

Application checklist for admission to the Master's programme in Psychology – February 2025
(for students with a non-Psychology Bachelor's degree obtained in the Netherlands)

Students wishing to enroll in the master's programme in Psychology must have sufficient knowledge and skills in the field of Psychology and in the field of Statistics and Research Methodology. If you haven't done a Bachelor of Psychology, you rarely meet the requirements (because you'll need to have done a lot of extra courses in addition to your studies).

The admissions board will assess your application in order to determine whether you are indeed eligible to the master's programme. When your previous education does not fully meet the entry requirements, we may offer the possibility of a customized premaster. You will be informed on this after the Admissions board has assessed your application.

Please note that **the premaster only starts in September and is only available for a limited number of tracks***. In addition, to qualify for a premaster, you may only be deficient up to 60 EC compared to the admission requirements.

Please complete the checklist and upload this with your Application Form. The admissions board will assess whether you meet each of the requirements listed. Too little information or documentation can easily lead to an assessment of 'does not meet the requirement'.

***The Premaster is only offered in September and for the following tracks only:**

- Applied Social Psychology
- Applied Cognitive Neuroscience
- Environmental Psychology
- Ontwikkelingspsychologie
- Talent Development and Creativity
- Theory and History of Psychology
- Work, Organizational and Personnel Psychology

APPLICATION CHECKLIST - EXAMPLE

Name	Jane Doe	
Email address	Janedoe0000@gmail.com	
Master track you are applying for: 1 st choice	Environmental Psychology	
Master track you are applying for: 2 nd choice	N/A	
<p>Fill in the table below which courses you have followed or will follow, please mention per course:</p> <ul style="list-style-type: none"> • the name (and possibly code) of the course as it appears on your transcript of grades; you can also enter unfinished courses, but please mention that you have not yet completed them, and when you will complete them. • the number of ECTS • the official course description (e.g., text from course catalogue) • a link to the official course description (for verification purposes) • In case you need more information about the required criteria, you can look up course information from the Psychology Bachelor at the University of Groningen. 		
Please mention below the course names, course codes, course descriptions and a link		ECTS
<p>Substantive courses: at least 60 EC</p> <p>These are courses on psychological theories and application (e.g. Introduction to psychology, Social Psychology). This does not involve general courses like philosophy or history, meta topics, or general skills courses. Courses about research methodology, statistical techniques, study skills, etc. should also not be mentioned here.</p>		
<p>PSBE1-01 Introduction to psychology</p> <p>Upon successfully completing this course, students:</p> <ul style="list-style-type: none"> - know the most important definitions and terms in psychology - know the different areas of specialization within the field of psychology, and how these are interconnected - know the most important psychological theories and their empirical support - can put statements made about psychology, either made within the broader programme, or outside the programme, in a scientific frame of reference. <p>This course considers behaviour from perspectives ranging from its biological substrate to social interactions. It thus covers topics from everyday cognition to major disorders, and it emphasizes both the techniques that psychologists use and the meaning of the findings in the context of larger ideas.</p> <p>https://www.rug.nl/ocasys/gmw/vak/show?code=PSBE1-01</p>		5
<p>PSBE1-02 Social and cross-cultural psychology</p> <p>By the end of this course students:</p> <ul style="list-style-type: none"> - have insight into the many different manners in which thoughts, feelings and behaviors are influenced by others, - understand the influence of culture on social psychological processes, - can summarize the characteristics of, as well as knowing the main theories, research and scientists of the different areas of social psychology (e.g., social cognition, intergroup relations), - understand social psychological concepts by relating different theories and areas of social psychology to each other, - can apply their knowledge of social and cross-cultural psychology to analyze societal examples, - can formulate societal implications of social and cross-cultural psychology, 		5

<p>- are aware of the historical development of social and cross-cultural psychology (note that this part of the course is largely covered in the lectures rather than the book).</p> <p>The course gives students a broad introduction into the major themes of social and cross-cultural psychology. The lectures will cover the many ways in which we can be influenced by other people and the social environment we live in. The first section of this course will look at the social cognitive processes that shape our perceptions of ourselves and others, and determine our behaviours, including basic social cognition (how we categorize our environment), social perception (how we see others), the self (how we see ourselves), attitudes (how we form/change our opinions) and social influence (when and how we are influenced by others). In the second section of this course the focus lies on the social relations between people, such as prosocial behavior (when do we help others), interpersonal relations (when and why are we attracted to others), group processes (how do we interact within groups) and intergroup relations (why do we have intergroup conflict, why are people prejudice and how do they respond to discrimination). Our behavior always takes place within a certain cultural context. Social psychological processes can help shape culture (for example via communication). Culture can also influence how certain social psychological processes take place (for example how we perceive ourselves, other individuals and groups). Throughout the course we will, where relevant, focus on cultural variations in behavior. In addition one of the lectures will focus on this theme.</p> <p>https://www.rug.nl/ocasys/gmw/vak/show?code=PSBE1-02</p>	
<p>Etc.</p>	
<p>Other track relevant courses: at most 15 ECTS If you do not satisfy the criterion of 60 ECTS, you can compensate for 15 ECTS with non-psychology courses that are relevant for the master track of your choice. For example, a course on Environmental policy for the track Environmental Psychology.</p>	
<p>EBM209A05 Sustainability in Business and Economics</p> <p>By the end of this course students:</p> <ul style="list-style-type: none"> - Develop a thorough knowledge and understanding of the concept of sustainable business in international business and economics & Develop a thorough understanding of the UN Sustainable Development Goals - Understand and critically review the application of interdisciplinary knowledge of sustainable development in business and economics disciplines - Relate and apply this knowledge to public and private organisations to analyse what their contribution to sustainable development is and how organisations can transition to sustainable development - Reflect on barriers related to transitions to sustainable development in organisations; and reflect on the skills needed within organisations to achieve these transitions <p>This course serves as a foundation course for students who are interested in deepening their knowledge of sustainable development in the context of business and economics. Using the UN Sustainable Development Goals (SDGs) as the guiding template, several aspects of sustainable development, such as biodiversity, climate change, poverty, inequality and human rights will be discussed. Guest lecturers from different faculties will discuss the latest knowledge on these topics from their disciplines, and during discussions we will reflect on the uptake of this knowledge in recent studies in business and economics.</p> <p>https://ocasys.rug.nl/2022-2023/catalog/course/EBM209A05</p>	<p>5</p>

Clinical tracks: Specific criteria apply, if applicable fill out below	
Klinische Psychologie Out of the 60 ECTS on substantive courses, atleast 20 ECTS of courses on Clinical Psychology and 9 ECTS on a bachelor's thesis	
N/A	
Clinical Neuropsychology and Klinische Neuropsychologie Out of the 60 ECTS on substantive courses, atleast 10 EC on courses on Clinical Neuropsychology and 5 EC on Psychopathology	
N/A	
Ontwikkelingspsychologie Out of the 60 ECTS on substantive courses atleast 10 EC on courses on Developmental Psychology	
N/A	
Clinical tracks: at least 5 EC on Practical skills on communication with and diagnosis of patients/clients (Klinische Psychologie, Klinische Neuropsychologie, Clinical Neuropsychology and Ontwikkelingspsychologie)	
Structuring a conversation in a psychological setting with a patient/client from the relationship-building phase to the assessment phase, based on training including role-play and feedback. An internship in itself is not sufficient, unless it meets the requirements of training including role-play and feedback. For your information, see University of Groningen course Communication and diagnostic skills	
N/A	
Reliability and Validity of Psychological assessment instruments: at least 5 EC Here you should specify course(s) devoted to at least classical test theory, Cronbach's alpha, item analysis and validity of tests. Sometimes these topics were treated in a general methodology course. Then you must show by providing documents detailing the contents of the course material that a substantial amount of time was devoted to these topics. For your information, see University of Groningen course Test Theory and Application	
PSBE2-06 Test theory and Application Learning outcomes After this course students can: - formulate the aim of psychological testing, - formulate the principles for the quality of psychological tests, - name the major psychological tests used in different fields of psychological testing such as intelligence testing, personality testing and testing in the clinical field, - give a basis for the use of these tests, - reproduce the principles of classical test theory , - formulate different types of validity and reliability estimation methods - calculate elementary psychometric indicators to assess the quality of tests: item-total correlations and reliability estimation methods . This course gives an overview of the central topics that are important for understanding how tests are developed and validated. Topics include: historical developments and applications of psychological tests, the administration of tests, reliability and validity, factor analysis, and new developments in the field of test construction. https://www.rug.nl/ocasys/gmw/vak/show?code=PSBE2-06	5

Statistics: at least 15 EC in which you were at least taught on the following topics (in reasonable depth):

- Basic descriptive statistical techniques
- Basic graphical statistical techniques
- Basic inferential statistical techniques (confidence intervals, significance testing)
- Nonparametric statistics
- Simple and Multiple regression
- Logistic regression
- ANOVA (One- and Two way designs)
- Repeated measures ANOVA
- ANCOVA
- Moderator analysis (= regression analysis including interactions of quantitative predictors)

Mere application of statistical techniques within research methodology or other courses, or within a thesis is not taken into account for the 15 EC. Also note that psychometric techniques for determining estimates of test reliability or validity (e.g. factor analysis) are not taken into account here either.

The descriptions you give here must make clear to us which of the above techniques you master. Please highlight them (e.g. by marking such terms in yellow, as in the example course descriptions that you can find at the end of this document). **Note:** if your university's descriptions don't mention these, you must add contents of course material (e.g., a course syllabus, or lecture slides), so that the admission board can see that you really were taught *all the above specific techniques*.

For your information, see University of Groningen courses [Statistics Ia](#), [Statistics Ib](#), [Statistics II](#) and [Statistics III](#)

PSBE1-08 Statistics Ia

After the course, the student knows:

- how to determine and interpret the measurement scale of data,
- summary statistics to describe the central tendency and spread of data,
- graphical summaries to visually represent the central tendency and spread of data,
- summary statistics and graphical summaries to understand the association between variables,
- the basic laws of probability, and how to use them,
- how to model count data using the binomial distribution,
- how to describe the sampling distribution of the sample mean
- how to make all calculations by hand without a formula card
- to interpret output from statistical software programs SPSS, R, or comparable programs

Statistical data are the primary means by which hypotheses are tested and inferences are drawn in the social sciences. When a psychologist runs an experiment to learn about memory, when a sociologist surveys people about their social connections, and when a biologist measures how allele frequency changes over time in a population of bacteria, the results are data. Knowing how to interpret and learn from data is critical to being a successful researcher. Statistics 1A introduces students to data: its properties, how to describe it, how to visualize it, and an introduction to modeling data using probability theory. The knowledge gained in Statistics 1A will

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<p>lay the foundation for Statistics 1B, in which students will learn the basics of statistical inference. https://www.rug.nl/ocasys/gmw/vak/show?code=PSBE1-08</p> <p>PSBE1-09 Statistics 1b After the course, the student knows:</p> <ul style="list-style-type: none"> - the basic logic of classical statistical inference, - for a given basic research design, what statistical procedures to apply, - the mechanics of simple statistical procedures for simple designs, - the assumptions underlying these statistical procedures, - procedures to apply if these assumptions are suspected to be false, - how to avoid common conceptual errors about statistical inference, - the drawbacks of classical statistical inference, - can apply inferential statistics for means and proportions, - can interpret reported results of statistical procedures on means and proportions - how to make all calculations by hand without a formula card - to interpret output from statistical software programs SPSS, R, or comparable programs <p>In science, we are often concerned with large populations. For instance, an ecologist might wonder what proportion of the population of a particular plant is afflicted by a disease, a political scientist might wonder what proportion of people in a given country endorse a particular attitude, and a psychologist might wonder whether the population of children that participate in a reading intervention subsequently have improved reading ability. In real life, however, we have to settle for small samples from the population, because testing an entire population is often not feasible. Statistics is the study of how one draws inferences from a sample, which we observe, to a population, which we cannot observe. Statistics is therefore the primary way by which scientists obtain knowledge in the sciences. Statistics 1B introduces students to foundational ideas of statistical inference: how can we test a hypothesis about populations? How can we estimate means of populations? How can we quantify our uncertainty about the population, given our sample? Statistics 1B lays the foundation for students to understand how statistical inference happens in practice. https://ocasys.rug.nl/current/catalog/course/PSBE1-09</p>	<p>5</p>
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Psychological Research methodology: Theory and Practice: at least 10 EC

This should include:

- Theoretical concepts and research ethics in research methodology.
- Practical training in carrying out a full research project.

This includes; deriving and formulating a research question, designing a study (which should be at least partially quantitative), collecting data, analyzing results, reporting the whole project, finishing with a discussion and conclusion section.

Please give full details on the courses on research methodology that you followed. Many students wrote a bachelor thesis or a similar report on an empirical study in which all the above research steps of the process were followed. Therefore, a very good way of proving that you have had sufficient training in practical research skills in which you covered all steps is to UPLOAD A COPY OF YOUR (DRAFT) THESIS OR A RESEARCH REPORT WITH YOUR APPLICATION (EVEN IF IT IS NOT IN ENGLISH).

Note: For Clinical Forensic Psychology & Victimology a thesis of at least 9 ECs is a strict requirement, and you must upload it.

For your information, see University of Groningen courses [A Theoretical Introduction to Research Methods](#), [Research practicum](#) and [Research methods: theory and ethics](#)

PSBE1-27 A theoretical Introduction to Research Methods

By the end of the course and through appropriate reading you should be able to:

- Describe and explain the attributes of scientific and non-scientific ways of knowing;
- Describe and explain the principles of ethical research practice;
- Evaluate the quality of a psychological study's measures;
- Describe and explain the essential features of experimental, correlational, descriptive, quasi-experimental, small N designs, as well as various qualitative methods;
- Critically evaluate popular and research-based articles.

Description:

This course aims, firstly, to provide students with an understanding of how psychological scientists think and how they do their work. With this in mind, students will become acquainted with the nature of psychological science and how it differs from pseudoscience, the logic of scientific thinking and the process by which psychological scientists, (a) develop ideas and shape hypotheses for research, (b) design their studies, (c) carry out their research, (d) analyze their research, and (e) draw appropriate conclusions. As part of this process students will be introduced to the ethical dimensions of psychological research, and the variety of methods used to examine and understand psychological phenomena.

Secondly, "A Theoretical Introduction to Research Methods" aims to help students prepare for their future studies in year 2 and 3, as well as become a critical consumer of research information more generally. In this regard students will develop the knowledge to critically evaluate research in scientific articles and textbooks, as well as implement their own research. Following on from this, and more broadly, you will also be better able to evaluate the soundness of research claims in media reports, pseudoscientific writings and advertisements. <https://ocasys.rug.nl/current/catalog/course/PSBE1-27>

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PSBE2-09 Research practicum

After the course students are:

- able to evaluate the merits and limitations of different research methods, with practical examples and applications,
- able to report background, methods, analysis, and conclusions of a Psychological study in APA format,
- able to design hypotheses and studies to follow up on the interpretation of available data,
- able to present data in concise and informative ways,
- familiar with the research techniques within the department and with the researchers themselves.

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<p>Students perform research under the guidance of a teacher, where the following skills are addressed:</p> <ul style="list-style-type: none"> - critically searching, reading and evaluating literature, - formulating appropriate research questions and hypothesis, - designing a quasi-experimental research project, - collecting data, - analyzing data (descriptive statistics, ANOVA and item analysis), and - individually presenting the results, both in writing and verbally. <p>https://www.rug.nl/ocasys/gmw/vak/show?code=PSBE2-09</p>	
<p>Theory/Philosophy of Science and/or History of Psychology: at least 5 EC.</p> <p>Sometimes these topics are treated briefly in Introductory courses only. That is not enough to satisfy the requirements. If these topics have been treated within other courses, then you must show by documents detailing the contents of the course material that a substantial amount of time (summing up to 5 EC) was devoted to these topics.</p> <p>For your information, see University of Groningen courses Theory of Science and History of psychology</p>	
<p>PSBE2-05 Theory of Science</p> <p>After this course students can:</p> <ul style="list-style-type: none"> - describe classical stances on what science is and how it develops, - distinguish and discuss the three basic views on facts and reality, namely, realism, instrumentalism, and constructivism, - analyze how science and society influence each other, discussing recent examples such as the free will or enhancement debates, - describe and reflect on the neuroscience turn in psychology, - distinguish and apply basic ways of understanding classification in the social sciences and its consequences, especially with respect to mental disorders. <p>According to early twentieth-century philosophers of science, science represents objectively observable facts and airtight assumptions about those facts. However, the question of what objective observation and airtight assumptions actually were, immediately evoked different opinions. The debate on what science is continues.</p> <p>This course teaches students to think about such questions as: Must psychological research methods be adapted to a multicultural society? Which models try to explain the development of sciences in general and what does this mean for scientists? Do neuro-imaging techniques deliver snapshots of the mind? Will psychology as a science be replaced by neuroscience in the future?</p> <p>https://www.rug.nl/ocasys/gmw/vak/show?code=PSBE2-05</p>	5
<p>PSBE1-29 History of Psychology</p> <p>After this course students can:</p> <ul style="list-style-type: none"> - recognize the main historical developments of the discipline; - understand how psychological phenomena have been understood and studied from different perspectives - critically reflect on contemporary Psychology given its history - argue about and criticize the advantages and the shortcomings of different approaches <p>Key episodes from the history of psychology are used to illustrate the interplay of theory, methodology, and political context in the emergence of psychology within contemporary society. Following on from this, students are introduced to specific psychological debates about experimentation, intelligence testing, identity and the role of women as well as theories, such as Gestalt and classical psychoanalysis. https://ocasys.rug.nl/current/catalog/course/PSBE1-29</p>	5