

Youth At Risk (YAR)

Mastertrack Pedagogical Sciences

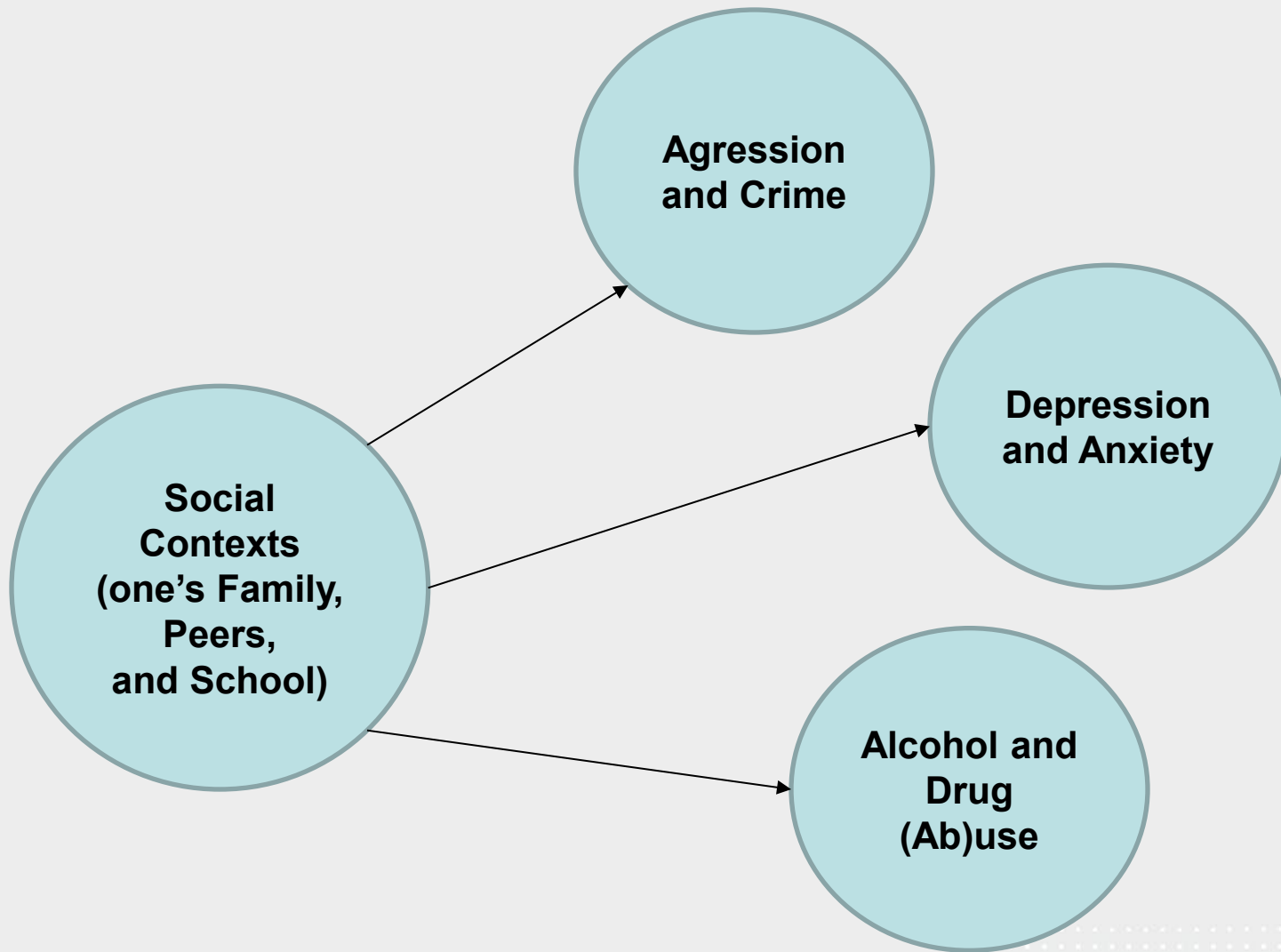
How do we improve youths' sexual well-being, health?



<http://time.com/92343/syrian-refugees-are-begin-to-wear-out-the-welcome/>

<http://www.nytimes.com/2010/10/09/weekinreview/03schwartz.html>

<https://www.cerdaas.nl/nieuws/lets-talk-about-sex>



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*



| Semester 1 Block 1 (Aug-Oct) | Semester 1 Block 2 (Oct-Dec) | Semester 1 Block 3 (Jan) |
|--|--|--|
| Resilience and Risk Processes (6EC) | Intervention Essentials (6EC) | Masterclass Methods and Statistics (3EC) |
| <i>1-hour keynote lectures; working groups</i> | <i>1-hour keynote lectures; working groups</i> | <i>1-hour keynote lectures; working groups</i> |
| School Adjustment (6EC) | Parent and Peer Influences (6EC) | Masterclass Prof. Skills (3EC) |

| Semester 2 Block 1 (Feb-March) | Semester 2 Block 2 (Apr-May) | Semester 2 Block 3 (June) |
|---|---|-------------------------------------|
| Internship (12EC) or Elective course (6EC) | Internship (12EC) or Elective course (6EC) | Internship (12EC) |
| Master thesis (18EC) | Master thesis (18EC) | Master thesis (18EC) |

!! 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 Wijnekus (m.c.wijnekus@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: admissable | Dutch BA pedagogical science: admissable | UvA premaster pedagogy (FO-OOP-PJO): admissable | 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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