Socialization (in the family, with peers, and in school)

Agression and Crime

Depression and Anxiety

Alcohol and Drug Addictions
1 to 2 children per class...

... persisting psychopathology costs, per child, 250.000€

... effective prevention (more than clinical end-treatment) has a huge return on investment

... enormous cost savings, but foremost: gains in safety, health, well-being
Core Questions and Themes: Science

- How do parents, peers, and school affect the psychosocial development of children and adolescents?
- Which children are most strongly affected by the upbringing of their parents, peers, or teachers – and why?
- Which children show early markers of risk for the development of antisocial or delinquent behavior, or the development of anxiety or depression problems, or of dropping out of or doing poorly in school?
Core Questions and Themes: Practice

- How can we best interrupt risk processes over time?
- Do our current interventions to help youths at risk work (and for whom, and how)?
- How can one effectively lead an interdisciplinary team of professionals in practice (supervising-coordinating in prevention setting)?
How can we empower Syrian refugee parents and counter post-trauma stress in their children?

How can we prevent cyberbullying and victimization in schools?

How do we improve youths’ sexual well-being, health?
YAR Teaching Goals

(1) Students learn to critically discuss and evaluate scientific theories and research on resilience and risk factors in developmental processes across childhood and adolescence.

(2) Students learn about the important role of culture and diversity in child development research and practice, and to identify the specific populations of youths and families that are most in need of preventive treatment.

(3) Students learn to translate scientific evidence into effective prevention programs and youth care policies that positively impact parenting and family functioning, peer networks, educational settings, and society at large.
YAR: training to become a scientist-practitioner
<table>
<thead>
<tr>
<th>Semester 1</th>
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<td>Block 1 (Aug-Oct)</td>
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<tr>
<td>Resilience and Risk Processes (6EC)</td>
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<tr>
<td>1-hour keynote lectures; working groups</td>
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<tr>
<td>School Adjustment (6EC)</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 care setting.

Two courses can be chosen out of a possible four. Example courses are: Family Systems, Learning and Social-Emotional Disorders in Educational Contexts, Criminal Behavior of Juveniles, and other free-choice courses (UvA program).

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.
Typical YAR Thesis/Internship Topics

- antisocial or delinquent behavior in youths
- psychosocial problems, (social) anxiety and depressive moods
- truancy, dropout, and school support factors
- social media use of adolescents and their online peer relationships
- sexual (risky) development of adolescents
- child abuse, and foster and adoption family constellations
- effects of preventive interventions for depression, anxiety, conduct problems
Notice how they conveniently put "DYING" at the end of this word.
YAR Teaching Approach (1)

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

- intensive student-teacher collaborative working relationship

- top-rated teachers from interdisciplinary team (pedagogics; educational sciences; psychology; sociology) → international guest lectures on ad hoc basis

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

- add-ons: debate society set-up & hot topics seminars
Internships abroad and domestic (Dutch) internships available

- International: WHO (Switzerland), UNICEF (US), Gezinsbond (Belgium), Center Developmental Research (Sweden), Yale university (US)
- International: prevention set-up, implementation, or testing activities in Nepal, South Africa, Morocco, Burundi, etc.
- Domestic: Trimbos, NJI, Bascule, PI Duivendrecht, OKT teams,
- Domestic: UvA’s family lab, Home-Start International, ZonMw consortium anti-bullying/social skills research

- UvA support funding available for supporting international internships. Ask our international officer!

- Alternative option to choose two additional elective courses, and to not do an internship
Go for it
Application, Deadlines, Admission

- After a first screening, a formal admission decision will be reached by the master track’s executive board.
- Application procedure for Fall 2019 enrollments runs until May 31, 2019. The sooner the better!
- Dutch Funding Opportunity for non-Dutch students: Amsterdam Excellence Fund (AES)
- Dutch VWO: admissible | Dutch premaster FO-OOP-PJO: admissible | international students; evaluation admission board
- Option to follow pre-master MOOCs for methods and statistics and/or child development theory basics
See you next year in Youth At Risk!

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