Youth at Risk (YAR)

Alithea van den Akker, 13-2-20
How do we improve youth’s sexual well-being?

How do we reduce bullying?

How do we help refugee families adapt?

How do we improve youth well-being in schools?

How do we prevent delinquency?
Developmental Perspective

Source: Berk (2011).
Social contexts

- Peers
- Family
- School
Prevention is key

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

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

… reduction of costs of persisting psychopathology, per child, 250.000 € …
Different topics, common processes

Social contexts of development
how do parents, peers, and school affect
the psychosocial development of children and adolescents?

At-risk groups and vulnerability versus resilience
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?
Different topics, common processes

(Indicated) prevention is key
When and how can we *interrupt risk processes* over time so as to prevent the development of psychopathology and *increase resilience*?

Developing and testing interventions
How can we best develop, deliver, implement, and evaluate *interventions*?

Building leadership
How can one effectively *lead a team of professionals* in preventive youth care practice?
Multidisciplinary track: Youth at Risk

Integration of expertise from Forensic Child & Youth Care, Orthopedagogics, and Preventive Youth Care

Learning Goals

…to critically evaluate scientific theories and research on resilience and risk factors

…to translate scientific evidence into effective prevention programs and youth care

...with sensitivity to the important role of diversity in research and practice
Learning in YAR

• Newly developed, very positively evaluated teaching method: short 1 hr. keynote lectures followed by active group discussions

• Occurs in small groups, with lots of direct interaction with professors who are internationally recognized experts in their field

• Combination of learning from books and hands-on skills development

• Teachers are approachable and know their students

• International, diverse classrooms
# YAR curriculum

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<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
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<td><strong>Resilience and Risk Processes in Children and Adolescents</strong> (6EC)</td>
<td><strong>Intervention Essentials: Effects, Implementation and Diversity</strong> (6EC)</td>
<td><strong>Masterclass Methods and Statistics</strong> (3 EC)</td>
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<td><strong>Youths’ School Adjustment</strong> (6EC)</td>
<td><strong>Parent and Peer Influences</strong> (6EC)</td>
<td><strong>Masterclass Professional Skills</strong> (3EC)</td>
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Meet our Dedicated, Friendly and Approachable Teaching Staff
(in order of appearance)

Marjolein Zee
Professor School Adjustment
Dedicated to understanding how schooling experiences place certain children at a disadvantage and favor others

Alithe van den Akker
Professor Risk & Resilience & Track Coördinator
Passionate about understanding how families confer risk and resilience and making complex subjects easy to understand
Geertjan Overbeek
Professor Parents & Peers

Determined to find out how parenting ‘gets under the skin’, and whether and how biological changes associated with harsh parenting can be reversed.

Floor van Rooij
Professor Intervention Essentials

Trained intervention mapping professional dedicated to making learning an interactive and enriching experience.
Meet our Dedicated, Friendly and Approachable Teaching Staff (in order of appearance)

Terrence Jorgensen  
*Professor of Methods and Statistics*  
Dedicated to finding ways of making methods and statistics ‘work’ for students

Maud Hensums  
*Teacher Professional Skills*  
Motivating teacher who aims to professionalize our students, preparing them for the workplace
# YAR curriculum

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<th>Semester 2</th>
<th>Block 1</th>
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<tr>
<td><strong>Internship</strong></td>
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<td>(12 EC)*</td>
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<td>(Dutch or English language both in Netherlands and abroad)</td>
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<tr>
<td><strong>Master thesis</strong></td>
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<td>(18EC)</td>
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*Are you a Dutch student, and do you want to receive your basisaantekening psychodiagnostiek(BAPD)? Is possible (but takes more time: need additional course work and clinical internship)
For more information about conditions and prerequisites: Maartje Wijnekus (m.c.wijnekus@uva.nl)
Meet our Dedicated, Friendly and Approachable Teaching Staff (in order of appearance)

Jokelien van Houten
Internship Coordinator

Dedicated teacher determined to find the best person-environment fit for students’ internships

Eddie Brummelman
Thesis Coordinator

Aimed at providing a highly diverse portfolio of thesis subjects so students can work on something they feel passionate about
Meet our Dedicated, Friendly and Approachable Teaching Staff
(in order of appearance)

Geertjan Stams
*Professor Forensic Youth Care*
focus on severe behavioral and child-rearing problems in which judicial interventions are imposed by law.

Peter de Jong
*Professor of Psychology and Education*
interest in the development of academic skills, and the etiology, diagnosis, and treatment of developmental disorders.
Internships

We provide options in the Netherlands, for example:

- **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

And abroad, for example:

- **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, Loes van den Berg (Loesvandenberg@uva.nl)
YAR: Multidisciplinary track

Integration of expertise from Forensic Child & Youth Care, Orthopedagogics, and Preventive Youth Care

Thesis topics

• antisocial or delinquent behavior in youths;
• anxiety and depressive moods;
• child abuse, foster and adoption family constellations;
• early adversity and stress;
• truancy, dropout, and teacher-student relationship quality;
• dyslexia, learning problems;
YAR: Multidisciplinary track

Integration of expertise from Forensic Child & Youth Care, Orthopedagogics, and Preventive Youth Care

Thesis topics

- adjustment of LGBTQ(IA) youth;
- social media use of adolescents and their online peer relationships;
- sexual (risky) development of adolescents;
- development, delivery and effectiveness of preventive interventions;
YAR: training to become a scientist-practitioner
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 a few weeks after applying.

- the Application procedure for Fall 2020 enrollments runs until May 1, 2020 for non-EU students/ June 1 2020 for Dutch and EU students. Earlier applications can be handled quicker.
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
  3. If non-native speaker, sufficient level of English

- not admitted? Admissions board may indicate 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: violence | family diversity + repair M&S deficiency
www.facebook.com/UvAPOW/
Thank you for your attention

Any further questions? don’t hesitate to ask
E-mail: yar-cde-fmg@uva.nl
Loes van den Berg – study advisor and International Office coordinator