerking definiëren, herkennen en ze ten gunstige beïnvloeden	reflectieverslag (written report)
Een presentatie met oefening verzorgen voor de groep, op basis van een draaiboek.	mondelinge presentatie (oral presentation)

PSBA1-11 Biopsychologie / PSBE1-04 Biopsychology	
Leerdoel	Toetsvorm
- heeft de student inzicht in de relatie tussen processen in het brein, mentale processen, en vaardigheden,	Twee deeltentamen: Multiple choice vragen en essay vragen
- heeft de student elementaire kennis van het brein op verschillende beschrijvingsniveaus, genetisch, chemisch (bv. neurotransmitters), cellulair, neuro-anatomisch, en de relatie hiervan met psychologische functies,	Twee deeltentamen: Multiple choice vragen en essay vragen
- begrijpt de student dat neurowetenschappelijke kennis bijdraagt aan ons begrip van psychologische functies en menselijk gedrag.	Twee deeltentamen: Multiple choice vragen en essay vragen

PSBA1-12 Persoonlijkheid en individuele verschillen / PSBE1-05 Personality and individual differences	
Leerdoel	Toetsvorm
beschrijven wat persoonlijkheid inhoudt,	Meerkeuzetentamen

de belangrijkste theorieën, modellen, perspectieven en personen binnen de persoonlijkheidspsychologie benoemen,	Meerkeuzetentamen
de verschillende onderzoeksdomeinen binnen de persoonlijkheidspsychologie uitleggen, zoals beschreven in het boek,	Meerkeuzetentamen
de belangrijkste theorieën, modellen en onderzoeken met betrekking tot de persoonlijkheidspsychologie toepassen op casuïstiek,	Meerkeuzetentamen
uitleggen hoe persoonlijkheid en intelligentie het beste gemeten kunnen worden.	Meerkeuzetentamen

PSBA1-18 Sociale en cross-culturele psychologie / PSBE1-02 Social and cross-cultural psychology	
Leerdoel	Toetsvorm
- Hebben studenten inzicht in de verschillende manieren waarop gedachten, gevoelens en gedrag door anderen worden beïnvloed.	MC/korte antwoord vragen die dit inzicht testen
- Begrijpen studenten de invloed van cultuur op sociaalpsychologische processen.	MC/korte antwoord vragen die dit inzicht testen
- Kunnen studenten de kenmerken samenvatten van, en hebben zij kennis van de belangrijkste theorieën, onderzoeken en wetenschappers binnen de verschillende gebieden van de sociale psychologie (bijv. sociale cognitie, intergroepsrelaties).	MC/korte antwoord vragen die kennis over deze onderwerpen testen
- Begrijpen studenten sociaalpsychologische concepten door verschillende theorieën en deelgebieden van de sociale psychologie met elkaar in verband te brengen.	MC/korte antwoord vragen die toepassingen testen
- Kunnen studenten hun kennis van sociale en cross-culturele psychologie toepassen om maatschappelijke voorbeelden te analyseren.	MC/korte antwoord vragen die dit inzicht en toepassingen testen
- Kunnen studenten maatschappelijke implicaties van sociale en cross-culturele psychologie formuleren.	MC/korte antwoord vragen die deze kennis testen
- Zijn studenten zich bewust van de historische ontwikkeling van de sociale en cross-culturele psychologie.	MC/korte antwoord vragen die deze kennis testen

PSBA1-19 Introductie in psychologische theorieën en onderzoeksmethoden / PSBE1-19 Introduction in psychological theories and research methods	
Leerdoel	Toetsvorm
Define contemporary psychology	SlimStampen/Written exam

Describe and explain the major theoretical perspectives in the field.	SlimStampen/Written exam
Describe the subfields of psychology and related professions	SlimStampen/Written exam/
Describe and explain the attributes of scientific and non-scientific ways of knowing	SlimStampen/Written exam/ Practical Introduction to Research Methods (Practicum 1A)
Describe and explain the principles of ethical research practice;	SlimStampen/Written exam/ Practical Introduction to Research Methods (Practicum 1A)
Describe and explain the essential features of experimental, correlational, descriptive, quasi-experimental, small N designs, as well as various qualitative methods.	Written exam/ Practical Introduction to Research Methods (Practicum 1A)
Critically evaluate popular and research-based articles.	Written exam

PSBA1-25 Academische vaardigheden / PSBE1-25 Academic Skills	
Leerdoel	Toetsvorm
Actively and carefully evaluate the reasoning and evidence behind others' and your own knowledge and arguments, as well as develop defensible knowledge and arguments	Written assignments: literature review (graded) & short essay (pass/fail)
Apply psychological theory to practical personal, professional, and societal situations	Video-assignment about the application of theory to a real life issue (graded)
Evaluate your own learning strategies and skills, and adjust these where necessary in order to be successful in your study programme	Self reflection section in written assignment (pass/fail)
Demonstrate the ability to collaborate professionally in a diverse group setting	Working on a video assignment in groups of 3 / 4 students
Present scientific ideas and findings in written, oral and video format, using professional standards	1) Video-assignment (graded) 2) Written assignment (literature review) (graded) 3) Oral presentation (pass/fail) (There is also a library training including a test (graded) at the

	beginning of the course, which is not directly linked to a learning goal but if we have to include it, this is the most suitable place)
Demonstrate continuous critical reflection in building respectful relationships with individuals and groups from diverse cultures and backgrounds	Not assessed (it's more implicit in the course in the way students interact with each other).
critically reflect on the use of generative AI and realizing what the possibilities and consequences are of using it during your studies	Not assessable. Group discussions and writing AI disclosure statements are the ways this is trained.

PSBA1-26 Geschiedenis van de psychologie / PSBE1-29 History of psychology	
Leerdoel	Toetsvorm
Knowledge of and insight into the major theoretical perspectives and findings of psychology and their interconnections and applications	MC en open vragen
Formulate the conclusions, applications and limitations of psychological theory and research	MC en open vragen
Understand the societal and professional context of psychology	MC en open vragen
Develop a critical perspective on the strengths and weaknesses of psychology as a science and profession	MC en open vragen

PSBA1-28 Praktische introductie in onderzoeksmethoden / PSBE1-28 Practical introduction to research methods	
Leerdoel	Toetsvorm
De kernbegrippen van onderzoeksmethoden in de psychologische onderzoekspraktijk uitleggen en aanduiden	Schriftelijke opdrachten + Discussie (written assignments)
Data verzamelen en verwerkte data vergelijken met de hypothese en tentatieve conclusies trekken over het al dan niet ondersteund worden van de hypothese	Schriftelijke opdrachten + Casus (written assignments)
Theoretische conclusies naar de praktijk vertalen en deze uitleggen aan relevante doelgroepen;	Schriftelijke opdrachten + Casus (written assignments)
Ethische principes en procedures identificeren en uitleggen om mensen in onderzoek te beschermen	Schriftelijke opdrachten + Discussie (written assignments)
Concepten uit de theorie-data-cyclus op gepaste wijze implementeren tijdens het uitvoeren van de onderzoekspractica	Schriftelijke opdrachten (written assignments)
Reflecteren op psychologisch wetenschappelijk onderzoek vanuit persoonlijke ervaringen als deelnemer aan diverse onderzoeken van het Heymans Instituut	Schriftelijke opdrachten + Reflectieopdracht (written assignments)

PSBA2-23 Cognitieve psychologie / PSBE2-23 Cognitive psychology	
Leerdoel	Toetsvorm
Na deze cursus: heb je een goed begrip van de centrale thema's, theorieën en modellen van menselijke cognitieve functies (zoals perceptie, taal, geheugen, leren en besluitvorming), inclusief de onderlinge samenhang en toepassingen hiervan;	Schriftelijk examen (open vragen)
heb je kennis van een breed scala aan moderne methoden en technieken die in de cognitieve psychologie worden gebruikt, begrijp je de sterke en zwakke punten ervan, en hoe deze worden ingezet om wetenschappelijke kennis te genereren en te evalueren;	Schriftelijk examen (open vragen)
- ben je in staat om de verworven kennis toe te passen bij het analyseren en beschrijven van menselijk cognitief gedrag bij individuen, maar ook in groeps- en maatschappelijke contexten, gebruikmakend van wetenschappelijk redeneren en met oog voor ethische overwegingen.	Schriftelijk examen (open vragen)

PSBA2-05 Wetenschapstheorie / PSBE205 Theory of science	
Leerdoel	Toetsvorm

Knowledge of and insight into the major approaches to philosophy of science, including their strengths and limitations	Mc, assignment
Knowledge of and insight into the sociology of science, including its strengths and limitations	Mc, assignment
Knowledge of and insight into the philosophy of qualitative methods, including their strengths and limitations	Mc, assignment
Analyze how science and society influence each other, discussing recent examples	Mc, assignment

PSBA2-06 Testtheorie	
Leerdoel	Toetsvorm
Het doel van psychologisch testen kunnen aangeven,	Multiple choice exam
De principes kunnen aangeven waaraan een psychologische test moet voldoen,	Multiple choice exam, assignment
Enkele veelgebruikte psychologische testen kunnen noemen, zoals intelligentietests, persoonlijkheidstest en klinische test,	Multiple choice exam
Het gebruik van deze tests kunnen onderbouwen	Multiple choice exam, assignment
Enkele veelgebruikte psychometrische indicatoren kunnen interpreteren voor de constructie van psychologische tests, te weten: itemtestcorrelatie, factoranalyse, betrouwbaarheid en validiteit,	Multiple choice exam, assignment
De principes van de klassieke testtheorie kunnen reproduceren,	Multiple choice exam
De principes van itemresponsetheorie kunnen reproduceren,	Multiple choice exam
Het gebruik van verschillende vormen van validiteit kunnen onderbouwen,	Multiple choice exam, assignment
Elementaire psychometrische indicatoren kunnen uitrekenen voor de kwaliteit van een psychologische test, te weten: variantie van de totaalscore en betrouwbaarheid.	Multiple choice exam

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PSBE2-06 Test Theory	
Leerdoel	Toetsvorm
- formulate the aim of psychological testing,	Multiple choice exam
- formulate the principles for the quality of psychological tests,	Multiple choice exam
- name the major psychological tests used in different fields of psychological testing such as intelligence testing, personality testing and testing in the clinical field	Multiple choice exam
- give a basis for the use of these tests	Multiple choice exam
- formulate different types of validity and reliability estimation methods as well as a basic understanding of the principles of factor analysis	Multiple choice exam
- calculate elementary psychometric indicators to assess the quality of tests: item-total correlations and reliability and validity estimation methods.(including incremental validity) and conduct and interpret a factor analysis on psychological test data	Three assignments

PSBA2-07 Statistiek 2 / PSBE2-07 Statistics II	
Leerdoel	Toetsvorm
heeft de student kennis van verschillende basistechnieken op het gebied van regressie- en variantieanalyse	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
kan de student bepalen welk model het meest geschikt is voor een gegeven empirische vraag	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
kan de student de regressie- en variantieanalysemodellen (met behulp van de computer) toepassen op een dataset	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
kan de student de uitvoer van statistische softwarepakketten interpreteren	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))

kan de student alle berekeningen uitvoeren met de formulekaart die door de docent samengesteld en verstrekt is.	Meerkeuzetentamen (multiple choice exam, schriftelijke opdrachten (written assignments))
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PSBA2-08 Onderzoeksmethoden: theorie en ethiek / PSBE2-08 Research methods: theory and ethics	
Leerdoel	Toetsvorm
Bewijs en rapportages van bewijs in de psychologie evalueren	Written Assignment
Wangedrag en twijfelachtige onderzoekspraktijken beschrijven en de verschillen daartussen uitleggen	Written Assignment
De aard en rol van replicatie in onderzoek beschrijven	Written Assignment
De verbanden uitleggen tussen onderzoekspraktijken en de waarheidsgetrouwheid van conclusies	Written Assignment
Open Science-praktijken beschrijven en hun rol uitleggen	Written Assignment
Bekend zijn met de Nationale Ethische Code en de ethische principes daarin beschrijven	Written Assignment
De invloed van gedrag van deelnemers en onderzoekers op de uitkomsten van gedragswetenschappelijk onderzoek uitleggen	Written Assignment
Onderzoeksontwerpen identificeren die het meest geschikt zijn voor het beantwoorden van verschillende onderzoeksvragen	Written Assignment
Wetenschappelijk redeneren en methoden toepassen om uitdagingen op professioneel en maatschappelijk niveau op te lossen	Written Assignment
Reflecteren op de eigen vaardigheden en ontwikkeling met betrekking tot deze leerdoelen	Written Assignment

PSBA2-10 Onderzoekspracticum / PSBE2-09 Research practicum	
Leerdoel	Toetsvorm
students are able to evaluate the merits and limitations of different research methods, with practical examples and applications	Verplichte aanwezigheid, actieve deelname, paper/werkstuk
students are able to report background, methods, analysis, and conclusions of a Psychological study in APA format	Verplichte aanwezigheid, actieve deelname, paper/werkstuk

students are able to interpret empirical research data of a psychological research project, in reference to the hypotheses, theory, conclusions, limitations, and future directions	Verplichte aanwezigheid, actieve deelname, paper/werkstuk
students are able to present data in concise and informative ways	Verplichte aanwezigheid, actieve deelname, paper/werkstuk
students are familiar with some research techniques within the department and with the researchers themselves	Verplichte aanwezigheid
students are able to collaborate on a research project and provide peer feedback to others	Verplichte aanwezigheid, actieve deelname
Students are able to search, understand, and use scientific literature in an academic text.	Verplichte aanwezigheid, actieve deelname, paper/werkstuk

PSBA2-11 Gespreks- en diagnostische vaardigheden / PSBE2-11 Communication and diagnostic skills	
Leerdoel	Toetsvorm
To be competent in applying tools and skills necessary to conduct a professional interview in the context of both the solution-focused model and the hypothesis-testing model, tools that are transferrable to all psychologists.	Actieve deelname, verplichte aanwezigheid, video, opdracht
To be able to systematically observe communication skills for the purpose of giving and receiving feedback.	Actieve deelname, verplichte aanwezigheid, opdracht
To be able to interpret the results of psychological tests in line with professional guidelines on ethical practice, to link test results back to a hypothesis, and to report those results to a client in clear and understandable language.	Actieve deelname, verplichte aanwezigheid, video, opdracht, verslag
To be able to critically reflect on one's abilities and knowledge and to write clear evaluations of one's personal goals and use of skills.	Verslag

PSBA2-12 Statistiek 3 / PSBE2-12Statistics III	
Leerdoel	Toetsvorm
Voor een verstandig en adequaat gebruik van statistische technieken is inzicht nodig in de beperkingen, gebruiksmogelijkheden en achtergronden van deze technieken. In deze cursus maken studenten vanuit deze optiek kennis met een aantal statistische onderwerpen: 1. Multipele Regressie 2. Niet-lineariteit	Meerkeuzetentamen (multiple choice exam, Deeltentamen

3. 1-ANOVA, 2-ANOVA 4. ANCOVA 5. Herhaalde Metingen ANOVA De nadruk zal liggen op het concrete gebruik van deze technieken en niet op de wiskundige achtergrond. Rondom deze technieken maken studenten kennis met de basisprincipes, het gebruik in empirisch onderzoek, en de toepassing aan de hand van onderzoeksvragen en analyse van datasets via SPSS and/or JASP.	
Tevens kan de student na de cursus alle berekeningen uitvoeren met de formulekaart die door de docent samengesteld en verstrekt is.	Meerkeuzetentamen (multiple choice exam, Deeltentamen
Tot slot kan de student na afloop van de cursus zelfstandig statistische analyses uitvoeren in veelgebruikte software (JASP, SPSS) en rapporteren over de statistische resultaten.	Meerkeuzetentamen (multiple choice exam, Deeltentamen

PSBA2-15 Psychologische werkvelden / PSBE2-15 Working with psychology	
Leerdoel	Toetsvorm
Identify fields psychologists work in, which are related to relevant research topics and Master tracks offered at the University of Groningen.	In-class exercises, Written portfolio assignment
Identify skills and personal attributes, which are needed in the different work fields of psychology	In-class exercises, Written portfolio assignment
Describe one's own personal attributes, and academic and professional skills, as those apply to fields related to psychology	In-class exercises, Written portfolio assignment
Evaluate the different fields, and the personal attributes and skills which are needed for jobs in such fields	In-class exercises, Written portfolio assignment
Appraise their academic and professional skills, as well as their own development	In-class exercises, Written portfolio assignment
Design a plan of action that incorporates their evaluations of the fields, the personal attributes and skills which are relevant in such fields, and appraisal of their academic and professional skills and development.	Written portfolio assignment
Communicate their own career perspectives, as well as those of others', in a career development conversation	In-class presentation

PSBA2-20 Psychologie op het werk / PSBE2-03 Psychology in the workplace	
Leerdoel	Toetsvorm
- psychologie kunnen toepassen op menselijk gedrag bij het werk door het selecteren van de juiste strategieën of theorieën om voorkomende problemen op te lossen,	Schriftelijk meerkeuzetentamen
- kunnen uitleggen hoe en waarom Arbeids-, Organisatie- en Personeelspsychologie (AOP) zowel een theoretisch als een toepassingsgericht veld is,	Schriftelijk meerkeuzetentamen
- kunnen uitleggen wat een theorie is en waartoe deze dient,	Schriftelijk meerkeuzetentamen
- verschillende theoretische perspectieven kunnen onderscheiden voor elk van de besproken onderwerpen,	Schriftelijk meerkeuzetentamen
- kunnen aangeven hoe de resultaten van onderzoek al dan niet worden toegepast in de praktijk,	Schriftelijk meerkeuzetentamen
- algemene kennis bezitten van "industrial" en "organizational" aspecten van AOP.	Schriftelijk meerkeuzetentamen; online toets d.m.v. SlimStampen

PSBA2-22 Klinische psychologie / PSBE2-22 Clinical psychology	
Leerdoel	Toetsvorm
diagnose van psychische stoornissen en de rol van klinische beoordeling bespreken;	Schriftelijk tentamen (MC / open vragen)
kenmerken van, en theorieën en behandelingsbenaderingen voor, verschillende vormen van psychopathologie vergelijken;	Schriftelijk tentamen (MC / open vragen)
rol van klinisch psychologen in de geestelijke gezondheidszorg beschrijven, inclusief de forensische setting;	Schriftelijk tentamen (MC / open vragen)
kenmerken van klinisch psychologisch onderzoek uitleggen, inclusief experimentele psychopathologie.	Schriftelijk tentamen (MC / open vragen)

PSBA2-24 Introductie in de klinische neuropsychologie / PSBE2-24 Introduction to clinical neuropsychology	
Leerdoel	Toetsvorm
identify the main characteristics of brain and neuropsychiatric disorders	Meerkeuze tentamen; video-opdracht

distinguish between the various cognitive impairments associated with brain and neuropsychiatric disorders	Meerkeuze tentamen; video-opdracht
describe the effect of brain and neuropsychiatric disorders and their associated cognitive impairments on functioning in everyday life	Meerkeuze tentamen; video-opdracht
explain the range of tasks of neuropsychologists in clinical practice	Meerkeuze tentamen
argue which imaging technique (structural or functional) is most appropriate for specific scientific and clinical goals	Meerkeuze tentamen

PSBA2-16 Toepassen van psychologische theorieën in de praktijk / PSBE2-16 Applying psychological theories in practice	
Leerdoel	Toetsvorm
uitleggen hoe de percepties en het gedrag van mensen verschillende maatschappelijke problemen beïnvloeden,	Multiple Choice exam
analyseren hoe menselijk gedrag wordt beïnvloed door individuele factoren en door de fysieke en sociale omgeving,	Multiple Choice exam
bediscussiëren wat de sterke en zwakke punten zijn van verschillende onderzoeksmethoden die kunnen worden gebruikt om maatschappelijke problemen te onderzoeken,	Multiple Choice exam
psychologische theorieën en methoden toepassen om bestaande interventies voor maatschappelijke problemen uit te leggen,	Multiple Choice exam
op theorie gebaseerde psychologische interventies bedenken die gericht zijn op het veranderen van de percepties en het gedrag van mensen om maatschappelijke problemen te verminderen.	Multiple Choice exam

PSB3E-BT15 Bachelor thesis / PSB3N-BT15 Bachelorthese	
Leerdoel	Toetsvorm
Identify and describe appropriate literature in order to formulate a clear and relevant research question	Thesis, practical, presentation
Apply methodological knowledge to build an appropriate research design	Thesis, practical
Conduct research according to the ethical standards of good research practice	Thesis, Practical

Analyse the results effectively with appropriate statistical or qualitative methods	Thesis, Practical
Evaluate the results of the research project in their theoretical context	Thesis, Practical, presentation
Reflect on research by composing an individual report conform APA standards, based on sound reasoning and verified sources, by giving a presentation on the study and its results, and by actively participating in discussions during the bachelor thesis conference	Thesis, presentation, practical, active participation
Work and cooperate successfully with others in a research group by making constructive contributions to the research project and providing others the opportunity to do so as well	Active participation, Group assignments

PSB3E-CN01 Clinical neuropsychology	
Leerdoel	Toetsvorm
Define, compare and differentiate between the main types of neurobehavioral disorders (e.g. traumatic brain injury, brain tumours, degenerative disorders and epilepsy).	Exam, Digital, Open questions
Explain how specific neuropsychological impairments are related to the underlying neurobehavioral disorders.	Exam, Digital, Open questions
Describe clinical presentations and neuropsychological consequences of various neurological conditions, as well as neurodevelopmental and mental disorders.	Exam, Digital, Open questions
Identify the main methods and challenges of neuropsychological assessment and intervention.	Exam, Digital, Open questions
Explain approaches to the treatment of patients with neuropsychological problems due to neurological conditions, neurodevelopmental and mental disorders.	Exam, Digital, Open questions
Discuss the consequences of specific neuropsychological impairments for patients and their families.	Exam, Digital, Open questions
Explain the impact of lifestyle factors in the context of clinical neuropsychology.	Exam, Digital, Open questions
Discuss the main clinical neuropsychology theories and their relevance for current clinical practice.	Exam, Digital, Open questions

PSB3E-CN03 Developmental neuropsychology

Leerdoel	Toetsvorm
1. Understand the basic goals and principles of child neuropsychological assessment and intervention	Exam, Digital, Multiple choice
2. Describe the biopsychosocial influences on brain development and their implications for child neuropsychological practice	Exam, Digital, Multiple choice
3. Characterize the pre- and postnatal neurodevelopmental stages of the brain and their relation to psycho-developmental stages	Exam, Digital, Multiple choice Formative testing, SlimStampen
4. Know the general diagnostic and intervention procedures for common childhood disorders affecting brain development	Exam, Digital, Multiple choice
5. Explain how brain insults, trauma or intoxication at different developmental stages influence neurodevelopment and neuropsychological outcomes	Exam, Digital, Multiple choice Formative testing, SlimStampen
6. Describe the etiology and neuropsychological outcomes of several common structural, epileptic and developmental brain disorders in childhood	Exam, Digital, Multiple choice Formative testing, FeedbackFruits

PSB3E-CN04 School Neuropsychology: MBE	
Leerdoel	Toetsvorm
- describe the roles and functions of a school neuropsychologist, and how they embed in the field of Mind, Brain & Education;	Exam, Digital, Multiple choice
-describe the neuropsychological domains and functions (including basic neuroanatomy) that are relevant to school neuropsychological assessment	Exam, Digital, Multiple choice Formative testing, SlimStampen
- describe special needs populations in school settings, including children with ADHD, dyslexia, DCD;	Exam, Digital, Multiple choice Formative testing, SlimStampen
- explain how academic and behavioural problems of children with special needs connect to neuropsychological disabilities;	Exam, Digital, Multiple choice Formative testing, SlimStampen
- describe several common assessment and intervention strategies in educational settings;	Exam, Digital, Multiple choice Formative testing, SlimStampen
- identify methodological pitfalls when interpreting Mind, Brain & Education research.	Exam, Digital, Multiple choice

	Formative testing, SlimStampen
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PSB3E-CN06 / PSMIN20 Neuropsychology of ageing and dementia	
Leerdoel	Toetsvorm
Identify and present structural and functional changes in the brain that accompany normal ageing.	Schriftelijk tentamen (written exam)
Present and compare cognitive theories of normal ageing.	Schriftelijk tentamen (written exam)
Identify, compare and differentiate common types of dementia, including Alzheimer's disease, vascular dementia, frontotemporal dementia, Parkinson's disease dementia, dementia with Lewy bodies and Huntington's disease dementia.	Schriftelijk tentamen (written exam)
Identify and compare conditions that are relevant in the differential diagnosis of dementia, i.e., mild cognitive impairment and delirium.	Schriftelijk tentamen (written exam)
Describe and differentiate the presentation of dementia, especially Alzheimer's disease, in people with intellectual disabilities.	Schriftelijk tentamen (written exam)

PSB3E-CP08 / PSMIN22 Thinking and deciding	
Leerdoel	Toetsvorm
Understand the cognitive processes (heuristics, biases, emotions, rational thought) that play a role in how people think, make decisions, and form judgments.	Written open exam (graded)
Be able to reflect on how these cognitive processes affect real-life behavior, for example in politics, social media, healthcare, finance, law, etc.	HeymansAI Chat quizzes (pass/fail)
Be able to reflect on how these cognitive processes affect your own thinking, decision making, and judgments.	HeymansAI Chat quizzes (pass/fail)
Be able to critically and effectively work with AI-generated material.	Assignment (pass/ fail)

PSB3E-CP09 Learning and memory

Leerdoel	Toetsvorm
Know how learning and memory are studied within the field of cognitive neuroscience.	Schriftelijk tentamen (written exam)
understand that learning and memory comprises different overlapping cognitive functions, and what their similarities and differences are.	Schriftelijk tentamen (written exam)
are familiar with different theories and models of memory, and how these relate to underlying brain structures and neural processes.	Schriftelijk tentamen (written exam)
understand how learning and memory can be affected under different clinical conditions.	Schriftelijk tentamen (written exam)
understand how to apply this knowledge to improve learning and memory.	Schriftelijk tentamen (written exam)

PSB3E-CP10 / PSMIN23 Sensation and perception	
Leerdoel	Toetsvorm
- know what the study of human sensation and perception comprises, in particular with regard to seeing and hearing,	Schriftelijk tentamen (written exam)
- are familiar with common behavioral and neurophysiological methods used to study sensation and perception,	Schriftelijk tentamen (written exam)
- are familiar with the functional and/or neurophysiological processes underlying the perceptual range from simple line orientations to real-life scenes,	Schriftelijk tentamen (written exam)
- know how perception relates to cognition, in particular attention and conscious awareness,	Schriftelijk tentamen (written exam)
- have basic knowledge of how perceptual science can be applied in clinical and computer science fields.	Schriftelijk tentamen (written exam)

PSB3E-IO17 Organizational development and change	
Leerdoel	Toetsvorm
Describe and explain the major theoretical models underlying organizational development and change;	Schriftelijk tentamen (written exam)
Critically evaluate the major theoretical models underlying organizational development and change;	Schriftelijk tentamen (written exam)

Critically evaluate techniques and methodologies used to diagnose, implement, and evaluate organizational change;	Schriftelijk tentamen (written exam), Schriftelijke opdracht
Apply techniques and methodologies used to diagnose, implement, and evaluate organizational change	Schriftelijk tentamen (written exam), Schriftelijke opdracht

PSB3E-IO13 / PSMIN21 Diversity in teams and organizations	
Leerdoel	Toetsvorm
Understand the costs and benefits of defining diversity and the implications of categorizing individuals into groups.	Digital Test
Evaluate how efforts to manage categorization influence organizational cohesion and individual identity recognition.	Digital Test
Gain insights into diversity through theories of group dynamics, balancing individual authenticity with group cooperation norms.	Digital Test
Assess diversity management programs' effectiveness and identify opportunities and risks.	Digital Test
Apply diversity-related concepts to both professional and personal contexts.	In-class and online exercises (not marked; not assessed)
Develop humility and appreciation for diversity's complexity, exploring tensions and navigating differences with respect.	In-class and online exercises (not marked; not assessed)

PSB3E-IO14 Career development and management	
Leerdoel	Toetsvorm
Understand the major theories in career development and management and critically reflect on them	Written exam (MC and open questions), Weekly mini-assignments
Explain key factors that contribute to individuals' (objective and subjective) career success	Written exam (MC and open questions), Weekly mini-assignments
Understand the roles played by diversity, individual differences, and contextual factors in influencing career development across the lifespan	Written exam (MC and open questions)
Identify and describe some distinct challenges and opportunities that arise at various career stages	Written exam (MC and open questions), Weekly mini-assignments

Understand various career assessment tools and interventions	Written exam (MC and open questions)
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PSB3E-IO15 Conflict management and negotiation at work	
Leerdoel	Toetsvorm
Has insight in the origin, the course and the consequences of conflicts in an interpersonal, group and organizational context.	Schriftelijk tentamen (written exam),
Can apply this insight for the management of conflicts.	schriftelijke opdrachten (written assignments)
Identify a relevant problem related to conflict management in social or work settings and derive specific solutions.	Schriftelijk tentamen (written exam), schriftelijke opdrachten (written assignments)
Synthesize information from the text sources and critically discuss the state of knowledge on the identified problem.	Schriftelijk tentamen (written exam), schriftelijke opdrachten (written assignments)

PSB3E-KP01 Psychopathology: symptoms, classifications and diagnosis	
Leerdoel	Toetsvorm
- Can describe the clinical presentation of the psychological disorders as outlined in the DSM-5	Written exam, digital, MC
- Can recognize and name the classifications and corresponding symptoms according to the DSM-5	Written exam, digital, MC
- Can explain which (differential) classifications should be considered based on a case example	Written exam, digital, MC
- Can name what diagnostic criteria still need to be obtained in order to draw conclusions about the absence or presence of a classification, given a case description	Written exam, digital, MC
-Learns to apply the knowledge learnt in the classes to actual clinical situations	Written exam, digital, MC

PSB3E-KP02 Understanding psychopathology	
Leerdoel	Toetsvorm
knows the most important theoretical approaches in the context of psychopathology,	Written exam with essay questions

has insight in the importance of theories for the understanding of psychopathology,	Written exam with essay questions
knows the implications of the various theoretical perspectives for diagnosis and assessment,	Written exam with essay questions
can explain why therapeutic interventions can be best seen as the optimal application of the optimal theory.	Written exam with essay questions
can apply their knowledge about the most important (dynamic systems, neuro psychological, biopsychological, interpersonal, conditioning, and cognitive) theories on psychopathology in a way to explain the origin and persistence of dysfunctional behaviour,	Written exam with essay questions
can formulate starting points for therapeutic interventions that can be used to prevent or correct/modify this type of behaviours.	Written exam with essay questions

PSB3E-KP05 Diagnosis and assessment	
Leerdoel	Toetsvorm
- have insight into the assessment procedures in clinical practice	written assignments
- know and understand clinical test methods	written assignments
- can use a number of assessment methods and skills	written assignments

PSB3E-KP07 Introduction to cognitive behavioural therapies	
Leerdoel	Toetsvorm
Name the historical background of behaviour therapy, cognitive therapy, and the new developments in CBT (such as mindfulness)	Exam including MC and open questions
List the treatment components of CBT interventions	Exam including MC and open questions
Recognize components of CBT interventions from case descriptions	Exam including MC and open questions
Map and explain problem behavior by means of a functional analysis	Exam including MC and open questions
Describe which behavioural interventions are indicated given a specific case example	Exam including MC and open questions
Describe which cognitive interventions are indicated given a specific case example	Exam including MC and open questions

Make an outline of the supposed underlying working mechanisms of CBT interventions	Exam including MC and open questions
Recognize the effectiveness of CBT techniques and CBT interventions	Exam including MC and open questions

PSB3E-M05 Controversies in psychology	
Leerdoel	Toetsvorm
can recognize philosophical aspects of psychology in examples of controversies in psychology,	schriftelijk tentamen (open question exam)
can discuss the relation between the biological and the social approach in psychology	schriftelijk tentamen (open question exam)
can explain insights about scientific controversies in terms of theory of science,	Schriftelijk tentamen (open question exam)
can take a position regarding a controversy,	schriftelijk tentamen (open question exam)
can clearly formulate this position	schriftelijk tentamen (open question exam)

PSB3E-M06 / PSMIN05 Human Error	
Leerdoel	Toetsvorm
- know conditions where human errors can lead to disasters,	Multiple choice exam
- know and understand the importance and the scope of the wider area of the context in which such disasters happen,	Multiple choice exam
- know basic concepts for cognitive and labour psychology that form the foundation of such disasters,	Multiple choice exam
- know methods to investigate the relation between the basic concepts and disaster conditions,	Multiple choice exam
- know how knowledge and application of these basic concepts in the design of work, situations, and activities may promote safety,	Multiple choice exam
- know the concept “safety culture” and related aspects,	Multiple choice exam

- can analyse in a case the underlying aspects that contributed to errors leading to a disaster,	Written assignment (paper)
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PSB3E-M09 Philosophy of psychology	
Leerdoel	Toetsvorm
- Define and articulate the implications of concepts such as atomism, essentialism & determinism (biological and social), objectification, reductionism, or reification for psychological research and practice.	Exam, assignment
- Examine the ontological perspectives (substance vs. process) that underlie psychological phenomena, and critique their influence both research and practice.	Exam, assignment
- Evaluate the role of evidence in scientific inquiry, understanding the limitations and assumptions that underlie evidence-based practices in psychology.	Exam
- Explore the blurry boundaries between psychology and philosophy, understanding how interdisciplinary exchanges shape scientific questions and impact the credibility of psychological theories.	Exam, assignment
- Reflect on personal beliefs and assumptions in relation to core psychological concepts, recognizing how these perspectives shape students' understanding of psychology and its broader societal implications.	Exam
- Apply philosophical frameworks and concepts to analyse and critique new case studies or unfamiliar contexts.	Exam
- Generate advice for improving research and practice informed by philosophical concepts.	Exam

PSB3E-M11 Programming for psychologists	
Leerdoel	Toetsvorm
the basics of using a programming language relevant for Psychology	Programming Assignment
datatypes and structures, such as scalars, vectors, matrices, and data tables	Programming Assignment
ways to control program flow, such as conditionals and loops	Programming Assignment
introduction in the use of numpy	Programming Assignment

the basics of functions, including arguments and return values	Programming Assignment
scientific data handling and plotting	Programming Assignment
Good programming practices, such as commenting code and abstraction	Programming Assignment

PSB3E-M12 / PSMIN10 Traffic Psychology and sustained mobility	
Leerdoel	Toetsvorm
Overall: being acquainted with basic theoretical and practical knowledge about Traffic Psychology	Written exam, open end questions
In detail, have knowledge about and apply to practical cases: -Theories relevant for traffic psychology, including risk theories	Written exam, open end questions
- Behavioural adaptation to technology	Written exam, open end questions
- How to influence behaviour in traffic (e.g., reduce speeding)	Written exam, open end questions
- Mental workload in traffic: importance and assessment	Written exam, open end questions
- Behaviour and problems of vulnerable road users (such as cyclists)	Written exam, open end questions
- Human Factors and Ergonomics in traffic	Written exam, open end questions
- Influence of the environment on behaviour (e.g., the influence of road infrastructure on behaviour)	Written exam, open end questions
- Impact of intrinsic factors on mobility and safety, such as arousal, drowsiness, fatigue, perception, and personality factors	Written exam, open end questions

- Clinical background and effects of medical conditions on mobility, such as psychiatric illness (e.g., phobia) or neurological disorders (e.g., dementia)	Written exam, open end questions
- Implications of reduced mobility for the individual, other road users, and society	Written exam, open end questions
- External factors influencing mobility and safety, such as legal (e.g., benzodiazepines) or illegal (e.g., XTC) drugs	Written exam, open end questions

PSB3E-M13 Deception in clinical settings	
Leerdoel	Toetsvorm
differentiate between different forms of deception in clinical settings	MC exam
identify and present similarities and differences between faked and genuine syndromes,	MC exam Written exam (open questions)
critically compare methods allowing the assessment and detection of various forms of deception in clinical settings;	MC exam Written exam (open questions)
apply knowledge on assessment and detection strategies in scenarios of research and clinical application	Written exam (open questions)
present and evaluate approaches to the management and treatment of faked syndromes,	Written exam (open questions)
critically appraise research approaches applied in this field, and is aware of the consequences for the utility of the instruments for clinic and research	MC exam Written exam (open questions)
demonstrate awareness of ethical and legal pitfalls related to deception in clinical settings.	MC exam

PSB3E-M17 Teaching skills	
Leerdoel	Toetsvorm

- know and can apply basic teaching skills,	Written assignment (create lesson plan)
- can design and give small-scale education in various settings,	In-class presentation
- can critically evaluate education and training.	Reflection report

PSB3E-M19 Teaching and mentoring in psychology	
Leerdoel	Toetsvorm
Describe and explain the role of peer mentoring in the development of an engaged and motivated student learning community.	Presentation/Audio reflection/Written assignment
Explain how peer mentoring can facilitate collaborative learning, critical thinking and self-regulated learning.	Written assignment/Audio reflection
Implement effective strategies to promote collaborative learning, critical thinking and self-regulated learning.	Written assignment/Presentation
Critically evaluate the effectiveness of your own peer mentoring performance and suggest appropriate strategies for improvement.	Written Assignment/Audio reflection

PSB3E-M22 Introduction to qualitative research methods	
Leerdoel	Toetsvorm
- Explain the main philosophical, methodological and ethical principles of qualitative research	Exam
- Differentiate between the main approaches to qualitative research	Exam
- Assess the quality and trustworthiness of a qualitative research project	Exam, assignment
- Implement strategies for ensuring the trustworthiness of a qualitative research project	Exam, assignment
- Carry out their own coding and analysis of qualitative data, and critique the codes and analyses of others.	Exam, assignment
- Critically reflect on their own role in the research process in terms of personal expectations and positioning.	Exam, assignment
- Explain and critique the role of qualitative research methods in Psychology	Assignment

PSB3E-M24 Brain, consciousness and society	
Leerdoel	Toetsvorm
summarize the state of the art of consciousness research, philosophically as well as scientifically, how the phenomenon is investigated and which theories have been proposed to explain it	multiple choice exam
summarize the basics of Eastern approaches to mind and consciousness with a focus on meditation and mindfulness and their health benefits	multiple choice exam
generally reflect on the interplay between brain, individual and society	multiple choice exam,
generally communicate their conclusions, and the knowledge and rationale underpinning these, to their teachers and peer-students	multiple choice exam,

PSB3E-OP01 / PSMIN14 Sport & performance psychology	
Leerdoel	Toetsvorm
Have demonstrated knowledge and understanding of the key concepts, theories, models, and research findings from the field of sport and performance psychology.	MC exam
Have demonstrated knowledge and understanding of how to use or apply sport and performance psychology knowledge.	MC exam

PSB3E-OP03 Talent Development	
Leerdoel	Toetsvorm
belangrijke theorieën over talentontwikkeling in onderwijs, muziek en sport (met een focus op het basis- en voortgezet onderwijs) beschrijven en uitleggen.	MC vragen op tentamen
theorieën over talentontwikkeling toepassen op actuele, belangrijke onderwijsvraagstukken.	MC vragen op tentamen; essay-vragen/opdracht
strategieën voor talentontwikkeling analyseren met een focus op diversiteit.	MC vragen op tentamen, essay-vragen/opdracht
manieren om talent te herkennen en beoordelen en hun implicaties voor diversiteit evalueren.	MC vragen op tentamen, essay-vragen/opdracht
benaderingen voor talentontwikkeling in onderwijs aan grote en kleine groepen beschrijven en vergelijken.	essay-vragen/opdracht
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PSB3E-SP01 Group Dynamics	
Leerdoel	Toetsvorm
- sociaal-psychologische condities en factoren die groepsprocessen kunnen verklaren.	Schriftelijk tentamen bestaande uit meerkeuze en essayvragen (written exam consisting of MC and essay questions)
- twee perspectieven kunnen hanteren die ofwel het individu danwel de groep als vertrekpunt nemen van een analyse van groepsprocessen,	Schriftelijk tentamen bestaande uit meerkeuze en essayvragen (written exam consisting of MC and essay questions)
- een divers aanbod kennen van theorie en onderzoek uit de sociale psychologie m.b.t. groepsprocessen,	Schriftelijk tentamen bestaande uit meerkeuze en essayvragen (written exam consisting of MC and essay questions)
- theoretische en empirische kennis kunnen vertalen naar maatschappelijke situaties (bijv. leiderschap, online polarisatie).	Schriftelijk tentamen bestaande uit meerkeuze en essayvragen (written exam consisting of MC and essay questions)
- weten hoe kennis en toepassing van relevante theorievorming en onderzoek tot een beter begrip van, en meer inzicht in, groepsprocessen kan leiden.	Schriftelijk tentamen bestaande uit meerkeuze en essayvragen (written exam consisting of MC and essay questions)

PSB3E-SP02 Intergroup relations	
Leerdoel	Toetsvorm
Having insight into the causes and consequences of intergroup behavior	Multiple choice questions focusing on definitions and explanations of the basic concepts
Being able to apply relevant concepts and theories in intergroup relations and prejudice	A group assignment focusing on the application of insights

	from theories to applied and daily life contexts
Being able to answer the following questions: a) Why are people prejudiced? b) How do prejudice and discrimination manifest themselves (e.g., in organizations)? c) What are the consequences of prejudice and discrimination? d) Are there ways to prevent prejudice and discrimination from occurring?	Multiple choice questions focusing on recent developments and the integration of insights from different theories and research examples

PSB3E-SP05 Interpersonal relations	
Leerdoel	Toetsvorm
Identify and explain the key psychological concepts that define the field of interpersonal relationships	Formative test 1 (online take home exam/assignment)
Define and evaluate the key psychological components that underpin interpersonal attraction and the initiation of a relationship	Formative test 1 (online take home exam/assignment)
Identify and appraise the cognitive, affective and motivational processes that influence and promote interdependency	Formative test 2 (online take home exam/assignment)
Describe and explain the mechanisms of, and reactions to, social exclusion	Formative test 2 (online take home exam/assignment)
Evaluate the role of conflict in intimate relationships	Formative test 2 (online take home exam/assignment)
Describe and explain interpersonal behavior from a cultural-relational perspective	Formative tests 1 and 2 (online take home exam/assignment)

PSB3E-SP06 / PSMIN08 Consumer and economic psychology	
Leerdoel	Toetsvorm
explain psychological processes that affect individuals' consumer and economic decisions	Exam (MC and essay questions)
identify personal, social, and contextual factors that affect these psychological processes and, thereby, consumer and economic decisions	Exam (MC and essay questions)
explain different ways through which consumers affect the economy and society,	Exam (MC and essay questions)

explain how individuals are psychologically affected by their consumer and economic decisions, as well as by the economy at large	Exam (MC and essay questions)
apply psychological theory to promote certain choices and behaviours (e.g., via marketing campaigns, shop lay-out, advertisements), in particular in the context of sustainability,	Exam (MC and essay questions)
apply the learned theory in actual contexts and, thereby, advise organizations, companies and governments	Exam (essay questions)

PSB3E-SP07 / PSMIN07 Social influence	
Leerdoel	Toetsvorm
Students who participated in this course will: <i>...know and understand relevant theories and empirical evidence in the field of Social influence</i>	(MC) Exam, (video) assignment
Students who participated in this course will: <i>...be able to see the various theories in relation to each other, in that they can name key similarities and differences.</i>	(MC) Exam, (video) assignment
Students who participated in this course will: <i>...be able to recognize and name social influence tactics used in media, marketing, interventions.</i>	(MC) Exam
Students who participated in this course will: <i>...be able to evaluate and construct social influence tactics based on the theories and principles in the field or combinations of those.</i>	(MC) Examen, (video) assignment

PSB3E-SP09 Health psychology	
Leerdoel	Toetsvorm
-Can describe the phenomena of health behavior, adjustment to illness, and changing behavior	Multiple choice exam/written assignment
-Can explain the most important theoretical perspectives to understand these phenomena	Multiple choice exam/written assignment
-Can combine and integrate these perspectives	Multiple choice exam/written assignment

-Can critically reflect on these perspectives	Multiple choice exam/written assignment
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PSB3E-SP10 Social Cognition	
Leerdoel	Toetsvorm
Being able to define and explain the key concepts and theories of social cognition	Multiple choice questions focusing on definitions and explanations of the basic concepts
Being able to apply those theories to analyze behavior in a social context as well specific applied domains (e.g. marketing or health behavior)	Multiple choice questions focusing on the application of insights from theories to different domains
Being able to synthesize theories and recent developments in the area of social cognition	Multiple choice questions focusing on recent developments and the integration of insights from different theories
Being able to evaluate the impact of theories and findings in social cognition research on other areas of psychology	Multiple choice questions focusing on the theoretical links to other areas of psychology

PSB3N-IO10 Groepsdynamische vaardigheden / PSB3E-IO10 Dynamic skills in groups	
Leerdoel	Toetsvorm
Be able to observe and handle group dynamic processes.	Written assignment / Reflection report
Understand how you function in a group.	Written assignment / Reflection report
Apply what you learn in this course about group dynamics in teaching a group of the first year communication skills course.	Written assignment / Reflection report
Apply what you learn in this course into creating and implementing a training program in one of the plenary sessions.	Practical assignment & Written assignment / Reflection report

PSB3N-M03 Seksuologie

Leerdoel	Toetsvorm
De historische ontwikkeling van de seksuologie kennen en de meest saillante mijlpalen daarin	Schriftelijk tentamen met open vragen
Inzicht hebben in de kernvariabelen waar de seksuologie zich op richt (seks, genderidentiteit, genderrol, seksuele oriëntatie, seksuele identiteit, seksueel gedrag, seksuele interactie, seksuele relatie, seksuele functie, seksuele gezondheid)	Schriftelijk tentamen met open vragen
De belangrijkste -biologische (neurofysiologische, hormonale, genetische), -psychologische (intra- en interpersoonlijke) en - sociaal culturele processen kennen die deze kernvariabelen kunnen beïnvloeden en/of (mede)vormgeven en die kennis kunnen toepassen bij het verklaren van (ab)normaal seksueel gedrag, seksuele problemen/disfuncties en seksueel probleemgedrag,	Schriftelijk tentamen met open vragen
De vigerende farmacologische en psychologische interventies kennen die kunnen worden ingezet om seksuele problemen of seksueel probleemgedrag te beïnvloeden	Schriftelijk tentamen met open vragen

PSB3N-KP08 Diagnostiek in de klinische psychologie	
Leerdoel	Toetsvorm
de verschillende onderdelen en bijbehorende procedures van de diagnostische cyclus kennen, kunnen noemen en kunnen uitvoeren	beoordeling practicum 1 + huiswerkopdracht 1
weten hoe en met welk doel je een anamnese en semi-gestructureerd interview afneemt,	beoordeling practicum 2 + huiswerkopdracht 2
weten hoe en met welk doel je gebruik maakt van verschillende tests, de resultaten scoort en interpreteert,	beoordeling practicum 3 + huiswerkopdracht 3
weten hoe je rapporteert en verslag legt in de geest van de Beroepscode NIP en dit kunnen toepassen,	beoordeling practicum 4 + huiswerkopdracht 4
ethische kwesties in relatie tot diagnostiek kunnen herkennen en aan de hand van de Beroepscode bespreken	beoordeling practicum 5 + reflectie-onderdeel (B) huiswerkopdracht 5
weten hoe diagnostiek in de praktijk van een paar specifieke klinische werkvelden wordt toegepast.	beoordeling practicum 6 + deel A huiswerkopdracht 5

PSB3N-M04 Forensische psychologie	
Leerdoel	Toetsvorm
- enkele actuele invloedrijke theorieën omtrent de oorzaken van delinquent en gewelddadig gedrag beschrijven;	Schriftelijk tentamen (essayvragen)
- aangeven welke factoren bijdragen aan de totstandkoming van een delict;	Schriftelijk tentamen (essayvragen)
- aangeven wat de gevolgen van delinquent en gewelddadig gedrag zijn voor daders en slachtoffers;	Schriftelijk tentamen (essayvragen)
- uitleggen hoe geheugenprocessen en ondervragingstechnieken de waarheidsvinding tijdens de rechtsgang kunnen beïnvloeden;	Schriftelijk tentamen (essayvragen)
- uitleggen hoe psychologische kennis kan bijdragen aan opsporingsonderzoek;	Schriftelijk tentamen (essayvragen)
- uitleggen hoe het herhalingsrisico kan worden getaxeerd;	Schriftelijk tentamen (essayvragen)
- uitleggen hoe psychologische interventies kunnen bijdragen aan het terugdringen van criminele recidive;	Schriftelijk tentamen (essayvragen)
- een beredeneerde mening geven over het nut van straf en behandeling van delinquent en gewelddadig gedrag.	Schriftelijk tentamen (essayvragen)

PSB3N-M17 Onderwijsvaardigheden	
Leerdoel	Toetsvorm
begrip van hoe onderwijsvaardigheden kunnen worden toegepast,	Reflectieverslag
kan je kleinschalig onderwijs geven aan jongeren of volwassenen,	Reflectieverslag
kan je onderwijs en trainingen kritisch beoordelen,	Reflectieverslag
kan je zelf een trainingsonderdeel ontwerpen en uitvoeren.	Reflectieverslag

PSB3E-OP02 Interventions in individual development	
Leerdoel	Toetsvorm
Understand and explain why we need person-centered interventions and person-centered research	Multiple choice exam, essay
Understand and describe various interventions in individual development in different age groups (childhood, adolescence,	Multiple choice exam, essay

adulthood) including the problems that these interventions address or the positive developments that they intend to stimulate, and how the intervention methods work.	
Understand and describe person-centered research methodologies that study interventions in individual development and how these research methods can be used to better understand the interventions and their effectivity	Multiple choice exam, essay
Design and describe your own person-centered study of an intervention in individual development to better understand or improve an intervention and explain the impact of your study.	essay

PSB3N-OP03 Ontwikkeling, opvoeding en onderwijs	
Leerdoel	Toetsvorm
kennis en begrip hebben over de belangrijke verschijnselen in opvoeding en onderwijs en de onderliggende theoretische constructen, in relatie tot de typische en atypische ontwikkeling van kinderen en jongeren.	MC tentamenvragen
de belangrijkste principes van een procesbenadering van ontwikkeling kunnen herkennen, omschrijven en uitleggen en deze toepassen op de opvoedings- en onderwijspraktijk	MC tentamenvragen
verschillende theoretische begrippen kunnen toepassen op een maatschappelijk opvoedings- of onderwijsonderwerp en hierop beargumenteerd kunnen reflecteren aan de hand van wetenschappelijke literatuur	Open tentamenvragen

PSB3N-OP04 Diagnostiek in de ontwikkelingspsychologische praktijk	
Leerdoel	Toetsvorm
kennis en begrip hebben van psychologische diagnostiek bij kinderen en jeugdigen	Digitaal tentamen (mc + essay vragen)
kennis en begrip hebben van intelligentietesten, observatie, vragenlijsten en (ontwikkelings)neuropsychologische testen	Digitaal tentamen (mc + essay vragen)
een groot aantal veelgebruikte methodes/instrumenten kennen	Digitaal tentamen (mc + essay vragen)
deze methodes en instrumenten kunnen toepassen	Digitaal tentamen (mc + essay vragen)

PSMIN02 Research instruments critically considered

Leerdoel	Toetsvorm
describe the nature of the scientific process and how it applies to Psychology,	Opdracht
read and understand reports of psychological research in the media and peer-reviewed publications,	Opdracht
identify the strengths and weaknesses of their methodologies,	Opdracht
where appropriate, suggest alternative explanations to reported data or improve upon the reported methods,	Opdracht
explain the basic statistical procedures used in Psychological Research	Opdracht

PSMIN11 Introduction to psychological theories and applications	
Leerdoel	Toetsvorm
- can describe and explain the major concepts, findings, and theoretical perspectives of several areas of psychological research,	Digitaal tentamen (MC + essay vragen)
- can apply basic psychological principles to explain human behavior, emotions, and thought,	Digitaal tentamen (MC + essay vragen)
- can critically evaluate statements about psychology from a theory-based perspective.	Digitaal tentamen (MC + essay vragen)

Toetsprogramma Psychologie 25-26

Master

H1: De eindtermen van de master

De opleiding heeft haar eindtermen (Programme Learning Outcomes) in het Engels opgesteld. Voor de Master als geheel hanteert de opleiding een set met overkoepelende of generieke eindtermen, deze staan beschreven in paragraaf 1.1. Vervolgens zijn er voor elke track afzonderlijk eindtermen met specifieke accenten die gelden voor de track in kwestie in het bijzonder, deze zijn beschreven in paragraaf 1.2.

NB: de eindtermen zijn afgestemd op de Dublin Descriptoren voor BSc-opleidingen. Zie de conversietabel NLQF/DD in bijlage 1 van dit toetsprogramma voor meer informatie over de NLQF-indeling van de opleiding

1.1 De generieke eindtermen:

	Generic Programme Learning Outcomes
1. Knowledge and understanding	a UG MSc Psychology graduate has: - specialized theoretical knowledge and understanding within the field of specialization in Psychology - thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of specialization
2. Academic Attitude: integrity, reflection and critical thinking	a UG MSc Psychology graduate: - reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods. - evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications. - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly
3. Application of knowledge and understanding	a. in the scientific field: a UG MSc Psychology graduate: - is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. b. in the professional field: a UG MSc Psychology graduate: - translates and applies findings from scientific research to analyze, understand and influence complex societal and practical issues. - applies scientific research methods and techniques to answer or advise on complex societal and practical questions.

	- identifies whether there is a problem in a certain context, and if so, what it entails.
4. Professional skills	a MSc Psychology graduate: - clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients) - is able to plan and manage a small project - is able to collaborate in a professional context - is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	a MSc Psychology graduate: - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

1.2 Trackspecifieke eindtermen

Applied Cognitive Neuroscience

	Track-specific Learning Outcomes ACN
1. Knowledge and understanding	A UG MSc Psychology graduate specialized in Applied Cognitive Neuroscience has: - specialized theoretical knowledge and understanding of state of the art research in the field of cognitive neuroscience - thorough knowledge and understanding of the research methods and data-analysis techniques that are applied in the field of cognitive neuroscience; - knowledge and understanding of how fundamental research in the field of cognitive neuroscience already is, and in the future can be, applied in real-world settings
2. Academic Attitude: integrity, reflection and critical thinking	A UG MSc Psychology specialized in Applied Cognitive Neuroscience: - reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods - evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications. - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects on the roles and challenges associated with academic and corporate research, and the interplay between the two - reflects critically on the ethical considerations related to both state of the art scientific research in the field of cognitive neuroscience and professional conduct and acts accordingly
3. Application of knowledge and understanding	A UG MSc Psychology graduate specialized in Applied Cognitive Neuroscience is trained for an intermediary role between the scientific and professional field and: - is able to develop specific proposals for new applications of fundamental cognitive neuroscience research in real-world settings - translates and applies fundamental knowledge about cognitive neuroscience in the professional field In order to be able to take the intermediary role, the UG MSc Psychology graduate specialized in Applied Cognitive Neuroscience: - is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations.

4. Professional skills	A UG MSc Psychology graduate specialized in Applied Cognitive Neuroscience: - clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients) - Is able to work in a professional environment in which research from the field of cognitive neuroscience plays a meaningful role - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	A UG MSc Psychology graduate specialized in Applied Cognitive Neuroscience: - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

	Track-specific Learning Outcomes
1. Knowledge and understanding	A UG MSc Psychology graduate specialized in Applied Social psychology has: - specialized theoretical knowledge and understanding of theoretical and applied approaches to social psychology, with an emphasis on social groups and social relations in political and cultural contexts; - thorough knowledge about the research methods and analysis to assess social behavior; - thorough knowledge about the areas where social psychology can be applied.
2. Academic Attitude: integrity, reflection and critical thinking	A UG MSc Psychology graduate specialized in Applied Social psychology: - reflects upon phenomena, problems, behavior and motives of self and others using theory and methods in social psychology. - evaluates scientific research and theory in the field of social psychology on its merits and limitations and its potential implications in explaining and changing social behaviour. - demonstrates awareness of the influence of context and (cultural) standards and values on social behaviour (of self and others) and approaches social behaviour with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects upon the use of social psychological theory to understand social behaviour in society - reflects critically on the ethical aspects of both scientific research and professional conduct in the field of social psychology and acts accordingly
3. Application of knowledge and understanding	A UG MSc Psychology graduate specialized in Applied Social Psychology is trained for an intermediary role between the scientific and professional field and: - analyses societal problems in the domain of social psychology and draws theoretical and practical conclusions - answers practical questions with respect to social behavior in society, based on academic knowledge - advises organizations on understanding and intervening in social behavior. In order to be able to take on the intermediary role, the UG MSc Psychology graduate specialized in Applied Social Psychology: - is able to design and conduct research to answer a relevant social psychological question; - has gained experience in designing theory- and evidence-based interventions aiming to change behavior.
4. Professional skills	A UG MSc Psychology graduate specialized in Applied Social Psychology: - clearly and transparently communicates conclusions, applications and

	Track-specific Learning Outcomes
	limitations of theoretical and applied scientific research findings and insights in social psychological processes; - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients) - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	A UG MSc Psychology graduate specialized in Applied Social Psychology: - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

Clinical Forensic Psychology and Victimology

	Track-specific Learning Outcomes CFP&V
1. Knowledge and understanding	A UG MSc Psychology graduate specialized in Clinical Forensic Psychology & Victimology has: - specialized theoretical knowledge and understanding of a variety of theories on the onset, persistence, and treatment of psychopathology. - specialized theoretical knowledge and understanding of psychiatric diagnoses. - specialized knowledge and understanding of interventions for psychological disorders. - specialized theoretical knowledge and understanding of the psychology of violence and crime, from both the perspective of the offender and the victim (Clinical Forensic Psychology & Victimology). - thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of specialization
2. Academic Attitude: integrity, reflection and critical thinking	A UG MSc Psychology graduate specialized in Clinical Forensic Psychology & Victimology: - reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods. - evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications. - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly
3. Application of knowledge and understanding	a. in the scientific field: A UG MSc Psychology graduate specialized in Clinical Forensic Psychology & Victimology: - is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. b. in the professional field: A UG MSc Psychology graduate specialized in Clinical Forensic Psychology & Victimology: - translates and applies findings from scientific research to analyze,

	Track-specific Learning Outcomes CFP&V
	understand and influence complex societal and practical issues. - applies theoretical frameworks, including frameworks on psychopathology, diagnostics and treatment, in clinical practice. - applies all steps of the empirical cycle in the clinical context - applies an evidence-based approach to clinical work and research. - applies scientific research methods and techniques to answer or advise on complex societal and practical questions. - identifies whether there is a problem in a certain context, and if so, what it entails.
4. Professional skills	A UG MSc Psychology graduate specialized in Clinical Forensic Psychology & Victimology: - clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of clinical psychology, to professionals and patients and/or clients - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, and the general public) and to patients and/or clients - Is able to conduct an anamnestic interview with a patient in a professional manner, - Is able to select and use appropriate diagnostic instruments to collect data from the patient - Is able to formulate a case conceptualization - Is able to select, apply, and evaluate appropriate interventions. - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	A UG MSc Psychology graduate specialized in Clinical Forensic Psychology & Victimology: -is able to reflect critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

Clinical Neuropsychology

	Track-specific Learning Outcomes
1. Knowledge and understanding	A UG MSc Psychology graduate specialized in Clinical Neuropsychology has: - Specialized knowledge and understanding of the cognitive, behavioral and emotional difficulties related to common psychiatric and neurological conditions; - Knowledge and understanding of neuropsychological rehabilitation and treatment; - Thorough knowledge and understanding of research methods and techniques that are often applied in the field of clinical neuropsychology;
2. Academic Attitude: integrity, reflection and critical thinking	A UG MSc Psychology graduate specialized in Clinical Neuropsychology: - Reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods. - evaluates scientific research and theory in the field of clinical neuropsychology on its merits and limitations and its potential implications. - Is able to judge and evaluate the quality of neuropsychological practice and the use of assessment tools on the basis of scientific insights; - Is aware of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - Reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly - Is able to understand and reflect critically on ethical issues considering people with psychiatric and/or neurological conditions and their network.
3. Application of knowledge and understanding	a. in the scientific field: A UG MSc Psychology specialized in Clinical Neuropsychology: - is able to design and conduct quantitative and/or qualitative scientific research in clinical neuropsychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. - Is able to judge and evaluate the quality of neuropsychological assessment tools that are used in research and in clinical practice on the basis of scientific insights; b. in the professional field: A UG MSc Psychology specialized in Clinical Neuropsychology: - translates, critically appraises and applies findings from scientific research and specialized knowledge of the cognitive, behavioral and emotional difficulties related to common psychiatric and neurological conditions to the

	Track-specific Learning Outcomes
	clinical field and to research. - recognizes and considers the ways in which clinical neuropsychological research and practice are intertwined. - selects and uses evidence-based clinical neuropsychological diagnostic instruments to perform individual testing - is able to apply knowledge of the cognitive, behavioral and emotional difficulties related to common psychiatric and neurological conditions to individual neuropsychological questions. - identifies whether there is a problem in a certain context, and if so, what it entails.
4. Professional skills	A UG MSc Psychology specialized in Clinical Neuropsychology: - Has the basic abilities to integrate, interpret and report data from a neuropsychological assessment, applied in the context of research or the clinical field, and is aware of limitations; -Is able to clearly and transparently communicate the importance of the interdependency of clinical neuropsychological research and clinical practice, conclusions and limitations of theoretical and applied scientific neuropsychological research findings - Is able to adapt one's communication to relevant target groups (e.g. scientific and professional peers, colleagues, the general public, clients and patients) - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	A UG MSc Psychology specialized in Clinical Neuropsychology: - Is able to reflect critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback and advice of others regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for his/her professional and scientific practice and theoretical after finishing the master programme

Developmental Psychology

	Track-specific Learning Outcomes
1. Knowledge and understanding	a UG MSc Psychology graduate in Developmental Psychology has: - specialized theoretical knowledge and understanding of typical and atypical development across the lifespan. - specialized theoretical knowledge and understanding of the complex dynamic systems model and transactional model of development. - thorough knowledge and understanding of the most important research methods and techniques (including longitudinal research methods and the analysis of individual developmental trajectories) and associated ethical issues - specialized knowledge of diagnostic instruments and interventions in Developmental Psychology
2. Academic Attitude: integrity, reflection and critical thinking	a UG MSc Psychology graduate in Developmental Psychology: - reflects upon phenomena, problems, behavior and motives of self and others using theory and methods in developmental psychology. - evaluates scientific research and theory in the field of developmental psychology on its potential merits and limitations and its potential implications and specifically reflects upon 1) models of typical and atypical development in specific domains, and 2) the developmental processes underlying specific psychological phenomena. - reflects upon diagnosis and intervention in developmental psychology - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects critically on the ethical aspects of both scientific research and professional conduct in the clinical and educational practice based on the Code of Conduct of the Dutch Institute of Psychologists (NIP), including the general standard test use (ASP)
3. Application of knowledge and understanding	a. in the scientific field: a UG MSc Psychology graduate in Developmental Psychology: - is able to design and conduct quantitative and/or qualitative scientific research in developmental psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. b. in the professional field: a UG MSc Psychology graduate in Developmental Psychology: - translates and applies findings from scientific research in developmental psychology to analyze, understand and influence complex societal and practical issues.

	Track-specific Learning Outcomes
	- applies scientific research methods and techniques to all steps of the diagnostic process, from formulating research questions and hypotheses, to selecting methods, and drawing conclusions. - Is able to put specific applied or societal questions in their respective developmental frameworks. - identifies whether there is a problem in a certain context, and if so, what it entails. - is able to use knowledge and understanding of typical and atypical development, complex dynamic principles, psychopathology, intervention, and the guide to social services ("sociale kaart") to advice on individual developmental questions
4. Professional skills	a MSc Psychology graduate in Developmental Psychology: - clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients) - is able to professionally report on findings from diagnostic resources - is able to select, use and interpret appropriate diagnostic resources to understand the client (individual, family or educational system). - is able to refer clients to appropriate (health care) institutions and care providers based on the guide to social services ('Sociale Kaart') - Is able to conduct systematic observations in various settings and to draw balanced and substantiated conclusions from it. - is able to plan and manage a small project - is able to collaborate in a professional context - is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	A UG MSc graduate in Developmental Psychology: - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

Environmental Psychology

	Track-specific Learning Outcomes
1. Knowledge and understanding	A UG MSc Psychology graduate in Environmental Psychology has: - specialized theoretical knowledge and understanding concerning Environmental psychology: the relationships between humans and their environments and the human dimension of environmental and energy problems. - specialized theoretical knowledge and understanding about key individual, social, and contextual factors that influence people's (pro-)environmental attitudes and behavior. - thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of Environmental Psychology
2. Academic Attitude: integrity, reflection and critical thinking	a UG MSc Psychology graduate in Environmental Psychology: - reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods. - evaluates scientific research and theory in the field of Environmental Psychology on its merits and limitations and its potential implications. - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly
3. Application of knowledge and understanding	a. in the scientific field: a UG MSc Psychology graduate in Environmental Psychology: - is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. b. in the professional field: a UG MSc Psychology graduate in Environmental Psychology: - translates and applies findings from scientific research to analyze, understand and influence complex and real-life problems regarding human-environment relationships. - applies scientific research methods and techniques to answer or advise on complex societal and practical questions. - identifies whether there is a problem in a certain context, and if so, what it entails.

	Track-specific Learning Outcomes
	- Is able to develop and evaluate theory-based interventions to address real-life problems regarding human-environment relationships. - Is able to integrate insights from other disciplines to understand and advice on interactions between humans and their environments.
4. Professional skills	a MSc Psychology graduate in Environmental Psychology: - clearly and transparently communicates conclusions, applications and limitations of scientific research findings in the field of Environmental Psychology - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients) - Is able to plan and manage their own project - Is able to work and cooperate effectively in a professional context, not only within the professional community, but also with other disciplines and/or practitioners - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	a MSc Psychology graduate in Environmental Psychology: - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

	Track-specific Learning Outcomes
1. Knowledge and understanding	A UG MSc Psychology graduate specialized in Klinische Psychologie has: - specialized theoretical knowledge and understanding of a variety of theories on the onset, persistence, and treatment of psychopathology. - specialized theoretical knowledge and understanding of psychiatric diagnoses. - specialized knowledge and understanding of interventions for psychological disorders. - thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of specialization
2. Academic Attitude: integrity, reflection and critical thinking	A UG MSc Psychology graduate specialized in Klinische Psychologie: - reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods. - evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications. - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly
3. Application of knowledge and understanding	a. in the scientific field: A UG MSc Psychology graduate specialized in Klinische Psychologie: - is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. b. in the professional field: A UG MSc Psychology graduate specialized in Klinische Psychologie: - translates and applies findings from scientific research to analyze, understand and influence complex societal and practical issues. - applies theoretical frameworks, including frameworks on psychopathology, diagnostics and treatment, in clinical practice. - applies all steps of the empirical cycle in the clinical context - applies an evidence-based approach to clinical work and research. - applies scientific research methods and techniques to answer or advise on complex societal and practical questions.

	Track-specific Learning Outcomes
	- identifies whether there is a problem in a certain context, and if so, what it entails.
4. Professional skills	A UG MSc Psychology graduate specialized in Klinische Psychologie: - clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of clinical psychology - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, and the general public) and to patients and/or clients - Is able to conduct an anamnestic interview with a patient in a professional manner, - Is able to select and use appropriate diagnostic instruments to collect data from the patient - Is able to formulate a case conceptualization - Is able to select, apply, and evaluate appropriate interventions. - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	A UG MSc Psychology graduate specialized in Klinische Psychologie: - is able to reflect critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

Talent Development and Creativity

	Track-specific Learning Outcomes
1. Knowledge and understanding	a UG MSc Psychology graduate specialized in Talent Development and Creativity has: - Specialized knowledge and understanding of methods to assess talent and creativity - Specialized knowledge of coaching processes - Thorough theoretical knowledge and understanding of theoretical approaches to talent development and creativity; - Thorough theoretical knowledge and understanding of psychological factors of talent development and performance;
2. Academic Attitude: integrity, reflection and critical thinking	a UG MSc Psychology graduate specialized in Talent Development and Creativity: - reflects upon the use of talent development and creativity theories in sports, education, and other achievement contexts; - evaluates scientific research and theory in the field of talent development and creativity on its merits and limitations and its potential implications and application in sports, education and to other achievement contexts. - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects critically on the ethical aspects of both scientific research and professional conduct in talent development and creativity and acts accordingly
3. Application of knowledge and understanding	a. in the scientific field: a UG MSc Psychology graduate specialized in Talent Development and Creativity: - is able to design and conduct quantitative and/or qualitative scientific research to answer a relevant question in the field of talent development and creativity, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. b. in the professional field: a UG MSc Psychology graduate specialized in Talent Development and Creativity: - translates and applies findings from scientific research to analyze, understand and influence complex societal and practical issues. - applies scientific research methods and techniques to answer practical questions on the assessment and/or development of talent and creativity.

	Track-specific Learning Outcomes
	- is able to advise organizations on improving assessment and/or development of talent and creativity. - identifies whether there is a problem in a certain context, and if so, what it entails - is able to collect questions and resources from organizations in the field of talent development and creativity and is able to apply the relevant research findings and theory
4. Professional skills	a MSc Psychology graduate specialized in Talent Development and Creativity: -Is able to clearly and transparently communicate ideas, conclusions, applications and limitations of theoretical and applied scientific research findings in the field of assessment and development of talent and creativity (in oral presentation and in writing) - Is able to adapt one's communication to relevant target groups (e.g. scientific and professional peers, colleagues, the general public, clients and patients) - is able to coach other individuals - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	a MSc Psychology graduate specialized in Talent Development and Creativity: - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme. - can connect with others and other organizations to find one's way in the job market

Theory and History of Psychology

	Track-specific Learning Outcomes
1. Knowledge and understanding	a UG MSc Psychology graduate specialized in Theory and History of Psychology has: - specialized theoretical knowledge and understanding of how psychological knowledge is created and promoted - specialized theoretical knowledge and understanding of the reasons behind scientific debates, and the conflicting worldviews that are at stake - specialized theoretical knowledge and understanding of instances of social injustice, i.e. recognizing that questions about “who counts” are as important as those about how to count them. - thorough knowledge and understanding of the overarching conceptual framework that enables a critical assessment, and contextualization of theories and theoretical models employed in psychology and neuroscience. - thorough knowledge and understanding of qualitative research methods, including historical and philosophical-critical methods, to analyze complex scientific concepts and theories
2. Academic Attitude: integrity, reflection and critical thinking	a UG MSc Psychology graduate specialized in Theory and History of Psychology: - reflects critically on the ethical, sociological and philosophical aspects implied in any kind of psychological research and professional conduct - evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications. - can understand and critically analyze how psychological knowledge is created and promoted - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - exhibits cultural openness and historical conscientiousness in their research, being aware of the social, economic and local diversities and constraints - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects critically on the ethical, sociological and philosophical aspects implied in any kind of psychological research and professional conduct
3. Application of knowledge and understanding	a. in the scientific field: A UG MSc Psychology graduate specialized in Theory and History of Psychology - is able to design and conduct historical and philosophical-critical research, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations. - is able to assess meta-theoretical aspects of psychological research and work b. in the professional field: a UG MSc Psychology graduate specialized in Theory and History of Psychology

	Track-specific Learning Outcomes
	- translates and applies the findings and insights from historical and philosophical research to understand complex societal dynamics surrounding the production of scientific (psychological) knowledge - applies scientific research methods and techniques to answer or advise on complex societal and practical questions. - is able to acquire an overarching conceptual framework that enables a critical assessment, and contextualization of theories and theoretical models employed in psychology and neuroscience. - identifies whether there is a problem in a certain context, and if so, what it entails.
4. Professional skills	A UG MSc Psychology graduate specialized in Theory and History of Psychology - clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology - has additional advanced writing skills with extra focus on writing for a broader audience and the use of quantitative metrics as tools for reflecting on complexity and structure - adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients) - is able to engage with a non-specialist audience on broader topics related to psychology as science and profession - has mastered tools to improve reading, thinking, perspective-taking, and writing about topics related to science in general, and psychological theories in particular. - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	A UG MSc Psychology graduate specialized in Theory and History of Psychology - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.

Work and Organizational Psychology

	Track-specific Learning Outcomes
1. Knowledge and understanding	A UG MSc Psychology graduate specialized in Work Organizational and Personnel Psychology has: - specialized theoretical knowledge and understanding of concepts, theories and models in the area of work, organizational, and personnel Psychology - thorough knowledge and understanding of scientifically valid methods to predict, assess, study, and change behavior, cognition, motivation, and wellbeing at work
2. Academic Attitude: integrity, reflection and critical thinking	A UG MSc Psychology graduate in the WOP track: - reflects upon models and theories regarding behavior, cognition, motivation and wellbeing at work; - reflects upon the possibilities and limitations of specific practical and research methodologies to study behavior, cognition, motivation and wellbeing at work - evaluates scientific research and theory in the field of work, organizational, and personnel psychology on its potential merits and limitations and its potential implications for organizational theory and practice. - reflects critically upon practical initiatives and interventions in organizational contexts; - demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind. - correctly judges when to apply one's knowledge and when to refrain from conclusions - reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly - reflects critically on ethical implications of organizational research, practice, as well as the link between these two
3. Application of knowledge and understanding	A UG MSc Psychology graduate specialized in Work Organizational and Personnel Psychology is trained for an intermediary role between the scientific and professional field and: - translates and applies findings and theories from research in Work, Organizational and Personnel Psychology for the benefit of professionals to analyze, understand, and influence and change organizational processes. - applies scientific research methods and techniques to answer or advise on questions in the organizational domain. - identifies whether there are problems or opportunities for improvement of practice in the organizational domain; and if so, what it entails. - translates practical issues or problems into theoretically grounded questions for scientific analysis or study in a relevant professional context In order to be able to take on the intermediary role, the UG MSc Psychology graduate specialized in Work Organizational and Personnel Psychology: - is able to design and conduct quantitative and/or qualitative research in the field of in the field of work, organizational and personnel psychology using

	Track-specific Learning Outcomes
	adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations.
4. Professional skills	a MSc Psychology graduate specialized in Talent Development and Creativity: -Is able to clearly and transparently communicate ideas, conclusions, applications and limitations of theoretical and applied scientific research findings in the field of assessment and development of talent and creativity (both verbally and in writing) - Is able to adapt one's communication to relevant target groups (e.g. scientific and professional peers, colleagues, the general public, clients and patients) - is able to coach other individuals - Is able to plan and manage a small project - Is able to collaborate in a professional context - Is able to work autonomously and in a self-directed manner
5. Life Long Learning Skills	A UG MSc Psychology graduate specialized in Work Organizational and Personnel Psychology: - reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development in the field of work, organizational and personnel psychology. - is able to act upon feedback regarding personal skills and shortcomings - has the capacity to gain knowledge, understanding and skills for professional and scientific practice in the field of work, organizational and personnel psychology after finishing the master programme.

H2: Relatie tussen eindtermen en cursussen

In dit hoofdstuk wordt per mastertrack schematisch aangegeven of, en in hoeverre (licht roze = enigszins, donkerroze = zeer) een cursus bijdraagt tot het behalen van de respectievelijke eindtermen.

De letters voor de cursustitels betekenen:

B = basisvak

M = methodenvak

V = vaardigheidsvak

K = keuzevak

		B: Trends in Cognitive Neuroscience	B: Applied Cognitive neuroscience	M: Repeated Measures	M: Test construction	V: Data Collection and Analysis for Cogn. Neurosc.	Master's Internship Applied Cognitive Neuroscience	Master's Thesis Applied Cognitive Neuroscience
Knowledge and understanding	specialized theoretical knowledge and understanding of state of the art research in the field of cognitive neuroscience							
	thorough knowledge and understanding of the research methods and data analysis techniques that are applied in the field of cognitive neuroscience;							
	knowledge and understanding of how fundamental research in the field of cognitive neuroscience already is, and in the future can be, applied in real world settings							
Academic Attitude: integrity,	reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods							

	evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications.						
	demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind						
	correctly judges when to apply one's knowledge and when to refrain from conclusions						
	reflects on the roles and challenges associated with academic and corporate research, and the interplay between the two						
	reflects critically on the ethical considerations related to both state of the art scientific research in the field of cognitive neuroscience and professional conduct and acts accordingly						
Application of knowledge and understanding	is able to develop specific proposals for new applications of fundamental cognitive neuroscience research in real-world settings						
	translates and applies fundamental knowledge about cognitive neuroscience in the professional field						
	is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations.						

Professional skills	clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology						
	adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients)						
	Is able to work in a professional environment in which research from the field of cognitive neuroscience plays a meaningful role						
	Is able to plan and manage a small project						
	Is able to collaborate in a professional context						
	Is able to work autonomously and in a self-directed manner						
Life Long Learning Skills	reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development						
	is able to act upon feedback regarding personal skills and shortcomings						
	has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme						

Applied social psychology

		B: Political psychology	B: Culture and Diversity	B: Cooperation and Communication	M: Adv. Res. methods in social and organizational psy	M: Repeated Measures	M: Test construction	V: Designing Interventions	V: Personal and societal change	Master's Internship applied social psychology	Master's Thesis applied social psychology	
Knowledge and understanding	specialized theoretical knowledge and understanding of theoretical and applied approaches to social psychology, with an emphasis on social groups and social relations in political and cultural contexts											
	thorough knowledge about the research methods and analysis to assess social behavior											
	thorough knowledge about the areas where social psychology can be applied											
Academic Attitude: integrity, reflection and critical thinking	reflects upon phenomena, problems, behavior and motives of self and others using theory and methods in social psychology											

	evaluates scientific research and theory in the field of social psychology on its merits and limitations and its potential implications in explaining and changing social behaviour.									
	demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind									
	correctly judges when to apply one's knowledge and when to refrain from conclusions									
	reflects upon the use of social psychological theory to understand social behaviour in society									
	reflects critically on the ethical aspects of both scientific research and professional conduct in the field of social psychology and acts accordingly									

Application of knowledge and understanding	analyses societal problems in the domain of social psychology and draws theoretical and practical conclusions										
	answers practical questions with respect to social behavior in society, based on academic knowledge										
	advises organizations on understanding and intervening in social behavior										
	is able to design and conduct research to answer a relevant social psychological question										
	has gained experience in designing theory- and evidence-based interventions aiming to change behavior.										
Professional skills	clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings and insights in social psychological processes										

Clinical Forensic Psychology and Victimology

		B: Crime & psychological vulnerability	B: Crime & psychological assessment and interventions	M: Repeated Measures	M: Test construction	V: Clinical Forensic Skills	Master Internship Clinical Forensic Psychology & V	Master Thesis Clinical Forensic Psychology & Victi
Knowledge and understanding	specialized theoretical knowledge and understanding of a variety of theories on the onset, persistence, and treatment of psychopathology							
	specialized theoretical knowledge and understanding of psychiatric diagnoses							
	specialized knowledge and understanding of interventions for psychological disorders							
	specialized theoretical knowledge and understanding of the psychology of violence and crime, from both the perspective of the offender and the victim (Clinical Forensic Psychology & Victimology)							

	thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of specialization								
Academic Attitude: integrity, reflection and critical thinking	reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods								
	evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications								
	demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind								
	correctly judges when to apply one's knowledge and when to refrain from conclusions								

	reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly							
Application of knowledge and understanding	is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations.							
	translates and applies findings from scientific research to analyze, understand and influence complex societal and practical issues.							
	applies theoretical frameworks, including frameworks on psychopathology, diagnostics and treatment, in clinical practice							
	applies all steps of the empirical cycle in the clinical context							

	applies an evidence-based approach to clinical work and research							
	applies scientific research methods and techniques to answer or advise on complex societal and practical questions							
	identifies whether there is a problem in a certain context, and if so, what it entails							
Professional skills	clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of clinical psychology, to professionals and patients and/or clients							
	adapts one's communication to relevant target groups (scientific and professional peers, colleagues, and the general public) and to patients and/or clients							

	Is able to conduct an anamnesic interview with a patient in a professional manner							
	Is able to select and use appropriate diagnostic instruments to collect data from the patient							
	Is able to formulate a case conceptualization							
	Is able to select, apply, and evaluate appropriate interventions							
	Is able to plan and manage a small project							
	Is able to collaborate in a professional context							
	Is able to work autonomously and in a self-directed manner							
Life Long Learning Skills	is able to reflect critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development							
	is able to act upon feedback regarding personal skills and shortcomings							

	has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.							
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Environmental Psychology

Knowledge and understanding	specialized theoretical knowledge and understanding concerning Environmental psychology: the relationships between humans and their environments and the human dimension of environmental and energy problems	B: Environmental psychology	B: Selected topics in environmental psychology	B: Interdisciplinary perspectives on sustainability	M: Adv. Res. methods in social and organizational psy	M: Repeated Measures	M: Test construction	V: Designing Interventions	V: Personal and societal change	Master Internship Environmental Psychology	Master Thesis Environmental Psychology

	Specialized theoretical knowledge and understanding about key individual, social, and contextual factors that influence people's (pro-)environmental attitudes and behavior										
	thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of Environmental Psychology										
Academic Attitude: integrity, reflection and critical thinking	reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods										
	evaluates scientific research and theory in the field of Environmental Psychology on its merits and limitations and its potential implications										

	demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind									
	correctly judges when to apply one's knowledge and when to refrain from conclusions									
	reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly									
Application of knowledge and understanding	is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations									

	translates and applies findings from scientific research to analyze, understand and influence complex and real-life problems regarding human-environment relationships										
	applies scientific research methods and techniques to answer or advise on complex societal and practical questions										
	identifies whether there is a problem in a certain context, and if so, what it entails										
	Is able to develop and evaluate theory-based interventions to address real-life problems regarding human-environment relationships										
	Is able to integrate insights from other disciplines to understand and advise on interactions between humans and their environments										

Professional skills	clearly and transparently communicates conclusions, applications and limitations of scientific research findings in the field of Environmental Psychology									
	adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients)									
	Is able to plan and manage their own project									
	Is able to work and cooperate effectively in a professional context, not only within the professional community, but also with other disciplines and/or practitioners									
	Is able to work autonomously and in a self-directed manner									

Life Long Learning Skills	reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development										
	is able to act upon feedback regarding personal skills and shortcomings										
	has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme										

Klinische neuropsychologie & Clinical Neuropsychology

		B: Neuropsychology & psychiatric disorders	B: Advanced clinical neuropsychology	B: Neuropsychological rehabilitation and M: Repeated Measures	M: Research Methods in Clinical Neuropsychology	M: Test construction	V: Neuropsychological Assessment	K: Capita Selecta Clinical Neuropsychology	Master's Internship Clinical Neuropsychology	Master's Internship Clinical Neuropsychology
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	practice and the use of assessment tools on the basis of scientific insights									
	Is aware of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind.									
	correctly judges when to apply one's knowledge and when to refrain from conclusions									
	Reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly									
	Is able to understand and reflect critically on ethical issues considering people with psychiatric and/or neurological conditions and their network									

Application of knowledge and understanding	is able to design and conduct quantitative and/or qualitative scientific research in clinical neuropsychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations										
	Is able to judge and evaluate the quality of neuropsychological assessment tools that are used in research and in clinical practice on the basis of scientific insights										
	translates, critically appraises and applies findings from scientific research and specialized knowledge of the cognitive, behavioral and emotional difficulties related to common psychiatric and neurological conditions to the clinical field and to research										

	recognizes and considers the ways in which clinical neuropsychological research and practice are intertwined										
	selects and uses evidence-based clinical neuropsychological diagnostic instruments to perform individual testing										
	is able to apply knowledge of the cognitive, behavioral and emotional difficulties related to common psychiatric and neurological conditions to individual neuropsychological questions.										
	identifies whether there is a problem in a certain context, and if so, what it entails										
Professional skills	Has the basic abilities to integrate, interpret and report data from a neuropsychological assessment, applied in the context of research or the clinical field, and is aware of limitations										

	Is able to clearly and transparently communicate the importance of the interdependency of clinical neuropsychological research and clinical practice, conclusions and limitations of theoretical and applied scientific neuropsychological research findings										
	Is able to adapt one's communication to relevant target groups (e.g. scientific and professional peers, colleagues, the general public, clients and patients)										
	Is able to plan and manage a small project										
	Is able to collaborate in a professional context										
	Is able to work autonomously and in a self-directed manner										

Life Long Learning Skills	Is able to reflect critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development.										
	is able to act upon feedback and advice of others regarding personal skills and shortcomings										
	has the capacity to gain knowledge, understanding and skills for his/her professional and scientific practice and theoretical after finishing the master programme										

Klinische psychologie

B: Diagnostiek en interventies voor de klinische psychologie										
B: Evidence-based interventies										
B: Explaining Psychopathology										
B: Diagnostische modellen en strategieën										
M: Test construction										
M: Repeated Measures										
K: Capita Selecta Therapy										
Master's Internship Clinical Psychology										
Master these: Clinical Psychology										

Knowledge and understanding	specialized theoretical knowledge and understanding of a variety of theories on the onset, persistence, and treatment of psychopathology.								
	specialized theoretical knowledge and understanding of psychiatric diagnoses								
	specialized knowledge and understanding of interventions for psychological disorders								
	thorough knowledge and understanding of the most important research methods and techniques and associated ethical issues in the field of specialization								
Academic Attitude: integrity, reflection and critical thinking	reflects upon phenomena, problems, behavior and motives of self and others using psychological theory and methods								
	evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications								

	demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind.									
	correctly judges when to apply one's knowledge and when to refrain from conclusions									
	reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly									
Application of knowledge and understanding	is able to design and conduct quantitative and/or qualitative scientific research in psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations									

translates and applies findings from scientific research to analyze, understand and influence complex societal and practical issues									
applies theoretical frameworks, including frameworks on psychopathology, diagnostics and treatment, in clinical practice									
applies all steps of the empirical cycle in the clinical context									
applies an evidence-based approach to clinical work and research									
applies scientific research methods and techniques to answer or advise on complex societal and practical questions									
identifies whether there is a problem in a certain context, and if so, what it entails									

	Is able to collaborate in a professional context									
	Is able to work autonomously and in a self-directed manner									
Life Long Learning Skills	is able to reflect critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development									
	is able to act upon feedback regarding personal skills and shortcomings									
	has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme									

Ontwikkelingspsychologie

		B: Ontwikkelingspsychopathologie: een ontwikkelingsperspectief	B: Milestones and Talent in Development	B: Ontwikkeling in de praktijk	M: Repeated Measures	M: Analyzing Individual Development	M: Test construction	V: Diagnostiek en interventies in de ontwikkelingspsychologische praktijk	Master's Internship Developmental Psychology	Master's Thesis: Developmental Psychology

Knowledge and understanding	specialized theoretical knowledge and understanding of typical and atypical development across the lifespan									
	specialized theoretical knowledge and understanding of the complex dynamic systems model and transactional model of development									
	thorough knowledge and understanding of the most important research methods and techniques (including longitudinal research methods and the analysis of individual developmental trajectories) and associated ethical issues									
	specialized knowledge of diagnostic instruments and interventions in Developmental Psychology									
Academic Attitude: integrity, reflection and critical thinking	reflects upon phenomena, problems, behavior and motives of self and others using theory and methods in developmental psychology									

	evaluates scientific research and theory in the field of developmental psychology on its potential merits and limitations and its potential implications and specifically reflects upon 1) models of typical and atypical development in specific domains, and 2) the developmental processes underlying specific psychological phenomena									
	reflects upon diagnosis and intervention in developmental psychology									
	demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind									
	correctly judges when to apply one's knowledge and when to refrain from conclusions									

	reflects critically on the ethical aspects of both scientific research and professional conduct in the clinical and educational practice based on the Code of Conduct of the Dutch Institute of Psychologists (NIP), including the general standard test use (ASP)										
Application of knowledge and understanding	is able to design and conduct quantitative and/or qualitative scientific research in developmental psychology, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations.										
	translates and applies findings from scientific research in developmental psychology to analyze, understand and influence complex societal and practical issues										

	applies scientific research methods and techniques to all steps of the diagnostic process, from formulating research questions and hypotheses, to selecting methods, and drawing conclusions									
	Is able to put specific applied or societal questions in their respective developmental frameworks									
	identifies whether there is a problem in a certain context, and if so, what it entails									
	is able to use knowledge and understanding of typical and atypical development, complex dynamic principles, psychopathology, intervention, and the guide to social services ("sociale kaart") to advice on individual developmental questions									

Professional skills	clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology									
	adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients)									
	is able to professionally report on findings from diagnostic resources									
	is able to select, use and interpret appropriate diagnostic resources to understand the client (individual, family or educational system)									
	is able to refer clients to appropriate (health care) institutions and care providers based on the guide to social services ('Sociale Kaart')									

	is able to conduct systematic observations in various settings and to draw balanced and substantiated conclusions from it									
	is able to plan and manage a small project									
	is able to collaborate in a professional context									
	is able to work autonomously and in a self-directed manner									
Life Long Learning Skills	reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development.									
	is able to act upon feedback regarding personal skills and shortcomings									
	has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.									

**Theory and history
of psychology**

		B: Conceptual Issues in Psychology	B: Boundaries of Psychology	M: Qualitative Research Methods	V: Writing Skills	Master Internship Theory and history of psychology	Master thesis Theory and history of psychology
Knowledge and understanding	specialized theoretical knowledge and understanding of how psychological knowledge is created and promoted						
	specialized theoretical knowledge and understanding of the reasons behind scientific debates, and the conflicting worldviews that are at stake						

Academic Attitude: integrity, reflection and critical thinking	reflects critically on the ethical, sociological and philosophical aspects implied in any kind of psychological research and professional conduct						
	evaluates scientific research and theory in the field of social sciences on its merits and limitations and its potential implications						
	can understand and critically analyze how psychological knowledge is created and promoted						
	demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind.						
	exhibits cultural openness and historical conscientiousness in their research, being aware of the social, economic and local diversities and constraints						

	correctly judges when to apply one's knowledge and when to refrain from conclusions						
	reflects critically on the ethical, sociological and philosophical aspects implied in any kind of psychological research and professional conduct						
Application of knowledge and understanding	is able to design and conduct historical and philosophical-critical research, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations.						
	is able to assess meta-theoretical aspects of psychological research and work						

	translates and applies the findings and insights from historical and philosophical research to understand complex societal dynamics surrounding the production of scientific (psychological) knowledge					
	applies scientific research methods and techniques to answer or advise on complex societal and practical questions					
	is able to acquire an overarching conceptual framework that enables a critical assessment, and contextualization of theories and theoretical models employed in psychology and neuroscience.					
	identifies whether there is a problem in a certain context, and if so, what it entails					

Professional skills	clearly and transparently communicates conclusions, applications and limitations of theoretical and applied scientific research findings in the field of psychology						
	has additional advanced writing skills with extra focus on writing for a broader audience and the use of quantitative metrics as tools for reflecting on complexity and structure						
	adapts one's communication to relevant target groups (scientific and professional peers, colleagues, the general public, patients and clients)						
	is able to engage with a non-specialist audience on broader topics related to psychology as science and profession						

	has mastered tools to improve reading, thinking, perspective-taking, and writing about topics related to science in general, and psychological theories in particular.						
	Is able to plan and manage a small project						
	Is able to collaborate in a professional context						
	Is able to work autonomously and in a self-directed manner						
Life Long Learning Skills	reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development.						
	is able to act upon feedback regarding personal skills and shortcomings						
	has the capacity to gain knowledge, understanding and skills for professional and scientific practice after finishing the master programme.						

Talent development and creativity

		B: Talent Development & Creativity	B: Talent Assessment	B: Competence and Motivation	M: Repeated Measures	M: Analyzing Individual Development	M: Test construction	V: Coaching	Master Internship Talent Development and Creativity	Master thesis Talent Development and Creativity
Knowledge and understanding	Specialized knowledge and understanding of methods to assess talent and creativity;									
	Specialized knowledge of coaching processes									
	Thorough theoretical knowledge and understanding of theoretical approaches to talent development and creativity;									
	Thorough theoretical knowledge and understanding of psychological factors of talent development and performance									

Academic Attitude: integrity, reflection and critical thinking	reflects upon the use of talent development and creativity theories in sports, education, and other achievement contexts;								
	evaluates scientific research and theory in the field of talent development and creativity on its merits and limitations and its potential implications and application in sports, education and to other achievement contexts								
	demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind								
	correctly judges when to apply one's knowledge and when to refrain from conclusions								

	reflects critically on the ethical aspects of both scientific research and professional conduct in talent development and creativity and acts accordingly									
Application of knowledge and understanding	is able to design and conduct quantitative and/or qualitative scientific research to answer a relevant question in the field of talent development and									
	creativity, using adequate methodological and statistical methods for answering theoretical or practical research questions and is aware of the limitations									
	translates and applies findings from scientific research to analyze, understand and influence complex societal and practical issues									

	applies scientific research methods and techniques to answer practical questions on the assessment and/or development of talent and creativity								
	is able to advise organizations on improving assessment and/or development of talent and creativity								
	identifies whether there is a problem in a certain context, and if so, what it entails								
	is able to collect questions and resources from organizations in the field of talent development and creativity and is able to apply the relevant research findings and theory								

Life Long Learning Skills	is able to re- flect critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further de- velopment									
	is able to act upon feed- back regard- ing personal skills and shortcomings									
	has the ca- pacity to gain knowledge, understand- ing and skills for profes- sional and scientific practice after finishing the master pro- gramme.									
	can connect with others and other or- ganizations to find one's way in the job market									

Work and organizational psychology

		B: Selection, assessment and job performance	B: Stress and health at work	B: Power and Leadership	B: Creativity and innovation in organisations	M: Repeated measures	M: Advanced Research methods in Social and Or- ganizational Psychology	M: Test construction	V: Designing Interventions	V: Coaching	Stage	Master these
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Knowledge and understanding	specialized theoretical knowledge and understanding of concepts, theories and models in the area of work, organizational, and personnel Psychology											
	thorough knowledge and understanding of scientifically valid methods to predict, assess, study, and change behavior, cognition, motivation, and wellbeing at work											
Academic Attitude: integrity, reflection and critical thinking	reflects upon models and theories regarding behavior, cognition, motivation and wellbeing at work											
	reflects upon the possibilities and limitations of specific practical and research methodologies to study behavior, cognition, motivation and wellbeing at work											
	evaluates scientific research and theory in the field of work, organizational, and personnel											

psychology on its potential merits and limitations and its potential implications for organizational theory and practice											
reflects critically upon practical initiatives and interventions in organizational contexts											
demonstrates awareness of the influence of context and (cultural) standards and values on behaviour (of self and others) and approaches these with a flexible attitude and open mind											
correctly judges when to apply one's knowledge and when to refrain from conclusions											
reflects critically on the ethical aspects of both scientific research and professional conduct and acts accordingly											
reflects critically on ethical implications of organizational research, practice, as well as the link between these two											

Application of knowledge and understanding	translates and applies findings and theories from research in Work, Organizational and Personnel Psychology for the benefit of professionals to analyze, understand, and influence and change organizational processes											
	applies scientific research methods and techniques to answer or advise on questions in the organizational domain											
	identifies whether there are problems or opportunities for improvement of practice in the organizational domain; and if so, what it entails											
	translates practical issues or problems into theoretically grounded questions for scientific analysis or study in a relevant professional context											
	is able to design and conduct quantitative and/or qualitative research in the field of in the field of work,											

	Is able to plan and manage a small project											
	Is able to collaborate and/or coach in a professional context (combine with row 24)											
	Is able to work autonomously and in a self-directed manner											
Life Long Learning Skills	reflects critically on one's own abilities and knowledge as well as lack thereof, and can make well-founded choices for further development in the field of work, organizational and personnel psychology											
	is able to act upon feedback regarding personal skills and shortcomings											
	has the capacity to gain knowledge, understanding and skills for professional and scientific practice in the field of work, organizational and personnel psychology after finishing the master programme											

H3: Tentaminering

4.1 Taal van de tentaminering

De taal van de tentaminering is in de Nederlandstalige onderwijseenheden is Nederlands. Voor Engelstalige onderwijseenheden is dit Engels, de antwoorden mogen dan wel in zowel Nederlands als Engels gegeven worden.

4.2 Toetsmomenten

De mastercursussen worden afgesloten met een eindtoets.

4.3 De relatie tussen leerdoelen en toetsvormen

Deze paragraaf biedt per cursusonderdeel een schematisch overzicht van de relatie tussen leerdoelen en toetsvormen. De data in dit hoofdstuk is uitgevraagd voor het toetsprogramma van 24-25, kleine afwijkingen zijn derhalve niet uitgesloten.

GMREMA02 Qualitative Research Methods	
Leerdoel	Toetsvorm
Compare the principles and methods of a variety of methodological approaches in qualitative research.	Schrijfpdracht(en), exam
Reflect on the philosophical underpinnings and current debates on qualitative research in the social sciences.	Schrijfpdracht(en), exam
Design and conduct essential methods of qualitative data collection.	Schrijfpdracht(en)
Analyze data using dominant methods of qualitative data analysis in the social sciences.	Schrijfpdracht(en), exam
Evaluate the quality of qualitative research in the social sciences.	Schrijfpdracht(en)
(Further) develop their researcher's reflexivity.	Schrijfpdracht(en), exam

PSEMACI-10 Master's internship Applied Cognitive Neuroscience	
Leerdoel	Toetsvorm
Apply knowledge about cognitive psychology in a practical setting	Performing the internship, submission of an internship report (graded pass/fail). For 20 ECTS internships, additional evidence of a practical "product" (e.g., an app, a presentation etc.) developed or produced during the internship needs to be provided
Work in a multidisciplinary environment	Performing the internship, writing of an internship report (graded pass/fail)
Reflect on how scientific knowledge can be applied in real life	Writing of an internship report (graded pass/fail) that explicitly reflects on this point (application of scientific knowledge)

PSEMACI-20 Master's internship Applied Cognitive Neuroscience	
Leerdoel	Toetsvorm
Apply knowledge about cognitive psychology in a practical setting	Performing the internship, submission of an internship report (graded pass/fail). For 20 ECTS internships, additional evidence of

	a practical “product” (e.g., an app, a presentation etc.) developed or produced during the internship needs to be provided
Work in a multidisciplinary environment	Performing the internship, writing of an internship report (graded pass/fail)
Reflect on how scientific knowledge can be applied in real life	Writing of an internship report (graded pass/fail) that explicitly reflects on this point (application of scientific knowledge)

PSEMACT-10 Master thesis Applied Cognitive Neuroscience	
Leerdoel	Toetsvorm
psychologische theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek te ontwikkelen en uit te voeren, en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)
methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)
over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;	Schriftelijke opdracht (Masterthese), presentatie
succesvol met anderen samen te werken.	Schriftelijke opdracht (Masterthese)

PSEMACT-20 Master thesis Applied Cognitive Neuroscience	
Leerdoel	Toetsvorm
psychologische theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek te ontwikkelen en uit te voeren, en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)
methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)
over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;	Schriftelijke opdracht (Masterthese), presentatie
succesvol met anderen samen te werken.	Schriftelijke opdracht (Masterthese)

PSEMAI-10 Master internship Work and Organizational Psychology	
Leerdoel	Toetsvorm
can formulate a scientific view on practical organizational issues;	Written internship report
can recognize WOP-relevant processes in an organizational setting;	Written internship report
can apply scientific theories from the WOP field to the organizational context;	Written internship report
can give practical advice to organizations based on these skills;	Written internship report, evaluation by the practical supervisor

have gained hands-on experience in working as a WOP psychologist in an organizational setting.	Written internship report, evaluation by the practical supervisor
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PSEMAT-20 Master thesis Work, Organizational and Personnel Psychology	
Leerdoel	Toetsvorm
psychologische theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek te ontwikkelen en uit te voeren, en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)
methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)
over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;	Schriftelijke opdracht (Masterthese), presentatie

PSEMDI-10 Master Internship Talent Development and Creativity	
Leerdoel	Toetsvorm
Have participated and gained hands-on experience in a Talent Development and Creativity work field	Stageverslag, beoordeling externe supervisor
Can make a translation from theory on selection or development of talent and / or creativity to practice	Stageverslag, beoordeling externe supervisor
Can recognize concepts/theories/skills from the field of Talent Development and Creativity in practice	Stageverslag, presentaties
Are aware of their strong and to be developed points in their functioning as a starting professional in this specific work field	Workshops, presentaties en stageverslag
Can communicate about scientific concepts/theories in an appropriate way, tailored to the specific setting and the application of these concepts/theories	Presentaties, beoordeling externe supervisor
Can learn from feedback on their functioning/activities by a professional in the work field	Workshops, evaluatie en beoordeling externe supervisor

PSEMDT-20 Master thesis Talent Development and Creativity	
Leerdoel	Toetsvorm
psychologische theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek te ontwikkelen en uit te voeren, en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)
methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)
over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;	Schriftelijke opdracht (Masterthese), presentatie
succesvol met anderen samen te werken.	Schriftelijke opdracht (Masterthese)

PSEMEI-10 Master's internship Environmental Psychology	
Leerdoel	Toetsvorm
Identify practical relevance of theory in EP and, vice versa, identify theoretical relevance of practical questions about the relationship between humans and their environment.	
Identify practical implications of the findings of Environmental psychology research.	
Communicate knowledge and research findings to practitioners in a clear, engaging, and convincing way.	
Effectively cooperate with practitioners.	

PSEMET-20 Master thesis Environmental Psychology	
Leerdoel	Toetsvorm
apply theories in Environmental Psychology in order to formulate a research question, develop and conduct research and interpret the research findings;	Schriftelijke opdracht (Masterthese)
apply methodological knowledge to build an appropriate research design, to conduct the research, and to analyse the results;	Schriftelijke opdracht (Masterthese)
communicate about research by composing an individual report based on sound reasoning and verified sources, and by giving a presentation on the study and its results;	Schriftelijke opdracht (Masterthese), presentatie
point out the theoretical and practical relevance of the conducted research.	Schriftelijke opdracht (Masterthese)

PSEMFI-10/PSEMFI-20/PSEMNI-10/PSMKI-20/PSMNI-10/PSMNI-20/PSMOI-20 Masterstages Klinische Psychologie, Klinische Neuropsychologie Clinical Forensic Psychology & Victimology, Clinical Neuropsychology, Ontwikkelingspsychologie	
Leerdoel	Toetsvorm
Apply acquired academic knowledge regarding psychological treatment and/or psychodiagnostic assessment in a specific professional setting	Written assignment + assessment daily supervisor
Apply acquired (academic) skills regarding treatment and/or psychodiagnostic assessment in a specific professional setting	Written assignment + assessment daily supervisor
Reflect on and communicate about ethical issues related to working as a psychologist	Written assignment + assessment daily supervisor
Report and reflect on assessment or treatment choices in individual cases	Written assignment + assessment daily supervisor
Critically evaluate scientific results, insights or concepts obtained in practice	Written assignment + assessment daily supervisor
Use these insights gained in practice for questions regarding treatment or psychodiagnostic assessment	Written assignment + assessment daily supervisor
Work and cooperate effectively with others in a specific professional setting	Written assignment + assessment daily supervisor

Reflect on your own possibilities and limitations with regard to functioning as a psychologist	Written assignment + assessment daily supervisor
Further develop the acquired professional attitude	Written assignment + assessment daily supervisor

PSEMFT-10 Master thesis Clinical Forensic Psychology and victimology	
Leerdoel	Toetsvorm
psychologische theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek te ontwikkelen en uit te voeren, en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)
methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)
over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;	Schriftelijke opdracht (Masterthese), presentatie
succesvol met anderen samen te werken.	Schriftelijke opdracht (Masterthese)
over ethische dilemma's en wetenschappelijke integriteit in het kader van onderzoek te reflecteren en communiceren	Schriftelijke opdracht (Masterthese), presentatie

PSEMFT-20 Master thesis Clinical Forensic Psychology and victimology	
Leerdoel	Toetsvorm
psychologische theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek te ontwikkelen en uit te voeren, en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)
methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)
over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;	Schriftelijke opdracht (Masterthese), presentatie
succesvol met anderen samen te werken.	Schriftelijke opdracht (Masterthese)
over ethische dilemma's en wetenschappelijke integriteit in het kader van onderzoek te reflecteren en communiceren	Schriftelijke opdracht (Masterthese), presentatie

PSEMNT-20 Master thesis Clinical Neuropsychology	
Leerdoel	Toetsvorm
psychologische theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek te ontwikkelen en uit te voeren, en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)
methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)

over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;	Schriftelijke opdracht (Masterthese), presentatie
succesvol met anderen samen te werken.	Schriftelijke opdracht (Masterthese)

PSEMRI-10 Master internship Theory and History of Psychology	
Leerdoel	Toetsvorm
recognize THP-relevant processes and concepts in a professional setting;	Paper + assessment by daily supervisor
apply scientific theories and methods from the field of THP in a professional context;	Paper + assessment by daily supervisor
communicate about scientific concepts/theories in an appropriate way, tailored to the specific setting	Paper + assessment by daily supervisor
learn from feedback on their functioning/activities by a professional in the work field	Paper + assessment by daily supervisor
formulate own strengths and points of further development in relation to acting professionally in an organization.	Paper + assessment by daily supervisor

PSEMRT-20 Master thesis Theory and History of Psychology	
Leerdoel	Toetsvorm
- formulate an original research question, and largely independently conduct a study to answer this question.	Schriftelijke opdracht (Masterthese)
- apply the knowledge and skills learnt in the other courses of the master in their own research.	Schriftelijke opdracht (Masterthese)
- communicate about research by composing an individual report based on sound reasoning and verified sources, and by giving a presentation on the study and its results;	Schriftelijke opdracht (Masterthese), presentatie

PSEMSI-10 Master's Internship Applied Social Psychology	
Leerdoel	Toetsvorm
translate ASP theorizing to practice	Written assignment + assessment daily supervisor
recognize concepts/theories/skills from the field of ASP in practice	Written assignment + assessment daily supervisor
communicate about scientific concepts/theories in an appropriate way, tailored to the specific setting and the specific application	Written assignment + assessment daily supervisor
know how to work and cooperate with others successfully	Written assignment + assessment daily supervisor
be aware of their personal capacities and learning points as an aspiring ASP psychologist (e.g., learn from feedback)	Written assignment + assessment daily supervisor

PSEMST-20 Master thesis Applied Social Psychology	
Leerdoel	Toetsvorm

psychologische theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek te ontwikkelen en uit te voeren, en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)
methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)
over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;	Schriftelijke opdracht (Masterthese), presentatie
succesvol met anderen samen te werken.	Schriftelijke opdracht (Masterthese)

PSMAB-14 Selection, assessment and job performance	
Leerdoel	Toetsvorm
Critically evaluate scientific theories and empirical research in personnel psychology, particularly in the area of personnel recruitment and selection, with regard to their methodological quality, strengths, limitations, and practical implications.	Written exam (MC and open questions)
Critically reflect on contemporary trends in personnel selection practices and assess their ethical and professional implications.	Written assignment
Identify and analyze potential problems and opportunities for improving recruitment and selection practices in organizational contexts.	Written exam (MC and open questions), written assignment

PSMAB-15 Stress and health at work	
Leerdoel	Toetsvorm
Describe and explain some of the major theoretical models underlying stress and health processes	Schriftelijk tentamen (essayvragen), opdracht
Critically evaluate and apply some of the concepts and theoretical models in the field of stress and health at work	Schriftelijk tentamen (essayvragen), opdracht

PSMAB-7 Power and Leadership	
Leerdoel	Toetsvorm
Develop a conceptual framework for understanding power and leadership in organizations	Schriftelijk tentamen (essayvragen)
Describe and explain some of the major theoretical models underlying power and leadership processes	Schriftelijk tentamen (essayvragen)
Critically evaluate and apply some of the theoretical models underlying power and leadership processes	Schriftelijk tentamen (essayvragen)
Critically evaluate and apply rhetorical tools and techniques in (vision) communication	Schriftelijk tentamen (essayvragen), schriftelijke groepsopdracht, groepspresentaties

PSMAB-8 Creativity & innovation in organizations	
Leerdoel	Toetsvorm

de belangrijkste methoden van creativiteitsonderzoek inclusief hun voordelen en eventuele valkuilen,	Tentamen met open vragen
de belangrijkste resultaten en theorieën op het gebied van individuele verschillen en creativiteit,	Tentamen met open vragen
hoe creativiteit samenhangt met verschillende vormen van motivatie,	Tentamen met open vragen
welke uitdagingen er kleven aan creatief werk in groepen en teams,	Tentamen met open vragen; schriftelijke opdracht
recent onderzoek op het gebied van creatieve cognitieve processen,	Tentamen met open vragen
hoe bovenstaande processen en fenomenen (kunnen) doorwerken in de organisatiecontext,	Tentamen met open vragen; schriftelijke opdracht
de enigszins gespannen relatie tussen creativiteit en innovatie,	Tentamen met open vragen; schriftelijke opdracht
een evidence-based advies opstellen voor praktische toepassing van bovenstaande bevindingen en theorieën.	Schriftelijke opdracht

PSMAV-5 Coaching	
Leerdoel	Toetsvorm
- zelfstandig een coachtraject kunnen opzetten,	Schriftelijke opdracht
- de inhoud van verschillende fasen en gesprekstypen van een coachingstraject kennen en kunnen uitleggen,	Schriftelijke opdracht
- een coachcontract kunnen maken,	Schriftelijke opdracht
- de cognitieve gedragmatige benadering kunnen toepassen in een coachingstraject	Schriftelijke opdracht
- weten hoe diverse andere psychologische theorieën en benaderingen in de coachingspraktijk worden toegepast	Schriftelijke opdracht
- een veilige leeromgeving bieden aan volwassenen tijdens hun leer- en ontwikkelingsproces.	Schriftelijke opdracht

PSMCB-3 Trends in Cognitive Neuroscience	
Leerdoel	Toetsvorm
effectively search, interpret and summarize scientific literature in the rapidly developing interdisciplinary field of cognitive neuroscience;	Presentation, written assignment
critically evaluate and discuss new trends in this field, particularly with regard to possible applications;	Presentation, written assignment, group discussion
develop a novel research idea, based on the scientific literature, and present this idea clearly, and in its appropriate context;	Presentation
cooperate and discuss successfully with others to evaluate the merits of the research ideas;	Presentation, group discussion
integrate all input and use it to commit your refined research to a fully developed preregistration.	Written assignment

PSMCB-4 Applied Cognitive Neuroscience	
Leerdoel	Toetsvorm

analyze and interpret how cognitive science/neuroscience research is applied to real-world problems.	- Graded group presentation on a topic of applied cognitive (neuro)science - Short texts ("insights) submitted weekly via Brightspace, which reflect on a real-life applications of CS/CNS
critically evaluate applied cognitive (neuro)science claims and applications, including their scientific basis and evidence and whether the conclusions are justified.	- Graded group presentation on a topic of applied CS/CNS, - Short texts ("insights) submitted weekly via Brightspace, which reflect on a real-life applications of CS/CNS
select appropriate cognitive neuroscience methods for a given application.	Graded written project report describing a self-design real-world application of CS/CNS
design a realistic, evidence-based application of cognitive (neuro)science, and justify its mechanism, methods, feasibility, and limitations.	Graded written project report describing a self-design real-world application of CS/CNS

PSMCV-2 Data Collection and Analysis for Cognitive Neuroscience	
Leerdoel	Toetsvorm
Design: Design a psychophysiological experiment that measures pupil dilation and eye movements in response to a controlled stimulus, with reference to relevant prior literature.	
Implement: Implement and test a working experiment in OpenSesame, including marker generation and EyeLink integration.	
Collect: Collect and pre-register a psychophysiological dataset, including appropriate exclusion criteria and analysis windows.	
Preprocess: Preprocess pupil dilation time-series data in Python, including artefact rejection, baseline correction, and epoching.	
Analyze: Apply appropriate statistical analyses to pupillometry data and visualize and interpret results at the group level.	
Communicate: Write a short empirical paper in journal format that accurately describes methods, reports results, and situates findings in existing literature.	
Review: Evaluate another researcher's methodology and analysis choices through structured peer review.	

PSMDB-3 Talent Assessment and performance prediction	
Leerdoel	Toetsvorm
Have knowledge and understanding of different types of instruments used to assess talent and their pros and cons in different contexts.	Schriftelijk tentamen
Have knowledge and understanding of best practices for judgement and decision-making based on talent assessments.	Schriftelijk tentamen
Have knowledge and understanding of methods to assess talent used in different domains (sports, education, work, creative sector)	Schriftelijk tentamen
Have knowledge and understanding of societal issues surrounding talent assessment, such as diversity issues and stakeholder perceptions.	Schriftelijk tentamen
Can analyze and evaluate talent assessment procedures in practice.	Schriftelijk tentamen
Can provide advice about talent assessment in practice.	Schriftelijk tentamen

Can understand and interpret scientific research on talent assessment for professional and scientific practice, to continue developing their knowledge and skills after finishing the master programme	Schriftelijk tentamen
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PSMEB-3 Selected topics in environmental psychology	
Leerdoel	Toetsvorm
demonstrate in-depth insight into relevant theories and (recent) empirical evidence within selected topics in environmental psychology	Individueel essay
critically assess existing knowledge, connect theories, and identify contradictions and knowledge gaps	Individueel essay, group review van een wetenschappelijk artikel
come up with their own reasoning to sort out contradictions and close knowledge gaps, integrating existing literature and different (possibly conflicting) findings.	Individueel essay
be able to communicate knowledge and critical reflection in a well-argued and constructive way.	Individueel essay, group review van een wetenschappelijk artikel

PSMEB-4 Interdisciplinary perspectives on sustainability	
Leerdoel	Toetsvorm
appraise what other disciplines can add to their own discipline and vice versa	Individueel essay, beleidsstuk schrijven(groep), groepspresentatie
communicate the role of their discipline in promoting a sustainable society to diverse disciplines and audiences	Individueel essay, beleidsstuk schrijven(groep), groepspresentatie
formulate links between theoretical frameworks from different disciplines	Beleidsstuk schrijven (groep), groepspresentatie
use and integrate theories from their own discipline and insights from other disciplines in an interdisciplinary project	Beleidsstuk schrijven (groep), groepspresentatie
recognize the factors that can hamper and strengthen success of multi- and interdisciplinary projects, and apply tools to benefit from these	Individueel essay, beleidsstuk schrijven(groep), groepspresentatie

PSMFB-1 Crime & psychological vulnerability	
Leerdoel	Toetsvorm
describe central concepts in forensic psychology and victimology;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
discuss how the cultural and juridical context affects sentencing and psychological interventions for crime related problems;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
discuss the effects of crime on offenders and victims;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
explain how crime is related to psychological characteristics and problems of offenders and victims;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
discuss how offender and victim characteristics may interactively determine offenses.	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
critically analyze and apply scientific literature to practical forensic psychology cases and problems, using individual and collaborative problem-solving.	Wekelijkse groepsdiscussie (formatief)

PSMFB-2- Crime & psychological assessment and interventions	
Leerdoel	Toetsvorm
discuss the major risk factors for re)offending and (re)victimization;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)

describe and explain methods of risk assessment and forensic diagnostics;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
explain theoretical underpinnings of interventions that reduce the negative consequences of victimization;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
explain theoretical underpinnings of interventions that reduce the risk of (re)offending and (re)victimization;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
discuss ethical dilemma's involved in assessment and intervention with individuals in a juridical context;	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
explain how validity of victim and offender statements may be compromised by response bias, deception, and malingering.	Schriftelijk tentamen, wekelijkse groepsdiscussie (formatief)
critically analyze and apply scientific literature to practical forensic psychology cases and problems, using individual and collaborative problem-solving.	Wekelijkse groepsdiscussie (formatief)

PSMFK-1 Capita Selecta Interventions in Clinical Forensic Psychology & Victimology	
Leerdoel	Toetsvorm
Have independently studied a specific part on the literature on clinical psychology	Mondeling of paper
Have an in-depth knowledge and understanding of this literature	Mondeling of paper
Can separate major and minor issues	Mondeling of paper
Can express the acquired knowledge and their opinions about it orally or in writing	Mondeling of paper

PSMFV-1 Clinical Forensic Skills	
Leerdoel	Toetsvorm
implement a diagnostic HKT-R risk assessment of violent reoffending and formulate a structured risk assessment report	Written assignment (pass / fail)
formulate treatment goals and a treatment plan in a forensic setting	Written assignment (pass / fail); graded
apply advanced therapeutic communication skills and implement (basic) therapeutic interventions for victims and offenders	Formative assessment (qualitative feedback), summative assessment (bonus for grade can be earned)
apply advanced therapeutic communication skills and implement (basic) therapeutic interventions for victims and offenders	Repetition
comprehend appropriate methods to control for the possibility of deception and malingering	Formative assessment (qualitative feedback)
construct an individual incident scenario based on collaborative role-play sessions	Written assignment (graded)
critically reflect on their own skills and learning process, and improve clinical skills based on feedback regarding strengths and weaknesses	Written assignment (graded)

PSMKB-12 Evidence-based interventies	
Leerdoel	Toetsvorm
can articulate the basic principles of evidence based mental health and can articulate the research methodology for validating psychological treatments	Schriftelijk tentamen (open vragen)
can search literature for evidence-based-treatments when confronted with a clinical case	Schriftelijk tentamen (open vragen), presentatie
can articulate what a clinical guideline is and how it is used in individual treatment	Schriftelijk tentamen (open vragen)
can articulate what a treatment protocol is and how these are used in clinical practice	Schriftelijk tentamen (open vragen)
can provide arguments to convince practitioners to implement a specific evidence-based treatment in their setting	Schriftelijk tentamen (open vragen)

PSMKB-11 Diagnostische modellen en strategieën	
Leerdoel	Toetsvorm
een aantal gangbare diagnostische modellen kunnen begrijpen en toelichten	Schriftelijk tentamen (open vragen)
uitdagingen binnen het diagnostische proces kunnen herkennen en uitleggen	Schriftelijk tentamen (open vragen)
diagnostische procedures/strategieën bij specifieke groepen in de klinische praktijk kunnen bespreken	Schriftelijk tentamen (open vragen)
kritisch kunnen reflecteren op de wetenschappelijke onderbouwing en klinische relevantie van bepaalde diagnostische procedures/strategieën	Schriftelijk tentamen (open vragen)

PSMKB-6 Capita Selecta Therapy	
Leerdoel	Toetsvorm
Have independently studied a specific part on the literature on clinical psychology	Mondeling of paper
Have an in-depth knowledge and understanding of this literature	Mondeling of paper
Can separate major and minor issues	Mondeling of paper
Can express the acquired knowledge and their opinions about it orally or in writing	Mondeling of paper

PSMKB-9 Explaining Psychopathology	
Leerdoel	Toetsvorm
Describe the role of various information-processing processes in psychopathology	(digitaal) tentamen
Describe the most often used experimental paradigms in the field	(digitaal) tentamen
Provide a well substantiated view on the tenability of the models discussed based on empirical results	(digitaal) tentamen
Develop a critical attitude towards the theoretical and clinical applicability of the models discussed	(digitaal) tentamen

PSMKT-10 Masterthese klinische psychologie	
Leerdoel	Toetsvorm

psychologische theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek te ontwikkelen en uit te voeren, en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)
methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)
over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;	Schriftelijke opdracht (Masterthese), presentatie
succesvol met anderen samen te werken.	Schriftelijke opdracht (Masterthese)
als een praktijkstage deel uitmaakt van de masterthese: studenten zijn in staat om hun theoretische kennis en praktische vaardigheden toe te passen in een klinisch psychologisch beroepenveld. Daarnaast wordt gestart met de ontwikkeling van een professionele beroepshouding.	Stageverslag

PSMKV-1 Diagnostiek en interventie voor de klinische psychologie	
Leerdoel	Toetsvorm
describe the various phases of the behavioral therapeutic process in some cognitive and behavioral therapies;	Verslag, mondelinge feedback
describe the assessment and some evidence-based interventions for common mental health problems in children, adolescents and adults;	Opdrachten, verslag, mondelinge feedback
gather the necessary information with a patient to create an holistic theory, a behavioral functional analysis or meaning analysis;	Verslag, mondelinge feedback
formulate an holistic theory, a behavioral functional analysis and meaning analysis and explain them to a patient or a colleague;	Verslag, mondelinge feedback
design a registration assignment;	Verslag, mondelinge feedback
formulate a treatment plan and treatment goals;	Verslag, mondelinge feedback
provide a CBT treatment rationale for some specific interventions for common mental health problems;	Opdrachten, verslag, mondelinge feedback
justify choices made with regard to assessment and interventions;	Verslag, mondelinge feedback
describe some advanced interviewing techniques (e.g., motivational techniques);	Opdrachten, verslag, mondelinge feedback
describe a behavioral change program for parents with problems in the upbringing of children	Opdracht
be familiar with some basic skills for applying basic CBT elements in adults, such as applying	Verslag
reflect on their own learning process from the perspective of a therapist and client	Opdracht, verslag, mondelinge feedback

PSM-LT	
Leerdoel	Toetsvorm
De leerdoelen hangen af van het onderwerp en de bestudeerde literatuur, die door de examinerator worden vastgesteld. In het algemeen heeft de student na een literatuurstudie op een bepaald gebied van de Psychologie, kennis van en inzicht in dat gebied.	Actieve deelname, mondeling, schriftelijk

PSMM-2 Repeated Measures	
Leerdoel	Toetsvorm
know and understand the most frequently applied models for analyzing repeated measures and multivariate data	Schriftelijk tentamen
can determine which model is most appropriate for a given empirical question	Schriftelijk tentamen
can apply the model to an empirical data set, using SPSS	Oefening tijdens lab class
can correctly interpret the results.	Schriftelijk tentamen

PSMM-7 Psychological testing in practice: from design to informed decisions	
Leerdoel	Toetsvorm
know and understand the principles of test and questionnaire construction	Schriftelijk tentamen, opdracht
know how tests and questionnaires for a particular aim and a particular group are effectively constructed, evaluated and interpreted	Schriftelijk tentamen
know (the pitfalls of) how to combine test scores in judgment and decision making in practice, and practice the use test scores in practice.	Schriftelijk tentamen, opdracht

PSMNB-1 Advanced clinical neuropsychology	
Leerdoel	Toetsvorm
Identify and evaluate common transdiagnostic problems people with neurological conditions might experience, such as fatigue, disorders of awareness, changes in personality, suicidality, changes in sexual functioning and the capability to make decisions.	Schriftelijk tentamen (essayvragen)
Identify, compare and evaluate assessment tools and techniques for the abovementioned problems.	Schriftelijk tentamen (essayvragen)
Identify and critically appraise management options that are available for the abovementioned problems.	Schriftelijk tentamen (essayvragen)
Discern the influence the abovementioned problems might have on significant others (e.g., family members) of people with neurological conditions.	Schriftelijk tentamen (essayvragen)

PSMNB-3 Neuropsychology & psychiatric disorders	
Leerdoel	Toetsvorm
contributions of neuropsychology to psychiatry,	Schriftelijk tentamen (essayvragen)
associations between psychiatric disorders and cognitive impairments,	Schriftelijk tentamen (essayvragen)
factors influencing cognitive functioning of patients with psychiatric disorders,	Schriftelijk tentamen (essayvragen)
concepts explaining certain symptoms of psychiatric disorders on the basis of neuropsychological findings and assumptions,	Schriftelijk tentamen (essayvragen)
brain abnormalities underlying cognitive deficits of patients with psychiatric disorders	Schriftelijk tentamen (essayvragen)
approaches to the assessment of cognitive functions of patients with psychiatric disorders,	Schriftelijk tentamen (essayvragen)
strategies for the neuropsychological management and rehabilitation of patients with psychiatric disorders.	Schriftelijk tentamen (essayvragen)

PSMNB-5 Neuropsychological rehabilitation and treatment
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Leerdoel	Toetsvorm
understand principles of evidence-based treatment	Schriftelijk tentamen (essayvragen)
distinguish mechanisms of recovery	Schriftelijk tentamen (essayvragen)
describe a range of clinical conditions that are associated with neuropsychological disorders	Schriftelijk tentamen (essayvragen)
identify neuropsychological disorders affecting daily life functioning	Schriftelijk tentamen (essayvragen)
critically evaluate a wide range of effective rehabilitation and treatment methods	Schriftelijk tentamen (essayvragen)
estimate the role of influential factors in neuropsychological rehabilitation	Schriftelijk tentamen (essayvragen)
discuss methodological issues in gaining evidence for treatment success (e.g. spontaneous recovery, individual differences, selection of assessment tools)	Schriftelijk tentamen (essayvragen)

PSMKNK-5 Capita Selecta Clinical Neuropsychology	
Leerdoel	Toetsvorm
Typify various impairments in neuropsychological functions	Schriftelijk tentamen (essayvragen)
Identify these neuropsychological impairments in various conditions	Schriftelijk tentamen (essayvragen)
Describe risk factors and courses of these neuropsychological impairments	Schriftelijk tentamen (essayvragen)
Evaluate assessment and treatment approaches for these neuropsychological impairments	Schriftelijk tentamen (essayvragen)

PSMNM-2 Research Methods in Clinical Neuropsychology	
Leerdoel	Toetsvorm
Have knowledge and methodological skills to critically appraise the (below mentioned) research designs and research standards	Schriftelijk tentamen (essayvragen)
Be able to identify weaknesses/pitfalls in designs and their consequences.	Schriftelijk tentamen (essayvragen)
Suggest their correct application in clinical neuropsychological research	Schriftelijk tentamen (essayvragen)
Evaluate the application of the (below mentioned) principles of data collection and analysis in clinical neuropsychological research	Schriftelijk tentamen (essayvragen)
Be aware of common misinterpretations	Schriftelijk tentamen (essayvragen)
Able to draw conclusions for clinical practice	Schriftelijk tentamen (essayvragen)

PSMNT-10 Masterthese klinische neuropsychologie	
Leerdoel	Toetsvorm
relevante theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek uit te voeren en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)

methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)
over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;	Schriftelijke opdracht (Masterthese), presentatie
succesvol met anderen samen te werken.	Schriftelijke opdracht (Masterthese)

PSMNT-20 Masterthese klinische neuropsychologie	
Leerdoel	Toetsvorm
relevante theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek uit te voeren en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)
methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)
over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;	Schriftelijke opdracht (Masterthese), presentatie
succesvol met anderen samen te werken.	Schriftelijke opdracht (Masterthese)

PSMNV-2 Neuropsychological Assessment	
Leerdoel	Toetsvorm
Evaluate the rational/practice of neuropsychological assessment, including the rational of deficit measurement and the influence of behavioral variables	Schriftelijk tentamen (open vragen)
Critically judge the use of tests with regard to the test instructor, behavior of the patient and environmental factors	Practicum (aanwezigheidsverplichting)
Apply clinical conversation skills	Practicum (aanwezigheidsverplichting)
Integrate the results of multiple aspects of a neuropsychological assessment (e.g. interview, test results, medical history)	Schriftelijke opdracht
Formulate and justify hypotheses within the context of (differential) neuropsychological diagnostics	Schriftelijke opdracht
Justify a (differential) diagnostic conclusion	Schriftelijke opdracht

PSMOB-3 Ontwikkelingspsychopathologie: een ontwikkelingsperspectief	
Leerdoel	Toetsvorm
inzicht hebben in het brede spectrum van, en psychologische theorieën kunnen toepassen op, de ontwikkelingspsychopathologie	Tentamen (essayvragen+MC)

kunnen aangeven wat het ontwikkelingsperspectief op de ontwikkelingspsychopathologie inhoudt en bijdraagt,	Tentamen (essayvragen+MC)
(theoretische) kennis hebben van de belangrijkste psychopathologische stoornissen en problemen in de kindertijd en adolescentie	Tentamen (essayvragen+MC)
deze kennis kunnen onderbouwen en aanvullen met, en kunnen toepassen op praktijkvoorbeelden (o.a. afkomstig uit de gastcolleges),	Tentamen (essayvragen+MC)
kritisch kunnen reflecteren op ideeën over het ontstaan en verloop van ontwikkelingspsychopathologie	Tentamen (essayvragen+MC)

PSMOB-6 Mijlpalen en talent in ontwikkeling	
Leerdoel	Toetsvorm
de dynamische aspecten die ten grondslag liggen aan het (normale) ontwikkelings- en leerproces kunnen identificeren en analyseren;	Paper
kernbegrippen uit de theorie van complexe dynamische systemen kunnen koppelen aan fenomenen geobserveerd tijdens een (concrete) ontwikkelingstransitie en/of een transitie in een van de talentdomeinen;	Paper
een (concept) procesonderzoek kunnen opzetten voor het bestuderen van een ontwikkelingstransitie en/of een transitie in een van de talentdomeinen.	Paper

PSMOB-7 Talent Development & Creativity	
Leerdoel	Toetsvorm
Describe the history of ideas and research on talent and creativity	Schriftelijk tentamen (essayvragen)
Describe and compare approaches to talent development and selection across achievement domains, such as sports and education	Schriftelijk tentamen (essayvragen)
Analyze principles of developing and stimulating talent and creativity in different domains.	Schriftelijk tentamen (essayvragen)
Define psychological factors related to talent and creativity, and discuss these in light of organizational policy	Schriftelijk tentamen (essayvragen)
Describe and evaluate methods to assess talent and creativity in different achievement domains	Schriftelijk tentamen (essayvragen)
Connect the theoretical and practical approaches to talent development and creativity in different achievement domains	Schriftelijk tentamen (essayvragen)

PSMOB-9 Competence and motivation	
Leerdoel	Toetsvorm
Describe the key models under the competence and motivation framework.	Schriftelijke opdracht
Connect the competence and motivation framework to resilience and performance under pressure.	Schriftelijke opdracht
Design psychological interventions aimed at improving resilience and pressure performance.	Schriftelijke opdracht
Present interventions and the reasons why they work to improve motivation and competent performance.	Schriftelijke opdracht
Discuss research findings across achievement contexts including sports, work, the military, education, and the arts.	Schriftelijke opdracht

PSMOB-10 Behandelingen in de ontwikkelingspsychologische praktijk	
Leerdoel	Toetsvorm
verschillende soorten behandeling kennen (bijv. cognitieve gedragstherapie, farmacologische therapie, psychomotore therapie, gedragsinterventies) die worden gebruikt in de hulpverlening voor kinderen en jeugdigen in de geestelijke gezondheidszorg en/of schoolsetting	Schriftelijke opdracht
op systematische wijze literatuur kunnen zoeken naar, en beoordelen van de evidence base van, deze behandelingen	Schriftelijke opdracht
op basis van deze kennis een onderbouwde keuze kunnen maken voor een passende behandelstrategie in een realistische casussituatie	Schriftelijke opdracht
een behandelstrategie kunnen voorleggen aan betrokkenen (kind of jeugdige, ouders, lekrachten en andere betrokkenen) in een relevante casussituatie	Schriftelijke opdracht
gebruik kunnen maken van 'shared decision making' bij het kiezen van een uiteindelijke behandelstrategie	Schriftelijke opdracht
mondeling en schriftelijk rapporteren over behandelingsopties en advies.	Schriftelijke opdracht

PSMOM-1 Analyzing Individual Development	
Leerdoel	Toetsvorm
To explain why individual longitudinal analysis is an important addition to the analysis of group data, and to explain the differences between both.	Schriftelijke opdrachten
To explain relevant characteristics of individual time series (variability, trajectory shapes, transitions, attractors, autocorrelation).	Schriftelijke opdrachten
To apply different techniques to visualize individual longitudinal data.	Schriftelijke opdrachten
To apply simple techniques such as state space grids to analyze individual data with regard to trajectory shapes, (changes in) variability, transitions, attractors.	Schriftelijke opdrachten
To understand the purpose of different designs for single-case intervention studies and to be able to explain which design to choose in which situation.	Schriftelijke opdrachten

To systematically observe and monitor one's own and others' behavior for a longer period of time before and after a behavioral change and analyze and interpret the resulting time series.	Schriftelijke opdrachten
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PSMOT-10 Masterthese ontwikkelingspsychologie	
Leerdoel	Toetsvorm
psychologische theorieën te gebruiken om een onderzoeksvraag te formuleren, onderzoek te ontwikkelen en uit te voeren, en de resultaten ervan te evalueren;	Schriftelijke opdracht (Masterthese)
methodologische kennis te gebruiken om een passend onderzoeksdesign te ontwikkelen, dat onderzoek uit te voeren, en de resultaten adequaat te analyseren;	Schriftelijke opdracht (Masterthese)
over het onderzoek te communiceren door middel van het individueel schrijven van een rapportage op basis van gedegen redenering en geverifieerde bronnen, en door het geven van een presentatie over het onderzoek en de resultaten;	Schriftelijke opdracht (Masterthese), presentatie
succesvol met anderen samen te werken.	Schriftelijke opdracht (Masterthese)

PSMOV-3 Diagnostiek en indicatiestelling in de ontwikkelingspsychologische praktijk	
Leerdoel	Toetsvorm
aangeven hoe en met welke middelen zij/hij psychodiagnostiek kan doen in het kader van hulpverlening aan kinderen en hun ouders	Schriftelijk tentamen (open boek)
zijn/haar kennis over psychodiagnostiek en interventies bij kinderen en hun ouders toepassen op een fictieve casus uit de ontwikkelingspsychologische praktijkgebruikmakend van het hypothesetoetsend model,	Casusverslag
een verslag schrijven over de fictieve casus, daarin de keuzes beargumenteren die gemaakt zijn in het diagnostiekproces en kritisch reflecteren op die keuzes door de eigen gedachtegang en redeneringen ter discussie te stellen,	Casusverslag
een verklarende analyse opstellen als onderdeel van een fictieve casus uit de ontwikkelingspsychologische praktijk,	Casusverslag
zijn/haar kennis over diagnostische gespreksvoering onder begeleiding van een docent of (ontwikkelings-) psycholoog toepassen in een intake- en adviesgesprek met cliënten,	Deelname practicum
door middel van het toepassen van gedeelde besluitvorming samen met ouders en/of kinderen en jongeren tot de keuze voor een behandeling komen.	Schriftelijke opdracht

PSMRB-2 Conceptual Issues in Psychology	
Leerdoel	Toetsvorm
adopt a critical perspective when considering scientific claims by examining how certain psychological knowledge is presented, promoted, and criticized.	Essay 1
recognize a range of issues in psychology, including the question about how terms are defined and justified; the place where research is conducted and whose voices count; and the relation of research to broader debates about social context, power, norms, and values.	Essays 1 and 2

understand theoretical and philosophical texts and apply the acquired knowledge for reflecting—at a meta level—on key problems in research and practice, as well as the role of psychology in contemporary society more broadly.	Essay 1
design and pursue an innovative research project delving more deeply into a topic selected by the student	Essay 2
communicate ideas to researchers and peer-students clearly and unambiguously, exhibiting an open mind while also accommodating ethical and cross-cultural concerns.	Workshop presentation, essays 1 and 2

PSMRB-3 Boundaries of psychology	
Leerdoel	Toetsvorm
explain how contemporary psychological science is the result not only of intellectual argumentation about facts in the world, but also contextual, social, historical, political, normative, and disciplinary factors that have collectively led to the many fads, fashions, and resistances touching on psychological topics throughout history	Presentatie, paper/werkstuk
recognize “authority” as part of the “performance” of scientific argumentation	Presentatie, paper/werkstuk
recognize the broad applicability and usefulness of taking a step back and adopting a more strategic or self-reflective perspective (i.e. “going meta”) in considering scientific topics, including in relation to complex societal dynamics or practical problems	Presentatie, paper/werkstuk
appeal to specialized theoretical and historical knowledge in understanding instances of social or even epistemic injustice (i.e. recognizing that questions about “who counts” are as important as those about how to count them)	Presentatie, paper/werkstuk
use micro cases as a source of evidence, and conceptual grounding, in thinking about macro issues	Presentatie, paper/werkstuk
use the theoretical frameworks provided to generate their own boundary-analyses, including in domains other than the examples provided in class and in the readings	Presentatie, paper/werkstuk
synthesize multiple and perhaps partially-conflicting perspectives to present original analyses—historical, sociological, philosophical, or governmental (including ethics, norms, and policy)—of a topic related to their own interests	Presentatie, paper/werkstuk

PSMRV-1 Writing skills	
Leerdoel	Toetsvorm
can understand and critically analyse how psychological knowledge is structured and promoted, and how scientific material needs to be presented differently for different audiences	Dossier, schriftelijke opdracht
accommodate the context and (professional or cultural) standards and values, and approach these differences with a flexible attitude and an open mind	Dossier, schriftelijke opdracht
have mastered techniques such as the “hamburger structure” to simplify outlining and drafting, improve reading speed and reading comprehension, and quickly try different narrative approaches in their planning, while also writing about topics related to science in general and psychological science in particular	Dossier, schriftelijke opdracht

are able to take advantage of the extant quantitative metrics—such as the Flesch-Kincaid and Gunning Fog readability tests—as tools for reflecting on the needs of their audience, then revise to deliver texts that can be understood and acted upon with minimal rereading	Dossier, schriftelijke opdracht
can reflect critically on their own abilities and knowledge, and are able to respond constructively when receiving feedback from peer reviews and Als	Dossier, schriftelijke opdracht
consider the greater ethical burden of writing for the public understanding of the behavioural and social sciences, as compared to the general public understanding of science (which draws upon science education efforts in physics and astronomy)	Dossier, schriftelijke opdracht

PSMSB-15 Culture and diversity	
Leerdoel	Toetsvorm
Analyze "culture and diversity" in a social-psychological (rather than geographical) sense	Opdracht
apply social-psychological theory and research on diversity-related societal challenges, such as discrimination, prejudice and acculturation	Opdracht
Apply cultural-psychological theory and research about fundamental themes such as emotion, morality and self	Opdracht
apply the above knowledge to practical 'everyday' and societal situations (e.g., coping with cultural differences on the workfloor, debates on immigration, effects of segregation and contact between groups)	Opdracht
integrate the above knowledge to develop a focused research question and hypothesis relevant to a concrete diversity-related societal challenge	Opdracht

PSMSB-16 Political psychology	
Leerdoel	Toetsvorm
Understand and know how to approach political phenomena with a social psychological lens.	Schriftelijk tentamen (open en meerkeuzevragen)
Understand the psychological basis of political attitudes and behavior.	Schriftelijk tentamen (open en meerkeuzevragen)
Recognize the processes and mechanisms underlying societal themes such as polarization, societal discontent, political violence, and collective action.	Schriftelijk tentamen (open en meerkeuzevragen)
Are able to critically review the social and political psychological theories and methods that are part of the curriculum.	Schriftelijk tentamen (open en meerkeuzevragen)
Are able to distinguish between levels of explanations (i.e., psychological, political, economic, sociological).	Schriftelijk tentamen (open en meerkeuzevragen)
Know how to translate theoretical and empirical knowledge about political psychology to practical 'everyday' and societal situations.	Schriftelijk tentamen (open en meerkeuzevragen)
Have knowledge about social and political interventions that may promote social change.	Schriftelijk tentamen (open en meerkeuzevragen)

PSMSB-17 Cooperation and communication	
Leerdoel	Toetsvorm
Analyze the social-psychological processes surrounding cooperation and communication;	Schriftelijk tentamen (open en meerkeuzevragen)

Formulate questions to better understand situations of cooperation and communication;	Schriftelijk tentamen (open en meerkeuzevragen)
Translate the social-psychological theories about cooperation and communication into the work practice of people in dyads, teams or organizations;	Schriftelijk tentamen (open en meerkeuzevragen)
Compare and integrate the various psychological theories on cooperation and communication	Schriftelijk tentamen (open en meerkeuzevragen)
Apply knowledge about these social-psychological processes at different levels, from interpersonal relationships to groups, organizations and society.	Schriftelijk tentamen (open en meerkeuzevragen)

PSMSB-2 Environmental Psychology	
Leerdoel	Toetsvorm
appraise the contribution of psychologists to promoting a sustainable society,	Schriftelijk tentamen (essayvragen)
explain the interactions between human and the natural and built environment,	Schriftelijk tentamen (essayvragen)
explain how environmental conditions affect human behavior and well-being,	Schriftelijk tentamen (essayvragen)
identify individual, social and cultural factors affecting environmental behavior,	Schriftelijk tentamen (essayvragen)
apply psychological theories, methods and interventions to understand and manage environmental problems,	Schriftelijk tentamen (essayvragen)
identify which interventions can be implemented to manage environmental problems,	Schriftelijk tentamen (essayvragen)
explain which factors affect the acceptability of environmental policies	Schriftelijk tentamen (essayvragen)
reason why interdisciplinary research is needed to manage environmental problems	Schriftelijk tentamen (essayvragen)

PSMSM-1 Advanced research methods in social and organizational psychology	
Leerdoel	Toetsvorm
Discuss and critically reflect on the operationalisation of psychological constructs (such as attitudes, power, emotion, motivation etc.)	tentamen
Describe, compare, apply and evaluate the use of these operationalisations	tentamen, eindopdracht
Describe, compare, apply and evaluate different research designs (correlational, experimental, longitudinal)	tentamen,) eindopdracht
Decide upon a research design to link a research question to a specific method	Eindopdracht
Reflect on the conceptual and practical consequences of imperfections in research data (for example excluding outliers, excluding specific items from a scale, dealing with inconclusive manipulation check data, which control variables to add in an analysis of correlational data etc.)	tentamen

PSMSV-7 Designing Interventions	
Leerdoel	Toetsvorm
build a problem definition of an individual, social, or societal problem	Schriftelijke opdracht (individueel essay), mondelinge opdracht (groepspresentatie)

generate theory-based explanations for the problem,	Schriftelijke opdracht (individueel essay), mondelinge opdracht (groepspresentatie)
build and test a process model,	Schriftelijke opdracht (individueel essay), mondelinge opdracht (groepspresentatie)
develop an intervention to contribute to solving individual, social, or societal problems,	Schriftelijke opdracht (individueel essay), mondelinge opdracht (groepspresentatie)
develop an implementation and evaluation plan.	Schriftelijke opdracht (individueel essay), mondelinge opdracht (groepspresentatie)

PSMSV-6 Personal and societal change	
Leerdoel	Toetsvorm
- be able to analyse human behaviour in the field of health, environment, intergroup relations, and culture (HEIRC) based on psychological theories and research,	Individual mini-assignment (informal testing)
- know how to conduct a theory-driven and evidence-based analysis of existing interventions to change people's behaviour in the field of HEIRC,	Mini-group assignment in class (informal testing)
- know how to apply social psychological insights to improve existing interventions to change people's behaviour,	Individual mini-assignment (informal testing)
- know how to develop a valid and reliable study design and monitoring & evaluation plan to test the effectiveness of an intervention,	Mini-group assignment in class (informal testing)
- be able to understand and voice evidence-based arguments to convince different societal stakeholders such as scientists, government, companies, and organizations involved in an intervention,	Mini-group assignment in class (informal testing)
- can report recommendations to improve existing interventions by including a theory-driven analysis.	Written assignment (individual essay)

Bijlage 1: Conversietabellen Nederlands Kwalificatieraamwerk voor Hoger Onderwijs (NLQF) naar Dublin Descriptoren

a. Conversietabel NLQF niveau 6 naar DD BSc niveau

NLQF Niveau 6		Dublin descriptors	
Context	Een onbekende, maar wisselende leef- en/of werkomgeving, ook internationaal.		
Kennis	Bezit gevorderde, gespecialiseerde kennis van, en kritisch inzicht in, theorieën, en concepten van een beroep, kennisdomein en/of breed wetenschapsgebied. Bezit brede, geïntegreerde kennis en begrip van de omvang van de belangrijkste gebieden en grenzen van een beroep, kennisdomein en/of breed wetenschapsgebied. Bezit kennis en begrip van enkele belangrijke actuele problemen, onderwerpen en specialismen gerelateerd aan een beroep, kennisdomein en/of breed wetenschapsgebied.	Heeft aantoonbare kennis en inzicht van een vakgebied, waarbij wordt voortgebouwd op het niveau bereikt in het voortgezet onderwijs en dit wordt overtroffen; functioneert doorgaans op een niveau waarop met ondersteuning van gespecialiseerde handboeken, enige aspecten voorkomen waarvoor kennis van de laatste ontwikkelingen in het vakgebied vereist is.	Kennis en inzicht
Toepassen van kennis	Reproduceert en analyseert de kennis en past deze toe, ook in andere contexten zodanig dat dit een professionele en of wetenschappelijke benadering in beroep en/of kennisdomein laat zien. Past gespecialiseerde, waaronder kritisch- analytische, vaardigheden, toe op de uitkomsten van toegepast onderzoek.	Is in staat om zijn/haar kennis en inzicht op dusdanige wijze toe te passen, dat dit een professionele benadering van zijn/haar werk of beroep laat zien, en beschikt verder over competenties voor het opstellen en verdiepen van argumentaties en voor het oplossen van problemen op het vakgebied.	Toepassen van kennis en inzicht
	Brengt, met begeleiding, een toegepast onderzoek op basis van methodologische kennis tot een goed einde. Stelt argumentaties op en verdiept die. Evalueert en combineert kennis en inzichten uit een specifiek domein kritisch. Signaleert beperkingen van eigen kennis van de beroepspraktijk en/of bestaande kennis in het kennisdomein en onderneemt actie. Analyseert kritisch, complexe beroeps- en/of wetenschappelijke taken en voert deze uit.	Is in staat om relevante gegevens te verzamelen en interpreteren (meestal op het vakgebied) met het doel een	

NLQF Niveau 6		Dublin descriptoren	
Probleem oplossende vaardigheden	Identificeert en analyseert complexe en onvoorspelbare problemen in de beroepspraktijk en/of in het kennisdomein en lost deze op tactische, strategische en creatieve wijze op door gegevens te identificeren en te gebruiken.	oordeel te vormen dat mede gebaseerd is op het afwegen van relevante sociaalmaatschappelijke, wetenschappelijke of ethische aspecten.	Oordeels vorming
Verantwoordelijkheid en Zelfstandigheid	Werkt samen in onbekende wisselende leef- en/of werkomgeving, ook internationaal met gelijken, collega's, specialisten, niet- specialisten, leidinggevenden en relevante derden. Draagt verantwoordelijkheid voor resultaten van eigen activiteiten, werk en/ of studie en voor het resultaat van het werk van anderen. Draagt gedeelde verantwoordelijkheid voor het aansturen van onvoorspelbare processen en de professionele ontwikkeling van personen en groepen. Verzamelt en interpreteert relevante gegevens met het doel een oordeel te vormen dat mede gebaseerd is op het afwegen van relevante sociaal-maatschappelijk, beroepsmatige, wetenschappelijke of ethische aspecten.		
Informatie vaardigheden	Verzamelt en analyseert op een verantwoorde, kritische manier. Brede, verdiepte en gedetailleerde beroeps gerelateerde en/of wetenschappelijke informatie over een beperkte reeks van basistheorieën, principes en concepten van en gerelateerd aan een beroep en/of kennisdomein. Beperkte informatie over belangrijke huidige problemen, onderwerpen en specialiteiten gerelateerd aan het beroep en/of kennisdomein. Geeft deze informatie weer.	Is in staat om informatie, ideeën en oplossingen over te brengen op publiek bestaande uit specialisten of niet-specialisten.	Communicatie
Communicatie vaardigheden	Communiqueert doelgericht op basis van in de context en beroepspraktijk geldende		

NLQF Niveau 6		Dublin descriptoren	
	conventies met gelijken, collega's, specialisten, niet- specialisten, leidinggevend en of relevante derden in de wetenschappelijke en of beroepsmatige gemeenschap. Past de communicatie aan het doel en de doelgroep aan.		
Leer en ontwikkel vaardigheden	Ontwikkelt zich op eigen initiatief door middel van zelfreflectie en zelfbeoordeling van eigen (leer)resultaten.	Bezit de leervaardigheden die noodzakelijk zijn om een vervolgstudie die een hoog niveau van autonomie veronderstelt aan te gaan.	Leer vaardigheden

b. Conversietabel NLQF niveau 6 naar DD MSc niveau

NLQF Niveau 7		Dublin descriptoren	
Context	Een onbekende, wisselende leef- en/of werkomgeving met een hoge mate van onzekerheid, ook internationaal.		
Kennis	Bezit bijzonder gespecialiseerde geavanceerde kennis van een beroep, kennisdomein en/of wetenschapsgebied en op het raakvlak tussen verschillende beroepen, kennisdomeinen en/of wetenschapsgebieden. Bezit kritisch begrip van een reeks van theorieën, principes, en concepten, waaronder de belangrijkste van een beroep, kennisdomein en/of wetenschapsgebied. Bezit uitgebreide, gedetailleerde kennis en kritisch begrip van enkele belangrijke actuele, problemen, onderwerpen en specialismen gerelateerd aan het beroep, kennisdomein en/of wetenschapsgebieden.	Heeft aantoonbare kennis en inzicht, gebaseerd op de kennis en het inzicht op het niveau van Bachelor en die deze overtreffen en/of verdiepen, alsmede een basis of een kans bieden om een originele bijdrage te leveren aan het ontwikkelen en/of toepassen van ideeën, vaak in onderzoeksverband.	Kennis en inzicht
Toepassen van kennis	Reproduceert, analyseert en integreert beroepsgerichte en wetenschappelijke kennis en past deze toe, ook in andere contexten en gaat om met complexe materie.	Is in staat om kennis en inzicht en probleemoplossende vermogens toe te passen in nieuwe of onbekende omstandigheden binnen een bredere (of multidisciplinaire)	Toepassen van kennis en inzicht

NLQF Niveau 7		Dublin descriptors	
	Deze kennis vormt de basis voor originele ideeën en onderzoek. Gebruikt de opgedane kennis op een hoger abstractieniveau. Denkt conceptueel. Stelt Niveau 7 NLQF EQF argumentaties op en verdiept deze. Brengt op basis van methodologische kennis een fundamenteel onderzoek zelfstandig tot een goed einde. Levert een originele bijdrage aan het ontwikkelen en toepassen van ideeën, vaak in onderzoekverband. Signaleert beperkingen van eigen kennis en/of bestaande kennis in de beroepspraktijk, in het kennisdomein en/of op het raakvlak tussen verschillende beroepspraktijken en/of kennisdomeinen en onderneemt actie. Evalueert complexe beroeps- en/of wetenschappelijke taken en voert deze uit.	context die gerelateerd is aan het vakgebied; is in staat om kennis te integreren en met complexe materie om te gaan.	
Probleem oplossende vaardigheden	Onderkent en analyseert complexe en onvoorspelbare problemen in de beroepspraktijk en/of in het kennisdomein en lost deze op tactische, strategische en creatieve wijze op. Levert in de beroepspraktijk en/of in het kennisdomein een wetenschappelijke bijdrage aan de oplossing van complexe problemen door gegevens te identificeren en te gebruiken.	Is in staat om oordelen te formuleren op grond van onvolledige of beperkte informatie en daarbij rekening te houden met sociaal-maatschappelijke en ethische verantwoordelijkheden, die zijn verbonden aan het toepassen van de eigen kennis en oordelen.	Oordeels vorming
Verantwoordelijkheid en Zelfstandigheid	Werkt samen in een onbekende, wisselende leef- en/of werkomgeving met een hoge mate van onzekerheid, ook internationaal met gelijken, collega's, specialisten, niet- specialisten, leidinggevend en relevante derden. Draagt verantwoordelijkheid voor resultaten van eigen activiteiten, werk en/ of studie en voor het resultaat van het werk van anderen.		

NLQF Niveau 7		Dublin descriptoren	
	Draagt verantwoordelijkheid voor het aansturen van onvoorspelbare processen en de professionele ontwikkeling van personen en groepen. Formuleert opinies op grond van onvolledige of beperkte informatie en houdt daarbij rekening met sociaal-maatschappelijke, wetenschappelijke en ethische verantwoordelijkheden, die zijn verbonden aan het toepassen van de eigen kennis en opinies.		
Informatie vaardigheden	Verzamelt en analyseert op een verantwoorde, kritische manier: – brede, diepgaande en gedetailleerde wetenschappelijke informatie over een reeks van theorieën, principes en concepten van en gerelateerd aan een beroep en/of kennisdomein; – informatie over belangrijke huidige onderwerpen en specialiteiten gerelateerd aan het beroep en/of kennisdomein. Geeft deze informatie op wetenschappelijke wijze weer.	Is in staat om conclusies, alsmede de kennis, motieven en overwegingen die hieraan ten grondslag liggen, duidelijk en ondubbelzinnig over te brengen op een publiek van specialisten of niet-specialisten.	Communicatie
Communicatie vaardigheden	Communiqueert doelgericht op basis van in de context en beroepspraktijk geldende conventies met gelijken, collega's, specialisten, niet-specialisten, leidinggevenden en of relevante derden in de wetenschappelijke en of beroepsmatige gemeenschap. Past de communicatie aan het doel en de doelgroep aan.		
Leer en ontwikkel vaardigheden	Ontwikkelt zich grotendeels autonoom op basis van intrinsieke motivatie.	Bezit de leervaardigheden die hem of haar in staat stellen een vervolgstudie aan te gaan met een grotendeels zelfgestuurd of autonoom karakter.	Leer vaardigheden