Maastricht University

In the upcoming academic year, several 5-week-electives are offered for the 1yr FPN MSc Specializations (excluding those students who conduct a clinical internship). These carefully curated courses offer our students the opportunity to expand their professional skills. Students can choose between:

Period A

1. (Systemic) Coaching for Psychologists (Annika Nübold)
2. Introduction to Programming in Python (Jorie van Haren & Mahdi Enan)
3. Selection and Training (Alicia Walkowiak & Fleurie Nievelstein)
4. The Global SDGs: From Problem to Solution (Hanne Zimmermann & Aleksandra Pawlowska)

Period B

5. Clinical Assessment (Andrea Smitten)
6. Negotiation and Mediation (Christophe Zelihsen, Micol Iannuzi)
7. Introduction to Programming in Matlab (Antonio Criscuolo, Giancarlo Valente)
8. Science Communication (Ghislaine Schyns & Leonardo Pimpini)
9. Introduction to R Statistics (Matt Hilton)

Instead of those electives, students can also decide to work on a 10-week/168h individual elective or 10-week/168h internship. A short description for all those electives can be found on the next pages.

Title	(Systemic) Coaching for Psychologists
Coordinator	Annika Nübold
Descriptions	Coaching can be defined as a developmental, tailor-made intervention in which a professional coach utilizes collaborative, reflective, and goal-oriented strategies to facilitate the development and performance of individuals or groups. Coaching puts coachees as learners at the center of the coaching experience, thereby aiming to promote their self-awareness and personal responsibility and unlock their full potential. In this elective students will learn about the basic principles of coaching and will get to know a variety of cognitive, motivational, and behavioral techniques to help coachees achieve a mutually identified goal. In this elective students will form groups of three: Every student will act as a coach, but will also be coached by a peer, and additionally act as an observer who provides meaningful feedback on the coaching process. **Most suitable for:** In principle this elective should be interesting to all MSc specializations as coaching differs from therapy and consulting, but please be aware that basic communication principles for client interactions may be an element that is already well known to students, especially from Clinical Psychology, Developmental Psychology, and Health and Social Psychology.
Intended Learning Outcomes	After this course students are able to: - explain the basic principles of coaching; - differentiate psychological theories on the topic of personal development; - understand the effects of different coaching techniques; - independently design a coaching session for a client; - flexibly and spontaneously apply different coaching tools based on the (changing) needs of a client; - reflect on their own strengths and weaknesses in their role as a coach; - reflect on their progress regarding a goal in their role as a coachee; - provide meaningful feedback to coaches in their role as an observer;

Title	Introduction to Programming in Python
Coordinator	Jorie van Haren & Mahdi Enan
Descriptions	The work of many high-skilled jobs now requires more advanced computer skills than ever before. Skilled professionals ought to be able to use programming to efficiently process and visualize data, without being limited by the tools conventional programs offer. This elective focuses on understanding and solving problems using programming. You will learn how to think in terms of algorithms, moving from identifying a problem to creating a step-by-step solution (in the form of code). You will learn how to program in Python, a free, open-source, platform-independent, and continuously maintained programming language. Python is a powerful dynamic programming language that is used in a variety of applications and domains. Once you know how to program in Python, it will be much easier for you to learn other – more specialised or more general-purpose – languages (such as Matlab, R, or C).
Intended Learning Outcomes	During the elective, students will develop a basic understanding of programming in general and the Python programming language specially. After this course, students: - Have a basic understanding of how to program and be able to think in terms of algorithms. - Have a working knowledge of the Python programming language specifically (data types, variables, operators, control-flow, and loops). - Are able to write well-commented Python scripts. - Are able to write functions to automate particular tasks. - Are able to debug (fix) Python code. - Are able to understand basics of scientific computing (numpy & matplotlib).

Title	Selection and Training
Coordinator	Alicia Walkowiak & Fleurie Nievelstein
Descriptions	In this elective, students will practice with designing an assessment center (a popular selection method in which a combination of different instruments is used), with developing CV's, developing and conducting structured interviews and with training design and evaluation. This elective will start with an opening lecture, in which the structure of the elective will be explained and in which they will learn the relevant theoretical background on assessment centers, structured interviews, and trainings. After that, they will read relevant literature on these topics and start to work in small groups on designing an assessment center. In the first group meeting, they will present their assessment centers to each other and receive feedback on it. In the next group meeting, they will develop a CV and practice a structured interview, in which they will do roleplays in which half of them plays the role of the interviewer and the other half the role of the candidates. Halfway through the meeting, they will switch roles. Finally, they will design a training in small groups and conduct this training during the final group meeting. Again, half of them will start as the trainers, and the other half of the group will be the trainees. During this meeting they will also switch roles.
Intended Learning Outcomes	- Students will get acquainted with assessment centers: they will learn about the procedures and validity of this selection tool; - Students will practice and improve their interview skills by conducting a structured interview; - Students will learn theories about training design and practice their skills by designing and evaluating a training; - Students will improve their employability by learning more about and practicing with selection and training methods. - Students will practice writing a CV

Title	The Global SDGs: From Problem to Solution
Coordinator	Hanne Zimmermann; Ola Pawłowska
Descriptions	Psychologists are invaluable sources of knowledge and allies for global governments in helping them to achieve the 17 Sustainable Development Goals (SDGs; https://sdgs.un.org/goals). After all, many of the current global challenges require a deep knowledge of human cognition, motivation, emotion, and behaviour – as well as how to change these. Indeed, humans, and human behaviour, are central to achieving many of the (sub-)SDGs, whether it is a reduction of reliance on fossil energy sources, achieving gender equality, or creating optimal health and well-being. In this course, you will be introduced to and practice with the PATH model (Problem – Analysis – Test – Help). Using this protocol, you will (a) describe and analyse the psychology behind one of the SDGs, and (b) come up with 'solutions' – interventions – that enable this SDG to be attained. Since the focus will be on (a) problem analysis using psychological theories students were exposed to in their Bachelor and current Master programs, and (b) creating interventions to alleviate the problem, students from all master specializations can benefit from participating in this elective. Skills gained in this course are valuable for many future career trajectories as well as for completing the master thesis project. However, students from the HSP track will likely benefit less from participating in this elective as they aleady receive education on intervention development within their specialization. There will be 5 lectures and 5 tutorial sessions throughout this elective. The final (group) report will take the form of a policy brief. Students will also give a pitch presentation during the final lecture.
Intended Learning Outcomes	Students can: • apply psychological principles to global/societal problems (SDGs); • acquire basic knowledge of the cognitive, motivational, emotional, social, and behavioral factors that are at the core of many societal and global challenges; • engage in creative problem-solving while designing an intervention; • reflect on ethical and moral dimensions of an applied psychological problem; • take perspectives of other (sub)disciplines and stakeholders outside academia; • present research and recommendations to a non-specialized audience • work in teams

Title	Clinical Assessment
Coordinator	Andrea Smitten
Descriptions	To be able to treat a client effectively, mental health professionals first need to perform a clinical assessment of the client. This assessment refers to the collection of information and consequently drawing conclusions about the client's symptoms and disorder(s). This collection of information involves learning about the client's skills, abilities, personality characteristics, cognitive and emotional functioning, social context and cultural factors particular to them. We need to question whether the assessment tools we select are ***reliable, valid and standarised*** for our client population. Whilst this is an important factor of clinical assessment, even before that, we need to ***clinically reason*** which tests to select and how our own clinical reasoning factors into our hypothesis development in the diagnostic process. The goal of this course is to allow the students to experience practical application of critical thinking and case formulation in clinical assessment. In each tutorial, students will have the opportunity with case studies to practice clinical anamnesis and assessment of differing mental disorders. Students will explore a particular set of assessment tools that focus on attention & memory, anxiety & depression and sensory integration & modulation areas of dysfunction. This elective is relevant to all students who in the future wish to understand methods and models of clinical reasoning used within the clinical assessment process to assist children, adults, clients, patients, or employees in being their best self, but maybe especially useful for students without an NP background.
Intended Learning Outcomes	At the end of this course, students are able to: • Develop a better understanding of clinical assessment processes; • Know the cognitive skills required to clinically reason and reflect on your own cognitive processes; • Develop an understanding and knowledge of various assessment models; • Develop a formulation plan for a variety of clients based on initial referrals; • Gain practical use of a variety of assessment tools in the fields of Anxiety, Depression, Attention, Memory, and Sensory Integration; • Complete a variety of online CPD courses in various areas of clinical practice; • Evaluate the clinical reasoning process of a clinical assessment;

Title	Negotiation and Mediation
Coordinator	Christophe Zelihsen & Micol Iannuzzi
Descriptions	In this elective, students will focus on negotiation and mediation skills. These are crucial skills for student's future careers, since they are crucial for, among other things, conflict resolution and creating value in contracts (e.g. in salary negotiations). The elective will start with a lecture to explain the structure of the course and to introduce the topic of negotiation. In this lecture, students will learn about the most important theories and strategies that can be used in negotiations and mediation in different contexts. After the lecture, students will read literature to prepare them to practice their negotiation skills during the tutorials. During the tutorials, we will focus on the Harvard Principles of negotiation, several tools and traps (like biases) that can be used during negotiations and we will discuss individual differences like the roles of gender, culture and personality. Students will also write a 2-page essay on a topic of choice where they can express their personal opinion.
Intended Learning Outcomes	- Students will learn about different theories and strategies for negotiation; - Students will practice their negotiations skills based on the Harvard principles of negotiation; - Students will be aware of the role of individual differences in Negotiations; - Students will learn about and practice application of mediation techniques.

Title	Introduction to Programming in Matlab
Coordinator	Antonio Criscuolo, Giancarlo Valente
Descriptions	Why learning programming? Because with some basic programming you'll be able to efficiently collect, organize, explore, analyze, interpret and visualize data – any type of data: from clinical and research assessments to behavioral and brain data; text and numbers, financial trends and accounting. In 4 weeks, you will learn to write simple algorithms to automatize processes, optimize the structure, timing and tidiness of your workflow. At the end of the course, a group project will test your programming and analysis skills.
Intended Learning Outcomes	The aim of this research elective program is twofold: 1. 1. Develop basic and generalizable programming skills in MATLAB; 2. Test your programming skills by handling and analyzing multidimensional data.
What to expect	Pre-recorded lectures with programming examples; Assignments to test your programming skills, step-by-step; Practical meetings to address questions and complete the assignments.
Target group	If you're interested in programming and logic, if you like handling and analyzing data, if you like visualizing data in graphs, this course is for you. Although we'll use some brain data as example (brain waves from EEG), this course was not designed for a specific specialization.

Title	Science Communication
Coordinator	Ghislaine Schyns & Leonardo Pimpini
Descriptions	In this 5-week course, students will practice presenting science to a broad audience in written format and (online) presentations. In the course, the students will learn how to target their presentation to the audience, how to organize their presentation, and how to use visual aids. This course will provide students the opportunity to hone their written, visual, verbal and online presentation skills. The ability to present complex information in written or visual form can help to become and effective communicator in the workplace or to engage more with larger audiences. In the course, there will be lectures, workshops and tutorials during which you will practice your science communication skills.
Intended Learning Outcomes	After this course, students are able to: - write about scientific topics for a broad audience - summarize complex information - present scientific information in several (digital) formats - organize the content of a (digital) presentation - - use visual aids in (digital) presentations

Title	Introduction to R Statistics
Coordinator	Matt Hilton
Descriptions	R is a programming language frequently used in data science and related fields for data processing, data visualization, and statistical analysis. Working with data in R requires writing code, which makes the data processing steps and analysis procedure transparent and reproducible. The core functions of R are being continually expanded by a community of users who write and maintain packages containing more specialist functions, meaning that R is a flexible tool that is adaptable to a very wide range of data types (e.g., questionnaire responses, neurophysiological data), while a broad spectrum of data analysis approaches are catered for. Designed for users with little or no experience with R, this course will make use of RStudio, an open-source program that facilitates the writing and storage of R code. Students will be introduced to the basic steps of data processing, visualization, and analysis. These procedures will taught and practiced in the context of experimental data. Critically, students will be empowered to troubleshoot their own code, by identifying problems in their code and seeking potential solutions in the documentation or online. Students will thereby be able to begin writing their own code independently.
Intended Learning Outcomes	After completing this course, students will be able to: - Import and handle data in R - Create graphs and run basic statistical analyses in R - Document data analysis output from R

Title	Individual elective
Coordinator	Gill ten Hoor/Hanne Zimmermann
Descriptions	Students work on an assignment (structured literature review, research project) under the supervision of a member of the scientific staff of Maastricht University, resulting in a written product (e.g. literature review, research report). Students take the initiative to locate and arrange a FPN supervisor for the elective. The elective topic, content and format will be determined by mutual agreement between student and supervisor. The assignment should be different/clearly separate from the actions that will be taken in the research internship and the written final product should be a separate product from the master thesis. Students are expected to devote 168 hours to the Individual elective. Students aiming to follow an individual elective should hand in an individual elective proposal, signed by the supervisor, to the coordinator of the individual elective for approval.
Intended Learning Outcomes	Students are able to: - identify gaps in their own knowledge and abilities and develop an individual learning plan accordingly. - communicate scientific literature and/or report on a research project.

Title	Elective internship
Coordinator	Miriam Schilbach
Descriptions	During the elective internship, psychology master students apply theoretical knowledge to practice and gain relevant practical experience, while working in an institution or company. Students are expected to devote a minimum of 168 hours to the elective internship. Students can only be enrolled in this elective, if they have found an internship on their own before December 1st. Students can work in a variety of 'settings': e.g., a (mental) health care facility, rehabilitation centers, schools, but also companies, such as HR consultancies. Suitable institutions or companies provide students the opportunity to gain practical experience, relevant for becoming a psychologist. If the student wants to obtain ECTS for this practical work, the internship (the institution or company and the content of the internship) has to approved by the elective internship coordinator before the student starts working there. Students can only obtain ECTS for work conducted at one (and not multiple) institute(s). During this practical, students need to work under the supervision of an experienced psychologist (i.e., usually someone who has a master's or a comparable degree in psychology). At the start of the practical, the student drafts a personal development plan (PDP), defining the learning objectives for the internship. In addition to the work experience, the student must write a report about this experience. With this elective, students will get more insight into the work settings of a psychologist and they will gain experience with applying knowledge and skills essential for being a psychologist. Note: this practical experience cannot be used to fulfil the prerequisites regarding the theoretical background and working experience set for the psychodiagnostics registration (i.e., the BAPD) and/or vLOlGO. This module is only relevant for FPN students and not available for exchange students.
Intended Learning Outcomes	The student: - obtaining insights into the work settings of a psychologist - gaining experience with applying knowledge and skills essential for being a psychologist - developing the ability to apply scientific insights to reflect upon practices in the field