Youth At Risk (YAR)

Mastertrack Pedagogical Sciences
Socialization (in the family, with peers, and in school)

- Agression and Crime
- Depression and Anxiety
- Alcohol and Drug Addictions
One out of three children: victim of sexual or emotional abuse, or victim of neglect, or has experience with dysfunctional parenting broader defined (harshness, lack of warmth).
1 to 2 children per class...

... persisting psychopathology costs, per child, 1 million €

... effective interventions have a huge *return on investment*

... so: enormous cost savings, but foremost: great gains in safety, health, well-being
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-coordinating in prevention setting)?
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>Blok 1, 31 aug. t/m 23 okt.</td>
<td>Blok 2, 26 okt. t/m 18 dec.</td>
<td>Blok 3, 4 jan. t/m 29 jan.</td>
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<tr>
<td>Resilience and Risk Processes in Children and Adolescents (6EC)</td>
<td>Intervention Essentials: Effects, Implementation and Diversity (6EC)</td>
<td>Masterclass Methods and Statistics (3 EC)</td>
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<td>Youths’ School Adjustment in Educational Settings (6EC)</td>
<td>Parent and Peer Influences in Youth Development (6EC)</td>
<td>Masterclass Professional Skills (3 EC)</td>
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<th>Semester 2</th>
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<td><strong>Blok 1, 1 febr. t/m 24 maart</strong></td>
<td><strong>Blok 2, 29 maart t/m 27 mei</strong></td>
<td><strong>Blok 3, 30 mei t/m 24 juni</strong></td>
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<td>Internship (12 EC) or 2 elective courses</td>
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<td>MA thesis (18 EC)</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, one Free-Choice Course (UvA program).

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
- 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
STUDYING
Notice how they conveniently put “DYING” at the end of this word
YAR’s 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 possible, domestic (Dutch) internships available
- International: WHO, UNICEF, AZG, etc. etc.
- Preventive activities in Surinam, Morocco, Burundi, etc. etc.
- Dutch: Trimbos, NJI, Bascule, PI Duivendrecht, OKT team, etc.
- Send us your interest!

Option to choose additional courses, and to not do an internship
For Dutch students: NVO registratie basispedagoog
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 2018 enrollments is open. Enrollments considered on an ongoing basis, until May 31, 2018.

- VWO: admissible | premaster FO-OOP-PJO: admissible | international: admission board

- When students miss knowledge of methods and statistics, but fulfill other criteria, we may organize a “crash course” on basics in methods and statistics in summer.
See you next year in Youth At Risk!

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