Open Universiteit

Detailed Course Descriptions

Erasmus+ course catalogue | Psychology

Erasmus+ course catalogue of the Open University of the Netherlands. Each course has an English title; the Dutch name, as used in our course offer, is shown as well. Descriptions have been translated into English.

Questions? Please contact subsidieadvies@ou.nl

Each course shows: type, language of the course, ECTS (study credits) and price in euros. A dash instead of a price means that no price is charged.

Psychology

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PM000Y - Open module
PM000Z - Open module
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SMAPLL-2026-2027 - Premaster Lifespan Psychology

BPS-2026-2027 - Bachelor's programme in Psychology

Dutch name: Bachelor Psychologie **Type:** Training **Language:** Dutch **ECTS:** 180 **Price:** -

At the Open University, you study per course. In the Bachelor's programme in Psychology, you usually follow one or two courses per quartile if you study part-time and three courses if you study full-time. The programme can be flexibly fitted into your daily life, but allow for at least 15 hours of study per week if you study part-time. The content of the courses is recognisable and the examples come from practice. You practise the case studies together with fellow students. After all, contact with others is also essential for practising the profession of psychologist. The programme alternates between theoretical knowledge, skills education and assignments. You usually follow the education online and often study independently, but for most courses you receive personal (online) guidance and study at the same time as others. The annual schedule lets you see quickly and clearly when you can take the courses.

In the first year (propaedeutic phase), you preferably start with the course Introduction to Psychology. This course forms the basis of your studies. Topics include the evolution of humans, the brain, group behaviour and many other aspects of human behaviour. Human behaviour changes over the course of a lifetime. Attention is paid to psychological disorders and their treatment. You learn a number of study skills integrated into the course and complete a serious game. You continue your programme with courses in social psychology, cognitive psychology, health psychology, work and organisational psychology, developmental psychology and clinical psychology. You also become familiar with quantitative and qualitative research. Step by step, you go further and deeper, so that you further develop all the knowledge and skills necessary to become a good psychologist and researcher.

With the Bachelor's degree in Psychology, you can continue to one of the five Master's specialisations in Psychology. The Master's is indispensable for being able to participate fully in professional practice.

FOPPMU-2026-2027 - Focus programme Psychological perspective on societal challenges

Dutch name: Focusprogramma Psychologisch perspectief op maatschappelijke uitdagingen **Type:** Training **Language:** Dutch **ECTS:** 15 **Price:** -

This focus programme consists of the following three courses from our Bachelor's programme in Psychology.

Behaviour and climate

Human-caused climate change is one of the great challenges of our time. The urgency to find solutions is growing. Psychology plays a crucial role: it gives insight into behavioural patterns and can offer solutions to prevent further impact. In this course, you look at the impact of our behaviour on the climate and how psychology can provide interventions that can contribute to behaviour change.

Cognition and artificial intelligence

In the course Cognition and artificial intelligence, you broaden your fundamental knowledge beyond traditional psychology through an introduction to adjacent domains, such as artificial intelligence, robotics and Philosophy of Mind. You explore various cognitive theories and models, including connectionism, embodied cognition and predictive coding, and analyse their impact on our view of humanity and on cognitive technologies. You learn to think critically and gain more insight into human-AI interactions and their consequences for behaviour.

Humans and animals

In our present-day society, our relationship with animals is diverse and complex. Animals as companions, entertainers and even therapists, but also as food and as labour. In this course, you look from a psychological

perspective at the complex relationship between humans and animals. Topics covered include the history and nature of this relationship, the role of animals in our well-being and daily lives, and the ethical and societal issues involved. There is also critical attention to the use of animals in a therapeutic setting.

GM0502 - Quality, policy and governance in health care

Dutch name: Kwaliteit, beleid en governance in de gezondheidszorg **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

Everyone, now and in the future, has the right to accessible and affordable healthcare of good quality (sustainable care). Population ageing, rising healthcare costs and a shortage of staff have put healthcare under considerable pressure in recent years. In addition, the COVID-19 crisis shows that a healthy and balanced healthcare system is literally vital. To promote sustainable care, substantial changes are needed in healthcare, such as promoting regional cooperation between care providers themselves and with municipalities and health insurers, with the focus, more than before, on the quality of life of clients/patients. Implementing this is not possible without strong governance and policy from different layers within healthcare organisations. In this course, you learn what quality, policy and governance in healthcare entail and how these three elements are interrelated. You discover how important quality of life is and become acquainted with applied quality and safety systems. You learn more about new technologies and about quality and organisation theories in healthcare.

Learning objectives

After completing this course, you can:

- explain what quality and safety in healthcare mean;
- describe the principles of policy and strategy in healthcare;
- explain the role of governance in healthcare;
- explain the difference between corporate governance and healthcare governance;
- explain the interrelation and dependencies between quality, policy and governance;
- name the principles of the major quality systems and newly emerging systems in healthcare.

GM9803 - Graduation research design

Dutch name: Opzet afstudeeronderzoek **Type:** Standard product **Language:** Dutch **ECTS:** 7.5 **Price:** € 615.00

Within the course Graduation Research Proposal, every student of the Master's programme in Health Sciences draws up a proposal for the graduation research (research plan), in which the following elements are described in coherence: the occasion for and problem statement of the research, the theoretical basis and the basis of the methodological approach. Students arrive at their research plan by going through four themes:

1. Topic and frameworks

2. Theory and research question

3. Methods

4. Research plan

In this course, you learn, by means of various assignments, which methodological requirements academic research and a research plan must meet. The ethical and legal sides of doing research are also covered. You then systematically study academic literature for your own thesis topic, draw up a conceptual model, formulate aims and research questions, choose a research design, and start determining the measuring instruments, the way of sampling (if applicable) and working out the procedure. At the end of the course

Graduation Research Proposal, you have a good basic plan for carrying out the research; you work this plan out further in the course Graduation Research. Passing this course is a requirement for being allowed to start carrying out the graduation research. The assignments are worked out individually or via a thesis group or thesis circle, under the guidance of a subject-matter lecturer (the thesis supervisor). Communication takes place largely via email or MS Teams.

Learning objectives

After completing this course, you can:

- describe which academic, legal and ethical criteria academic research must meet;
- assess research plans on the basis of academic criteria;
- on the basis of a literature study, formulate a researchable research question and sub-questions or hypotheses that are embedded in theory/theories and that tie in with current insights in the research area concerned;
- describe a technical research design for the study, successively addressing the research design, the objects or units to be studied (research population), the methods and measuring instruments, the procedure, the analysis methods and a time schedule;
- write a research plan in which the decisions taken earlier regarding the research are worked out in a clear introduction, supported by literature, and an extensive methods section, with a reference list and an appendix with the measuring instruments to be used.

GM9906 - Graduation research

Dutch name: Afstudeeronderzoek **Type:** Standard product **Language:** Dutch **ECTS:** 15 **Price:** € 1,230.00

While carrying out the graduation research, you integrate all the knowledge acquired earlier under the guidance of a subject-matter lecturer (thesis supervisor). Within the Graduation Research, you finalise the approved research plan that you drew up in the earlier course Graduation Research Proposal. You carry out the research and report on it. Carrying out the graduation research involves (depending on the chosen research design) the following steps:

- preparing the data collection for the research;
- carrying out ethical review;
- systematically collecting data in the chosen research field;
- analysing the collected data with suitable techniques to test the hypotheses formulated beforehand;
- interpreting and describing the results of the analysis;
- discussing the results of the research;
- discussing the results of the analysis in the light of the academic literature (placing the results in a broader framework);
- describing and discussing the limitations of the research;
- formulating conclusions and recommendations on the basis of the research results;
- presenting the research in writing and orally;
- accounting for (choices made within) the research carried out to peers and experts.

Learning objectives

After completing this course:

- you are aware of the procedure for ethical review and know how an ethical review application must be carried out;
- you are aware of legal and academic criteria that academic research must meet;

- depending on the chosen design and research theme, you have collected research data in a systematic way or can describe how the data for your research were collected;
- you have analysed the collected data with a (statistical) method chosen by yourself (in consultation with the supervisors) and have interpreted the data;
- you have described the results in a clear and academic way and presented them in a correct and insightful manner;
- you have discussed the results of your research and placed them in the broader health-sciences context;
- you have formulated conclusions about your research and, where possible, made recommendations for practice and future research;
- you have reported your research in a clear, systematic and academic way in the form of a thesis and a graduation interview;
- you have shown self-management, self-reflection and a critical eye in carrying out a complex assignment, such as designing, carrying out and reporting on a study, within the set time and in a correct manner.

MAPAO-2026-2027 - Master's programme in Psychology - track Work and Organisational Psychology

Dutch name: Master Psychology - variant Arbeids- en organisatiepsychologie **Type:** Training **Language:** Dutch **ECTS:** 60 **Price:** -

Work and organisational psychology studies people's behaviour, attitudes and emotions in relation to their work situation. Within this field, three levels are distinguished: work, the individual, and the social and organisational context. Occupational psychology mainly deals with the influence of work on the functioning and well-being of the employee. How can the work situation lead to burnout or, on the contrary, stimulate personal development? Personnel psychology focuses on the individual. The central theme is the 'fit' between the individual and the work, through selection, training, employability, mobility and career choice. Organisational psychology focuses on employees' behaviour in relation to each other and to the organisation concerned. Topics such as leadership, teamwork, conflict management, organisational culture and organisational change are covered. In this Master's track, the relationship between theory and practice is central. By studying cases, you learn to apply theory and practice and, conversely, to translate practice into theoretical models. You can give 'evidence-based' advice on possible solutions and interventions on topics that organisations and workers face. You follow four content courses: Psychology of sustainable careers, Creative and innovative behaviour in organisations, Psychodiagnostic skills in selection and assessment, and Behaviour change in the workplace: theory and practice. The combination of theory and practice provides substantive and academic depth. In the placement, you develop skills and competences for professional practice. You complete the Master's track with graduation research, about which you write a Master's thesis. If you want to know more about the content, request the study guide.

MAPGZ-2026-2027 - Master's programme in Psychology - track Health Psychology

Dutch name: Master Psychology - variant Gezondheidspsychologie **Type:** Training **Language:** Dutch **ECTS:** 60 **Price:** -

Health psychology focuses on behaviour that can influence our health favourably or unfavourably. How can we encourage people to live more healthily and to cooperate in the early detection of disease? How can you best guide patients in learning to cope optimally with all aspects of their illness? Health psychology is aimed at

primary, secondary and tertiary prevention: preventing disease, detecting disease early and, if necessary, functioning optimally with a disease. In this Master's track, you study human behaviour in relation to health and illness. Everyday behaviours that can influence health in a favourable or unfavourable sense are central. You look at behaviour that can promote health, recovery from illness or learning to cope with illness. In doing so, you look for explanations of why people behave (unhealthily) and are given tools for adjusting behaviour in a planned and academically substantiated way. Prevention and intervention are key words in the programme. You study 'evidence-based' practice-relevant issues on the basis of theoretical insights and a planned, academic approach. You follow four content courses: Health promotion (theory and application), Psychosocial support in illness and recovery, Psychodiagnostics in health psychology and Positive health: own control. These provide substantive and academic depth to your knowledge. In the placement, you develop skills and competences for professional practice. You conclude with graduation research, about which you write a thesis (Master's thesis). If you want to know more about the content, request the study guide.

MAPKJ-2026-2027 - Master's programme in Psychology - track Child and Adolescent Psychology

Dutch name: Master Psychology - variant Kinder- en Jeugdpsychologie **Type:** Training **Language:** Dutch
ECTS: 60 **Price:** -

Theory formation within Clinical child and adolescent psychology focuses on the origins of psychological problems in babies, children and adolescents and on the factors that maintain them. Which factors make a child vulnerable and form a risk for developing psychological complaints, and which factors protect children against them? Much attention is paid to the contextual embedding of the child's problems and the transactional (mutually influencing) processes that play a role in this.

Diagnostics and treatment

In the clinical field, diagnostics and treatment occupy an important place. Psychological problems are mapped out by means of psychological interviewing, clinical observation and test-based assessment. A decision is then made on whether there is an indication for treatment. For treatment, a choice can be made from (a combination of elements from) different forms of therapy. In the Master's programme, you acquire knowledge and develop skills regarding how diagnostics takes place. You also learn about current academic developments in the treatment of children and young people and about applying evidence-based treatment. Both theory and practice in this area are covered, so that you are trained as a scientist-practitioner.

Research

Great value is attached to the extent to which treatments are 'evidence-based', that is, academically substantiated. The programme therefore pays attention to academic research that is relevant to clinical practice.

Ethics

In practice, a psychologist deals with ethical aspects that are relevant to the exercise of the profession. Professional conduct is characterised by integrity, respect, responsibility and expertise. In the Master's programme, we pay attention to ethical dilemmas and reflect critically on them.

Structure

The Master's track in Clinical child and adolescent psychology consists of four Master's courses: Development and psychopathology in early childhood, Psychopathology in children and adolescents, Psychodiagnostics in clinical child and adolescent psychology and Psychological treatment of children and adolescents: science and practice. These provide substantive and academic depth, with much attention to academic research that is relevant to clinical practice. In the placement, you develop skills and competences for professional practice.

You conclude the Master's programme with graduation research, about which you write a thesis (Master's thesis). If you want to know more about the content, request the [...]

MAPKP-2026-2027 - Master's programme in Psychology - track Clinical Psychology

Dutch name: Master Psychology - variant Klinische Psychologie **Type:** Training **Language:** Dutch **ECTS:** 60 **Price:** -

In the Master's track in Clinical psychology, theory formation focuses on the origins of abnormal behaviour. You look for an explanation of the transition from normal to abnormal behaviour. Because in clinical practice great value is attached to the extent to which treatments are academically substantiated, the programme pays much attention to academic research that is relevant to clinical practice. Theoretical models are also developed that attempt to explain the transition from 'normal' to 'abnormal' behaviour. In doing so, you study theories and their interrelation, develop relevant psychological research methods, diagnostics and interventions, and independently draw up reports. In this way, you can treat patients on an academically substantiated basis. You also develop your skills in clinical practice. Psychological problems are mapped out by means of psychological interviewing, clinical observation and test-based assessment. A decision is then made on whether there is an indication for treatment. For treatment, a choice can be made from different types of therapy. On the basis of tests and observation, you learn to assess whether treatment is needed, which treatment can be recommended and in which setting the treatment can be offered. Current forms of e-mental health interventions are also covered. You gain insight into the ethical aspects that play a role in practice. Professional conduct is characterised by integrity, responsibility, respect and expertise. You learn which treatments are most suitable for specific disorders.

Structure

The Master's track in Clinical psychology consists of four content Master's courses: Psychodiagnostics in clinical psychology, E-mental health interventions, Clinical psychology 3: clinical practice, and Clinical psychology 4: the reflective scientist-practitioner. These provide substantive and academic depth, with much attention to academic research that is relevant to clinical practice. In the placement, you develop skills and competences for professional practice. You conclude the Master's programme with graduation research, about which you write a thesis (Master's thesis). If you want to know more about the content, request the study guide.

MAPLL-2026-2027 - Master's programme in Psychology - track Lifespan Psychology

Dutch name: Master Psychology - variant Levenslooppsychologie **Type:** Training **Language:** Dutch **ECTS:** 60 **Price:** -

The relatively young field of life-span psychology is a response to the realisation that human development does not stand still once we are adults. We keep developing continuously, biologically and cognitively as well as socially and emotionally. In this programme, the emphasis is on understanding and studying patterns of human development throughout the life course. You are trained as an expert who can support people optimally in all stages of life. Diagnostics and intervention also play an important role. Questions that are addressed include:

- 'What choices do people make in their lives and why?'
- 'How can we support people, on an academically substantiated basis, in making choices in their lives?'
- 'Which factors contribute to a happy, good and mentally healthy life?'

- ‘How can resilience and personal growth be promoted throughout the life course?’

In this Master’s programme, the focus is therefore, unlike in clinical psychology, on ‘normal’, functional development. In this Master’s track, you study human behaviour in different stages of life. You follow four courses that connect theory and practical examples: Life-span psychology, Positive coaching, Psychodiagnostics in life-span psychology and Positive psychology. The courses provide substantive depth. In life-span psychology too, the results of the diagnostic process are important starting points for guidance or coaching trajectories. Diagnostic instruments, such as psychological interviewing, observation and test-based assessment, are used to map out the factors that influence optimal functioning. Special attention is paid to concepts from positive psychology, such as mental resilience and positive affect. In the placement, you develop skills and competences for professional practice. You complete the Master’s programme with graduation research, about which you write a thesis (Master’s thesis). If you want to know more about the content, request the study guide.

OBAPSY-2026-2027 - Open Bachelor's programme in Psychology

Dutch name: Open bachelor Psychologie **Type:** Training **Language:** Dutch **ECTS:** 180 **Price:** -

This programme is a combination of compulsory courses from the academic field of Psychology with broadening courses from one or two other academic fields, with various options to choose from. The combination of two or even three fields of study gives the programme a multidisciplinary character.

PB0014 - Introduction to psychology

Dutch name: Inleiding in de psychologie **Type:** Standard product **Language:** Dutch **ECTS:** 10 **Price:** € 820.00

How does human behaviour come about? What is the role of the brain in it? How have evolution, development and learning processes adapted us to our environment so that we can function and flourish? What is consciousness? How are our emotions expressed? How do we relate to others? These are just a few of the fascinating questions that are central to psychology. Answering these questions has practical use as well as adding to knowledge. That knowledge enables the psychologist to analyse what goes wrong when people feel less than well in themselves or no longer function well in their environment, so that their lives can be given a positive turn in a professional way. The course is therefore an excellent introduction for anyone who aspires to work in this field and wishes to study psychology for that purpose. What psychology exactly is, is answered in this introductory course mainly in breadth. You are therefore presented with the full domain of psychology, so that you start the psychology programme with a solid foundation. Generally speaking, psychology studies the behaviour, feelings and thoughts of human beings, in relation to themselves and in relation to the physical and social environment. This is no different in this course, but a clear focus has been chosen on the human capacity to adapt. The course offers a solid yet accessible foundation in evolutionary-psychological and learning-theory principles for understanding that capacity to adapt. From that focus, the course then studies how our brain is organised, how we perceive and become aware of the world around us, and how we think, reason, solve problems and decide. In this way, you gain insight into the drives and emotions that shape human action. Naturally, that action is always expressed in a social context. People react differently when they are in a group than when they are alone. People influence each other, whether consciously or not. Moreover, human behaviour changes over the life course. This course also covers that. Finally, attention is paid to (the treatment of) various mental disorders. In addition, this course gives you the opportunity to become acquainted with the profession of psychologist. For this, you are offered a virtual taster placement in which you visit a very varied group of psychologists to explore their professional practice. This enables you not only to make the content of the subject your own, but also to explore your own affinity

with the field and thus get a clearer idea of your goals in following the Psychology programme at the Open University.

Learning objectives

After taking this course, you are able to:

- three fundamental insights into the history of psychology that [...]

PB0022 - Social psychology

Dutch name: Sociale psychologie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

In this course, you become acquainted with the most important social-psychological theories and insights. Themes covered include perceiving individuals, self-image and self-esteem, intragroup processes, attitudes and attitude change, social influence, stereotypes, prejudice and discrimination, aggression and conflict, prosocial behaviour such as helping, and interpersonal relationships. You also gain insight into social-psychological research methods. You also learn how social-psychological theories can be applied to change behaviour. Neighbours, colleagues, friends, family members or your partner: in daily life, you almost always have to deal with others. Social psychology offers explanations for many recognisable thoughts, feelings and behaviours of people in relation to each other. Thanks to social psychology, for example, we know how people form a first impression of each other and under what circumstances they are willing to offer another person help. Social psychology is a basic course for psychology students. You become familiar with social-psychological insights that are widely applied in all graduation tracks of the Master's programme in Psychology at the Open University.

Learning objectives

After studying this course, you can:

- describe the most important developments that social psychology has undergone during its history;
- give examples of contributions that social psychology has made to our understanding of human social interactions;
- give an overview of the methods and techniques used in social-psychological research;
- describe the most important theoretical frameworks for the following social-psychological themes: perceiving individuals, self-image and self-esteem, intragroup processes, attitudes and attitude change, social influence, stereotypes, prejudice and discrimination, aggression and conflict, prosocial behaviour, interpersonal relationships;
- define the most important constructs that are part of these social-psychological themes and distinguish these constructs from each other;
- recognise and analyse social-psychological processes as such;
- indicate how social-psychological theories can be applied to change attitudes and behaviour.

PB0024 - Introduction to psychology

Dutch name: Inleiding in de psychologie **Type:** Standard product **Language:** Dutch **ECTS:** 10 **Price:** € 820.00

How does human behaviour come about? What is the role of the brain in it? How have development and learning processes adapted us to our environment so that we can function and flourish? What is consciousness? How are our emotions expressed? How do we relate to others? How do we stay healthy? These are just a few of the fascinating questions that are central to psychology. Answering these questions has practical use as well as adding to knowledge. That knowledge enables the psychologist to analyse what goes wrong when people feel less than well in themselves or no longer function well in their environment, so

that their lives can be given a positive turn in a professional way. The course is therefore an excellent introduction for anyone who aspires to work in this field and wishes to study psychology for that purpose. What psychology exactly is, is answered in this introductory course mainly in breadth. You are therefore presented with the full domain of psychology, so that you start the psychology programme with a solid foundation. Generally speaking, psychology studies the behaviour, feelings and thoughts of human beings, in relation to themselves and in relation to the physical and social environment. This is no different in this course, but a clear focus has been chosen on the human capacity to adapt. The course offers a solid yet accessible foundation in evolutionary-psychological and learning-theory principles for understanding that capacity to adapt. From that focus, the course then studies how our brain is organised, how we perceive and become aware of the world around us, and how we think, reason, solve problems and decide. In this way, you gain insight into the drives and emotions that shape human action. Naturally, that action is always expressed in a social context. People react differently when they are in a group than when they are alone. People influence each other, whether consciously or not. Moreover, human behaviour changes over the life course. This course also covers that. Finally, attention is paid to (the treatment of) various mental disorders. In addition, this course gives you the opportunity to become acquainted with the profession of psychologist. For this, you are offered a virtual taster placement in which you visit a very varied group of psychologists to explore their professional practice. This enables you not only to make the content of the subject your own, but also to explore your own affinity with the field and thus get a clearer idea of your goals in following the Psychology programme at the Open University.

Learning objectives

After taking this course, you are able to:

- recognise and name what psychology as a science [...]

PB0122 - Developmental psychology

Dutch name: Ontwikkelingspsychologie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

The developmental history of an individual is fascinating and, in the early years, not infrequently stormy. The field of developmental psychology focuses on the systematics of psychological change in childhood and adolescence and, together with the psychology of functions, personality psychology and social psychology, is one of the core subjects of the psychology programme. On the basis of biological, individual and environmental influences, the developmental psychologist attempts to describe and explain the rich, varied and complex changes in thinking, reasoning, behaviour and functioning that occur with increasing age. Because the cumulative influence of chance and individual factors on development limits the regularity and predictability of psychological development as the life course progresses, attention within the field has traditionally been directed at normative development in the early years of life. This course therefore covers the following developmental themes: a theoretical exposition of the field, conception and prenatal development, birth, infancy, toddlerhood and the preschool years, and the school years. You learn which physical, cognitive, personal and social-emotional developments take place during each of these periods, and which developmental tasks an individual repeatedly faces.

Learning objectives

After completing this course, you can:

- give a definition of the field of developmental psychology and name the most important topics and issues within the field;
- distinguish the most important theoretical perspectives within developmental psychology and link them to the developments in each stage of life;

- explain how the scientific method can be used to answer questions about human development;
- indicate what role our genetic heritage plays in human development, and how environment and genetic background interact in determining human characteristics;
- describe the prenatal developmental stages and the threats to the foetal environment;
- describe the course of childbirth and the complications that can occur at birth;
- describe and recognise the most important physical, cognitive, emotional, social and personality developments during infancy;
- describe and recognise the most important physical, cognitive, emotional, social and personality developments during toddlerhood and the preschool years;
- describe and recognise the most important physical, cognitive, emotional, social and personality developments during the school years.

PB0212 - Research practicum introduction to data analysis

Dutch name: Onderzoekspracticum inleiding data-analyse **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

The Research practical Introduction to research gives a general introduction to methodology and statistics. No prior knowledge is assumed, so you also learn about basic concepts such as variables, levels of measurement, and causal and correlational relationships. You also learn, step by step, how to carry out statistical analyses. The course starts with a general introduction. You then become acquainted with the theoretical background to collecting data. Next, you learn how to describe that with univariate analysis. You practise the concepts learned on the basis of various datasets. After this, you learn how to use bivariate analysis to see whether two variables are related. Different types of designs, the types of research questions that can be answered with them, and structural models are discussed. For the exam, you analyse the dataset of a new study at home by means of a series of assignments. You can therefore take your time for this, and work together with fellow students if you need to. You take the outcomes of those analyses with you to the exam. If the assignments have been carried out correctly, the answers to a number of exam questions can be found in that output. The remaining exam questions are about general statistical knowledge and background. Unlike many traditional introductory courses in methodology and statistics, the emphasis here is not on formulas or ‘recipes’ for analyses. Instead, these are used as means to learn about the conceptual background of analyses.

Learning objectives

After taking this course, you can:

- choose which of the known methods fits a research question, given the operationalisations used and their levels of measurement;
- determine which conclusions may be drawn on the basis of an estimate of the power and the design of the study;
- describe and assess variables by means of univariate analyses with a statistical program;
- carry out bivariate analyses to investigate the relationship between two variables with a statistical program;
- interpret the results of those analyses.

PB0332 - Introduction to work and organisational psychology

Dutch name: Inleiding in de arbeids- en organisatiepsychologie **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

In this course, you become acquainted with the most important topics of work and organisational psychology. The focus is on (learning to) look at the work environment from a psychological perspective. The course takes

an individual, a team and an organisational perspective on working in organisations and answers questions such as: “How do you make sure you choose the right person for a job?”, “Which factors in the work environment cause stress?” and “What makes a leader effective?”. The course follows five themes: 1) analysis of employee and job, 2) performing and developing in organisations, 3) personnel policy and diversity, 4) motivation, emotions and stress in organisations, and 5) teams, leadership and organisational change. For each theme, important concepts, theoretical models and research results are covered. You go through the course at your own pace. The online learning environment steers the learning process by means of knowledge, insight and application questions.

Learning objectives

After completing this course, you can explain and compare important concepts, theoretical models and research results:

- in the area of individual differences and personnel assessment;
- relating to work performance and personnel development in organisations;
- relating to personnel policy and diversity in organisations;
- relating to motivation, emotion and stress at work;
- relating to teams, leadership and organisational change.

You are also able to:

- apply the concepts, theoretical models and research results covered in the course to practical examples from organisations.

PB0422 - Research practicum experimental research

Dutch name: Onderzoekspracticum experimenteel onderzoek **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

This research practical centres on one research method that is eminently suited to investigating causal relationships: the experiment. Students learn how experimental designs are used to make statements about cause and effect, and how the associated data can be analysed. In experimental research, the researcher creates a controlled situation in which one factor is deliberately manipulated. The independent variable is manipulated by, for example, exposing one group of participants (the experimental group) to a stimulus, while another group (the control group) is not. Think, for example, of an information film about the harmful effects of smoking: the experimental group watches the film, the control group does not. By comparing the smoking behaviour of both groups before and after the film, it can be investigated whether a difference occurs between the groups, and whether that difference can be interpreted as the result of the stimulus. The course pays attention to the ethical aspects of experimental research, to the strengths and weaknesses of commonly used research designs, and to methods for composing research groups so that they are comparable at the start. It also discusses how data can be analysed using the statistical package Jamovi. The emphasis is on understanding causal relationships and interactions, and on analysing yourself data that have already been collected in earlier psychological experiments. You therefore practise with existing datasets and learn how different analysis techniques fit specific experimental designs. The course concludes with a multiple-choice exam that tests your knowledge of experimental research. In addition, you become acquainted with academic reporting by writing part of an academic article, and by completing a serious game. These three components together form the exam of the course.

Learning objectives

After studying this course, you can:

- evaluate ethical aspects of experimental research;
- assess experimental designs for their internal and external validity;

- formulate hypotheses;
- apply various forms of analysis of variance (ANOVA: univariate and repeated measures, with covariates);
- interpret the results of statistical testing;
- apply APA guidelines correctly in a research report.

PB0432 - Research practicum experimental research

Dutch name: Onderzoekspracticum experimenteel onderzoek **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This research practical centres on one research method that is eminently suited to investigating causal relationships: the experiment. Students learn how experimental designs are used to make statements about cause and effect, and how the associated data can be analysed. In experimental research, the researcher creates a controlled situation in which one factor is deliberately manipulated. The independent variable is manipulated by, for example, exposing one group of participants (the experimental group) to a stimulus, while another group (the control group) is not. Think, for example, of an information film about the harmful effects of smoking: the experimental group watches the film, the control group does not. By comparing the smoking behaviour of both groups before and after the film, it can be investigated whether a difference occurs between the groups, and whether that difference can be interpreted as the result of the stimulus. The course pays attention to the ethical aspects of experimental research, to the strengths and weaknesses of commonly used research designs, and to methods for composing research groups so that they are comparable at the start. It also discusses how data can be analysed using the statistical package Jamovi. The emphasis is on understanding causal relationships and interactions, and on analysing yourself data that have already been collected in earlier psychological experiments. You therefore practise with existing datasets and learn how different analysis techniques fit specific experimental designs. The course concludes with a digital individual exam (DIT) that tests your knowledge of experimental research. In addition, we test your practical knowledge by having you carry out a number of statistical analyses and complete a serious game. These three components together form the exam of the course.

Learning objectives

After studying this course, you can:

- evaluate ethical aspects of experimental research;
- assess experimental designs for their internal and external validity;
- formulate hypotheses;
- apply various forms of analysis of variance (ANOVA: univariate and repeated measures, with covariates);
- interpret the results of statistical testing.

PB0522 - Introduction to health psychology

Dutch name: Inleiding in de gezondheidspsychologie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

Health is an interplay of a healthy body and feeling mentally and socially well in yourself. But when do people consider themselves healthy or ill? Why do people show behaviours they know are unhealthy? What is the best way to cope with pain or limitations caused by a chronic condition? Health psychology studies the relationship between behaviour, health and illness. Health psychology contributes to promoting health by motivating people and making them aware of their own strength in the area of health and well-being. This concerns both healthy people and patients, but also their environment. In this course, you gain insight into

the academic knowledge about relationships between behaviour, health and illness. You learn about the meaning, causes and consequences of stress, and about theories that can explain healthy and unhealthy behaviour. The course also discusses how lifestyles are related to health and illness. In addition, you go deeper into illness, acceptance of illness and illness roles. Other themes are the use of medical services, the nature, symptoms and function of pain, and the role of social support in coping with chronic illnesses. The course is a compulsory component of the Bachelor's programme in Psychology but is also interesting as a stand-alone course.

Learning objectives

After studying the course, you can:

- describe the aims and topics of the discipline of health psychology, as well as the relationship between health psychology and other disciplines;
- describe the physiology of the human body;
- indicate how the intervention cycle can be applied in relevant areas of health psychology;
- describe the various aspects of the phenomena of stress and coping;
- describe the prevalence of and risk factors for the most important chronic conditions;
- describe the various aspects of lifestyle, health-impairing and health-promoting behaviours and addictions;
- describe the psychological aspects of (coping with) illness, the use of medical services and the problems of patient communication;
- describe the various aspects of the phenomenon of pain;
- describe the various aspects of chronic and life-threatening illnesses;
- describe the content of the field of health psychology.

PB0612 - Biological foundations: cognition

Dutch name: Biologische grondslagen: cognitie **Type:** Standard product **Language:** Dutch **ECTS:** 5
Price: € 410.00

The course Biological foundations: cognition is a deepening of biological psychology, with specific attention to the anatomy of the brain and the methods used to measure and monitor brain functioning. The course consists of two themes. In theme 1, you become acquainted with the anatomy, development and imaging of the brain. In theme 2, you gain insight into the brain processes that underlie hearing, attention, movement, memory, executive functions and emotions. You also learn how these are investigated. How do we know what is happening in our brains? Why can we sometimes effortlessly remember who we met years ago, while immediately after an exam we have already forgotten the name of a theory? How is it possible that at a party we are in conversation with one person and at the same time can partly follow another conversation? And which experiments are carried out to answer questions like these? In this course, you become acquainted with the functions that underlie our perception, movement, attention, memory, executive functions and emotions. Both cognitive psychology and biological psychology, in particular brain research, have in recent years produced an enormous amount of knowledge about these processes. From these different research areas, the course offers an integrated overview of the most important insights into our cognitive functions.

Learning objectives

The aim of the course is to provide knowledge and understanding of biological psychology and general cognitive functions. The intention is also to gain a general knowledge of new developments regarding research techniques within the cognitive neurosciences. After studying the course, you have knowledge and understanding of:

- the meaning of the cognitive neurosciences and the theoretical starting points of cognitive psychology;

- brain anatomy and the way in which brain functioning is mapped (EEG, fMRI, MRI);
- theory formation around the basic cognitive domains, including perception, movement, attention, memory, executive functions and emotions;
- the role of the brain areas most involved in auditory perception, movement, attention, memory, executive functions and memory.

PB0712 - Literature study

Dutch name: Literatuurstudie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

To set up academic research, it is necessary to get an overview of the state of affairs in the academic literature. A literature study can give direction to the research question, give an impression of the relevance of a research question, show from which theoretical angles the problem has been approached so far and with what result, and ultimately lead to new research questions. In addition, literature research can also be a research method in itself. By studying recent literature, social scientists get a good picture of everything that is already known about a certain subject, so that future research questions and policy can be tailored to it. During your studies, you will have to carry out a literature study several times. In the course Literature Study, you learn how to set up, carry out and report on such a literature study. The emphasis in this course is on drawing up a problem statement and a search plan for literature research, carrying out a literature search, selecting the sources found for usefulness and relevance, reporting (the results of) the search process in a search description, interpreting, critically assessing and integrating the information from the sources deemed relevant, and writing an introduction to a research report on the basis of this literature.

Learning objectives

After completing the course, you are able to:

- formulate a problem statement (including problem outline, research question, sub-questions and aim);
- set up a search plan for a literature study;
- carry out a literature study on the basis of a previously drawn-up search plan, using academic search engines;
- document a completed literature study in a search description;
- assess academic articles for usefulness and relevance;
- interpret and critically assess the data from academic articles;
- compare and integrate the data from (multiple) academic articles;
- on the basis of the literature study, write a clearly written introduction in accordance with APA-7 guidelines, in which the relevance of the intended research is argued from earlier research and its shortcomings.

PB0822 - Research practicum cross-sectional research

Dutch name: Onderzoekspracticum cross-sectioneel onderzoek **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 396.00

This course is an introduction to multivariate analyses. The course builds on the univariate and bivariate analyses from the course Research practical Introduction to research (PB0212) and on interviews and cognitive interviews from the course Research practical Qualitative research (PB1612). The course starts with a brief reflection on constructs and items, on the basis of the cognitive interviews with which Research practical Qualitative research is concluded. This concept of cognitive validity is then extended to construct validity. Factor analysis is then briefly discussed as a revision, as a means of analysing patterns in sets of items. Next, we briefly consider reliability analysis. Test-retest reliability and various internal consistency coefficients are also covered. Finally, we explain how regression analysis can be extended to multiple predictors (that is,

multiple regression), which conditions apply to multiple regression, and how to calculate how many participants are needed. We also explain how a moderation effect can be tested with a multiple regression analysis. The last substantive theme concerns logistic regression analysis (that is, a regression analysis in which the dependent variable is dichotomous), again covering the conditions that must be met in order to carry out this type of analysis. This material is discussed on the basis of various cases from applied research. In this way, you learn to think critically about psychological constructs and measuring instruments for those constructs, and to verify them, and you learn to carry out multivariate analyses. You demonstrate these acquired competences in the final report, in which you carry out a number of analyses and report on them.

Learning objectives

The main learning objective of this course is that you are able to apply multivariate regression analyses in academic research and to report on a simple study. With regard to methodology, you learn under which conditions you can use cross-sectional research to answer research questions. With regard to statistics, you learn to carry out, interpret and report multiple regression analyses. Finally, you learn to write a research report according to the guidelines in the most recent publication manual of the American Psychological Association (APA).

PB0832 - Research practicum cross-sectional research

Dutch name: Onderzoekspracticum cross-sectioneel onderzoek **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

This course is an introduction to multivariate analyses. The course builds on the univariate and bivariate analyses from the course Research practical Introduction to research (PB0212) and on interviews and cognitive interviews from the course Research practical Qualitative research (PB1612). The course starts with a brief reflection on constructs and items, on the basis of the cognitive interviews with which Research practical Qualitative research is concluded. This concept of cognitive validity is then extended to construct validity. Factor analysis is then briefly discussed as a revision, as a means of analysing patterns in sets of items. Next, we briefly consider reliability analysis. Test-retest reliability and various internal consistency coefficients are also covered. Finally, we explain how regression analysis can be extended to multiple predictors (that is, multiple regression), which conditions apply to multiple regression, and how to calculate how many participants are needed. We also explain how a moderation effect can be tested with a multiple regression analysis. The last substantive theme concerns logistic regression analysis (that is, a regression analysis in which the dependent variable is dichotomous), again covering the conditions that must be met in order to carry out this type of analysis. This material is discussed on the basis of various cases from applied research. In this way, you learn to think critically about psychological constructs and measuring instruments for those constructs, and to verify them, and you learn to carry out multivariate analyses.

Learning objectives

The main learning objective of this course is that you are able to apply multivariate regression analyses in academic research and to report on a simple study. With regard to methodology, you learn under which conditions you can use cross-sectional research to answer research questions. With regard to statistics, you learn to carry out, interpret and report multiple regression analyses.

PB0922 - Conversation skills

Dutch name: Gespreksvoering **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

In this course, you learn to increase your skills for communicating effectively in various conversation situations. You practise using specific skills with the aim of influencing the conversation and achieving your conversation goals. For psychologists, the conversation is one of the most important instruments. It is

therefore important that future psychologists learn to use this instrument optimally. The course Interviewing aims to teach you the most important conversation techniques for effective and professional interviewing. In the follow-up course 'Psychological interviewing', you build on this and learn to use the conversation techniques to guide clients through psychological change.

'There's no talking to that guy!', 'Oh, you can't get a sensible word out of that woman anyway.' Do you ever say or think this about people around you? People you have to talk to, whether you want to or not? Colleagues, for example, or clients, or subordinates? Then you probably also know the feeling of deep frustration when such a conversation does not go well. You may have experienced serious consequences of poor communication: misunderstood assignments, working at cross purposes, quarrels and ultimately a poisoned working atmosphere. There is hardly any profession in which conducting conversations does not play an essential role. In fact, the quality of your work depends to a large extent on the way you conduct conversations. Hence this highly application-oriented course, with which you can considerably raise the quality of the conversations you conduct.

The course Interviewing is unusual in its design. Because skill in conducting conversations cannot be learned from books, the course consists, besides a textbook and the online learning environment, of a practical that (unless stated otherwise) is carried out in face-to-face meetings. Each academic year, practical groups are organised for this in quartiles 1 and 3 in various study centres. During the eight compulsory practical meetings, you practise various conversation skills and conversation models with your fellow students. The course is built up from simple to complex. In the course Interviewing, you start with conversation techniques such as listening, asking questions, reflecting feelings, summarising, giving criticism and receiving criticism. You then learn to apply these skills in different conversation situations such as the intake interview, the bad-news conversation, the motivational interview and the performance review. The practical runs over a period of ten weeks, in which the study load is distributed as evenly as possible. In the practical, you practise the various conversation techniques and conversation models together with fellow students. There is one plenary face-to-face start meeting of 6 hours in a study centre. In addition, there are three plenary face-to-face practical meetings of 3 hours in a study centre. Furthermore, there are four meetings [...]

PB1012 - History of psychology

Dutch name: Geschiedenis van de psychologie **Type:** Standard product **Language:** Dutch **ECTS:** 5
Price: € 410.00

Why a course in History of psychology? Isn't the psychological knowledge of the past outdated by now? That is only partly true. Many of the issues that occupied the pioneers of psychology 150 years ago are still relevant and topical today. Historical knowledge of a field offers valuable insight into the meaning of concepts, movements and theories. It helps prevent old ideas and findings from too easily being labelled as new and puts the current state of our knowledge in perspective. After all, if insights from twenty years ago turn out to be outdated by now, what does that say about the durability of our current views? Those who are familiar with the history of the field therefore learn to appreciate contemporary psychological knowledge better. The course is divided into three thematic parts. This division offers a coherent overview of the historical development and evolution of psychology as a science. Historical insights are always placed in the context in which ideas and theories arose, so that a broad and in-depth perspective on the field emerges. In the first part, we begin with an exploration of the roots of psychology in ancient Greek and Arabic culture. We then study the contributions of a few forerunners within West European philosophy and medicine. These thinkers and traditions laid the foundation for later scientific thinking about the human mind and behaviour. In the second part, we focus on the founders who shaped psychology as a modern science. We cover German psychophysiology and the pioneering work of Wilhelm Wundt, Charles Darwin's theory of evolution and its application by Francis Galton. We also look at how William James laid the foundation for American psychology. The third part of the course covers the formation of modern psychology. On the one hand, we see

the rise of behaviourism, with the work of Watson and B. F. Skinner. On the other hand, we look at the work of Sigmund Freud and his psychoanalysis, which plays a special and influential role in the history of psychology. Finally, we examine how the cognitive revolution arose from the contrast between behaviourism and psychoanalysis and how this revolution has shaped psychology into the field it is today.

Learning objectives

After completing this course, you can:

- explain why studying the history of psychology is relevant, in which ways it can be carried out, and analyse which fundamental debates play a role in it;
- explain how the lives and work of the ancient Greek and Arabic philosophers discussed, and European Enlightenment philosophers, relate to each other and what their relevance is for contemporary science;
- explain how the [...]

PB1122 - Psychological conversation skills

Dutch name: Psychologische gespreksvoering **Type:** Standard product **Language:** Dutch **ECTS:** 5
Price: € 410.00

In the role of friend, partner, parent, child, colleague, or in other roles in the work situation, you have probably already helped others by offering a listening ear, giving advice, giving support. In doing so, you have probably also noticed that offering help is not easy: in the complicated context of the personal relationship, it is a search for the right tone, the right advice, the right balance between giving and taking. You have probably also noticed that you are poorly able to solve the other person's problem. Your well-considered advice is rarely followed. In this course, you become acquainted with skills that go beyond what you are used to using as a friend/colleague. We do this, first, by going into your role as a psychological helper: how does psychological help differ from other forms of help? What is a professional attitude and how does it contribute to successful help? Second, in this course you learn the skills that you can use as a professional psychological helper. Within the context of a helping conversation, you learn to lay the foundation of a therapeutic working relationship, by using conversation goals and using listening skills. You learn to shape the conversation in such a way that you help your client explore their own problems, so that they arrive at new insights themselves. You learn to interpret the problems on the basis of psychological theories and use these to shape your own frame of reference.

Practical

The course Psychological interviewing combines distance education with the intensive learning experience of the practical. You read the theory in a textbook, and assignments and additional text in the online learning environment help you understand the relevant concepts. You independently practise new conversation skills with an interactive online tool, iSpot, in which you use the webcam to respond in a lifelike way to video clips. Over a period of 10 weeks, you follow the practical together with fellow students at a study centre, in which plenary meetings with your lecturer alternate with meetings in groups of three. In well-prepared role plays, you conduct conversations with your fellow students in which you experience, both in the role of client and in the role of psychologist, how applying listening skills and using nuancing conversation skills helps your client arrive at new insights. In reflection reports, you look back on the conversations you have conducted, receiving personal feedback from your lecturer to continue working on your own learning goals.

Learning objectives

After completing this course, you can, in a psychological helping conversation, adopt an attitude and apply conversation skills in a professional manner in such a way that the client is helped to [...]

PB1222 - Biological foundations: neuropsychology and psychopharmacology

Dutch name: Biologische grondslagen: neuropsychologie en psychofarmacologie **Type:** Standard product
Language: Dutch **ECTS:** 5 **Price:** € 410.00

What does the field of work of the neuropsychologist look like? How do we remember information? How are attention disorders diagnosed? How is it that a brain haemorrhage can lead to serious memory problems or chaotic behaviour? How can medication or drugs influence our behaviour? These are some of the questions central to neuropsychology and psychopharmacology. Neuropsychology studies the relationship between brain and behaviour. This relationship is studied in both healthy individuals and patient populations (for example patients with dementia, epilepsy, a stroke, Parkinson's, ADHD and autism). Psychopharmacology is closely related to neuropsychology. Psychopharmacology is concerned with investigating the action of medicines and substances that can be used to treat neuropsychological and psychiatric conditions. Psychotropic drugs can influence our behaviour, mood, cognition and psychological well-being. In recent decades, knowledge about the relationship between brain and behaviour has increased enormously. This has consequences for the way psychologists view human behaviour and the origins of psychopathology. Neuropsychologists study in particular the relationships between, on the one hand, specific brain structures and processes, neurotransmitters and hormones and, on the other hand, cognitive processes, emotions and behaviour. They also try to gain ever better insight into the problems that arise after brain damage. The focus of clinical neuropsychology is on studying cognitive functions and behaviour, both in 'intact' and in disturbed form. These insights contribute to better diagnostics, treatment and guidance of people with functional disorders. Neuropsychology has become a multidisciplinary science in which knowledge about psychological phenomena is integrated with knowledge about biological and medical factors. The course begins with a general introduction to the field of neuropsychology and psychopharmacology. Attention is also paid to the anatomy of the human brain and its imaging (including CT, MRI and PET). Psychopharmacology is then covered, considering basic terms and principles from this field, important characteristics of neurotransmission and the principle of dependence. Various cognitive function domains are then addressed, including perception, language, memory, attention, executive functions and intelligence. Finally, various neuropsychological conditions are covered in which the neuropsychologist has an important role to play, such as dementia, epilepsy, brain haemorrhages, Parkinson's, ADHD and autism. Psychopharmacology, applied to the conditions discussed, is also covered here.

Learning objectives

After studying the course, you can:

- important contributions to the development of contemporary [...]

PB1412 - Biological foundations: evolutionary psychology

Dutch name: Biologische grondslagen: evolutionaire psychologie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

What does Darwin's theory of evolution mean for our understanding of mind and behaviour? That question is central to this course. Whereas many courses in the curriculum focus on a delimited domain within psychology, here you learn to understand human behaviour and mental processes from an overarching evolutionary perspective. The starting point is that humans, like every other species, are a product of evolution and that characteristics of our psychology can be better understood from this evolutionary background. Evolutionary psychology is a relatively young and interdisciplinary field that offers an alternative and sometimes surprising perspective on psychological theories and research results. The main aim of the course is that you learn to understand, critically evaluate and apply this perspective. The course is therefore broad in content: you learn the basic principles of the theory of evolution, and you are given a variety of

examples of the application of these principles within psychology. The course is built around a number of themes that together form an introduction to psychology from an evolutionary point of view. In the first theme, we cover the core of the theory of evolution, its historical development and the logic of evolutionary explanations. To illustrate the explanatory power and scope of the theory of evolution, we pay attention to fundamental concepts from genetics, biology and ethology that are needed to understand evolutionary processes. We then delve into applications of the theory of evolution within modern themes and domains of psychology. The course covers, for example, cognitive and social development, the workings of cognition and emotion, the role of kinship, the emergence of forms of society, and evolutionary explanations for social behaviour and altruism. It also examines to what extent the theory of evolution can play a role in explaining social phenomena such as culture. The various themes are explored with the help of the textbook. Attention is paid not only to the original theory of evolution and its implications for understanding human behaviour, but also to important developments and controversies within the field, from Darwin's time to the present. The online learning environment guides you through the textbook and offers ample opportunity to apply the newly acquired knowledge.

Learning objectives

After completing this course:

- you have knowledge and understanding of the basic principles of the theory of evolution and the most common behavioural explanations within evolutionary psychology;
- you can apply the evolutionary perspective to diverse behavioural domains, such as social behaviour, emotion, cognition, culture and psychopathology;
- you can use the knowledge gained effectively to argue a position; you demonstrate this ability both in a written [...]

PB1512 - Psychometrics and decision science

Dutch name: Psychometrie en besliskunde **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

The largest part of the course is about psychometrics, in which you learn how the quality of psychological tests is assessed. The starting point is the assessment system of the COTAN (Dutch Committee on Testing). On this basis, you learn what requirements a good test must meet, including various forms of validity and reliability, and what it means for the possible uses of a test if it does not meet some requirements. A fundamental principle of the COTAN is that a test is only good if empirical research shows that it is good. In the course, you will therefore often have to analyse data from a psychological test in order to form a judgement on this. We will also cover research methods designed for this purpose. These are factor analysis, reliability analysis, classical test theory and item response theory. Factor analysis underlies the CHC theory of intelligence and the 'Big Five' theory of personality, and is touched on in passing. Finally, in the decision theory part, we look at how psychologists can use test scores to make better decisions for individual clients.

Learning objectives

After completing this course, you are able to:

- use COTAN assessments to evaluate the suitability of a test;
- interpret factor analyses in the context of scale construction;
- interpret and apply reliability analyses and modern test theory;
- assess whether a study contributes positively or negatively to the construct validity or criterion validity of a test;
- calculate and interpret norm-referenced norm scores;
- calculate and interpret decision-theoretic probabilities;

- indicate the relative advantages and disadvantages of clinical versus statistical prediction.

PB1612 - Research practicum qualitative research

Dutch name: Onderzoekspracticum kwalitatief onderzoek **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

Although most psychological research is quantitative in nature, the limitations of this method make it impossible to answer all research questions. Fortunately, qualitative research also exists. This course starts with the theory of qualitative research, paying attention, among other things, to the type of research questions that can be answered with qualitative and quantitative research respectively. Students then learn how to carry out qualitative research in practice, with special attention to the analysis of qualitative data. Observational research is then covered, which can be both quantitative and qualitative in nature and is used, for example, in clinical practice. Finally, cognitive interviews are introduced as a method to test whether participants interpret a questionnaire or other operationalisation as the researcher intended. Students gain experience in observing, semi-structured interviewing, analysing qualitative data and reporting. The course starts in theme 1 with the theoretical background of qualitative research. Theme 2 covers the practice of qualitative research, conducting interviews and analysing transcripts. Theme 3 is a practice test in which you can practise analysing and reporting qualitative data. Theme 4 is a partial exam in which a small-scale qualitative study is carried out and part of an academic report is written. Theme 5 covers the collection and scoring of observational data. And finally, theme 6 covers cognitive interviewing. The assessment of this course consists of four parts:

- an interview assignment in theme 4;
- an observation assignment in theme 5;
- a cognitive interview in theme 6;
- a DIT exam (digital individual exam) consisting of multiple-choice questions.

The scores of all assignments except the observation assignment together determine the final grade. All parts (including the observation assignment) must be at least a pass and cannot be compensated for one another. All assignments are submitted at the end of the course and feedback is given by means of an assessment rubric.

Learning objectives

After completing this course, you can:

- explain how quantitative research and qualitative research differ from each other and what the similarities are;
- determine when a research question requires qualitative research and when it requires quantitative research;
- conduct and transcribe in-depth interviews;
- analyse qualitative data with ATLAS.ti and report on it in an academic report;
- describe different forms of observation and, in a given situation, select and apply the best-fitting observation technique;
- investigate and improve the cognitive validity of a questionnaire by means of cognitive interviews.

PB1722 - Research practicum longitudinal research

Dutch name: Onderzoekspracticum longitudinaal onderzoek **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

As with most research practicals of the Bachelor's programme in Psychology, this course emphasises methodology and statistics. A special feature of this course is the analysis of data with a so-called multilevel structure. Think of persons in groups, such as pupils in classes or employees at different branches of a company. But longitudinal data, in which multiple measurements over time have been taken for each person, also show a multilevel structure. This research practical is part of the Bachelor's track in Psychology. It is the second-to-last practical in the research learning line of the Bachelor's phase and a follow-up to the Research practical Cross-sectional research. This course emphasises thinking in models about a research question, formulating hypotheses and carrying out a statistical analysis with various data-analytical techniques. After completing this course, you are able to independently carry out a multilevel analysis and interpret the results adequately. You are also able to understand academic articles in which these techniques are used. The course is concluded with an oral presentation for two lecturers.

Learning objectives

After completing this course, you can:

- name the characteristics of longitudinal research, that is, describe what longitudinal data are and describe the different forms of longitudinal research;
- explain the most important similarities and differences between longitudinal and cross-sectional research;
- name the criteria that apply to making causal statements and apply them to research with a cross-sectional or longitudinal research design;
- recognise the limitations of the longitudinal research design with regard to causality;
- name some characteristic problems regarding the internal/external validity of research with repeated measures;
- draw up a conceptual model, research questions and hypotheses for a study with a cross-sectional multilevel structure;
- carry out a multilevel analysis on cross-sectional data and interpret the results correctly;
- draw up a conceptual model, research questions and hypotheses for a study with a longitudinal multilevel structure;
- carry out a multilevel analysis on longitudinal data and interpret the results correctly;
- draw up a conceptual model for a mediation problem statement;
- carry out a mediation analysis and interpret the results correctly;
- draw up a research question for the models covered in this course;
- together with a fellow student, on the basis of a provided longitudinal data file: (a) carry out a multilevel analysis for a case with repeated measures, (b) write an APA summary on this and (c) give an insightful oral present [...]

PB1802 - Proactivity at work: a psychological perspective

Dutch name: Proactiviteit op het werk: een psychologisch perspectief **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

The dynamic work environments of present-day organisations present employees with many challenges. These are situated, among other things, in the area of continuous competence development and flexible handling of changing demands resulting from technological and economic developments. Employees can adapt passively or actively influence these changes themselves. This course focuses on proactive behaviour:

behaviour aimed at realising future changes by taking initiative yourself, with a good balance between organisational goals and your own personal ambitions as the aim. Drawing on insights from work and organisational psychology, we explore proactive behaviour from different angles. The introductory part of the course covers the concept of proactivity and associated psychological models, as well as academic insights into the proactive personality and related personality characteristics. We then pay attention to different forms of proactive behaviour. First we cover proactive behaviour aimed at the person, realising personal interests and optimising the fit between the person and the work. Starting from the person-environment fit models, various types of behaviour are covered, such as actively shaping the work (job crafting), actively steering your own career within and/or outside the organisation (career self-management), and looking for a new job (job search behaviour). We then pay attention to proactive behaviour aimed at optimising work processes (proactive work behaviour) and contributing to the strategic direction of the organisation (proactive strategic behaviour). The dynamic environments in which organisations operate emphasise the importance of employees who think along proactively with the organisation and take an enterprising stance (what in practice is also called personal entrepreneurship or self-leadership). Themes include entrepreneurship and innovative behaviour. Finally, we look at the various environmental characteristics that promote or hinder proactive behaviour in employees. Attention is paid to the role of the supervisor, and characteristics of the work (for example autonomy) and of the organisation (for example learning climate and HRM). Insights into these determinants offer a sound starting point for developing evidence-based interventions in organisations aimed at stimulating proactive behaviour in employees.

Learning objectives

The aim of the course is to familiarise you with insights, models, theories and empirical research from work and organisational psychology (WOP) on proactive behaviour of employees in present-day work contexts. After you have taken this course, you can:

- clarify theories, models and concepts about proactive behaviour in present-day work contexts and [...]

PB1912 - Humans and animals

Dutch name: Mens en dier **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

In our modern existence, our relationship with animals is diverse and complex. We keep animals as companions or as working animals; we visit them in zoos, keep them on farms and they even end up on our plates. Increasingly, we also deploy animals to support us in a therapeutic context, in coaching, in education, or as visiting animals in care homes. However, the human-animal relationship is not limited to domesticated animals. Wild animals are increasingly returning to the Dutch landscape, a development that sometimes leads to tensions between humans and animals. Anthrozoology is the academic field that deals with the interaction between humans and animals. In this course, we consider the human-animal relationship from a psychological perspective. The course is divided into a number of themes that together offer a broad view of anthrozoology. We cover the basics of anthrozoology: the historical background of the relationship between humans and animals. You become acquainted with the central concepts of the discipline and delve into the basic theoretical principles. Various themes within anthrozoology are then explored on the basis of academic literature. We look at how attitudes towards animals come about and what consequences they have. We pay attention to the human-animal relationship in daily life, in which the pet is central, but we also look at the relationship with wild animals. There is also attention to the use of animals in education and in clinical practice. The course pays ample attention to societal and ethical issues surrounding the human-animal relationship. Research within anthrozoology is also viewed with a critical eye, and you learn how sound research into human-animal interactions comes about.

Learning objectives

After studying the course, you are able to:

- describe the most important key concepts, theories and models within anthrozoology and relate them to each other and to broader academic contexts;
- understand the basic principles of evolution and domestication, and describe the history of the human-animal relationship;
- describe factors that influence the formation of attitudes towards animals and understand the consequences of these attitudes;
- describe and understand how values and wildlife value orientations influence human behaviour and perceptions towards wild animals;
- describe moral and societal dilemmas surrounding human-animal interaction and animal welfare and reflect critically on them;
- understand theories about animal emotions and cognition and the challenges in studying them, and describe the relationship with biological, physiological and psychological processes;
- describe and theoretically substantiate different forms of animal-assisted interventions, and the scientific evidence for the e [...]

PB2012 - Clinical psychology 2: diagnostics and therapy

Dutch name: Klinische psychologie 2: diagnostiek en therapie **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

How does the diagnosis of psychological complaints proceed in an academically sound way? How is post-traumatic stress disorder treated in an evidence-based way? What different treatment approaches are there? These are just some of the questions covered in the course Clinical psychology 2: diagnostics and therapy. This course gives insight into how psychologists in practice investigate (diagnose), understand and treat psychological complaints. The course is a follow-up to Clinical psychology 1 (a and b), in which theoretical frames of reference in clinical psychology, various mental disorders and the international classification of psychopathology according to the DSM-5 are described. Clinical psychology 2 emphasises the diagnosis and treatment of psychopathology. The course uses a revised textbook (2026) with new themes (including positive psychology and culturally sensitive diagnostics) that fit well with current developments in both science and clinical practice. The course is divided into three logically connected parts. The first part mainly offers a framework. First, knowledge about the general principles of psychodiagnostics is activated and the process of indication is covered. This part also pays extensive attention to integrated, transdiagnostic approaches for describing and understanding psychological complaints and symptoms. The second part of the course focuses on diagnostics and treatment from various theoretical (treatment) approaches. In this part we explain, among other things, how diagnostics and treatment take place from a cognitive behavioural approach and from an interpersonal approach. The third and final part of the course focuses on the diagnostics and treatment of various forms of psychopathology. Various disorder groups from the DSM-5-TR are covered, such as mood disorders, anxiety disorders, and feeding and eating disorders. In addition, we pay attention to the diagnostics and treatment of suicidal behaviour.

Learning objectives

After studying this course, you can:

- name what indication (the decision on the type of treatment) means, name factors that can influence the decision on treatment and name relevant points of attention in it;
- name how a disorder-specific and a transdiagnostic approach differ from each other and what the advantages and disadvantages of both approaches are;

- name various transdiagnostic factors that play a role in the origin and persistence of mental disorders, describe the most important transdiagnostic models and methods, and name the advantages and disadvantages of these models;
- name the rationale and characteristics of a number of commonly used treatment approaches, indicate how diagnostics, indication and treatment from these approaches [...]

PB2112 - Psychology of ageing

Dutch name: Ouderenpsychologie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

Psychology of ageing has become an increasingly important area of attention within psychology in recent decades. For future psychologists, it is a requirement to have general knowledge about the process of ageing, for example which changes occur (physical, cognitive, mental) as people grow older and what consequences this has for the individual, the environment, society as a whole and specifically for the diagnosis and guidance/treatment of older people. How can a psychologist guide people with the specific challenges that play a role in the older population? This question is covered extensively in the course. The course consists of a number of themes. First, as an introduction and basis, the psychology of ageing in the Netherlands and psychological life-course theories are discussed. Specific themes related to the psychology of ageing are then discussed, such as health and prevention, work, life-course themes (including loss and grief, quality of life) and domains of psychological functioning (including mood, cognition, personality). Finally, the focus is on psychological interventions (including mediative therapy, life review, cognitive rehabilitation and informal carer support).

Learning objectives

The aim of the course is to provide knowledge and insight into the psychology of ageing and themes relevant to the older population. After studying the course, you can:

- broadly describe the ageing process and its effects in the areas of health, well-being, social network and work;
- give a description of a number of psychological life-course theories and indicate possible similarities and differences;
- recognise problems in different domains of psychological functioning (mood, cognition, personality and behaviour), draw up a diagnostic model for them and describe (clinical) treatment options;
- reproduce, on the basis of empirical research, current theoretical frameworks around life-course themes such as meaning in life, quality of life, grief, end of life, sexuality and decision-making capacity;
- recognise the function and role of the psychologist around life-course themes such as meaning in life, quality of life, grief, end of life, sexuality and decision-making capacity;
- describe possible intervention strategies, from a life-course and clinical perspective, for problems related to the psychology of ageing;
- give your opinion on a certain sub-area of the psychology of ageing and convey this opinion to others in writing;
- on the basis of a practical case, apply psychological life-course theories and put forward possible intervention strategies.

PB2212 - Adolescent psychology

Dutch name: Adolescentiepsychologie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

The adolescent period is an important period in the development from child to adult. All kinds of far-reaching developments take place in the physical, cognitive, social and moral domains: the body changes, thinking

becomes more complex, social relationships take on a different meaning and the general principles about what is 'good or bad' receive a personal interpretation. It is the developmental task of the adolescent to integrate these domains and thus shape their own identity. The course covers the changes that take place during the adolescent period in these physical, cognitive, social and moral domains. By integrating the developments in these domains, the young person polishes their own identity. This is often a process of trial and error in which behaviour and emotions sometimes cross a line. The course also pays attention to where, how and why things can go wrong during adolescence, as well as to the availability and quality of prevention and treatment programmes.

Learning objectives

After going through this course, you have gained knowledge in all these areas, or more specifically, you can:

- discuss the different theories on adolescence and explain differences and similarities between them;
- explain physical and psychosexual development in adolescence and the relationship with functioning;
- describe cognitive, emotional and moral development in adolescence from different angles and in relation to relevant contextual factors;
- describe the development of an own identity and autonomy in adolescence;
- explain the relationship between the role of the family and peers and the psychosocial development of the adolescent;
- describe internalising and externalising disorders that can occur during the adolescent period;
- make and substantiate a choice for an appropriate helping process in the case of disruption of normal development in the various domains of development during the adolescent period;
- use the knowledge gained in the preceding learning objectives in applying and reflecting on the intervention cycle in relevant case studies.

PB2312 - Psychology of leadership and organisation

Dutch name: Psychologie van leiderschap en organisatie **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

Organisations essentially consist of a partnership of people. Sometimes that cooperation runs smoothly, but regularly it does not. Organisational psychology investigates precisely this 'interplay' of organisation members. Leadership plays an important role in this. After all, a manager wants to steer that cooperation between people in the right direction. In this course, we therefore study important organisational-psychological themes, such as organisational culture, organisational change and group processes, with a focus on leadership. How are organisations put together? What is the role of power and politics? How can you steer teams? What qualities does an effective manager have? Why are people inclined to resist change? These are a few examples of questions that are covered. Five themes are covered in this course. In the first theme, we start from the organisational context and study the role of organisational structure, organisational culture, power and politics within it. In the second theme, we zoom in on the role of the manager and look at leadership behaviour, characteristics and adaptive leadership. The third theme focuses on steering individuals and groups. We study group processes, team effectiveness and leadership relationships. The fourth theme focuses on some current leadership styles from a focus on leading in dynamic work contexts (namely participative, charismatic, transformational and ethical leadership). The fifth and final theme focuses on leading change and renewal. We take a close look at the process of change and renewal in organisations and investigate how leadership can facilitate it.

Learning objectives

After taking this course, you are able to:

- describe how organisations can differ in structure and culture and assess the causes and consequences of this;
- describe how power and political behaviour develop and show themselves in organisations, and what the consequences of this are;
- explain how leadership is defined in the academic literature and which different theoretical perspectives on leadership are used;
- explain in what way both characteristics of the leader and of the situation contribute to effective leadership;
- discuss how the relationship between manager and employee develops and can be facilitated;
- recognise patterns of social interaction in groups and teams and explain in what way interventions can be made with a view to increasing effectiveness;
- describe in what way participative, charismatic, transformational and ethical leadership can be valuable in present-day dynamic work contexts;
- explain how change takes place in organisations and in what way leadership can support this;
- the above [...]

PB2412 - Introduction to conflict management and mediation

Dutch name: Inleiding in conflicthantering en mediation **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

Conflicts occur everywhere: at work, in the family, among friends and on the street. This course centres on diagnosing and handling conflict. In a practical, you practise the role of mediator.

Learning objectives

After completing the course, you can describe, apply and demonstrate your understanding of the following topics:

- the definition of conflict, why it is useful to study conflict and master effective conflict skills, how a destructive conflict can be understood, and constructive and destructive behaviours when dealing with conflict;
- views, metaphors, stories (narratives) and perceptions about and of conflict, as well as the role of gender and culture in conflict;
- interests and goals of conflict parties;
- power in conflict;
- conflict styles and limitations of research into conflict styles;
- different emotions and their role/function in conflict, as well as ways of dealing with emotions in conflict;
- methods for analysing conflict;
- interpersonal negotiation;
- mediation.

In addition, you can:

- formulate adequate personal learning goals about your own conversation skills (including ways of dealing with emotions in conflict) and act as a mediator in line with the chapters by Bonenkamp (2017, pp. 181-183; 191-214) and Prein (2017, pp. 218-230) and the refresher course Conversation skills;
- reflect in writing and critically on a concrete conflict situation on the basis of theories and models from Hocker et al. (2022);
- reflect in writing and critically on your own conversation skills and actions as a mediator on the basis of the personal learning goals.

PB2512 - eHealth: a health psychology perspective

Dutch name: eHealth: een gezondheidspsychologisch perspectief **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

eHealth has become an indispensable part of present-day society. Who has not at some point searched the internet for information about certain conditions, done a self-test or used an app to count calories or steps? For both care providers and patients, eHealth offers many advantages. Care provision becomes more efficient through the use of ICT, and eHealth gives potential care users the opportunity to gain more insight into their own state of health. This course gives an overview of eHealth from a health-psychology perspective, looking at which possibilities eHealth offers in developing health-psychology interventions for prevention and detection of conditions. Attention is also paid to applications of eHealth in patient care. The course is part of the restricted electives of the Bachelor's programme in Psychology. The course consists of a general introduction to eHealth, which gives an overview of the development of eHealth and the significance of eHealth within current healthcare, as well as a description of the most important eHealth applications. Specific eHealth applications within public and somatic health and within eMental health are then covered in more depth. One theme is also devoted to the systematic development and evaluation of eHealth. The course closes with a theme on the implementation of eHealth applications. Attention is paid here to, among other things, determinants of implementation, ethical and legal aspects of eHealth and reaching vulnerable groups. Each theme is illustrated with various examples of eHealth applications in the form of websites, apps and videos.

Learning objectives

After studying this course, you can:

- give a description of various important key concepts relating to eHealth;
- name what added value eHealth can have for care and health, and what its use can mean for prevention, care, the care professional, the client/patient and their relationship;
- name different types of eHealth applications (looking at levels of prevention and fields of work in healthcare);
- describe factors that are important in the systematic development of eHealth applications;
- describe what is known about the (cost-)effectiveness of eHealth applications and which factors are important for the (cost-)effectiveness of such applications;
- describe the importance of systematic preparation and execution of implementation trajectories for large-scale implementation of eHealth applications and explain which factors can hinder and promote the implementation of eHealth applications;
- name the ethical and legal aspects of eHealth and indicate how to take them into account in the development and implementation of eHealth applications;
- [...]

PB2602 - Sexology

Dutch name: Seksuologie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

Sexology is the science of the physical, psychological and social foundations of sexuality. That diversity is reflected in the broad range of topics in this course, including intimacy, sexual functioning, societal influences on sexual behaviour, sexual preferences, prevention of STIs and sexual dysfunctions. You gain insight into theory formation, research, help provision, education and prevention with regard to sexuality. In addition to the topics in the textbook, the online learning environment contains two extensive virtual practice cases on 'sexual help provision' and 'the prevention of STIs', in which your academic skills are trained. During the

compulsory practical meeting, sexual help provision and communication about sexuality are central. Throughout the course, ample attention is paid to your own attitude towards the various aspects of sexuality.

Practical meeting

A compulsory practical meeting is organised for this course. During the practical meeting, you must participate actively in group activities and group discussions. You will take a further look at your own norms, values and attitudes with regard to sexuality. Through role plays, you become acquainted with the work of the sexologist.

Learning objectives

After studying this course:

- you have taken note of and gained insight into the current state of affairs in the field of sexology;
- you can describe the most important theoretical frameworks within the field and apply them to everyday work situations within the framework of prevention, help provision and sexual disorders;
- you have insight into the different phases of intervention mapping and know how to develop an STI prevention intervention in a planned way;
- you have insight into your own values and norms with regard to diverse expressions and aspects of sexuality;
- you can deal respectfully with, and communicate about, diversity in sexological behaviour;
- you have become acquainted with taking a sexual history;
- you have some experience in entering into a helping relationship with a client with a sexual problem;
- you can draw up a treatment plan for a client with a sexual problem;
- you can discuss a treatment plan with a client with a sexual problem.

PB2712 - Health behaviour: interaction between individual and environment

Dutch name: Gezondheidsgedrag: interactie tussen individu en omgeving **Type:** Standard product
Language: Dutch **ECTS:** 5 **Price:** € 410.00

Our environment influences our health behaviour. The extent to which we exercise, our food choices, resisting unhealthy temptations but also our mental health are strongly influenced by physical, social, economic and political environmental factors. At the same time, the influence of the environment is not the same for everyone: the individual interacts with the environment. In both research into health behaviour and health promotion, there is attention to the influence of the environment instead of focusing only on individual socio-cognitive determinants of behaviour. Can an individual be expected to make a conscious choice for a healthy lifestyle in an environment that tempts us towards unhealthy habits? The individual has only limited energy and capacity to make healthy choices consciously and rationally. That is why the role of the environment in research into behaviour change is so important. The health psychologist of the future is challenged to have knowledge of the complex influence of the environment on health and behaviour, and to use this knowledge to make the healthy choice easier. The course gives you an overview of the empirical and theoretical insights regarding the influence of environmental factors on (health) behaviour. The course specifically pays attention to the interaction of environmental factors with individual characteristics. The issue is outlined from a practice-relevant context in which a healthy lifestyle and physical, mental and social health are covered. The course contains a practical assignment in which you become more aware of your own environmental factors in order to make the healthy choice easier for yourself. The course is an elective within the psychology programme, but is also available to people who are not following the programme. This course is of interest to health psychologists who are involved in local health policy via the municipality or, for example, the Municipal Health Service (GGD) and/or who work as a coach or trainer in their own practice, but also to academics with an interest in new insights into health education and health promotion.

Learning objectives

After completing the course, you can:

- explain the complex role of environmental factors in health behaviour from academic models and theories;
- explain why environmental factors are important in relation to health behaviour;
- identify different types of environment and different environmental levels;
- classify factors in different environment types and levels;
- explain the interaction between environment and personal determinants of health behaviour;
- deploy interventions in the environment in a good way to promote healthy behaviour;
- evaluate the process/effects of (complex) environmental interventions, taking into account the possibilities and limitations;
- draw up recommendations for organisations with regard to [...]

PB2802 - Introduction to the scientific method

Dutch name: Inleiding in de wetenschappelijke methode **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 396.00

This course offers a first introduction to science, its methods and its way of working. After all, we are talking about the behavioural, health and educational sciences, and the Bachelor's programmes are academic studies. It is therefore good to become aware that you are not only following a programme to become a behavioural scientist, psychologist or educational scientist, but also a programme to become a 'basic scientist'. A basic scientist has a good understanding of both the strengths and limitations of modern science. A basic scientist has scientific thinking ability, attitude and skill. But what exactly is 'science'? What does it mean to think and act 'scientifically'? These are some of the core questions to which you can formulate concrete answers after completing this course. The course consists of three overarching themes: philosophy of science, scientific methods, and meta-science. With the help of well-known works in the philosophy of science, by Karl Popper, Thomas Kuhn and Imre Lakatos, among others, the first theme goes further into the question of what science is. However, we place the starting point of this search somewhat further back in history, by first going into a few developments that took place before and during the so-called scientific revolution. The second theme goes further into important methods in science (for example the experiment) for assessing hypotheses and theory. We also go deeper into an important source of scientific explanations: correlations and causality, and the question of how the two can be distinguished. However, science is more than a knowledge factory; it is also human work. Science is practised by people who are connected to each other in groups and institutions, where values and norms exist about how to practise science. The study tasks in the third theme go into aspects where such human work can go wrong, such as reasoning errors that can be made when interpreting research. We also go further into how problems that sometimes arise during the research process have led to some (recent) changes in the way science is practised.

Learning objectives

After studying this course, you can:

- explain what knowledge is and, using Peirce's terminology, interpret some aims and characteristics of science;
- give a concise overview of the epistemological history in which the way modern science works is anchored;
- describe how the logical positivists and Karl Popper interpret the empirical way of working of science; you can also contrast logical positivism with Popper's falsificationism;
- explain how Thomas Kuhn's historical approach interprets the development of science(s); you can also contrast this approach with that of Karl Popper and the logical positivists;

- explain how Imre Lakatos [...]

PB2812 - Introduction to science

Dutch name: Inleiding in de wetenschap **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This course offers a first introduction to science, its methods and its way of working. After all, we are talking about the behavioural, health and educational sciences, and the Bachelor's programme is an academic study. It is therefore good to become aware that you are not only following a programme to become a behavioural scientist, psychologist or educational scientist, but also a programme to become a 'basic scientist'. A basic scientist has a good understanding of both the strengths and limitations of modern science. A basic scientist has scientific thinking ability, attitude and skill. But what exactly is 'science'? What does it mean to think and act 'scientifically'? These are some of the core questions to which you can formulate concrete answers after completing this course. The course consists of three overarching themes: philosophy of science, scientific methods, and meta-science. With the help of well-known works in the philosophy of science, by Karl Popper, Thomas Kuhn and Imre Lakatos, among others, the first theme goes further into the question of what science is. However, we place the starting point of this search somewhat further back in history, by first going into a few developments that took place before and during the so-called scientific revolution. The second theme goes further into important methods in science (for example the experiment) for assessing hypotheses and theory. We also go deeper into an important source of scientific explanations: correlations and causality, and the question of how the two can be distinguished. However, science is more than a knowledge factory; it is also human work. Science is practised by people who are connected to each other in groups and institutions, where values and norms exist about how to practise science. The study tasks in the third theme go into aspects where such human work can go wrong, such as reasoning errors that can be made when interpreting research. We also go further into how problems that sometimes arise during the research process, and communication about them, have led to some (recent) changes in the way science is practised.

Learning objectives

After studying this course, you can:

- explain what knowledge is and name and recognise some aims and characteristics of science;
- give a concise overview of the epistemological history in which the way modern science works is anchored;
- describe how the logical positivists and Karl Popper interpret the empirical way of working of science; you can also contrast logical positivism with Popper's falsificationism;
- explain how Thomas Kuhn's historical approach interprets the development of science(s); you can also contrast this approach with that of Karl Popper and the logical positivists;
- explain how Imre Lakatos [...]

PB3002 - Clinical psychology 1a: theoretical approaches and personality

Dutch name: Klinische psychologie 1a: theoretische benaderingen en persoonlijkheid **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

The course Clinical psychology 1a is an introduction to the field of clinical psychology. The main subject within clinical psychology is deviant, maladjusted or 'abnormal' behaviour that is experienced as undesirable by individuals themselves and/or their environment. In this context, people also speak of psychological, psychiatric or psychopathological disorders, or simply of psychopathology. These disorders arise from a combination of biological, psychological and social factors. The emphasis in this course is on the various theories about the origin and persistence of mental disorders, on their classification and diagnostics, and on

personality. Clinical psychology 1a is a first introductory course to clinical psychology. In the 'theoretical approaches' part, you learn about the normal-abnormal continuum, the different approaches to psychopathology, the clinical classification of mental disorders and their diagnostics. The personality theories part focuses on personality. In it, you learn different dimensional perspectives on personality. The material in the course assumes adult clients. The textbook for this course consists of three parts. Part I and part II form the subject matter for this course and for the exam. Part I contains a number of theoretical approaches to psychopathology. Part II is about classification and diagnostics in clinical psychology. Part III is not part of this course but is used in the next course, KP1b. The personality theory part is studied on the basis of five chapters included in the online learning environment (Brightspace), and is also subject matter for the exam. In addition, the online learning environment contains aids to increase the accessibility of the textbook, and processing assignments.

Learning objectives

After completing the course Clinical psychology 1a: theoretical approaches and personality, you can:

- describe and critically evaluate the three models that answer the question of the boundary between 'health' and 'illness';
- describe and apply the six approaches to the origin and persistence of psychopathological disorders, reproduce various concepts within these six approaches and critically evaluate the six approaches;
- argue for the use of the academic approaches in practice;
- describe and criticise the DSM-5-TR as a classification system for psychopathological disorders;
- describe and criticise the diagnostic method;
- describe the theory of personality traits and the various concepts within this theory.

PB3102 - Clinical psychology 1b: psychopathology

Dutch name: Klinische psychologie 1b: psychopathologie **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

The main subject within clinical psychology is deviant, maladjusted or 'abnormal' behaviour that is experienced as undesirable by individuals themselves and/or their environment. In this context, people also speak of psychological, psychiatric or psychopathological disorders, or simply of psychopathology. These disorders arise from a combination of biological, psychological and social factors. In the course Clinical psychology 1b, you become acquainted with fifteen different manifestations of psychopathology and their (clinical) presentation in adulthood. The diagnostic criteria of the DSM-5-TR classification system serve as the starting point. For each manifestation, the course covers the clinical picture and the most important characteristics, as well as epidemiological data, theoretical views, culture- and gender-related aspects, common comorbidity and differential diagnostics and, finally, briefly the diagnostics and the most important forms of treatment.

Learning objectives

After studying the course Clinical psychology 1b: psychopathology, you are expected to be able to do the following for the different manifestations of psychopathology:

- reproduce the most important symptoms as described in the DSM-5-TR;
- name the current scientific state of affairs regarding epidemiology and theoretical views;
- indicate culture- and gender-related aspects;
- describe the comorbidity and differential diagnostics;
- describe the methods of diagnostics and forms of treatment that are applied;
- on the basis of case material, propose the best-fitting DSM-5-TR classification.

PB3202 - Behaviour and climate

Dutch name: Gedrag en klimaat **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This course revolves around the role of psychology in preventing human-caused climate change and how human behaviour plays a part in it. You learn why climate psychology is becoming increasingly important and how psychological knowledge can be applied to help tackle climate change. In this course, you learn why understanding individual behaviour is essential in tackling climate change. You also learn how psychological theories and models can be applied to explain and promote climate-friendly behaviour.

Learning objectives

After taking this course, you are able to:

- explain why psychology is important in preventing climate change and how human behaviour plays a role in it;
- apply psychological knowledge to tackle human-caused climate change;
- argue why understanding how individuals behave is important for tackling climate change;
- explain what 'climate-related behaviour' means, especially from a psychological perspective;
- apply the principles of behaviour change to climate-related behaviour;
- use your knowledge of behaviour change in a targeted way to influence climate-related behaviour;
- explain how the academic approach to behaviour change with regard to climate-related behaviour differs from that in other areas of application of psychology, such as health psychology.

PB3302 - Cognition and artificial intelligence

Dutch name: Cognitie en kunstmatige intelligentie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This course offers a challenging introduction to and deepening in the cognitive sciences, with special attention to the mutual influences between psychology and artificial intelligence (A.I.). Unlike other in-depth courses after Introduction to psychology, which often have a specialist focus, this course offers a broad, interdisciplinary perspective. As a guide, we use the textbook Mindware by Andy Clark. This book explores critical philosophical assumptions about human cognition and A.I. and sets them against each other in a clear way. Important questions that are covered include: 'Can computers and A.I. think?' and 'Is cognition located exclusively in our brains, or do the body and environment also play a role in cognitive processes?' You become acquainted with a wide range of theoretical perspectives, such as connectionism, classical and modern robotics, perceptual control theory, dynamical systems theory, embodied cognition and predictive processing. In this course, you learn to analyse and compare the strengths and weaknesses of different approaches. In addition to the theoretical insights, the course also pays attention to practical applications, such as human-A.I. interaction and its impact on human behaviour. Through the link with current societal and technological issues, you are challenged to place theory in a broader context. The aim of this course is twofold: on the one hand to broaden your knowledge of relevant fields within the cognitive sciences, and on the other hand to develop a sharper eye for the complex interplay between psychology and technological innovations. You not only strengthen your critical and analytical thinking, but also gain new insights into the dynamic relationship between human intelligence and A.I.

Learning objectives

After going through this course, you are able to:

- describe and compare the most important theories and concepts within the cognitive sciences;
- reflect critically on the philosophical assumptions behind different theoretical approaches within the cognitive sciences;

- analyse the mutual influence between AI and psychology.

PB3402 - Psychology of work and health

Dutch name: Psychologie van arbeid en gezondheid **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

The psychology of work and health is concerned with studying and promoting well-being and health at work. Do you want to know what the causes of work stress are and how work stress can be prevented and tackled? Are you curious how employees' health problems can be prevented, or how employees can get back to work in good health? This course deals with such questions from psychological theories and research. Attention is paid to applying the theory in work practice. Topics covered in this course include work stress, sustainable employability, burnout, occupational reintegration and positive interventions to increase well-being at work. Why does one person suffer more from work stress than another? When is there burnout and what are the risk factors? How can we measure the health and well-being of individual employees? And what can we do to prevent health problems among employees, keep them vital and sustainably employable, or get them back to work in good health? The course looks for answers to questions like these. The course studies well-being and health at work, covers the field of interventions and focuses on both the individual and the organisation. There is attention to primary and secondary prevention, but also to treatment, reintegration, sustainable employability and growth. Theme 1 begins with a general introduction to the field, in which relevant societal developments are also covered. Theme 2 then goes deeper into burnout and models that attempt to explain stress. Theme 3 pays attention to, among other things, sustainable employability and a healthy lifestyle at work. Theme 4 covers different types of interventions. You apply the knowledge gained on the basis of practical examples. This is a flexible course that you can go through at your own pace.

Learning objectives

After going through this course, you can:

- name and explain current themes within the field of the psychology of work and health;
- describe important frameworks and concepts around work, illness and health and explain how they are interrelated;
- describe different theoretical models of work stress and burnout, compare them with each other and apply them to examples;
- explain how stress and burnout can be measured and apply this to examples;
- name and explain/analyse factors that influence employees' mental health, physical health and sustainable employability;
- describe what workplace health promotion entails and describe how to develop and deploy interventions in this area in a planned way in practice;
- name and explain important interventions in the area of work and health, and argue in which situations which intervention may be useful.

PB3502 - Psychodiagnostics: theory, models and methods

Dutch name: Psychodiagnostiek: theorie, modellen en methoden **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This new course in the Bachelor's programme in Psychology gives a picture of psychodiagnostics in general and its application in the various areas of psychology. The largest part of the course consists of general knowledge of psychodiagnostics, in which attention is paid to history, quality and ethics, and to the theories, models, methods and instruments used in psychodiagnostics. The course also covers psychodiagnostics as it applies specifically to the various areas of application.

Learning objectives

After taking this course, you can:

- name and describe the theoretical background and history of psychodiagnostics;
- name and describe different diagnostic models;
- name and describe the different steps of the diagnostic process;
- name and describe the most important quality requirements and the factors that influence them in psychodiagnostics;
- name and describe the professional-ethical aspects in psychodiagnostics;
- name and describe the role of psychodiagnostics in various psychological settings;
- using the NIP professional code (Dutch Association of Psychologists), analyse the professional-ethical aspects of psychodiagnostic activities and interventions;
- name and describe the different (forms of) psychodiagnostic methods and instruments;
- name and describe the different ways in which psychodiagnostics is applied in the different psychological settings and the associated aims of psychodiagnostics;
- apply the different steps of the diagnostic process to practical cases.

PB3602 - The child in society

Dutch name: Het kind in de maatschappij **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

The aim of this course is for students to gain the knowledge to think critically about the role of children in society, with an emphasis on what is expected of them and their rights. The child's perspective and the voice of the child are central, divided over different themes:

1. A journey through history and culture. A historical overview of how the position of children has changed, from small adults in the Middle Ages to vulnerable individuals who need protection. The course also compares the view of children in Western (individualistic) and Eastern (collectivistic) cultures, and examines the situation in less developed countries.

2. Children's rights. This part covers the legal rights of children, both internationally (UN) and nationally, including when children may have their voice heard and how they are protected. Organisations that take care of children in the Netherlands are also discussed, with attention to issues such as sexual exploitation, and the consequences of violations of children's rights.

3. Conversations with children. This theme examines what can be expected of children in conversations, with attention to their cognitive and communicative development, memory formation, and whether they can be reliable witnesses. Skills for talking with children are also covered, as well as common myths and the best methods for interviewing children.

4. The child in context. This theme focuses on the system in which a child grows up, examining risk factors and protective factors for development, the nature versus nurture debate, and influences such as poverty and social networks.

Important points of attention in the course are critical thinking, cultural sensitivity and systemic thinking in order to understand the development and rights of children in a broader context.

Learning objectives

After studying the course, you can:

- know the role of the child in society throughout history;
- name which children's rights exist at European and national level;
- explain how child protection in the Netherlands is organised;

- explain how communication skills develop in children;
- explain how memory develops in children;
- explain why specific conversation skills are important in a conversation with children in different contexts;
- explain which risk and protective factors are important in the child's environment;
- reflect critically on the position that children occupy in our society.

PB950T - Capita selecta

Type: Standard product **Language:** Dutch **ECTS:** 1 **Price:** € 82.00

The course Capita selecta centres on three themes, namely exercise, music and creativity. For each theme, the application is covered from the biological foundations.

Learning objectives

After studying this course, you have knowledge of the possible effects of exercise and music interventions, and of factors that play a role in bringing about these effects and/or mechanisms of action. You also have knowledge of brain areas involved in music-induced emotions and creativity and of the patient perspective on therapy in which creative means are deployed in a targeted way.

PB950U - Capita selecta

Type: Standard product **Language:** Dutch **ECTS:** 2 **Price:** € 164.00

The course Capita selecta centres on three themes, namely exercise, music and creativity. For each theme, the application is covered from the biological foundations.

Learning objectives

After studying this course, you have knowledge of the possible effects of exercise and music interventions, and of factors that play a role in bringing about these effects and/or mechanisms of action. You also have knowledge of brain areas involved in music-induced emotions and creativity and of the patient perspective on therapy in which creative means are deployed in a targeted way.

PB950V - Capita selecta

Type: Standard product **Language:** Dutch **ECTS:** 3 **Price:** € 246.00

The course Capita selecta centres on three themes, namely exercise, music and creativity. For each theme, the application is covered from the biological foundations.

Learning objectives

After studying this course, you have knowledge of the possible effects of exercise and music interventions, and of factors that play a role in bringing about these effects and/or mechanisms of action. You also have knowledge of brain areas involved in music-induced emotions and creativity and of the patient perspective on therapy in which creative means are deployed in a targeted way.

PB950W - Capita selecta

Type: Standard product **Language:** Dutch **ECTS:** 0.4 **Price:** € 27.48

The course Capita selecta centres on three themes, namely exercise, music and creativity. For each theme, the application is covered from the biological foundations.

Learning objectives

After studying this course, you have knowledge of the possible effects of exercise and music interventions, and of factors that play a role in bringing about these effects and/or mechanisms of action. You also have knowledge of brain areas involved in music-induced emotions and creativity and of the patient perspective on therapy in which creative means are deployed in a targeted way.

PB950X - Capita selecta anthrozoology; meet the expert

Type: Standard product **Language:** Dutch **ECTS:** 0.1 **Price:** € 13.52

The course Capita selecta centres on three themes, namely exercise, music and creativity. For each theme, the application is covered from the biological foundations.

Learning objectives

After studying this course, you have knowledge of the possible effects of exercise and music interventions, and of factors that play a role in bringing about these effects and/or mechanisms of action. You also have knowledge of brain areas involved in music-induced emotions and creativity and of the patient perspective on therapy in which creative means are deployed in a targeted way.

PB950Y - Capita selecta anthrozoology; key texts in anthrozoology

Type: Standard product **Language:** Dutch **ECTS:** 0.2 **Price:** € 13.74

The course Capita selecta centres on three themes, namely exercise, music and creativity. For each theme, the application is covered from the biological foundations.

Learning objectives

After studying this course, you have knowledge of the possible effects of exercise and music interventions, and of factors that play a role in bringing about these effects and/or mechanisms of action. You also have knowledge of brain areas involved in music-induced emotions and creativity and of the patient perspective on therapy in which creative means are deployed in a targeted way.

PB950Z - Capita selecta anthrozoology; assignment

Type: Standard product **Language:** Dutch **ECTS:** 0.3 **Price:** € 27.26

The course Capita selecta centres on three themes, namely exercise, music and creativity. For each theme, the application is covered from the biological foundations.

Learning objectives

After studying this course, you have knowledge of the possible effects of exercise and music interventions, and of factors that play a role in bringing about these effects and/or mechanisms of action. You also have knowledge of brain areas involved in music-induced emotions and creativity and of the patient perspective on therapy in which creative means are deployed in a targeted way.

PB9916 - Bachelor's thesis

Dutch name: Bachelorthesis **Type:** Standard product **Language:** Dutch **ECTS:** 15 **Price:** € 1,230.00

In this practical, you study according to the instructions in the online learning environment. In the course menu, you find eight themes that guide you step by step to the end result. The course is supported by four (online) meetings, in which your supervisor guides you through the process.

Start meeting

The course begins with a start meeting. In it, the students and the supervisor get to know each other. What is expected of you in the course is discussed and we agree when the next meetings will take place. The supervisor also gives an introduction to the research theme.

Academic frameworks, exploration and research question

You then get to work on themes 1 and 2 in the online learning environment. In theme 1, the academic frameworks within which you carry out the research are discussed. Attention is also paid to academic integrity. In theme 2, you explore your research theme and make a problem outline with a search plan for searching for literature. Your supervisor gives you feedback on this search plan. From this search plan, you delve further into the literature and draw up a central research question with sub-questions or hypotheses. You work out your research ideas in a poster that you present in a three-minute pitch during the second meeting.

Introduction and method

After the second meeting, you get actively to work on writing the introduction (theme 3) and the methods section (theme 4). You delve further into the theory, psychological constructs and methodology of your research theme. You determine your research method and, if necessary, look for or develop suitable measuring instruments to collect data. You also draw up your analysis plan.

Preregistration and execution

Before you actually start carrying out your research, you first have to preregister your research (theme 5). You base the preregistration assignment on your write-up of the introduction and methods. Your supervisor gives you feedback on the preregistration assignment. In the third meeting, the preregistration assignment is discussed centrally and you discuss in advance the execution of your research. After the third meeting, you can therefore actually start carrying out your research!

Analysis, interpretation and reflection

After you have collected your data, you analyse the data according to the analysis plan and interpret the results (theme 6). During the fourth meeting, you discuss the data together with your supervisor and can ask questions about carrying out your analysis plan. You also receive advice on writing the results and discussion sections. After analysing the data and interpreting the results, you reflect on your findings in the discussion section (theme 7). Your supervisor will support you in writing the Bachelor's thesis by giving you feedback twice on your draft thesis.

Peer review

When your draft manuscript is ready, you [...]

PGAZ01 - Developing and delivering online and blended learning

Dutch name: Ontwikkelen en verzorgen van online en blended leren **Type:** Simple product **Language:** Dutch **Price:** € 0.00

Pets are an indispensable part of Dutch households. More than half of Dutch households have a pet. For many people, this pet is very important. It has various positive effects such as a reduced feeling of loneliness, anxiety and low mood. In short, the quality of life of people with a pet is often higher than that of people without a pet. Older people with a chronic illness can also find support in their pet. In these situations, however, having a pet can, besides the many positive effects, also cause problems. For care providers and informal carers, having a pet can be burdensome. For example, the care provider may be afraid of the pet, or the informal carer has to take care of the pet as well as caring for their loved one. The conversation about the pet and the care for it can be a difficult subject of conversation between client and care provider, as a result

of which irresponsible situations sometimes arise. The Long-term Care Act (Wet langdurige zorg) says nothing about pets and how to deal with them responsibly.

Course material

The course material consists of articles and videos. The articles are offered within the learning environment as PDFs and can be downloaded. The videos can be viewed online.

PM0006 - Placement work and organisational psychology

Dutch name: Stage arbeids- en organisatie-psychologie **Type:** Standard product **Language:** Dutch **ECTS:** 15 **Price:** € 1,230.00

The placement is above all a learning situation and differs in that sense from full professional practice. Placement activities are temporary and take place under the supervision of an academically qualified psychologist or educationalist. A condition is that in the placement, knowledge and skills acquired in the programme are applied in a theoretically and practically sound way. Four different forms of placement are possible: an intervention placement, a diagnostics placement, a research placement or a practice placement. In some situations, it is possible to do the placement with the input of work experience. In an intervention placement, you make a substantial contribution to the development and/or implementation of an intervention that is applied in the organisation where you do your placement. Intervention programmes are developed in consultation with the host organisation. In the diagnostics placement, you learn to apply psychodiagnostic methods as covered in the course Psychodiagnostic skills in selection and assessment (conversation skills, tests and interviews). This form of placement is also necessary to meet the requirements for the Basic Endorsement in Psychodiagnostics (Basisaantekening psychodiagnostiek, BAPD) of the NIP (Dutch Association of Psychologists). A research placement gives you the opportunity to carry out a study with an empirical component. This can be done either at an external host organisation or under the supervision of an OU lecturer without you being affiliated with an external organisation. The research can be a preparation for the Master's thesis, but can also stand on its own. The research placement can be an alternative for those students who, through their profession, are already very familiar with organisations in the field. It is also an alternative for those who, due to specific circumstances, are not able to be present at a host organisation for a few half-days a week. The practice placement is the more traditional form of placement: you apply the knowledge and insights acquired in an appropriate work situation and thus become acquainted with organisations in the psychologist's field of work. The placement with the input of work experience is a form of placement for students who already work in a psychological setting at the level of a Master's-level psychologist.

Learning objectives

During a placement, you carry out activities that are characteristic of a professional psychologist. The specific learning objectives and personal goals differ per type of placement and per student. General objectives of the placement are:

- be able to set personal placement goals that contribute to achieving the Master's qualifications;
- be able to deepen the knowledge and insight acquired, depending on the chosen practice setting and the personal and professional learning goals set;
- be able to integrate and apply the theoretical knowledge and insight from the psychology programme in the chosen practice setting;
- apply problem-solving abilities and relevant skills within a broader (or […]

PM000R - Open module

Type: Standard product **Language:** Dutch **ECTS:** 0.6 **Price:** € 57.00

This bridging course is intended for students who are being transferred from the phasing-out Master's programming to the new Master's programming. With this course, the shortfall in credits in the Master's programme can be made up. In this Open Module, the subject of stigmatisation is central. You read literature on this subject and write a paper on it. The paper must be tailored to one of the four graduation tracks. Students in clinical psychology write a paper on the stigmatisation of people with a mental disorder. Students in health psychology write a paper on the stigmatisation of people with HIV. Students in life-span psychology and students in work and organisational psychology write a paper on the stigmatisation of older workers.

Learning objectives

After studying this course, you have knowledge of the concept of stigmatisation and are aware of current academic insights in this research area. After completing the course, you have also gained knowledge in one of the following three domains of the stigma literature: stigmatisation of people with a mental disorder, stigmatisation of people with HIV or stigmatisation of older workers.

PM000S - Open module

Type: Standard product **Language:** Dutch **ECTS:** 1.3 **Price:** € 107.70

This bridging course is intended for students who are being transferred from the phasing-out Master's programming to the new Master's programming. With this course, the shortfall in credits in the Master's programme can be made up. In this Open Module, the subject of stigmatisation is central. You read literature on this subject and write a paper on it. The paper must be tailored to one of the four graduation tracks. Students in clinical psychology write a paper on the stigmatisation of people with a mental disorder. Students in health psychology write a paper on the stigmatisation of people with HIV. Students in life-span psychology and students in work and organisational psychology write a paper on the stigmatisation of older workers.

Learning objectives

After studying this course, you have knowledge of the concept of stigmatisation and are aware of current academic insights in this research area. After completing the course, you have also gained knowledge in one of the following three domains of the stigma literature: stigmatisation of people with a mental disorder, stigmatisation of people with HIV or stigmatisation of older workers.

PM000T - Open module

Type: Standard product **Language:** Dutch **ECTS:** 2 **Price:** € 164.00

This bridging course is intended for students who are being transferred from the phasing-out Master's programming to the new Master's programming. With this course, the shortfall in credits in the Master's programme can be made up. In this Open Module, the subject of stigmatisation is central. You read literature on this subject and write a paper on it. The paper must be tailored to one of the four graduation tracks. Students in clinical psychology write a paper on the stigmatisation of people with a mental disorder. Students in health psychology write a paper on the stigmatisation of people with HIV. Students in life-span psychology and students in work and organisational psychology write a paper on the stigmatisation of older workers.

Learning objectives

After studying this course, you have knowledge of the concept of stigmatisation and are aware of current academic insights in this research area. After completing the course, you have also gained knowledge in one

of the following three domains of the stigma literature: stigmatisation of people with a mental disorder, stigmatisation of people with HIV or stigmatisation of older workers.

PM000U - Open module

Type: Standard product **Language:** Dutch **ECTS:** 3.5 **Price:** € 287.00

This bridging course is intended for students who are being transferred from the phasing-out Master's programming to the new Master's programming. With this course, the shortfall in credits in the Master's programme can be made up. In this Open Module, the subject of stigmatisation is central. You read literature on this subject and write a paper on it. The paper must be tailored to one of the four graduation tracks. Students in clinical psychology write a paper on the stigmatisation of people with a mental disorder. Students in health psychology write a paper on the stigmatisation of people with HIV. Students in life-span psychology and students in work and organisational psychology write a paper on the stigmatisation of older workers.

Learning objectives

After studying this course, you have knowledge of the concept of stigmatisation and are aware of current academic insights in this research area. After completing the course, you have also gained knowledge in one of the following three domains of the stigma literature: stigmatisation of people with a mental disorder, stigmatisation of people with HIV or stigmatisation of older workers.

PM000V - Open module

Type: Standard product **Language:** Dutch **ECTS:** 4.2 **Price:** € 339.48

This bridging course is intended for students who are being transferred from the phasing-out Master's programming to the new Master's programming. With this course, the shortfall in credits in the Master's programme can be made up. In this Open Module, the subject of stigmatisation is central. You read literature on this subject and write a paper on it. The paper must be tailored to one of the four graduation tracks. Students in clinical psychology write a paper on the stigmatisation of people with a mental disorder. Students in health psychology write a paper on the stigmatisation of people with HIV. Students in life-span psychology and students in work and organisational psychology write a paper on the stigmatisation of older workers.

Learning objectives

After studying this course, you have knowledge of the concept of stigmatisation and are aware of current academic insights in this research area. After completing the course, you have also gained knowledge in one of the following three domains of the stigma literature: stigmatisation of people with a mental disorder, stigmatisation of people with HIV or stigmatisation of older workers.

PM000W - Open module

Type: Standard product **Language:** Dutch **ECTS:** 2.1 **Price:** € 182.04

This bridging course is intended for students who are being transferred from the phasing-out Master's programming to the new Master's programming. With this course, the shortfall in credits in the Master's programme can be made up. In this Open Module, the subject of stigmatisation is central. You read literature on this subject and write a paper on it. The paper must be tailored to one of the four graduation tracks. Students in clinical psychology write a paper on the stigmatisation of people with a mental disorder. Students in health psychology write a paper on the stigmatisation of people with HIV. Students in life-span psychology and students in work and organisational psychology write a paper on the stigmatisation of older workers.

Learning objectives

After studying this course, you have knowledge of the concept of stigmatisation and are aware of current academic insights in this research area. After completing the course, you have also gained knowledge in one of the following three domains of the stigma literature: stigmatisation of people with a mental disorder, stigmatisation of people with HIV or stigmatisation of older workers.

PM000X - Open module

Type: Standard product **Language:** Dutch **ECTS:** 2.8 **Price:** € 234.52

This bridging course is intended for students who are being transferred from the phasing-out Master's programming to the new Master's programming. With this course, the shortfall in credits in the Master's programme can be made up. In this Open Module, the subject of stigmatisation is central. You read literature on this subject and write a paper on it. The paper must be tailored to one of the four graduation tracks. Students in clinical psychology write a paper on the stigmatisation of people with a mental disorder. Students in health psychology write a paper on the stigmatisation of people with HIV. Students in life-span psychology and students in work and organisational psychology write a paper on the stigmatisation of older workers.

Learning objectives

After studying this course, you have knowledge of the concept of stigmatisation and are aware of current academic insights in this research area. After completing the course, you have also gained knowledge in one of the following three domains of the stigma literature: stigmatisation of people with a mental disorder, stigmatisation of people with HIV or stigmatisation of older workers.

PM000Y - Open module

Type: Standard product **Language:** Dutch **ECTS:** 0.7 **Price:** € 52.48

This bridging course is intended for students who are being transferred from the phasing-out Master's programming to the new Master's programming. With this course, the shortfall in credits in the Master's programme can be made up. In this Open Module, the subject of stigmatisation is central. You read literature on this subject and write a paper on it. The paper must be tailored to one of the four graduation tracks. Students in clinical psychology write a paper on the stigmatisation of people with a mental disorder. Students in health psychology write a paper on the stigmatisation of people with HIV. Students in life-span psychology and students in work and organisational psychology write a paper on the stigmatisation of older workers.

Learning objectives

After studying this course, you have knowledge of the concept of stigmatisation and are aware of current academic insights in this research area. After completing the course, you have also gained knowledge in one of the following three domains of the stigma literature: stigmatisation of people with a mental disorder, stigmatisation of people with HIV or stigmatisation of older workers.

PM000Z - Open module

Type: Standard product **Language:** Dutch **ECTS:** 1.4 **Price:** € 104.96

This bridging course is intended for students who are being transferred from the phasing-out Master's programming to the new Master's programming. With this course, the shortfall in credits in the Master's programme can be made up. In this Open Module, the subject of stigmatisation is central. You read literature on this subject and write a paper on it. The paper must be tailored to one of the four graduation tracks. Students in clinical psychology write a paper on the stigmatisation of people with a mental disorder. Students

in health psychology write a paper on the stigmatisation of people with HIV. Students in life-span psychology and students in work and organisational psychology write a paper on the stigmatisation of older workers.

Learning objectives

After studying this course, you have knowledge of the concept of stigmatisation and are aware of current academic insights in this research area. After completing the course, you have also gained knowledge in one of the following three domains of the stigma literature: stigmatisation of people with a mental disorder, stigmatisation of people with HIV or stigmatisation of older workers.

PM0022 - Psychodiagnostic skills in selection and assessment

Dutch name: Psychodiagnostische vaardigheden bij selectie en assessment **Type:** Standard product
Language: Dutch **ECTS:** 5 **Price:** € 410.00

In this course, you learn to carry out diagnostic assessments in order to answer questions from clients/candidates and commissioning parties in the work and organisational psychology setting. In this subject, besides practical skills, we also offer you a theoretical foundation to carry out a diagnostic assessment at a basic level and to be able to advise on a selection, development or career issue. On the basis of academic insights, you learn to judge when to deploy which instrument and how to combine instruments in an assessment; you practise administering psychological tests, translating job requirements into measurable constructs, and learn to analyse and assess them. In addition, in a compulsory practical, you practise with fellow students going through a selection procedure and interpreting and reporting outcomes responsibly, both orally and in writing. Finally, in the role of assessment psychologist, you learn to interpret outcomes responsibly and translate them back to the commissioning party's question by means of a written report according to the hypothesis-testing model, in accordance with the requirements of the NIP and the Basic Endorsement in Psychodiagnostics (BAPD). The report is also the final assignment with which you demonstrate that you have the required professional diagnostic level, so that you can responsibly get to work in the work and organisational context.

Learning objectives

After taking the course Psychodiagnostic skills in selection and assessment, you can:

- name, describe and explain the most important quality requirements and professional-ethical aspects in psychodiagnostics;
- name and describe the role of psychodiagnostics in work and organisational psychology;
- name and describe the measurement claim, application and specific characteristics of the research instruments covered in the course;
- name, describe and apply the following steps of the diagnostic process to a current case:
- formulate a diagnostic question in the area of work and organisational problems on the basis of intake information;
- operationalise a question by drawing up comprehensive hypotheses;
- choose suitable psychodiagnostic means to test the hypotheses;
- administer, score and interpret tests and questionnaires on the basis of information from the manual (measurement claim, psychometric qualities, norms and method of use);
- together with the client, integrate information and draw conclusions about the research results that match the question and the hypotheses;
- feed back the test results to the commissioning party and the candidate in a responsible, clear and compact way (both oral and written reporting);
- produce a diagnostic report in accordance with the requirements of the Basic Endorsement in Psychodiagnostics (BAPD);

- using the NIP professional code, reflect on professional-ethical [...]

PM0106 - Placement health psychology

Dutch name: Stage gezondheidspsychologie **Type:** Standard product **Language:** Dutch **ECTS:** 15 **Price:** € 1,230.00

The placement is above all a learning situation and differs in that sense from full professional practice. Placement activities are temporary and take place under the supervision of an academically qualified psychologist or educationalist. A condition is that in the placement, knowledge and skills acquired in the programme are applied in a theoretically and practically sound way. Four different forms of placement are possible: an intervention placement, a diagnostics placement, a research placement or a practice placement. In some situations, it is possible to do the placement with the input of work experience. In an intervention placement, you make a substantial contribution to the development and/or implementation of an intervention that is applied in the organisation where you do your placement. Intervention programmes are developed in consultation with the host organisation. In the diagnostics placement, you learn to apply psychodiagnostic methods as covered in the course Psychodiagnostics in health psychology (conversation skills, tests and interviews). This form of placement is also necessary to meet the requirements for the Basic Endorsement in Psychodiagnostics (Basisaantekening psychodiagnostiek, BAPD) of the NIP (Dutch Association of Psychologists). A research placement gives you the opportunity to carry out a study with an empirical component. This can be done either at an external host organisation or under the supervision of an OU lecturer without you being affiliated with an external organisation. The research can be a preparation for the Master's thesis, but can also stand on its own. The research placement can be an alternative for those students who, through their profession, are already very familiar with organisations in the field. It is also an alternative for those who, due to specific circumstances, are not able to be present at a host organisation for a few half-days a week. The practice placement is the more traditional form of placement: you apply the knowledge and insights acquired in an appropriate work situation and thus become acquainted with organisations in the psychologist's field of work. The placement with the input of work experience is a form of placement for students who already work in a psychological setting at the level of a Master's-level psychologist.

Learning objectives

During a placement, you carry out activities that are characteristic of a professional psychologist. The specific learning objectives and personal goals differ per type of placement and per student. General objectives of the placement are:

- be able to set personal placement goals that contribute to achieving the Master's qualifications;
- be able to deepen the knowledge and insight acquired, depending on the chosen practice setting and the personal and professional learning goals set;
- be able to integrate and apply the theoretical knowledge and insight from the psychology programme in the chosen practice setting;
- apply problem-solving abilities and relevant skills within a broader (or multidisciplinary [...]

PM0112 - Psychodiagnostics in health psychology

Dutch name: Psychodiagnostiek in de gezondheidspsychologie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

In the course, you become acquainted with the diagnostic cycle, the various diagnostic methods and a number of commonly used Dutch-language tests. You practise the various steps of the diagnostic cycle, the methods and tests in diagnostic assessment and you learn to determine for which clients and which questions

the various methods and tests can be used. You also administer tests to fellow students (and they to you) and learn to look critically at the meaning of the results. Finally, you learn to interpret these results responsibly and translate them back to the client with a written report according to the hypothesis-testing model and in accordance with the requirements of the NIP and the BAPD. The latter is also a preparation for a possible diagnostics placement in which you learn to work at the required professional diagnostic level and in a responsible way within a clinical setting. Diagnostic tests are important for a health psychologist in various settings. You can, for example, work as an independent coach, as a health psychologist in a rehabilitation centre or as a practice nurse (mental health) in a GP practice. In these settings, you can use tests that help you, together with the client/patient, to make a clear diagnosis. This can be the case, for example, for patients who are recovering after successful treatment for cancer. After treatment, these patients often fear that the cancer will return. They may also suffer from worrying, fatigue and depressive complaints. Tests can help to gain better insight into the severity of the complaints, a suitable treatment and where the focus should lie in the treatment of the client/patient.

Learning objectives

After taking the course Psychodiagnostics in health psychology, you can:

- name and describe the most important quality requirements and professional-ethical aspects in psychodiagnostics;
- name and describe the role of psychodiagnostics in the health-psychology setting;
- name and describe the different steps of the diagnostic process;
- formulate a diagnostic question in the area of health psychology on the basis of intake information;
- operationalise a question by drawing up comprehensive hypotheses;
- choose suitable psychodiagnostic means to test the hypotheses;
- administer, score and interpret tests and questionnaires on the basis of information from the manual (measurement claim, psychometric qualities, norms and method of use);
- integrate information and draw conclusions from the research results that match the question and the hypotheses;
- feed back the test results to the commissioning party and the client in a clear and responsible way (both orally and in writing);
- produce a diagnostic report in accordance with the requirements of the [...]

PM0206 - Placement clinical psychology

Dutch name: Stage klinische psychologie **Type:** Standard product **Language:** Dutch **ECTS:** 15 **Price:** € 1,230.00

The placement is above all a learning situation and differs in that sense from full professional practice. Placement activities are temporary and take place under the supervision of an academically qualified psychologist or educationalist. A condition is that in the placement, knowledge and skills acquired in the programme are applied in a theoretically and practically sound way. Four different forms of placement are possible: an intervention placement, a diagnostics placement, a research placement or a practice placement. In some situations, it is possible to do the placement with the input of work experience. In an intervention placement, you make a substantial contribution to the development and/or implementation of an intervention that is applied in the organisation where you do your placement. Intervention programmes are developed in consultation with the host organisation. In the diagnostics placement, you learn to apply psychodiagnostic methods as covered in the course Psychodiagnostics in clinical psychology (conversation skills, tests and interviews). This form of placement is also necessary to meet the requirements for the Basic Endorsement in Psychodiagnostics (Basisaantekening psychodiagnostiek, BAPD) of the NIP (Dutch Association of Psychologists). A research placement gives you the opportunity to carry out a study with an empirical

component. This can be done either at an external host organisation or under the supervision of an OU lecturer without you being affiliated with an external organisation. The research can be a preparation for the Master's thesis, but can also stand on its own. The research placement can be an alternative for those students who, through their profession, are already very familiar with organisations in the field. It is also an alternative for those who, due to specific circumstances, are not able to be present at a host organisation for a few half-days a week. The practice placement is the more traditional form of placement: you apply the knowledge and insights acquired in an appropriate work situation and thus become acquainted with organisations in the psychologist's field of work. The placement with the input of work experience is a form of placement for students who already work in a psychological setting at the level of a Master's-level psychologist.

Learning objectives

During a placement, you carry out activities that are characteristic of a professional psychologist. The specific learning objectives and personal goals differ per type of placement and per student. General objectives of the placement are:

- be able to set personal placement goals that contribute to achieving the Master's qualifications;
- be able to deepen the knowledge and insight acquired, depending on the chosen practice setting and the personal and professional learning goals set;
- be able to integrate and apply the theoretical knowledge and insight from the psychology programme in the chosen practice setting;
- apply problem-solving abilities and relevant skills within a broader (or multidisci [...]

PM0212 - Psychodiagnostics in clinical psychology

Dutch name: Psychodiagnostiek in de klinische psychologie **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

In the course, you become acquainted with the diagnostic cycle, the various diagnostic methods and a number of commonly used Dutch-language tests. You practise the various steps of the diagnostic cycle and you learn to determine for which clients and which questions the various methods and tests can be used. You also administer tests to fellow students (and they to you) and learn to look critically at the meaning of the results. Finally, you learn to interpret the results collected in this way responsibly and translate them back to the client in a written report according to the hypothesis-testing model and in accordance with the requirements of the NIP and the BAPD. The latter is also a preparation for a possible diagnostics placement in which you learn to work at the required professional diagnostic level and in a responsible way within a clinical setting. Diagnostic tests are important for a psychologist in various settings. For requests for help such as a psychologist encounters in a clinical setting, a psychological assessment, consisting of psychological tests, questionnaires and interviews, can be useful to make a clear diagnosis together with the client/patient. Tests can also help to gain better insight into the severity of the complaints, what a suitable treatment may be and where the focus should lie in the treatment of the client/patient. This is done with a transparent and stimulating way of working, in which the client is actively involved as the most important 'stakeholder'. As a psychologist, you are your client's conversation partner and you work together; at the same time, the client is the object of investigation. This demands empathy and distance from both parties.

Learning objectives

After taking the course Psychodiagnostics in clinical psychology, you can:

- name and describe the most important quality requirements and professional-ethical aspects in psychodiagnostics;
- name and describe the role of psychodiagnostics in the clinical-psychology setting;

- name and describe the different steps of the diagnostic process;
- formulate a diagnostic question in the area of clinical psychology on the basis of intake information;
- operationalise a question by drawing up comprehensive hypotheses;
- choose suitable psychodiagnostic means to test the hypotheses;
- administer, score and interpret tests and questionnaires on the basis of information from the manual (measurement claim, psychometric qualities, norms and method of use);
- integrate information and draw conclusions from the research results that match the question and the hypotheses;
- feed back the test results to the commissioning party and the client in a clear and responsible way (both orally and in writing);
- produce a diagnostic report in accordance with the requirements [...]

PM0306 - Placement lifespan psychology

Dutch name: Stage levenslooppsychologie **Type:** Standard product **Language:** Dutch **ECTS:** 15 **Price:** € 1,230.00

The placement is above all a learning situation and differs in that sense from full professional practice. Placement activities are temporary and take place under the supervision of an academically qualified psychologist or educationalist. A condition is that in the placement, knowledge and skills acquired in the programme are applied in a theoretically and practically sound way. Four different forms of placement are possible: an intervention placement, a diagnostics placement, a research placement or a practice placement. In some situations, it is possible to do the placement with the input of work experience. In an intervention placement, you make a substantial contribution to the development and/or implementation of an intervention that is applied in the organisation where you do your placement. Intervention programmes are developed in consultation with the host organisation. In the diagnostics placement, you learn to apply psychodiagnostic methods as covered in the course Psychodiagnostics in life-span psychology (conversation skills, tests and interviews). This form of placement is also necessary to meet the requirements for the Basic Endorsement in Psychodiagnostics (Basisaantekening psychodiagnostiek, BAPD) of the NIP (Dutch Association of Psychologists). A research placement gives you the opportunity to carry out a study with an empirical component. This can be done either at an external host organisation or under the supervision of an OU lecturer without you being affiliated with an external organisation. The research can be a preparation for the Master's thesis, but can also stand on its own. The research placement can be an alternative for those students who, through their profession, are already very familiar with organisations in the field. It is also an alternative for those who, due to specific circumstances, are not able to be present at a host organisation for a few half-days a week. The practice placement is the more traditional form of placement: you apply the knowledge and insights acquired in an appropriate work situation and thus become acquainted with organisations in the psychologist's field of work. The placement with the input of work experience is a form of placement for students who already work in a psychological setting at the level of a Master's-level psychologist.

Learning objectives

During a placement, you carry out activities that are characteristic of a professional psychologist. The specific learning objectives and personal goals differ per type of placement and per student. General objectives of the placement are:

- be able to set personal placement goals that contribute to achieving the Master's qualifications;
- be able to deepen the knowledge and insight acquired, depending on the chosen practice setting and the personal and professional learning goals set;

- be able to integrate and apply the theoretical knowledge and insight from the psychology programme in the chosen practice setting;
- apply problem-solving abilities and relevant skills within a broader (or multidisciplinary [...]

PM0312 - Psychodiagnostics in lifespan psychology

Dutch name: Psychodiagnostiek in de levenslooppsychologie **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

In the course, you become acquainted with the diagnostic cycle, the various diagnostic methods and a number of commonly used Dutch-language tests. You practise the various steps of the diagnostic cycle and you learn to determine for which clients and which questions the various methods and tests can be used. You also administer tests to fellow students (and they to you) and learn to look critically at the meaning of the results. Finally, you learn to interpret the results collected in this way responsibly and translate them back to the client in a written report according to the hypothesis-testing model, and in accordance with the requirements of the NIP and the BAPD. The latter is also a preparation for a possible diagnostics placement in which you learn to work at the required professional diagnostic level and in a responsible way within a clinical setting. Diagnostic tests are important for a psychologist in various settings. For requests for help such as a psychologist encounters in a clinical setting, a psychological assessment, consisting of psychological tests, questionnaires and interviews, can be useful to make a clear diagnosis together with the client/patient. Tests can also help to gain better insight into the severity of the complaints, what a suitable treatment may be and where the focus should lie in the treatment of the client/patient. This is done with a transparent and stimulating way of working, in which the client is actively involved as the most important 'stakeholder'. As a psychologist, you are your client's conversation partner and you work together; at the same time, the client is the object of investigation. This demands empathy and distance from both parties.

Learning objectives

After taking the course Psychodiagnostics in life-span psychology, you can:

- name and describe the most important quality requirements and professional-ethical aspects in psychodiagnostics;
- name and describe the role of psychodiagnostics in the life-span psychology setting;
- name and describe the different steps of the diagnostic process;
- formulate a diagnostic question in the area of life-span psychology on the basis of intake information;
- operationalise a question by drawing up comprehensive hypotheses;
- choose suitable psychodiagnostic means to test the hypotheses;
- administer, score and interpret tests and questionnaires on the basis of information from the manual (measurement claim, psychometric qualities, norms and method of use);
- integrate information and draw conclusions from the research results that match the question and the hypotheses;
- feed back the test results to the commissioning party and the client in a clear and responsible way (both orally and in writing);
- produce a diagnostic report in accordance with the [...]

PM0406 - Placement clinical child and adolescent psychology

Dutch name: Stage Klinische kinder- en jeugdpsychologie **Type:** Standard product **Language:** Dutch
ECTS: 15 **Price:** € 1,230.00

The placement is above all a learning situation and differs in that sense from full professional practice. Placement activities are temporary and take place under the supervision of an academically qualified

psychologist or educationalist. A condition is that in the placement, knowledge and skills acquired in the programme are applied in a theoretically and practically sound way. Four different forms of placement are possible: an intervention placement, a diagnostics placement, a research placement or a practice placement. In some situations, it is possible to do the placement with the input of work experience. In an intervention placement, you make a substantial contribution to the development and/or implementation of an intervention that is applied in the organisation where you do your placement. Intervention programmes are developed in consultation with the host organisation. In the diagnostics placement, you learn to apply psychodiagnostic methods as covered in the course Psychodiagnostics in clinical child and adolescent psychology (conversation skills, tests and interviews). This form of placement is also necessary to meet the requirements for the Basic Endorsement in Psychodiagnostics (Basisaantekening psychodiagnostiek, BAPD) of the NIP (Dutch Association of Psychologists). A research placement gives you the opportunity to carry out a study with an empirical component. This can be done either at an external host organisation or under the supervision of an OU lecturer without you being affiliated with an external organisation. The research can be a preparation for the Master's thesis, but can also stand on its own. The research placement can be an alternative for those students who, through their profession, are already very familiar with organisations in the field. It is also an alternative for those who, due to specific circumstances, are not able to be present at a host organisation for a few half-days a week. The practice placement is the more traditional form of placement: you apply the knowledge and insights acquired in an appropriate work situation and thus become acquainted with organisations in the psychologist's field of work. The placement with the input of work experience is a form of placement for students who already work in a psychological setting at the level of a Master's-level psychologist.

Learning objectives

During a placement, you carry out activities that are characteristic of a professional psychologist. The specific learning objectives and personal goals differ per type of placement and per student. General objectives of the placement are:

- be able to set personal placement goals that contribute to achieving the Master's qualifications;
- be able to deepen the knowledge and insight acquired, depending on the chosen practice setting and the personal and professional learning goals set;
- be able to integrate and apply the theoretical knowledge and insight from the psychology programme in the chosen practice setting;
- apply problem-solving abilities and relevant skills within a broader [...]

PM0412 - Creative and innovative behaviour in organisations

Dutch name: Creatief en Innovatief Gedrag in Organisaties **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

Organisations constantly have to adapt to developments such as digitalisation, robotisation, globalisation, flexibilisation and the circular transition. Creativity and innovation are essential for organisations to keep up in this fast-changing world. For example, the long-term success of companies is largely determined by developing and bringing to market successful new products and services. At the same time, social innovations within organisations are of great importance for making internal processes run well and for guaranteeing employee well-being. In order to innovate, organisations ultimately depend on their employees. It is therefore important to understand factors that influence employees' creative and innovative behaviour in organisations, in order then perhaps also to be able to influence it. This course addresses questions such as:

- what role do creative and innovative behaviour play in the future of work?
- how do individual employees come up with creative ideas and how do different working conditions influence the creative process?

- how are team composition and social-psychological processes within teams related to creative and innovative outcomes?
- what can organisations and employees in leading positions do to stimulate creative and innovative behaviour in their employees?
- which psychological and organisational factors do managers have to take into account to make sure employees adapt successfully to innovations within the organisation?

We approach these questions in this course from work and organisational psychology.

Learning objectives

After completing the course, you are able to do the following for a concrete case:

- describe important developments that play a role in the future of work and reason about their consequences for job design and employees' skills;
- draw up (on the basis of academic literature) and carry out an interview schedule in order to analyse the case critically;
- identify different definitions and operationalisations of creativity and innovation and reflect on them on the basis of academic literature;
- evaluate the creative and innovative potential critically on the basis of important theories, models and empirical findings on creative and innovative behaviour at individual, team and organisational level;
- evaluate the innovative potential critically on the basis of academic literature on psychological and organisational factors that play a role in the implementation of innovations;
- formulate proposals for improvement on the basis of academic literature on ways to promote creative and innovative behaviour in the workplace.

PM0512 - Behaviour change in the workplace: Theory and practice

Dutch name: Gedragsverandering op de werkvloer: Theorie en praktijk **Type:** Standard product
Language: Dutch **ECTS:** 5 **Price:** € 410.00

Within work and organisational psychology, interventions are regularly applied to influence employees' behaviour. Think of interventions to encourage employees to take control themselves of changing (aspects of) their work (job crafting), interventions to encourage exercise or reduce sitting, and interventions to cope with work stress. You learn how to develop an intervention in a systematic, step-by-step and theoretically substantiated way to change employees' behaviour in the workplace. This way of developing interventions also offers a framework for evaluating (the quality of) existing interventions and adapting them where necessary. For a successful intervention, it is important not only that it is theoretically well substantiated, but also that it is implemented correctly. This course therefore also pays attention to psychological processes that play a role in the implementation of behaviour change interventions, and to the specific challenges involved in implementing interventions in organisations. Finally, attention is paid to the evaluation of interventions carried out: does it actually lead to behaviour change (effect evaluation)? And which processes are related to whether or not it is successful (process evaluation)?

Learning objectives

After completing this course, you can:

- evaluate an existing intervention regarding behaviour change in the workplace on the basis of the eight steps of the behaviour change wheel;
- evaluate whether, and if so how, a) self-determination theory, b) the theory of planned behaviour, c) social cognitive theory and d) the COM-B model can be used to tackle given behaviour change issues in the workplace;

- analyse which psychological processes can have a positive or negative influence on the implementation of a given behaviour change intervention in the workplace;
- describe which challenges at organisational level play a role in the implementation of a behaviour change intervention in the workplace;
- draw up a design for the process and effect evaluation of an (existing) intervention.

PM0632 - Psychology of sustainable careers

Dutch name: Psychologie van duurzame loopbanen **Type:** Standard product **Language:** Dutch **ECTS:** 5
Price: € 410.00

Rapid and continuous changes in society and in our labour market, such as globalisation and digitalisation, have made individuals' careers more complex and dynamic. Career paths are much more open than they used to be. Moreover, individuals are expected to keep learning and developing continuously and so help to shape their careers. Because of the increasing complexity, the classic idea of career success (for example focused exclusively on productivity) is also no longer sufficient. In this course, we therefore focus on the sustainability of work and careers. Here we see sustainability as an integration of different characteristics, namely health, happiness and productivity. Various themes are covered. We go deeper into what a sustainable career can entail and the way in which a sustainable career takes shape. We also work out psychological theoretical frameworks to gain more insight into how a sustainable career unfolds. We then look at different dimensions of a sustainable career, paying attention to the person dimension (which resources of individuals contribute to the sustainability of a career), the time dimension (which transitions are important for sustainability) and the context dimension (which factors at the level of the labour market and the job play a role in the feeling of sustainability). Each theme is covered on the basis of recent academic insights, and we also go into possible interventions. In addition to the overarching academic insights, a few contemporary and relevant topics are explored in extra depth, such as the role of digitalisation for a sustainable career or experiencing a career shock. Throughout the course, we immediately apply the theoretical insights to practical cases and the student is invited to take a close look at their own career. By putting theoretical reflection first, we want students, after the course, to be able to contribute to their (own) sustainable career from an academic basis.

Learning objectives

After taking this course, you are able to:

- define the concept of sustainable careers and name and apply its indicators and dimensions;
- understand and explain theoretical frameworks that underlie sustainable careers and relate them to (aspects of) careers;
- describe person-related aspects that are important in pursuing a sustainable career, analyse them in cases and evaluate them;
- name and describe the role of time for sustainable careers, analyse it in different career cases and evaluate possible interventions;
- apply and evaluate contextual aspects that play a role in the experience of a sustainable career, at the level of the individual, the job and the labour market;
- per [...]

PM0812 - Clinical psychology 3: outpatient practice

Dutch name: Klinische psychologie 3: de ambulante praktijk **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

The preceding courses Clinical psychology 1a, 1b and 2 cover the theory around types of and approaches to psychopathology (1) and diagnostics and treatment of disorders (2). The main aim of Clinical psychology 3 is

to translate theoretical knowledge to clinical practice, to stimulate the formation of a professional attitude and to encourage a meta-perspective on the whole helping cycle. You gain insight into the sectors within mental health care and the cooperation between them. The course consists of three themes: organisation of care, psychological practice, and academically, societally responsible and ethical practice.

Organisation of care

In this part of the course, you investigate the various sectors in which clinically oriented psychologists work and how these sectors are organised in the Netherlands, from generalist to highly specialised. Basic competences are also discussed and the clinical care components (diagnostics, indication, treatment and prevention) are explained.

Psychological practice

Different perspectives on psycho(patho)logy are possible. You learn to compare these different views and paradigms and are challenged to develop a perspective of your own and an independent attitude. This attitude is reflected in the tailored care that is very important within mental health care. You also study the role and importance of treatment protocols, and there is attention to transdiagnostics. On the basis of case material, you draw up a function and meaning analysis, and you explain how specific cognitive behavioural interventions act on mechanisms that maintain psychological complaints.

Academically and societally responsible practice

It is important to have insight into the societal and academic context in which a (clinical) psychologist works. Various concepts deserve attention in this light: client perspective, diversity, lead practitioner role, knowledge promotion, professional ethics and innovation. Finally, we go specifically into the guidance and treatment of clients with suicidal thoughts and suicidal behaviour.

Learning objectives

After studying this course, you can:

- name differences between generalists and specialists;
- consider professionalisation models of generalist and specialist psychologists;
- name the generalist approach to diagnostics, indication, intervention and process management;
- describe the generalist approach to contextual diagnostics;
- consider the professional development of psychologists;
- describe the growth of clinical psychology;
- consider the role of professional associations for psychologists;
- name the role of the BIG Act (Individual Healthcare Professions Act);
- name the different sectors in which [...]

PM0922 - Psychopathology in children and adolescents

Dutch name: Psychopathologie bij kinderen en adolescenten **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

Mental disorders are common in children and adolescents. Almost one in five Dutch young people has a mental disorder, and every year more than 170,000 young people come into contact with specialist youth mental health care. It is therefore important to recognise psychological complaints in good time and to make the diagnosis carefully. It is then important to treat the psychological problems as well and as early as possible. Early interventions turn out to have a great effect on later quality of life. This course covers mental disorders in children and adolescents. It goes into the clinical picture and diagnostic criteria of the various disorders in depth, and also covers the epidemiology and aetiology of the disorders concerned. Finally, extensive attention is paid to the diagnostic process and the treatment of these disorders.

Learning objectives

After completing the course, you can describe the clinical picture, epidemiology, aetiology, diagnostic criteria, diagnostic process and treatment of the following mental disorders in children and adolescents:

- anxiety and obsessive-compulsive disorders;
- trauma- and stressor-related disorders;
- mood disorders;
- conduct disorders;
- ADHD;
- communication and learning disorders;
- autism spectrum disorders;
- eating disorders.

In addition, on the basis of case material, you can establish a diagnosis based on the DSM-5 and assess and argue which treatment(s) may be most effective.

PM1012 - E-mental health interventions

Dutch name: E-mental health interventies **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

E-mental health applications are very diverse and are growing rapidly in number and popularity. Psychologists therefore increasingly encounter e-mental health in their work. Online treatment is above all a different form of treatment and is not so much characterised by different content. Therapists work from their own theoretical framework. Nevertheless, working with e-mental health requires specific knowledge, skills and a certain attitude from a psychologist. Because of the COVID-19 pandemic, many psychologists were forced to switch to online help. At present, however, there is still a large gap between the delivery of e-mental health in clinical practice and what psychologists have learned in their training. Implementation of e-mental health has had varying success, partly because of a lack of knowledge, skills and experience among practitioners. Education in the field of online help is an important condition for deploying e-mental health effectively and for successful adaptation and implementation in organisations. This course hopes to contribute to that. The course covers the use of e-mental health applications in psychotherapy, psychodiagnostics and research. Ethical issues and legislation are also covered. Therapeutic approaches to online treatment are reviewed. There is also attention to the possible mechanisms of action in online treatment. The course further focuses on online communication and the nature of the therapeutic relationship in online treatment. Finally, the various applications of e-mental health within clinical practice are covered, such as virtual reality exposure treatment, serious gaming and smartphone applications.

Learning objectives

After completing the course E-mental health interventions, you can:

- name the advantages/disadvantages and challenges/limitations of e-mental health interventions;
- name the relevant laws and regulations as well as the ethical guidelines for online help and apply them in examples and cases;
- describe the efficacy of online treatment for various mental disorders, age groups and therapeutic orientations;
- give a description of important developments in the field of clinical computer-based diagnostics;
- describe the application and added value of the Experience Sampling Method in the diagnostic process;
- give examples of general and disorder-specific mechanisms of action in online therapy, and name their preconditions and theoretical backgrounds;
- give a description of the elements that contribute to a strong (online) therapeutic relationship;

- name differences between face-to-face and online psychological help in terms of increased transparency and control for the client;
- apply online communication skills at a basic level;
- make well-founded decisions [...]

PM1132 - Lifespan psychology

Dutch name: Levenslooppsychologie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

Life-span psychology is a field with which everyone has personal experience. This makes it a unique discipline that, with relevant theories and concepts, touches the core of who we are. Life-span psychology focuses on human development that continues after adolescence and sees this development as a lifelong process. As people grow older, it also becomes increasingly clear that this development follows a pluriform pattern and is both multidimensional and multidirectional: every person follows their own unique life path. This course lays the theoretical foundation for the Master's programme in Life-span Psychology, in which you acquire broad (theoretical) knowledge that forms the basis for the rest of the Master's programme. The course pays attention to normative developmental influences, together with social, cultural and historical influences and non-normative influences that give direction to the unique development of an individual, viewed from young adulthood through to old age. Based on the biopsychosocial model, the course pays attention to topics that are relevant to different stages of the life course. The starting point is that humans are not pre-programmed and play an active role in their own life course at every stage of life. The course studies how personal characteristics of the individual, partly from a positive-psychology perspective, in interaction with the environment, play a role in development and (psychological) growth. Attention is also paid to how life events and the transitions linked to them can give room for personal growth. This course is relevant for anyone with an interest in people who wants to support them in their development. Think, for example, of a position as a psychologist in primary care, in a general hospital, but also in other (care) institutions such as nursing homes or day nurseries. You can also think of the positions of school psychologist and policy officer or adviser; the knowledge gained can also be of value in daily practice for (future) coaches, mentors, confidential counsellors, career counsellors, divorce mediators and youth workers.

Learning objectives

After studying the course, you can:

- describe and apply the different theoretical frameworks within life-span psychology;
- recognise various empirical research designs within life-span psychology and name their methodological limitations;
- assess and summarise empirical research within life-span psychology;
- describe and assess ethical issues within empirical research and with regard to certain topics within the life course;
- describe characteristics and determinants of development (physical, cognitive, personal and social) within the various life stages and explain the role that psychosocial factors play in this [...]

PM1212 - Positive psychology

Dutch name: Positieve psychologie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

Within psychology, attention to mental health focuses in particular on preventing and treating (symptoms of) mental illness. According to more recent insights, however, mental health is more than the absence of mental illness and also includes aspects of well-being. The concept of mental health has broad application and can be defined negatively and positively: we can be in good or poor mental health. Mental health is moreover not

only an aspect of our daily lives: it is an important concept in the political landscape and underlies policy-making with often far-reaching consequences for our future. Positive psychology fits in with the new developments, because it mainly focuses on studying circumstances and psychological processes that contribute to the well-being and optimal functioning of individuals, groups, institutions and societies. This perspective therefore approaches mental health in terms of both emotional well-being and optimal psychological and socio-societal functioning. It can be used as a supplement to other developmental perspectives when analysing various life-course issues. The aim of positive psychology is not to ignore the suffering that is an unavoidable part of life or to view it through rose-tinted glasses. What positive psychology does want is to study other aspects of human experience too, such as the way people overcome setbacks, experience meaning and happiness, and build healthy relationships with their environment. Interventions and forms of guidance based on positive psychology therefore focus primarily on promoting aspects of well-being and not so much on reducing psychopathology. This is valuable baggage for the life-span psychologist who, besides knowledge of mental disorders, benefits from a broader approach to mental health.

Learning objectives

This course covers current academic knowledge about positive psychology, and integrates research and practice.

- You study the core views of positive psychology and discover how this approach differs from other perspectives on mental health.
- You learn to consider themes within positive psychology, such as happiness and quality of life, from a societal and (cross-)cultural perspective.
- You gain insight into the latest (technological) developments in the area of measuring and promoting well-being, and the principles and considerations that play a role in them.
- For various sources of well-being and optimal functioning, you study the most important psychological theories, models and interventions on the basis of the most recent academic literature.
- You learn to substantiate on [...]

PM1312 - Coaching psychology: towards a positive psychology perspective

Dutch name: Coachingspsychologie: richting een positief psychologisch perspectief **Type:** Standard product
Language: Dutch **ECTS:** 5 **Price:** € 410.00

The term coaching is often used for various forms of professional psychological guidance. A coach by definition works with people. (Positive-)psychological knowledge is therefore indispensable in coaching practice to help the client further in an effective and academically substantiated way. In this course, coaching is therefore approached from the perspective of psychological science and in particular from positive psychology. After all, positive psychology studies the optimal functioning of the individual. It focuses on those elements in life that lead to happiness, meaning and growth. By using academic knowledge from positive psychology, with proven methods for promoting well-being, positive emotions, personal growth and strengths, coaching becomes more effective. Working evidence-based in coaching also means making use of knowledge from clinical psychology. After all, psychotherapy offers a range of concepts and techniques that can also be applied in coaching. However, coaching is more than the mere application of a certain method or technique. At least as important are the quality of the relationship between coach and coachee, the coach's professional competence and being able to set the right goals. This course offers theoretical deepening in coaching theories and techniques. The course also contains various practice-oriented assignments, practising conversation skills by conducting a coaching conversation, and reflection on your own functioning as a coach. The course consists of a number of themes. As an introduction, coaching is discussed from a psychological perspective and the relationship between psychological science and coaching is made clear. Besides research aimed at the effectiveness of coaching, the focus is nowadays increasingly shifting to the question of what

makes coaching effective. Theme 2 goes further into this question and discusses some factors that contribute to the effectiveness of coaching, such as the importance of goal-oriented coaching and the coach-coachee relationship. In theme 3, you become acquainted with a number of approaches to coaching, namely behavioural and cognitive behavioural approaches, humanistic approaches, existential approaches and constructive approaches. Finally, you become acquainted with positive psychology and life-course coaching and the translation to coaching practice.

Learning objectives

After completing this course, you can:

- describe characteristics of coaching, coaching psychology and coaching from positive psychology;
- explain the most commonly used theoretical approaches (interventions) of coaching and illustrate them;
- describe and illustrate the principles of positive psychology and their role in coaching;
- indicate and illustrate how a coach can safeguard and promote their professional quality, for example by using [...]

PM1422 - Health promotion: theory and application

Dutch name: Gezondheidsbevordering: theorie en toepassing **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

You learn to develop interventions in a planned way to promote healthy behaviour, with the aim of preventing health problems, such as cardiovascular disease and cancer, or limiting the consequences of illness. All this with the ultimate aim of increasing people's quality of life. Recent insights from epidemiology, theories about how behaviour arises and methods for behaviour change are covered, and there is a lot of attention to translating them to practice, for example how we can make healthy living easier. The steps for planned health promotion are also covered extensively, namely systematic analysis of health problems, intervention development and implementation, and the evaluation of interventions (effect and process evaluation). The theory and application around intervention development, implementation and evaluation (the basis in the textbook) are covered in the online learning environment in five themes. In theme 1, models for planned health promotion are central. These models provide a framework for analysing health problems in a planned way and developing, implementing and evaluating a health-psychology intervention for them. The four phases of planned intervention development form the basis of themes 2 to 5. Practical applications that are reviewed in the online learning environment include, for example, diabetes mellitus, safe sun exposure, bullying and cardiovascular disease.

Learning objectives

After completing the course, you can:

- describe and work out the theories and models that can be used in the framework model for planned health education and behaviour change and in the intervention cycle (for example selecting change methods for behavioural determinants);
- name and correctly interpret commonly used health and epidemiological measures;
- name and use commonly used databases with health information;
- name, explain and select important behaviour-explanation models and their underlying determinants for a problem behaviour and for changing that behaviour in the desired direction;
- explain what is meant by health goals, change goals, proximal programme goals and evaluation goals and define these yourself for a given health problem;
- name, explain and work out for a problem behaviour well-founded (on the basis of theory and/or empirical evidence) methods and practical applications for behaviour change;

- name and explain what to take into account when introducing (implementing) and applying health-psychology interventions (determinants and characteristics of implementation processes are central here);
- name and explain which aspects are important in the evaluation of health-psychology interventions, which forms of evaluation there are and how a good [...]

PM1512 - Positive health: taking control

Dutch name: Positieve gezondheid: eigen regie **Type:** Standard product **Language:** Dutch **ECTS:** 5
Price: € 410.00

The course begins with the theme of positive health. This theme gives an overview of what positive health exactly entails and you learn to think critically about the possibilities and limitations of positive health. You also get to work with the conversation tool My Positive Health (Mijn Positieve Gezondheid) in order to experience it as a health psychologist and as a patient or client. In theme 2, you learn more about positive health in individual professional practice. You delve into the practical application of positive health within existing movements in individual help provision. Different methods, techniques and therapies for applying positive health in practice are covered and compared with each other. Finally, you look with a critical eye at the experiences and challenges of care providers. After you have acquired a good basic knowledge, in theme 3 you gain deeper insight into illness experience and phases of the adaptation process in (chronic) somatic conditions. How can you, as a health psychologist, guide people to learn to cope with their health complaints? You are also invited to experience for yourself how you can learn to lead a value-driven life (rather than suffer) from the struggle with discomfort. In theme 4, you learn the basic skills of motivational interviewing (MI), a technique that fits well with the client-centred approach of positive health and promoting a healthy lifestyle. Motivation, energy and vitality are covered from self-determination theory and self-regulatory capacity. After you have gone through the 4 content themes, you get the chance to practise important basic skills and techniques that can be used to promote positive health. Taking part in this face-to-face practical day is voluntary. You conclude the course with a special requirement. You carry out a needs analysis together with a client and develop and implement a well-founded change plan aimed at strengthening your client's positive health. Step by step, you work on a report, which is the final product of this course.

Learning objectives

After going through this course, you can:

- name the pillars of positive health and apply the positive health conversation tool in practice to a healthy lifestyle and coping with a chronic condition;
- reflect critically on positive health and place it in a broader (international) framework;
- describe and approach critically different applications of positive health in individual professional practice;
- apply self-management techniques and behaviour change techniques such as goal setting, commitment, implementation intentions, coping plans, acceptance and commitment therapy (ACT), and MI in practice;
- choose appropriate techniques and tools for strengthening important determinants such as [...]

PM1602 - Psychological support in illness: from problem-focused to solution-focused working

Dutch name: Psychologische begeleiding bij ziekte: van probleemgericht naar oplossingsgericht werken
Type: Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This course aims to cover the process that patients go through during an illness in a broad framework: from the first symptoms of health complaints that someone experiences to the stage at which a patient, after the end of treatment, learns to cope with their chronic illness or limitation, and all the stages in between. We look at which psychological processes a patient goes through, but above all also at which psychosocial guidance is needed to optimise going through the illness process. We do not focus on the medical side of treatment, but mainly on the health-psychology and the education and communication side of the process. The course emphasises patients with chronic illnesses (such as diabetes, osteoarthritis/rheumatism, cardiovascular disease, COPD) and patients who have to cope with lasting residual effects after a serious illness and/or medical treatment (such as cancer). The course is aimed at acquiring competences needed to deal professionally, as a Master's graduate in health psychology, with people with psychosocial problems related to somatic health complaints/conditions. As a health psychologist, you have various tools at your disposal to intervene in a tailored way in different phases and elements of illness experience and adaptation. The aim is to enable patients to cope optimally with a health problem and its consequences (tertiary prevention), or to enable them to recover optimally from it (cure & lifestyle medicine). Interventions are often used for this. In this course, you learn how to translate a health problem into concrete behaviour, analyse underlying determinants and, on that basis, develop a well-founded intervention proposal. The focus is on intervention design within the care and illness trajectory, in particular for chronic conditions. For example, many people still struggle with complaints long after treatment; they are, for instance, tired every day or afraid of the complaints returning. Fortunately, many people also ultimately (on the basis of feedback loops) become mentally and emotionally stronger and more balanced than before their illness. The physical illness sometimes stimulates an inner search, in which insight and processing of emotions take an important place. This course offers knowledge and insights about psychosocial problems and resilience in somatic health complaints, from the more traditional (problem-oriented) medical psychology as well as from the more solution-oriented approach with positive health as its starting point. There is also attention to new 'treatment/guidance angles' and perspectives aimed at optimising life with a chronic illness: think, for example, of the WHO's ICF framework, Acceptance and Commitment Therapy and innovative methods of remote care (telemonitoring, digital self-management tools). [...]

PM1702 - The critical foundation: developmental psychopathology in the young child

Dutch name: Het kritieke fundament: ontwikkelingspsychopathologie bij het jonge kind **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

The aim of this course is to give students insight into atypical psychological development in the young child. The course pays attention to the prenatal period up to the age of three. This stage of life is seen as a critical foundation in a child's life. The interaction between the child and their outside world, consisting of the family and the more distal context, as well as the accumulation of risk factors, are essential in understanding the development of early (predisposition to) psychopathology. Risk factors that stand out during this developmental phase are familial risk factors, atypical parent-child relationships, neurobiological risk factors and socio-cultural risk factors (for example poverty). The interaction between the child and their outside world and the accumulation of risk factors are covered extensively in this course. A general overview of the topics covered within the study tasks is:

- the importance of attention to the period from pregnancy to the age of three;
- intergenerational transmission of dysfunctional family patterns;
- the influence of parental psychopathology on young children;
- family functioning;
- atypical parent-child relationships;
- pregnancy and birth problems;
- socio-economic and cultural influences;
- the influence of culture on young children;
- developmental disorders;
- early (predisposition to) psychopathology;
- early diagnostics;
- early treatment.

Learning objectives

After completing this course, you can:

- understand the interaction between family, child and environmental factors in the very earliest development;
- apply knowledge about interacting family, child and environmental factors to complex case material about babies and toddlers;
- name family, child, environmental and other risk factors that contribute to early atypical psychological development;
- apply knowledge about family, child, environmental and other risk factors to complex case material about babies and toddlers;
- name possible forms of early atypical psychological development;
- name possible forms of early atypical psychological development in complex case material;
- describe the diagnostic classification system for early childhood;
- form and present a well-founded opinion about which form of early diagnostics should be used when for complex case material about babies and toddlers;
- name the most important early forms of treatment;
- form and present a well-founded opinion about which form of early treatment should be used when for complex case material about babies and toddlers.

PM1802 - Psychodiagnostics in clinical child and adolescent psychology

Dutch name: Psychodiagnostiek in de klinische kinder- en jeugdpsychologie **Type:** Standard product
Language: Dutch **ECTS:** 5 **Price:** € 410.00

In this course, you become acquainted with the diagnostic cycle, various diagnostic methods and a number of commonly used Dutch-language test instruments. The course consists of a theory part and a practical part. In the theory part, you study literature on theoretical aspects of psychodiagnostics in children and young people. The theory is applied in the practical part. In that part, you learn to use psychodiagnostic skills by carrying out all steps of the diagnostic cycle (De Bruyn et al., 2003) with fellow students. This process starts with clarifying the questions and problems of the child or young person and their system in an intake interview, after which hypotheses about the problems are formulated and tested with diagnostic instruments. Finally, you learn to interpret, integrate and feed back the results collected in this way responsibly to the client and their system by means of a written report in accordance with the requirements of the NIP and the BAPD, and a conversation. This makes the course a good preparation for a diagnostics placement. The practical also pays attention to reflecting on the role of the psychologist in clinical child and adolescent psychology and the importance of studying the child in their context. The importance of ethical conduct within psychodiagnostics

is also covered. Through the combination of theory and practice, you develop further as a scientist-practitioner.

Learning objectives

After taking the course, you can:

- name and describe the most important quality requirements, theories and controversies in psychodiagnostics;
- name and describe the role of psychodiagnostics in the clinical setting with children and young people;
- name and describe the different steps and the usefulness and limitations of the diagnostic cycle and action-oriented diagnostics;
- formulate a diagnostic question in the area of clinical child and adolescent psychology on the basis of intake information;
- operationalise a question by drawing up comprehensive hypotheses;
- choose suitable psychodiagnostic means (observation, interview) and instruments (tests, questionnaires) to test the hypotheses;
- administer, score and interpret tests and questionnaires in accordance with information from the test manual (measurement claim, psychometric qualities, norms and method of use);
- formulate an integrative picture on the basis of the research results that matches the question and the hypotheses;
- feed back the test results to the client or the client system (both oral and written reporting) and be able to reflect critically on your own actions in this;
- produce a diagnostic report in accordance with the requirements of the Basic Endorsement in Psychodiagnostics;
- using the NIP professional code, reflect on professional-ethical [...]

PM1902 - Psychological treatment of children and adolescents: science and practice

Dutch name: Psychologische behandeling bij kinderen en adolescenten: wetenschap en praktijk **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

You become acquainted with treatment in clinical child and adolescent psychology. You acquire knowledge that is important for your future role as a professional in the child and youth field. In this course, you are encouraged to develop your scientist-practitioner attitude further by integrating the knowledge from practice and science that you acquire in this course and ultimately applying it to a case assignment. The intention is that in this course you learn to 'build a bridge' between science and the practical field, with the aim of arriving at good cooperation (a trajectory approach), in which different domains work according to the latest standards. The theoretical knowledge in this course is centred on common presenting problems in child and adolescent psychology. Also central are the organisation of youth care, working according to the latest youth health care (JGZ) guidelines (evidence-based practice), and applying instruments and methods that have been proven effective by academic research (NJi intervention matrix). You also learn to reflect critically on the JGZ guidelines and ethical dilemmas around treatment. You ultimately apply the knowledge in a case assignment. In it, you show how, within a multidisciplinary network of professionals, you can jointly deliver tailored care for children and their carers (in a fictional situation). In the case material, you practise making the treatment offer fit the treatment needs of a child or young person and their 'system' as adequately as possible, and doing so according to the latest academic insights.

Learning objectives

After completion, you can:

- translate academic theory into practice and vice versa;
- demonstrate that you have insight into the working methods of multidisciplinary teams;
- contribute to aligning different treatments/forms of guidance (multidisciplinary working) and apply this to complex case material;
- reason from a systemic approach in which the child is central;
- on the basis of case material, assess forms of treatment for effectiveness on the basis of academic research;
- form and present a well-founded opinion on an evidence-based treatment applied to complex case material;
- make responsible ethical choices for treatment and guidance on the basis of a given case;
- in a debate, justify an ethical choice against an opposing position.

PM2002 - Clinical psychology 4: from science to clinical practice

Dutch name: Klinische psychologie 4: van wetenschap naar klinische praktijk **Type:** Standard product
Language: Dutch **ECTS:** 5 **Price:** € 410.00

In this course, you are prepared for your role as a future professional in the field of clinical psychology, with adults as the target group. This course concludes the Master's track in Clinical psychology. Besides broadening knowledge, the course offers deepening by applying, in a more concrete and in-depth way, material covered earlier in the curriculum and by reflecting on your own functioning as a psychologist. In this course, you learn to follow important and new insights from academic research, assess their value and link this empirical knowledge to complex clinical practice. Reflection is an essential aspect of this course, because reflection is an important competence in the psychologist's daily practice (including evaluating and critically reflecting on the treatment process and reflecting on your own functioning during peer consultation). In this course, you learn to reflect critically on the academic basis for choices in practice (treatment plans) and on current developments in mental health care. You also learn to evaluate your own future position in the field critically. Links are regularly made with ethical issues and professional and conduct codes for psychologists. The course thereby contributes to the development of knowledge, skills and the attitude of a 'reflective scientist-practitioner' in the making.

Learning objectives

After completing this course, you can:

- distinguish and compare psychological treatments commonly used in practice (CBT, schema therapy, ACT, person-centred experiential psychotherapy, psychodynamic psychotherapy and arts therapy) on the basis of therapy goals and mechanisms of action;
- on the basis of a case conceptualisation, identify the client's wishes/goals and link them to the possibilities of different common psychological treatments (CBT, schema therapy, ACT);
- name relevant CBT intervention techniques and describe their application for a case;
- explain what the transdiagnostic framework entails theoretically and explain how work can be done in practice according to this framework;
- give a description of the recovery-oriented view of psychological problems;
- argue for the use of experiential expertise in treatment;
- explain how a therapeutic relationship comes about and contributes to the client's change process;
- assess in a reasoned way when professional self-disclosure fits within the ethical frameworks;
- reflect from an ethical perspective on the importance of self-care as a psychologist, and describe what this can look like in practice;
- look critically at research into the effectiveness of psychotherapy and distinguish therapy-specific and non-specific factors;

- reflect on your own patterns, blind spots and pitfalls in your work as a (future) psycho [...]

PM9306 - Master's thesis clinical child and adolescent psychology

Dutch name: Masterthesis klinische kinder- en jeugdpsychologie **Type:** Standard product **Language:** Dutch **ECTS:** 15 **Price:** € 1,230.00

A Master's thesis is a written paper produced independently by you in which an empirical study within the research field of psychology is reported. The Master's thesis is produced as the conclusion of the Master's programme in Psychology. With this Master's thesis, you show that you have mastered the skills of conducting academic research in a psychological context. In the preceding course Research practical Thesis plan, you drew up and substantiated the aims and research questions or hypotheses for the research. In addition, a sound research design was made of the graduation research you want to carry out. The preceding course results in an introduction and a global description of the research method, that is, a thesis plan. During the thesis or Master's thesis phase, you elaborate the research method in more detail, actually carry out the thesis plan and report on it academically. More specifically, during the thesis or Master's thesis phase you carry out the following tasks:

- elaborate the research method in more detail;
- develop participant information;
- submit an application to the Open University's ethics committee, the cETO;
- prepare for the graduation research;
- collect your research data;
- analyse the research data you have found;
- describe and interpret the results;
- discuss the results;
- report on your research.

PM9514 - Research practicum thesis plan

Dutch name: Onderzoekspracticum scriptieplan **Type:** Standard product **Language:** Dutch **ECTS:** 10 **Price:** € 820.00

In the course Research practical Thesis plan, you make a plan for your graduation research step by step. The research practical Thesis plan must be completed with a pass before you can register for the follow-up course Master's thesis that belongs to your Master's track. The course offers a broad methodological basis for designing a study, as the first step of the graduation research. In various assignments, you learn which methodological requirements a thesis plan and a graduation study must meet. In doing so, you already think about the ethical and legal sides of doing research. For your own thesis topic, you then systematically study academic literature, formulate aims and research questions, choose a design for your research and work out the methods. At the end of the course, you have a worked-out plan for carrying out the research. You work out the assignments individually, under the guidance of a subject-matter lecturer (the thesis supervisor). You submit the assignments via the learning platform and arrange further communication with your supervisor. A compulsory component is the pitch, which is a short presentation of your idea, research questions and hypotheses, plan and methods. On the basis of the feedback during this pitch, you work out your plan further during a maximum of three feedback rounds. The total supervision time within this course is limited to a maximum of 20 hours of individual supervision. Communication takes place largely via email and is capped. After you have processed the supervisors' feedback on your research plan and the research plan has been approved, you can start on the follow-up course Master's thesis.

Learning objectives

After completing this course:

- you can describe which academic, legal and ethical criteria academic research with human participants must meet;
- you can assess research plans on the basis of academic criteria;
- you can, on the basis of a literature study, formulate a researchable research question and sub-questions or hypotheses that are embedded in psychological theory/theories and that tie in with current insights in the research area concerned;
- you can describe a technical research design for a study, including a worked-out description of the research methods to be used;
- you can write a research plan in which the decisions taken earlier regarding the research are worked out in a clear introduction, supported by literature, and an extensive methods section, with a reference list.

PM9616 - Master's thesis work and organisational psychology

Dutch name: Masterthesis arbeids- en organisatiepsychologie **Type:** Standard product **Language:** Dutch
ECTS: 15 **Price:** € 1,230.00

A Master's thesis is a written paper produced independently by you in which an empirical study within the research field of psychology is reported. The Master's thesis is produced as the conclusion of the Master's programme in Psychology. With this Master's thesis, you show that you have the skills needed to conduct academic research in a psychological context. In the preceding course Research practical Thesis plan, you drew up and substantiated the aims and research questions or hypotheses for the research. In addition, a sound research design was made of the graduation research you want to carry out. The preceding course results in an introduction and a global description of the research method, that is, a thesis plan. During the thesis or Master's thesis phase, you elaborate the research method in more detail, actually carry out the thesis plan and report on it academically. More specifically, during the thesis or Master's thesis phase you carry out the following tasks:

- elaborate the research method in more detail;
- develop participant information;
- submit an application to the Open University's ethics committee, the cETO;
- prepare for the graduation research;
- collect your research data;
- analyse the research data you have found;
- describe and interpret your results;
- discuss your results;
- report on your research.

PM9716 - Master's thesis health psychology

Dutch name: Masterthesis gezondheidspsychologie **Type:** Standard product **Language:** Dutch **ECTS:** 15
Price: € 1,230.00

A Master's thesis is a written paper produced independently by you in which you report on an empirical study within the research field of psychology. You produce the Master's thesis as the conclusion of the Master's programme in Psychology. With this Master's thesis, you show that you have the skills needed to conduct academic research in a psychological context. In the preceding course Research practical Thesis plan, you drew up and substantiated the aims and research questions or hypotheses for the research. In addition, a

sound research design was made of the graduation research you want to carry out. The preceding course results in an introduction and the global description of the research method, that is, a thesis plan. During the thesis or Master's thesis phase, you elaborate the research method in more detail, actually carry out the thesis plan and report on it academically. More specifically, during the thesis or Master's thesis phase you carry out the following tasks:

- elaborate the research method in more detail;
- develop participant information;
- submit an application to the Open University's ethics committee, the cETO;
- prepare for the graduation research;
- collect your research data;
- analyse the research data you have found;
- describe and interpret the results;
- discuss the results;
- report on your research.

PM9816 - Master's thesis clinical psychology

Dutch name: Masterthesis klinische psychologie **Type:** Standard product **Language:** Dutch **ECTS:** 15
Price: € 1,230.00

A Master's thesis is a written paper produced independently by you in which an empirical study within the research field of psychology is reported. The Master's thesis is produced as the conclusion of the Master's programme in Psychology. With this Master's thesis, you show that you have the skills needed to conduct academic research in a psychological context. In the preceding course Research practical Thesis plan, you drew up and substantiated the aims and research questions or hypotheses for the research. In addition, a sound research design was made of the graduation research you want to carry out. The preceding course results in an introduction and a global description of the research method, that is, a thesis plan. During the thesis or Master's thesis phase, you elaborate the research method in more detail, actually carry out the thesis plan and report on it academically. More specifically, during the thesis or Master's thesis phase you carry out the following tasks:

- elaborate the research method in more detail;
- develop participant information;
- submit an application to the Open University's ethics committee, the cETO;
- prepare for the graduation research;
- collect your research data;
- analyse the research data you have found;
- describe and interpret the results;
- discuss the results;
- report on your research.

PM9916 - Master's thesis lifespan psychology

Dutch name: Masterthesis levenslooppsychologie **Type:** Standard product **Language:** Dutch **ECTS:** 15
Price: € 1,230.00

A Master's thesis is a written paper produced independently by you in which an empirical study within the research field of psychology is reported. The Master's thesis is produced as the conclusion of the Master's programme in Psychology. With this Master's thesis, you show that you have mastered the skills needed to conduct academic research in a psychological context. In the preceding course Research practical Thesis plan,

you drew up and substantiated the aims and research questions or hypotheses for the research. In addition, a sound research design was made of the graduation research you want to carry out. The preceding course results in an introduction and a global description of the research method, that is, a thesis plan. During the thesis or Master's thesis phase, you elaborate the research method in more detail, actually carry out the thesis plan and report on it academically. More specifically, during the thesis or Master's thesis phase you carry out the following tasks:

- elaborate the research method in more detail;
- develop participant information;
- submit an application to the Open University's ethics committee, the cETO;
- prepare for the graduation research;
- collect your research data;
- analyse the research data you have found;
- describe and interpret the results;
- discuss the results;
- report on your research.

SMAPAO-2026-2027 - Premaster Work and Organisational Psychology

Dutch name: Premaster Arbeids- en organisatiepsychologie **Type:** Training **Language:** Dutch **ECTS:** 60 **Price:** -

This premaster comprises a carefully chosen mix of fixed and variable courses that fits the corresponding Master's track. The emphasis is on various research methods. You also cover theoretical and practical issues relating to work and organisational psychology and work on strengthening your skills in interviewing and conflict management.

SMAPGZ-2026-2027 - Premaster Health Psychology

Dutch name: Premaster Gezondheidspsychologie **Type:** Training **Language:** Dutch **ECTS:** 60 **Price:** -

The premaster in Health Psychology comprises a carefully chosen mix of fixed and variable courses that fits the Master's track in Health Psychology. The emphasis is on various research methods. You also cover theoretical and practical issues relating to health psychology and work on strengthening your skills in interviewing and in developing interventions.

SMAPKJ-2026-2027 - Bridging programme Clinical Psychology

Dutch name: Schakelprogramma Klinische psychologie **Type:** Training **Language:** Dutch **ECTS:** 5 **Price:** -

Your individual premaster in Clinical child and adolescent psychology is tailored to you by the Examination Board (CvE). The board looks at deficiencies in your previous education so that you have the knowledge and skills needed for the Master's programme. After completing the individual premaster and the Master's track in Clinical child and adolescent psychology, you may be eligible for the Basic Endorsement in Psychodiagnostics (Basisaantekening psychodiagnostiek, BAPD) of the Dutch Association of Psychologists (NIP). Under certain conditions (such as a diagnostics placement), you also meet the requirements of the 'Verklaring vooropleidingseisen gz-opleiding' (statement of prior education requirements for the healthcare psychologist training). You need that statement for the admission procedure for the post-Master's programme to become a healthcare psychologist (gz-psycholoog; required for BIG registration).

SMAPKP-2026-2027 - Bridging programme Clinical Psychology

Dutch name: Schakelprogramma Klinische psychologie **Type:** Training **Language:** Dutch **ECTS:** 5 **Price:** -

Your individual premaster in Clinical psychology is tailored to you by the Examination Board (CvE). The board looks at deficiencies in your previous education so that you have the knowledge and skills needed for the Master's programme. After completing the individual premaster and the Master's track in Clinical psychology, you may be eligible for the Basic Endorsement in Psychodiagnostics (Basisaantekening psychodiagnostiek, BAPD) of the Dutch Association of Psychologists (NIP). Under certain conditions (such as a diagnostics placement), you also meet the requirements of the 'Verklaring vooropleidingseisen gz-opleiding' (statement of prior education requirements for the healthcare psychologist training). You need that statement for the admission procedure for the post-Master's programme to become a healthcare psychologist (gz-psycholoog; required for BIG registration).

SMAPLL-2026-2027 - Premaster Lifespan Psychology

Dutch name: Premaster Levenslooppsychologie **Type:** Training **Language:** Dutch **ECTS:** 60 **Price:** -

The premaster in Life-span Psychology comprises a carefully chosen mix of fixed and variable courses that fits the Master's track in Life-span Psychology. The emphasis is on various research methods. You also cover theoretical and practical issues relating to life-span psychology and work on strengthening your skills in interviewing and in developing interventions.