Youth At Risk (YAR)

Mastertrack Pedagogical Sciences
YAR: Some Core Questions and Themes (1)

- 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?
YAR: Some Core Questions and Themes (2)

- How can we best interrupt risk processes over time?
- How do youth care policies differ internationally, and what is the historical context underlying these differences?
- Do our current interventions to help youths at risk work (and why, or why not)?
- How can one effectively lead an interdisciplinary team of professionals in practice (supervising and coordinating in a prevention setting) to promote health, well-being, and resilience in youths and their families, peers, and schools?
YAR’s Main 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 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.

(3) 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.
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<th>Semester 1</th>
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<tr>
<td><strong>Blok 1, 31 aug. t/m 23 okt.</strong></td>
<td><strong>Blok 2, 26 okt. t/m 18 dec.</strong></td>
<td><strong>Blok 3, 4 jan. t/m 29 jan.</strong></td>
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<tr>
<td>Resilience and Risk Processes in Children and Adolescents <em>(6EC)</em></td>
<td>Intervention Essentials: Effects, Implementation and Diversity <em>(6EC)</em></td>
<td>Masterclass Methods and Statistics <em>(3 EC)</em></td>
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| Working Groups: Problem based learning  
Lectures: One-hour keynotes | Working Groups: Problem based learning  
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| Youths’ School Adjustment in Educational Settings *(6EC)* | Parent and Peer Influences in Youth Development *(6EC)* | Masterclass Professional Skills *(3 EC)* |

1. Note: The last masterclass Professional Skills is marked with an asterisk, but the specific EC is not specified in the table.
<table>
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<tr>
<th>Semester 2</th>
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<td>Blok 1, 1 febr. t/m 24 maart</td>
<td>Blok 2, 29 maart t/m 27 mei</td>
<td>Blok 3, 30 mei t/m 24 juni</td>
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<tr>
<td>Internship (12 EC) or 2 elective courses²</td>
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<tr>
<td>MA thesis (18 EC)³</td>
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In the masterclasses, students learn basics in 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. These courses are: Family Systems, Learning and Social-Emotional Disorders in Educational Contexts, Criminal Behavior of Juveniles, Psychopathology and Parenting.

The master thesis trajectory will be 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.
YAR’s Topics and Challenges

- oppositional, defiant, and antisocial or delinquent behavior in youths
- psychosocial problems, (social) anxiety and depressive moods
- individual susceptibility to risk (genes, neurobiology, temperament, and personality)
- truancy, dropout, and school support factors
- social media use of adolescents and their online peer relationships
- radicalization and marginalization processes in ethnic youths and their peers
- child abuse, and foster and adoption family constellations
- intervention effects, effective elements, and implementation
- organization of youth care from international-historical perspective
YAR’s Teaching Approach

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

- intensive student-teacher collaborative working relationship

- top-rated teachers from interdisciplinary team (pedagogics; educational sciences; psychology; sociology)

- 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
Application, Deadlines, Admission

- Send in an official application letter, curriculum vitae specifying previous educational attainment and GPA lists, and two letters of reference.
- After a first screening, short motivational interviews are held with candidates, after which a formal admission decision will be reached by the master track’s executive board.
- Application procedure for Fall 2018 enrollments will open on January 1, 2018. Enrollments will be considered on an ongoing basis, until May 31, 2018.
- When students miss knowledge of methods and statistics, but do fulfill other criteria, we may organize a “crash course” on basics in methods and statistics in the summer.
see you next year in the master track Youth At Risk!

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