Youth At Risk (YAR)

Mastertrack Pedagogical Sciences
How do we improve youths’ sexual well-being, health?


https://www.nytimes.com/2010/10/03/weekinreview/03schwartz.html

https://www.cordaan.nl/nieuws/lets-talk-about-sex
Social Contexts (one’s Family, Peers, and School)

Agression and Crime

Depression and Anxiety

Alcohol and Drug (Ab)use
1 to 2 children per class...

... gains in well-being of youths and their families, peers, teachers...

... gains in safety, (mental) health, lowered crime rates in society...

... reduction of costs (persisting psychopathology costs, per child, > 250.000 €)

...
Core Questions and Themes: Science

- **social contexts of development**: how do parents, peers, and school affect the psychosocial development of children and adolescents?

- **at-risk groups and vulnerability**: which youths are most strongly affected by the upbringing of their parents, peers, and teachers—and why?

- **early markers of risky development**: what are early warning signs for antisocial or delinquent behavior, or of anxiety or depression or dropping out of or doing poorly in school?
Core Questions and Themes: **Practice**

- *(indicated) prevention is key*
  when and how can we interrupt risk processes over time so as to *prevent the development psychopathology*?

- **developing and testing preventions**
  what interventions do we have to help youths at risk? How can we best *develop, deliver, and implement interventions*?

- **building leadership and coordination**
  how can one effectively lead a team of professionals in practice (supervising-coordinating in preventive youth care)?
YAR Teaching Goals

(1) Students learn to *critically discuss and evaluate scientific theories and research on resilience and risk factors*

(2) Students *learn about the important role of diversity in child development research and practice*

(3) Students learn to *translate scientific evidence into effective (indicated) prevention programs and youth care*
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<td>Resilience and Risk Processes (6EC)</td>
<td>Intervention Essentials (6EC)</td>
<td>Masterclass Methods and Statistics (3EC)</td>
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<td>1-hour keynote lectures; working groups</td>
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<td>School Adjustment (6EC)</td>
<td>Parent and Peer Influences (6EC)</td>
<td>Masterclass Prof. Skills (3EC)</td>
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In the masterclass professional skills, students learn communication, coaching, and coordination skills that they would need as supervisors of interdisciplinary professional teams in a preventive youth care setting.

Two courses can be chosen out of a possible four. Example courses are: Family Systems and Criminal Behavior of Juveniles. Other free-choice courses (UvA program) may also be considered, in agreement with YAR coordinator.

The master thesis trajectory is supported by a series of four writing workshops that will be planned to fit the thesis writing schedule and focus on different parts of the thesis—general principles, introduction, methods/results, and discussion.
Youth at Risk is a multidisciplinary master track—integration of expertise from forensic child and youth care, orthopedagogics, and preventive youth care.

are you a Dutch student, and want to receive your BAPD (basisaantekening psychodiagnostiek) also? Possible, but takes longer—need additional course work and clinical internship.

for more information about exact conditions and pre-master prerequisites: Maartje Wijnekes (m.c.wijnekes@uva.nl)
YAR Thesis/Internship Topics (examples)

- antisocial or delinquent behavior in youths;
- psychosocial problems, (social) anxiety and depressive moods;
- truancy, dropout, and teacher-student relationship quality;
- dyslexia, learning problems;
- social media use of adolescents and their online peer relationships;
- sexual (risky) development of adolescents;
- child abuse, foster and adoption family constellations;
- early adversity and stress;
- development, delivery and effectiveness of preventive interventions;

... any other good idea is welcome!
The YAR Teaching Approach

- organisation of MA track:
  - 1st semester: four 6-EC courses and two 3-EC masterclasses
  - 2nd semester: internship/elective courses and MA thesis

- intensive student-teacher collaborative working relationship

- top-rated teachers from interdisciplinary team (pedagogics; educational science; developmental psychology)

- 1-hour keynote lectures and activating working groups:
  - Informed by practice (from collaborating PYC stakeholders)

- students’ initiative: debates & hot topics keynotes
YAR Internships (examples)

- Internships: when staying domestic...
  - Research & Policy: UvA’s family lab, Home Start, ZonMw consortium anti-bullying/social skills research, NJI, Trimbos
  - Practice and Prevention: Bascule, PI Duivendrecht, OKT teams, GGD Amsterdam, Centres for Youth and Families

- Internships: when going abroad...
  - Research & Policy: WHO (Switzerland), UNICEF (US), Gezinsbond (Belgium), Center Developmental Research (Sweden), Yale University (US)
  - Practice and Prevention: prevention program development/implementation/testing in Nepal, South Africa, Morocco

- UvA support funding (500 EUR) available for international internships. Ask our international officer!
Application, Deadlines, Admission (1)

- visit our website for more information: http://www.uva.nl/m-programmas/gscde/masters/pedagogical-sciences-youth-at-risk/youth-at-risk.html

- enroll, following instructions as specified. The YAR admission board will decide, typically within two weeks after applying.

- the Application procedure for Fall 2019 enrollments runs until May 31, 2019. Earlier applications can be handled quicker.

- please note there is a UvA funding opportunity for non-Dutch students: the Amsterdam Excellence Fund (AES).
Application, Deadlines, Admission (2)

- Dutch VWO: admissible | Dutch BA pedagogical science: admissible | UvA premaster pedagogy (FO-OOP-PJO): admissible | international students: evaluation by admissions board

- admission for international students is dependent on...
  1. having a BA degree equivalent to a BA of a Dutch university
  2. having sufficient basic knowledge of methods/statistics and child development science

- not admitted? Several alternatives towards qualification:
  1. follow online courses/moocs suggested on methods/statistics and child development by YAR admissions board
  2. follow one of the three international minors in pedagogical sciences at the UvA: healthy minds (2020 onward) | violence | family diversity (2020 onward) + repair M&S deficiency
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Roeterseiland Campus
UvA campus Roeterseiland