

First year courses

# Research Master Specialisation Psychopathology Year 1

Faculty of Psychology and Neuroscience  
**Anxiety Disorders**

## Full course description

This course covers the main findings and controversies related to anxiety disorders. Both new treatment issues are dealt with as well as psychological mechanisms that are involved in the maintenance of the various anxiety disorders.

In industrialised countries (USA, Canada and Western Europe), anxiety disorders are the largest group of mental disorders for which patients are referred, and without appropriate treatment the natural course is often chronic. Luckily, anxiety disorders are relatively well studied and understood, and the outcome of treatment is relatively favourable. Students will first learn what the features of pathological anxiety are and to apply learning theory and cognitive-behavioral models on clinical cases. Then the course focuses on cognitive-behavioral maintenance factors of the anxiety disorders such as cognitive biases, safety behaviors, metacognitive processes and imagery. With regard to treatment techniques knowledge will be updated with recent insights of the working mechanisms of exposure and developments in new treatment techniques such as EMDR, imagery rescripting and cognitive bias modification (CBM). The course ends with a debate regarding one of these new developments in the treatment for anxiety disorders.

## Course objectives

Students will be able to understand:

- current theories of anxiety disorders;
- classification of anxiety disorders;
- maintenance processes of anxiety disorders;
- current treatment approaches.

## **PSY4511**

### **Period 1**

1 Sep 2020

25 Sep 2020

[Print course description](#)

### **ECTS credits:**

4.0

### **Instruction language:**

English

### **Coordinator:**

[M.J. Voncken](#)

**Teaching methods:**

Lecture(s), Presentation(s), Work in subgroups

**Assessment methods:**

Attendance, Final paper

**Keywords:**

anxiety, Anxiety disorders, phobia, panic disorder, agoraphobia, social anxiety disorder, obsessive compulsive disorder

**Faculty of Psychology and Neuroscience**

## **Mood Disorders**

### **Full course description**

This course is intended to give the student an overview of current concepts and research in the field of mood disorders. During the course, fundamental aspects of onset and course of the most important mood disorders (major depression, bipolar disorder and dysthymia) will be addressed. Over the last couple of decades, it has become increasingly clear that mood disorders are chronic psychiatric disorders characterised by acute episodes, relapses, recurrences and residual symptomatology. Both onset and course of mood disorders are the result of complex interactions between distal (e.g. genetic and developmental) and proximal (e.g. severe life events) risk factors. This is illustrated by discussion of mood disorders across the life span in the light of biological, psychological and social approaches. Current research strategies aimed at clarifying the role of these different aspects will be the central theme throughout the course. Based on this framework, state-of-the-art treatments for mood disorders are addressed and illustrated where possible.

### **Course objectives**

Students will be able to understand:

Epidemiology, etiology of mood disorders, course, treatment, major depression, bipolar disorder, dysthymia, diagnostic issues, kindling, scar, personality, genes, immunesystem, environment, gene-environment interaction, efficacy, effectiveness, cognitive behavioural therapy, interpersonal therapy, electroconvulsive therapy, gender, life stressors.

## **PSY4512**

**Period 1**

8 Oct 2020

6 Nov 2020

[Print course description](#)

**ECTS credits:**

4.0

**Instruction language:**

English

**Coordinator:**

[F.P.M.L. Peeters](#)

**Teaching methods:**

Assignment(s), Lecture(s), Presentation(s), Work in subgroups, PBL

**Assessment methods:**

Attendance, Final paper, Presentation

**Keywords:**

Epidemiology, aetiology, course, treatment, major depression, bipolar disorder, dysthymia

**Faculty of Psychology and Neuroscience**

**Advanced Statistics I**

**Full course description**

The course consists of six units. In the first four units, participants will be given an in-depth training in the following standard statistical methods: factorial ANOVA for between-subject designs, analysis of covariance (ANCOVA), multivariate ANOVA (MANOVA), discriminant analysis and multiple linear regression. Students are assumed to have background knowledge of balanced two-way factorial ANOVA and multiple regression. These methods will be briefly reviewed. The following advanced topics will then be covered: unbalanced factorial designs, contrast analysis, interaction, simple slope analysis, dummy coding, centring covariates, different coding schemes, collinearity and residuals checks and data transformation. The distinction between confounders and mediators in regression and ANCOVA is also discussed, forming a bridge from regression to structural equations modelling (SEM). The latter is an advanced multivariate method that is gaining importance in psychology but still requires special software (such as Lisrel, EQS, AMOS or Mplus). SEM is introduced in two units, starting with causal modelling and mediation analysis in cross-sectional research and then extending to longitudinal research and latent variables (factors). Special attention is given to identifying models, model equivalence, global and local goodness of fit indices, parsimony, model modification and cross-validation. Some concepts from matrix algebra are needed for SEM, and these will be briefly discussed without going into technical detail.

**Course objectives**

Students are able to understand:

oneway analysis of variance, contrast analysis, unbalanced designs, multivariate analysis of variance, discriminant analysis, linear regression with interaction terms, linear regression with dummy variables, data transformations, simple slope analysis, analysis of covariance, path analysis, structural equation modeling, confirmatory factor analysis, structural models with latent variables.

**PSY4106**

**Period 1**

1 Sep 2020

18 Dec 2020

[Print course description](#)

**ECTS credits:**

3.0

**Instruction language:**

English

**Coordinator:**

[J. Schepers](#)

**Teaching methods:**

Assignment(s), Lecture(s), Skills, Training(s)

**Assessment methods:**

Attendance, Written exam

**Keywords:**

Univariate analysis of variance, multivariate analysis of variance, regression analysis, structural equation modeling

**Faculty of Psychology and Neuroscience**

## **Practical Training: SPSS I and Lisrel**

### **Full course description**

In order to make practical use of the statistical models that form the topic of the Advanced Statistics course, researchers must make use of statistical software. This course will utilise the traditional SPSS program, but also the specialised LISREL software. LISREL is a statistical program that allows structural equations models to be tested.

### **Course objectives**

Students are able to understand:

- defining contrasts;
- building regression models;
- doing multivariate analyses;
- transforming data;
- testing simple slopes;
- creating and testing SEM models.

## **PSY4119**

**Period 1**

1 Sep 2020

18 Dec 2020

[Print course description](#)

**ECTS credits:**

0.0

**Instruction language:**

English

**Coordinator:**

[J. Schepers](#)

**Teaching methods:**

Assignment(s), Training(s)

**Assessment methods:**

Attendance

**Keywords:**

SPSS, LISREL, statistical software

**Faculty of Psychology and Neuroscience**

# Research Practical Psychometrics

## Full course description

This skills training provides a thorough overview of the basic principles of psychological measurement (i.e., psychometrics). Topics that are covered include classical test theory, reliability analysis (e.g., test-retest, parallel forms, split-half, Cronbach's alpha), validity (e.g., content, criterion, construct), principal component analysis, factor analysis (exploratory and confirmatory), and item response theory. SPSS, LISREL, and R will be used for the analyses.

## Course objectives

Students will be able to understand:

- the classical test theory (CTT) model;
- methods for estimating the reliability of measurements based on the CTT;
- various types of validity (content, criterion, and construct validity);
- how to use the Spearman-Brown equation;
- how to use the correction for attenuation and range restriction;
- how to apply and interpret the results of a principal component and exploratory factor analysis;
- how to apply and interpret the results of a confirmatory factor analysis;
- basic principles of item response theory (IRT).

## PSY4531

**Period 1**

1 Sep 2020

23 Oct 2020

[Print course description](#)

**ECTS credits:**

2.0

**Instruction language:**

English

**Coordinator:**

[W. Viechtbauer](#)

**Teaching methods:**

Assignment(s), Lecture(s), Work in subgroups, Skills, Training(s)

**Assessment methods:**

Attendance, Final paper

**Keywords:**

Psychometrics, reliability, validity, factor analysis, item response theory

## Faculty of Psychology and Neuroscience

# Clinical Skills I: Interviewing Skills

### Full course description

The aim of this skills training is to teach students basic clinical interview skills needed for interviewing and diagnosing patients suffering from psychopathology (symptoms). After this course, students will be able to administer semi-structured interviews covering the reason for referral, chief complaint, history of the presented problem(s), mental state examination, and the developmental and social assessment and diagnoses (DSM-5). Students should be able to diagnose and classify the presented problem(s) and to suggest the type of treatment required. Students must be able to report the information retrieved from the interview in a structured manner and using professional language.

### Course objectives

Students will be able to:

- classify disorders according to the DSM-5;
- conduct a clinical assessment, conduct interviewing skills regarding psychopathology (symptoms), administer semi-structured interviews, report in professional language.

## PSY4532

### Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

### ECTS credits:

2.0

### Instruction language:

English

### Coordinator:

[A.A.N. Mulkens](#)

### Teaching methods:

Lecture(s), Paper(s), Patientcontact, Skills, Training(s)

### Assessment methods:

Attendance, Final paper, Observation

### Keywords:

interviewing skills, Psychopathology, assessment

## Faculty of Psychology and Neuroscience

# Clinical Assessment Instruments

## Full course description

Parallel to the core courses throughout year 1, this series of skills training sessions introduces students to the range of rating scales, questionnaires, interview and observational instruments most commonly used in clinical practice and research. The first session will provide an overview of the classes of available instruments and their applications in clinical and research contexts. Later sessions will focus on instruments designed to assess specific symptoms and the severity of the disorders that are covered in the associated core course. Students will learn how to choose appropriate assessment instruments for clarifying individual diagnoses, planning interventions and monitoring their effects. These skills training sessions will provide students with basic background information and hands-on experience in the use of valid and reliable instruments for assessing psychopathology.

## Course objectives

Students will be able to understand:

- available research and clinical instruments for assessing psychopathology;
- state and trait measures;
- retrospective measures;
- evaluating validity and reliability of assessment methods;
- self-report, clinician-rated and informant-rated measures;
- sources of bias and measurement error;
- presentation and interpretation of test results in research and clinical practice;
- continuous vs. categorical measures (symptoms vs. diagnoses);
- assessing clinical change; broad vs. specific measures;
- instruments designed or adapted for special populations.

### PSY4534

#### Period 1

1 Sep 2020

2 Jul 2021

[Print course description](#)

#### ECTS credits:

2.0

#### Instruction language:

English

#### Coordinator:

[H.W.G. Lataster](#)

#### Teaching methods:

Lecture(s), Skills, Training(s), Work in subgroups

#### Assessment methods:

Attendance, Participation

#### Keywords:

questionnaires, interviews, observational measures, clinical evaluation, reliability, validity, Psychodiagnostics, treatment response

# Stress and Trauma

## Full course description

This course is designed to give students an in-depth overview of key concepts and controversies in current stress research, with an emphasis on the role that stress is thought to play in the aetiology, pathophysiology, and course of psychiatric disorders. The first half of the course will focus on biological and psychological mechanisms involved in (mal)adaptive responses to stressors. In the second half, we will apply this knowledge to better understand aspects of posttraumatic stress disorder (PTSD): epidemiology, risk and protective factors, prevention, and evidence-based treatment options.

Throughout the course, attention will be paid to how current theories about stress and trauma can be translated into testable hypotheses and feasible research designs. In addition, the generalisability and clinical relevance of findings from experimental stress exposure paradigms and studies in animal models will be considered.

## Course objectives

Students will be able to understand:

conceptualisation and measurement of stress, appraisal and coping processes, sympathetic-adrenal medullary system, hypothalamic-pituitary-adrenal axis, stress neurobiology, experimental stress paradigms, long-term effects of prenatal stress and childhood adversity, gene-environment interactions, environmental sensitivity, epidemiology of trauma exposure, risk and protective factors, social support, resilience, diagnostic criteria, burnout, acute stress disorder, posttraumatic stress disorder, cognitive mechanisms, biological mechanisms, prevention, clinical trials, treatment approaches (rationale and efficacy), barriers to translating research into clinical practice, ethical issues in stress research.

Students will be able to apply:

designing a study, writing a research proposal, giving a brief empirical presentation, teamwork during small group assignments.

## PSY4513

### Period 2

16 Nov 2020

10 Dec 2020

[Print course description](#)

### ECTS credits:

4.0

### Instruction language:

English

### Coordinator:

D.M.J. Hernaus

### Teaching methods:

Assignment(s), Lecture(s), Paper(s), PBL, Presentation(s), Work in subgroups

**Assessment methods:**

Attendance, Assignment, Final paper, Presentation

**Keywords:**

stress, childhood adversity, life events, psychoneuroendocrinology, posttraumatic stress disorder

**Faculty of Psychology and Neuroscience**

# Clinical Skills II: Diagnostic Test Procedures

## Full course description

Students will learn to conduct a psychodiagnostic interview with adult clients with psychiatric diagnoses and caregivers of children with developmental problems. Students will also extend their experience in neuropsychological test administration and observation. They will acquire skills in writing a formal report and in communicating their conclusions to the patient.

Following an introduction to the main cognitive domains in relation to brain areas and relevant neuropsychological and psychopathological test procedures, the skills training will focus on five disorders: developmental disorders (including disorders of executive functioning and disorders of learning and attention); schizophrenia; bipolar disorder; depression; and personality functioning. These conditions will be discussed in relation to the principles of assessment of psychopathology and neuropsychology outlined in the first session. Students will practice their interviewing skills in real client interviews. In addition, students will be trained in neuropsychological history taking and test administration.

## Course objectives

Students will be able to understand:

the procedures for psychodiagnostics and neuropsychological testing that are needed for assessing type, severity, and extent of psychopathology and neuropsychological problems in individuals with psychiatric disorders.

## PSY4533

**Period 2**

26 Oct 2020

18 Dec 2020

[Print course description](#)

**ECTS credits:**

2.0

**Instruction language:**

English

**Coordinator:**

[C.E.C. Henquet](#)

**Teaching methods:**

Lecture(s), Patientcontact

**Assessment methods:**

Attendance, Final paper

**Keywords:**

clinical skills training, psychodiagnostic and neuropsychological testing, interview techniques, test administration

## Faculty of Psychology and Neuroscience

# Bodily Distress Disorders

### Full course description

Why do a relatively large number of individuals complain about longstanding bodily complaints, and continue to seek medical care despite the absence of a medical cause of their complaints? This course focuses on the mental representations of bodily symptoms, and their effects on observable behaviours, which can be quite disabling. Interestingly, a shift in scientific focus has occurred in the last decade from stable individual traits towards more dynamic transdiagnostic psychological processes. The emphasis of this course is on the cognitive and behavioural mechanisms (e.g. conditioning, reasoning, attention, avoidance) that play a role in the aetiology and maintenance of chronic pain, shortness of breath (dyspnea), ringing in the ears, and fear of serious illnesses. Evidence-based cognitive-behavioural interventions are discussed. Because of its prototypical character, the problem of chronic pain and pain disorder will be the main focus of this course.

The course starts with three introductory sessions during which a modern approach of bodily distress disorders is presented. In each of the four subsequent 'meet-the-expert' sessions, a lecturer specialised in a particular disorder from a collaborating university lab is invited, and students will be given the opportunity to actively interact with the experts. If possible, a visit to one of the experts' labs will be organised. In previous years, this was the lab of the research group Health Psychology at the University of Leuven (Belgium). The course ends with an interactive mini-symposium during which students present their research paper.

### Course objectives

Students will be able to understand:

theoretical approaches of symptom perception and body appearance concerns, catastrophic (mis)interpretations of bodily symptoms, congenital insensitivity to pain, gate-control theory of pain, sensory-discriminative and affective dimension of interception, neural correlates of pain, pain matrix, descending modulation, theories of health anxiety, fear-avoidance model of pain, interoceptive conditioning, safety behaviours, attentional processes, stress, coping and acceptance, communal coping model, self-consciousness, self-discrepancies, air hunger, differences and communalities between pain and dyspnea, experimental pain and dyspnea induction methods, cognitive-behavioural treatment for bodily distress disorders, exposure.

## PSY4521

**Period 3**

4 Jan 2021

29 Jan 2021

[Print course description](#)

**ECTS credits:**

4.0

**Instruction language:**

English

**Coordinator:**

[A. Meulders](#)

**Teaching methods:**

Lecture(s), PBL, Presentation(s), Working visit(s), Work in subgroups

**Assessment methods:**

Attendance, Final paper, Presentation

**Keywords:**

bodily complaints, chronic pain, dyspnea, health anxiety

**Faculty of Psychology and Neuroscience**

## Neuroanatomy

### Full course description

The aim of this practical training is to make you acquainted with the neuroanatomical terminology and to gain insight into the spatial and functional organisation of the brain. It is essential to have a basic knowledge of the brain anatomy when working in the field of neuropsychology or neurobiology. Many specific brain areas can be linked to particular functions. Thus, knowledge of the brain anatomy and its main functions allows direct linkage of specific neurological or psychiatric disorders to particular brain areas. After a short theoretical introduction, you will study whole brains and brain material of mammals at both macroscopical (visual inspection) and microscopical level. The emphasis will be on major brain systems, including the basal ganglia and limbic system.

### Course objectives

Students are able to understand:

- organisation of the brain in particular the limbic system and basal ganglia;
- brain dissection;
- microscopical staining techniques.

## PSY4108

**Period 3**

4 Jan 2021

29 Jan 2021

[Print course description](#)

**ECTS credits:**

1.0

**Instruction language:**

English

**Coordinator:**

[J.H.H.J. Prickaerts](#)

**Teaching methods:**

Lecture(s), Skills, Work in subgroups

**Assessment methods:**

Attendance, Written exam

**Keywords:**

Neuroanatomy, limbic system, basal ganglia

**Faculty of Psychology and Neuroscience**

**Colloquia**

**Full course description**

Each specialisation organizes two colloquia, in which senior researchers from Maastricht University or visiting lecturers present their scientific insights. Each colloquium focuses in depth on one of a wide range of topics, with issues transcending the courses and specialisations. Each colloquium lecture will be followed by active discussion, chaired by the lecturer or the host of the guest lecturer. A total of twelve colloquia will be offered.

**Course objectives**

Students are able to understand:

- key research domains from different specialisations;
- interdisciplinary research.

Students are able to interact with students from different specialisations.

**PSY4100**

**Period 3**

4 Jan 2021

2 Jul 2021

[Print course description](#)

**ECTS credits:**

1.0

**Instruction language:**

English

**Coordinator:**

R. Schreiber

**Teaching methods:**

Lecture(s)

**Assessment methods:**

Attendance

**Keywords:**

interdisciplinary knowledge

## Faculty of Psychology and Neuroscience

# Developmental Psychopathology

## Full course description

The aim of this course is to introduce students to the field of developmental psychopathology, an interdisciplinary field that employs the framework of normal development to understand psychopathology as it unfolds throughout the natural lifespan. Developmental psychopathology integrates research findings from developmental and clinical psychology, behavioural genetics, neuropsychology and psychiatry into models that explain how psychopathology develops.

The focus of this seminar will be to examine child psychopathology through the lens of developmental psychopathology. The sessions will cover broad conceptual and methodological issues in developmental psychopathology research, as well as genetic, environmental influences and family factors in the development of psychopathology. Additional sessions will address current theory and research in specific types of childhood psychopathology, such as anxiety, depression, conduct disorders and autism. In each of these sessions findings from developmental research will be integrated with clinical studies.

## Course objectives

Students will be able to understand:

child psychopathology, oppositional-defiant disorder, conduct disorder, antisocial personality disorder, primum non nocere, bullying, KOPP, children of parents with psychiatric problems parental rearing, Munchausen by proxy, mental retardation, assessment, Tourette's syndrome, autism, Pica, rumination disorder, conversion disorder, childhood schizophrenia.

## PSY4514

### Period 4

1 Feb 2021

5 Mar 2021

[Print course description](#)

### ECTS credits:

4.0

### Instruction language:

English

### Coordinator:

[P.E.H.M. Muris](#)

### Teaching methods:

Assignment(s), Lecture(s), Work in subgroups, PBL

### Assessment methods:

Attendance, Presentation, Written exam

### Keywords:

developmental psychopathology, child and adolescent disorders, etiology, treatment

## Faculty of Psychology and Neuroscience

# Eating Disorders

### Full course description

Eating disorders are among the most prevalent disorders in adolescent and young adult females. Their exact aetiologies are largely unknown, although it has become evident that a range of factors influences an individual's vulnerability to eating disorders (like genetics, culture, and psychology: low self-esteem, dieting, body image bias, reward sensitivity and impulsivity). An initial aim of the course is to discuss influential state-of-the-art theories and empirical papers about the origin or maintenance of eating disorders. The question of whether obesity is an eating disorder is also discussed. Secondly, special attention will be paid to experimental psychopathology research methods for testing hypotheses on the origin, maintenance and reduction of these disorders. Thirdly, the gap with clinical practice is scrutinised. What is the best treatment a patient can get? And why is it so difficult to implement evidence-based or empirically supported treatments in clinical practice?

### Course objectives

Students will be able to understand:

- clinical pictures and (trans-)diagnostic criteria of eating disorders and obesity, relation between dieting and overeating, beauty ideal and eating disorders, body image bias, conditioned craving and overeating, effective treatments for eating disorders, cognitive behaviour therapy;
- a training in writing short popular scientific articles, and reviewing popular science;
- working out an intake of a patient with an eating disorder (simulation).

## PSY4519

### Period 4

8 Mar 2021

1 Apr 2021

[Print course description](#)

### ECTS credits:

4.0

### Instruction language:

English

### Coordinator:

[A.T.M. Jansen](#)

### Teaching methods:

Assignment(s), Lecture(s), Paper(s), PBL, Skills

### Assessment methods:

Participation, Assignment, Attendance, Final paper

### Keywords:

eating disorders, obesity, body image

# Advanced Statistics II

## Full course description

The course consists of seven units.

The first three units cover classical repeated measures ANOVA for the one- and two-way within-subject design and the split-plot (between x within) design. Special attention is given to: a) the choice between multivariate and univariate data formats and method of analysis, and the sphericity assumption; b) the distinction between the within-subjects and between-subjects part of a split-plot ANOVA, and how to obtain both using regression analysis; c) the surprising consequences of including covariates into repeated measures ANOVA; and d) the choice between different methods of analysis for randomised versus non-randomised group comparisons.

Subsequently, a further three units are devoted to mixed (multilevel) regression for nested designs and longitudinal studies. This mixed regression starts with a unit on marginal models for repeated measures as an alternative to repeated measures ANOVA in cases of missing data or within-subject covariates. Students are shown the pros and cons of various models for the correlational structure of repeated measures, such as compound symmetry and AR1. The second unit covers the random intercept model for repeated measures as a method to include individual effects in marginal models for longitudinal data (growth curves) or single trial analyses of lab data (response times, ERP, fMRI). Students learn how this can be combined with e.g. ARMA modelling to distinguish between interpersonal and intrapersonal outcome variation. The random intercept model will also be applied to a cluster randomised trial, i.e. an RCT where organisations like schools or companies instead of individuals are randomised. The third and last unit on mixed regression covers random slope models for longitudinal data (individual differences in change over time), single trial analysis (individual differences in stimulus effects) and multicentre trials (RCT within each of a number of organisations).

Finally, the topic of sample size and power calculations is introduced in a seventh unit.

## Course objectives

Students are able to understand:

- repeated measures ANOVA for within-subject and split-plot (between x within) designs, including factorial designs and covariates in repeated measures ANOVA;
- mixed (multilevel) linear regression with random effects and autocorrelation;
- sample size calculations for experimental and observational studies.

Specifically, students are able to choose the correct method of analysis, and specify a statistical model, for repeated measurements, to compare different models and choose the best model (based on checking assumptions, model fit and parsimony on top of plausibility), and to interpret effect estimates and significance tests obtained with that model.

Students are furthermore able to choose the correct formula for computing the sample size for basic and often used research designs, and to compute the sample size with that formula.

## Prerequisites

Good understanding of descriptive and inferential statistics at the elementary and intermediate level, including t-tests, factorial ANOVA and multiple linear regression. Skilled in the use of SPSS for statistical data analyses.

## PSY4107

### Period 4

1 Feb 2021

4 Jun 2021

[Print course description](#)

### ECTS credits:

3.0

### Instruction language:

English

### Coordinator:

[G.J.P. van Breukelen](#)

### Teaching methods:

Assignment(s), Lecture(s), Training(s)

### Assessment methods:

Attendance, Written exam

### Keywords:

Within-subject designs, repeated measures ANOVA, mixed (multilevel) regression, marginal versus random effects models, sample size, power

## Faculty of Psychology and Neuroscience

# Practical Training: SPSS II

## Full course description

This practical training forms part of the PSY4107 Advanced Statistics II course. The practical consists of seven sessions in the computer rooms. In the first six sessions SPSS procedures for repeated measures and multilevel data are practised. The goal is to understand how proper analyses of such data can be done using SPSS. In the last session GPower will be used to practice sample size (power) calculations for some elementary research designs.

## Course objectives

Students are able to understand and apply:

- how to run with SPSS: repeated measures ANOVA for within-subject and split-plot (between x within) designs, including factorial designs and covariates;
- how to run SPSS for: mixed (multilevel) linear regression with random effects and autocorrelation;
- how to use GPower for sample size (power) calculations for your own research (master thesis, grant application).

## Prerequisites

Good understanding of descriptive and inferential statistics at the elementary and intermediate level, including t-tests, factorial ANOVA and multiple linear regression. Skilled in the use of SPSS for statistical data analyses.

## PSY4117

### Period 4

1 Feb 2021

4 Jun 2021

[Print course description](#)

### ECTS credits:

0.0

### Instruction language:

English

### Coordinator:

[G.J.P. van Breukelen](#)

### Teaching methods:

Training(s)

### Assessment methods:

Attendance

### Keywords:

Within-subject designs, repeated measures ANOVA, mixed (multilevel) regression, marginal versus random effects models, sample size, power, effect size

## Faculty of Psychology and Neuroscience

## Human Neuroimaging

### Full course description

This course aims at introducing basic knowledge and principles of functional brain imaging techniques, with a special emphasis on their application in addressing clinically oriented research questions. The workshop comprises three sections.

The first section is a practical introduction into MRI image processing and statistical analysis, centering on functional MRI. During three meetings you will be working with real data, and become familiar with the following basic aspects of image analyses: the MR image and its preprocessing; First level statistical analysis (creating colored blobs); Second level analysis, with special emphasis on between subject designs. Hands-on exercises will be complemented with easy introductory textbook chapters on the steps practiced in the exercises.

The second part of the workshop consists of more theoretical introductions to novel clinically relevant imaging techniques. In three education group meetings you will study at a deeper level some imaging topics that are thought basic for patient-oriented research. General topics that may be discussed include brain connectivity (structural, functional and effective connectivity), structural imaging techniques (voxel-based morphometry, cortical volume and thickness ...), and image analysis techniques (head motion correction, multivariate pattern analysis, independent component analysis...).

A third section comprises a group assignment. In a small group you get the opportunity to elaborate in more depth an imaging topic that has your interest. Each group will prepare a presentation in which they share their insight and understanding of this topic with the rest of the students.

## Course objectives

Students will be able to understand:

- functional brain imaging techniques and principles;
- hands-on data analysis;
- between group experimental designs;
- available imaging techniques for clinically oriented research.

## Prerequisites

Basic knowledge of brain anatomy, experimental design and statistics.

### PSY4435

#### Period 4

1 Feb 2021

2 Apr 2021

[Print course description](#)

#### ECTS credits:

3.0

#### Instruction language:

English

#### Coordinators:

[P. van Ruitenbeek](#)

[T.W. Boonstra](#)

#### Teaching methods:

Lecture(s), Paper(s), Skills

#### Assessment methods:

Attendance, Assignment, Written exam

#### Keywords:

Magnetic Resonance Imaging (MRI), functional MRI, structural MRI, neuroimaging, data analysis, Brain connectivity

## Faculty of Psychology and Neuroscience

## Psychosis

### Full course description

The course aims to provide the student with an overview of current thinking and unresolved issues in psychosis research. The process of psychotic disorder and psychosis transition has been the subject of intense study in the last decade. Early epidemiological approaches have been complemented with studies of cognitive mechanisms, psychopathology, neuroimaging and, finally, treatment trials. There is now evidence to suggest that the onset of psychotic disorder is the endpoint of a process of interactive aetiological forces that involve genetic background factors associated with low-grade, non-clinical expression of psychosis in the general population, environmental stressors such as cannabis use and childhood trauma and a number of cognitive vulnerabilities in the realm of neuropsychology

and social cognition. In addition, it has become increasingly clear that the process of onset of psychosis is associated with neurocognitive changes and progressive sensitisation to dopaminergic stimulation, greater quantities of which may predict subsequent brain changes and poorer outcomes.

## Course objectives

- a better understanding of psychosis, in particular its overlap with normal mentation;
- its ontogeny and heterogeneity;
- diagnostic conundrums;
- linking brain mind, and environment;
- linking genes, experience, and social context;
- how to help patients.

## PSY4516

### Period 5

5 Apr 2021

4 Jun 2021

[Print course description](#)

### ECTS credits:

4.0

### Instruction language:

English

### Coordinator:

D.M.J. Hernaus

### Teaching methods:

Lecture(s), Work in subgroups, Presentation(s), Assignment(s), Paper(s)

### Assessment methods:

Attendance, Final paper, Observation, Assessment

### Keywords:

psychosis, Diagnosis, treatment, aetiology, phenotype, Research

## Faculty of Psychology and Neuroscience

# The Application of Cognitive Methods in Psychopathology Research

## Full course description

The goal of this course is to introduce the students to the most important paradigms in cognitive psychology that are often used in psychopathology research to study biased cognitive processing. Biased cognitive processes play an important role in many kinds of psychopathology, such as depression, anxiety disorders and eating disorders. The most intensively studied processes involve attention, memory, interpretation and associations. To study these processes, experimental paradigms from cognitive psychology have been adapted to the needs of clinical psychology. Most of these experimental tasks involve the measurement of reaction times. Unlike other techniques (e.g., eye tracking, fMRI, EEG), they are easy to program and often run on a standard PC. This course will introduce the students to the most popular tasks in the areas of attention (emotional Stroop task, dot

probe task) and associations (Implicit Association Test, (extrinsic) affective Simon Task, affective priming paradigm).

During the course, students are given a number of introductory papers about the tasks. There are two lectures in which the various paradigms are explained and briefly demonstrated and their applications in several forms of psychopathology are discussed. An important aspect of the lectures will be a discussion of the pros and cons of the various paradigms. Students also take part in a short practical, consisting of two meetings. During these practical sessions they will (1) analyse results of an experiment with a response latency based measure of associations, and (2) experience and 'beat' the Implicit Association Test. Students will write a final assignment about the pros and cons of a paradigm of choice.

## Course objectives

- students are able to explain the mechanisms and assumptions underlying cognitive reaction time paradigms, including the Implicit Association Test, affective priming paradigm, emotional Stroop task, and (extrinsic) affective Simon task;
- students understand the pros and cons of each task well enough to choose an appropriate task for a given research question, and are able to change the features of the chosen task to fit their own research needs;
- students are able to analyse reaction time data by applying statistical techniques, such as  $t$ -tests and ANOVA, and they can interpret and explain the output of these analyses.

## PSY4542

### Period 5

5 Apr 2021

4 Jun 2021

[Print course description](#)

### ECTS credits:

1.0

### Instruction language:

English

### Coordinator:

[K.M.P.I. Houben](#)

### Teaching methods:

Assignment(s), Lecture(s), Paper(s), Research, Skills, Training(s), Work in subgroups

### Assessment methods:

Attendance, Final paper

### Keywords:

cognitive psychology, response latencies, experiments

Faculty of Psychology and Neuroscience

**Mental Health and Happiness**

## Full course description

This course will familiarise students with concepts and ideas from 'positive psychology'. Positive psychology was introduced by Martin Seligman around 2000 and can be viewed as a supplementary approach to clinical psychology. The positive psychological movement formulated three aims: (1) to focus on well-being and happiness instead of abnormal behaviour and psychopathology, (2) to be concerned with building positive qualities and strengths instead of repairing damage and (3) to prevent future problems instead of correcting past and present problems.

The course starts with a general introduction to the field of positive psychology. The main concepts will be introduced and clarified, and an overview of the results of happiness studies will be presented. In subsequent meetings, various more specific topics will be discussed by means of lectures and group discussions. These topics include positive psychology and physical health, resilience and positive personality traits, positive psychotherapy and resilience-building interventions. The value of positive psychology as an addition to more traditional clinical psychological approaches will be discussed.

## Course objectives

- students will learn about the history of positive psychology and how it relates to other approaches in psychology;
- students will learn about determinants of happiness and wellbeing;
- students will learn how positive affect and optimism can impact on mental and physical health;
- students will learn about positive psychology interventions and their efficacy;
- students will learn about the neurobiology of resilience;
- students will be able to apply concepts stemming from positive psychology in their own work.

### PSY4520

**Period 6**

7 Jun 2021

2 Jul 2021

[Print course description](#)

**ECTS credits:**

3.0

**Instruction language:**

English

**Coordinator:**

[M.L. Peters](#)

**Teaching methods:**

Lecture(s), Work in subgroups, Presentation(s), Skills

**Assessment methods:**

Attendance, Final paper

**Keywords:**

positive psychology, happiness, wellbeing, mental and physical health, resilience

## Faculty of Psychology and Neuroscience

# Psychopharmacology

## Full course description

Students will become acquainted with some current topics in psychopharmacology, i.e. mechanisms of medicinal drugs including new avenues, nutritional substances and substance use disorder.

There will be explicit attention to the different perspectives of Psychopharmacology from the tracks in which participating students are residing, ie. Neuropsychology (NP) and Psychopathology (PP).

Some research topics and perspectives in Psychopharmacology:

- Old drugs, new drugs or new targets?
- Animal Research or Human Research?
- Nutrition or Drug Treatment?
- Pills or Psychotherapy?

## Course objectives

- students are able to understand and remember principles of psychopharmacology and illustrate them using examples of psychopharmacological studies.
- students are able to create a presentation on a topic of psychopharmacology and present (apply) it professionally.

### PSY4335

#### Period 6

7 Jun 2021

2 Jul 2021

[Print course description](#)

#### ECTS credits:

1.0

#### Instruction language:

English

#### Coordinator:

[P. van Ruitenbeek](#)

#### Teaching methods:

Lecture(s), Presentation(s)

#### Assessment methods:

Attendance, Presentation

#### Keywords:

psychopharmacology

Faculty of Psychology and Neuroscience

Psychiatric Epidemiology

## Full course description

The course provides an introduction to the methodologies and analytical strategies of epidemiology as applied to mental health outcomes. The principles and practice of various study types (cohort, case-control, RCT, ecological) will be taught, with emphasis on interpreting associations and possible causality thereof. Consideration will be given to such issues as confounding, bias, and moderation. Further topics to be covered include the use and interpretation of diagnostic studies, the basic principles of analysing dichotomous and time-to-event outcomes, genetic epidemiology, and the use of systematic reviews and meta-analysis for building cumulative knowledge.

## Course objectives

Students will be able to understand:

- different epidemiological study types, including their purpose, advantages and disadvantages;
- calculation and interpretation of effect size and outcome measures for dichotomous and time-to-event outcomes;
- principles of analysing epidemiological studies;
- genetic epidemiology;
- the basic steps of conducting a systematic review and meta-analysis.

## PSY4371

### Period 6

7 Jun 2021

2 Jul 2021

[Print course description](#)

### ECTS credits:

1.0

### Instruction language:

English

### Coordinator:

[W. Viechtbauer](#)

### Teaching methods:

Assignment(s), Lecture(s), Skills, Training(s), Work in subgroups

### Assessment methods:

Attendance, Final paper

### Keywords:

Epidemiology, Methodology, statistics, experimental studies, observational studies, diagnostic studies, systematic reviews, meta-analysis

## Faculty of Psychology and Neuroscience

# Research Grant Writing Workshop

## Full course description

Research is expensive. Finding appropriate funding sources and writing a convincing application is

therefore a core competency of scientists. During this workshop students will learn why and how to apply for research grants. The need for acquiring funding for research, the opportunities for, and availability of grant application funding will be discussed. Students will start by choosing a topic (from a list of topics) and write an abstract on their research idea. Subsequently, they work in teams to discuss individual ideas and decide on a joint research idea that will serve as a basis for writing a full grant proposal during the second-year Research Grant Writing Course with guidance of a mentor (see description of PSY5112. Mentors are researchers from all RM tracks who have experience in applying for different types of grants will provide students with first-hand knowledge and tips. Students will learn fundamentals of good grant writing, general preparation of the grant application and how to deal with reviewer comments. Ethical issues including feasibility and acceptability of the research, and the role of the local research ethics committee will be discussed.

## Course objectives

- students will learn about the importance of grant writing for an academic career
- students will recognize opportunities for funding, ethical aspects of grants, how grants can be acquired, and grant writing skills;
- students will develop a first outline of a grant proposal with peers.

### **PSY4114**

#### **Period 6**

7 Jun 2021

2 Jul 2021

[Print course description](#)

#### **ECTS credits:**

2.0

#### **Instruction language:**

English

#### **Coordinators:**

[S. Köhler](#)

[R.L.H. Handels](#)

#### **Teaching methods:**

Lecture(s), Skills, Assignment(s)

#### **Assessment methods:**

Final paper, Attendance

#### **Keywords:**

Funding possibilities, grant applications, proposal writing, team science

Second year courses

# Research Master Specialisation Psychopathology Year 2

Faculty of Psychology and Neuroscience

# Research Grant Writing Course

## Full course description

Research is expensive. Finding appropriate funding sources and writing a convincing application is therefore a core competency of scientists. In this course, students will apply what they have learned during the Research Grant Writing Workshop (PSY4112) by going through a full grant proposal writing and review process. Students will work together (groups of 4-6 students) to write a research proposal on their selected topic, including an original research hypothesis, design, methods, motivation and valorization. Students are encouraged to think across boundaries of different scientific fields. A mentor (senior researcher) will guide students during this writing process. The students will write their proposal in 3 steps, and they will receive feedback from their mentor and peers along the way. The resulting grant proposals will be reviewed by two assessors and presented during a symposium by way of an oral presentation.

## Course objectives

Students are able to:

- review literature;
- formulate a research hypothesis;
- design a innovative research study;
- write a competitive grant proposal;
- present and illustrate a grant proposal at a symposium.

## Prerequisites

This course is a continuation of the Research Grant Writing Workshop (PSY4112).

### PSY5112

#### Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

#### ECTS credits:

3.0

#### Instruction language:

English

#### Coordinators:

[S. Köhler](#)

[R.L.H. Handels](#)

#### Teaching methods:

Work in subgroups, Skills, Assignment(s)

#### Assessment methods:

Attendance, Final paper, Presentation

#### Keywords:

grant proposal, Interdisciplinary, hypothesis, design, methods, research symposium

## Faculty of Psychology and Neuroscience

# Personality Disorders

## Full course description

Personality disorders are chronic patterns of thought, emotion and behaviour that first appear in adolescence or young adulthood and cause dysfunction in relationships, work and other areas. They affect approximately 10% of the general population and are one of the most prevalent forms of psychopathology seen in mental health care settings. Over the past 30 years, there have been significant advances in the understanding of personality disorders, including their phenomenology and classification, development and aetiology. Moreover, while many personality disorder patients were traditionally thought to be untreatable, recent advances in psychotherapy and medication are showing promising indications of effectiveness in this challenging population. This course aims to provide students with an overview of theories, classification issues and treatment models of personality disorders, with an emphasis on current scientific debate. Topics include personality theories relating to personality disorders; biological models of personality disorders (e.g. genetic and neurotransmitter models); psychological models of personality disorders (e.g. modern psychodynamic, cognitive, interpersonal, integrative models); sociological perspectives on personality disorders; classification issues (e.g. DSM-IV vs DSM-V diagnosis, Axis I vs. Axis II, categorical vs. dimensional models, polythetic definition, diagnostic techniques); aetiological issues; epidemiological issues; and treatment options.

## Course objectives

- students are able to explain the definitions of the 10 different PDs, and gain insight on the clinical manifestation of the PDs;
- students gain and apply knowledge about the current debate of whether PDs should be considered continuous, categorical or hybrid constellations;
- students can explain the different models on PDs, like the biological model, modern psychodynamic models; cognitive models; and PD-specific models (e.g. Dialectical Behavior Theory and emotional hyperreactivity for borderline PD);
- students are explain the main goals of the different treatment models, gain clinical insight into these therapies, and reflect on the empirical evidence supporting the effectiveness of the different therapies;
- students gain knowledge and are able to critically reflect on the different assessment methods used in PD research.

## PSY5511

### Period 1

1 Sep 2020

23 Oct 2020

[Print course description](#)

### ECTS credits:

4.0

### Instruction language:

English

### Coordinator:

[J. Lobbestael](#)

**Teaching methods:**

Lecture(s), PBL

**Assessment methods:**

Attendance, Presentation, Written exam, Assignment

**Keywords:**

Personality disorders, DSM-IV and DSM-V, classification, aetiology, Epidemiology, treatment

**Faculty of Psychology and Neuroscience**

# Clinical Skills III: Clinical Interviews for the DSM 5 (SCID-training)

## Full course description

The aim of this training is for students to become acquainted with the semi-structured clinical interviews for DSM 5: SCID-CV & SCID-PD. During the training, students receive background information and practical tips about structured clinical interviewing. Furthermore, after having observed the practice of interviewing and scoring (live + video material), students will practice several aspects of the SCID interviews themselves. Special emphasis lies on comparing the patient's answer to a question and the clinical judgement of stating whether or not a certain behavioral criterion is met. In addition, the interviews will be critically evaluated and attention will be paid to the interpretation of findings and the explanation of outcomes to clients.

## Course objectives

- knowledge of instruments and assessment methods in the field (i.e., semi-structured clinical interviews SCID-CV & SCID-PD, DSM 5 classification rules;
- ability to apply instruments and assessment methods in the field;
- ability to effectively communicate in English – in writing and orally, on field related topics;
- ability to communicate scientific theories and empirical findings in an understandable way to both professionals (experts and non-experts) and to lay people (including clients);
- ability to reflect on one's own professional behaviour (including ethical standards) and development.

## PSY5533

**Period 1**

1 Sep 2020

23 Oct 2020

[Print course description](#)

**ECTS credits:**

1.0

**Instruction language:**

English

**Coordinators:**

[L.H.J.M. Lemmens](#)

[M.M. Rijkeboer](#)

**Teaching methods:**

Lecture(s), Work in subgroups, Presentation(s)

**Assessment methods:**

Attendance, Participation

**Keywords:**

standardised interviewing, psychiatric classifications, judging behavioural criteria

**Faculty of Psychology and Neuroscience**

# Clinical Skills IV: Intervention Techniques

## Full course description

Cognitive behavioural therapy (CBT) is a widely used treatment regime that is considered as the evidence-based treatment for a wide range of psychopathological disorders, including anxiety disorders and depression. The behavioural component, exposure, was developed in the sixties by researchers like Skinner and was considered a breakthrough for specific phobias and obsessive-compulsive disorder. These disorders were seen as untreatable at that time. In the eighties, the cognitive component started to develop. Aaron Beck, who, in those days was trained as a psychoanalytic therapist, was able to treat depression within a few months using his cognitive approach. This was also considered a breakthrough, since psychoanalytic treatments for depression at that time normally took years of treatment. Researchers and therapists started to combine the behavioural and cognitive techniques, resulting in cognitive behavioural therapy. Over the years, many studies have shown the effectiveness of this treatment and, in the Netherlands CBT is included in the official professional guidelines for various psychopathological disorders. In this skills training, students get acquainted with the elementary therapeutic procedures of CBT, including case conceptualization, explaining the rationale, and applying exposure and cognitive therapy. Students will receive theoretical background information (literature/teacher) and observe the practice of CBT (teacher/video materials). In addition, they will practice various therapeutic procedures themselves (in session/homework) and write a verbatim report or therapy sessions.

## Course objectives

- knowledge of theories and interventions in the field (i.e., CBT);
- ability to apply theories and interventions in the field (i.e., elementary therapeutic CBT procedures including making a case conceptualisation, explaining the rationale, applying exposure and cognitive techniques);
- ability to effectively communicate in English - in writing and orally;
- ability to communicate scientific theories in an understandable way to both professionals (experts and non-experts) and to lay people (including clients);
- ability to reflect on one's own professional behaviour (including ethical standards) and development;
- ability to work in a(n) international team in a clinical setting;

## PSY5523

**Period 1**

1 Sep 2020

23 Oct 2020

[Print course description](#)

**ECTS credits:**

2.0

**Instruction language:**

English

**Coordinators:**

[L.H.J.M. Lemmens](#)

[M.M. Rijkeboer](#)

**Teaching methods:**

Patient contact, Assignment(s), Work in subgroups, Presentation(s)

**Assessment methods:**

Attendance, Assignment, Participation

**Keywords:**

therapeutic skills, cognitive behavioural treatment, CBT, case conceptualisation, exposure, cognitive techniques